

LLE Eligibility Criteria



Local leaders of education eligibility criteria for the East of England

Definition of terms: The terms listed below are used throughout the criteria. The use of terms is solely for ease of readability, and does not in any way imply that our assessment process doesn't take into account the differing contexts of those organisations which are eligible to apply.

- **Local Leader of Education (LLE)** are part of the system leader's workforce. They are head teachers who provide support to other head teachers.
- **School** also represents academy, PRU and sixth form college
- **Governing body** represents the body appointed to be accountable for the management of the school, federation or trust including the board of trustees or equivalent.
- **Headteacher** also represents principal, chief executive or executive Headteacher
- **Senior educational professional**
 1. a DCS or second tier officer from your LA
 2. a Senior Representative from your diocese
 3. Headteacher of a teaching school
 4. Headteacher of a teaching school alliance strategic partner school, which has responsibility for school to school support

Criteria for headteacher applying for local leaders of education (LLEs)

Criteria	How this should be demonstrated:
<p>Part A</p> <p>To be considered as an LLE you must:</p> <p>1. be judged to be a good serving headteacher with at least three years experience and expect to remain at your current school for at least two years after designation</p>	<ul style="list-style-type: none"> • Headteacher has been a substantive headteacher for three years or more in which they have been legally responsible for the management of a school and accountable to the governing body, and • Headteacher is named on a recent Ofsted Section 5 inspection report where the Leadership and Management has been judged as good either at current school or at previous school if the applicant has changed headship within the last three years and has yet to receive an Ofsted inspection, and • Confirmation in the application that the headteacher expects to remain head of their current school for at least two years after designation • In exceptional circumstances (e.g. where the head has been appointed internally) applications may be accepted from headteachers who have been a headteacher for at least two years if they can clearly evidence that they have the relevant experience to take on this role and meet all the other eligibility criteria.
<p>2. be accountable for one or more school(s) which meet the LLE school criteria in Part B below</p>	<ul style="list-style-type: none"> • Headteacher is accountable for at least one or more school(s) that meet the criteria in Part B below
<p>3. have the full support of the school's Governing Body, and Local Authority or a Senior Educational Professional</p>	<ul style="list-style-type: none"> • A declaration within your application, that your Chair of Governors (or equivalent) supports the application, and • A supportive reference from a Senior Educational Professional, responsible for brokering or commissioning support

4. be able to demonstrate that you have sufficient experience of providing support as a coach or mentor to another headteacher or senior member of staff at a school other than your own

- Headteacher has provided support to at least one headteacher/senior staff member at another school
- Evidence that the support has had a positive impact

Please note that the Teaching School Alliance reserve the right to further substantiate evidence for this criterion through the collation of anonymous feedback from the Headteacher(s) of school(s) which your school has supported.

5. be able to commit to the minimum time of 5 days per academic year expectation for LLE deployment and are usually not consecutive

- LLE deployments with a school improvement focus may last from six months to two years, with regular opportunity to review progress
- provide between 20-30 hours of coaching and mentoring support to new heads through their first two years of headship

Confirmation within the application that the applicant has sufficient capacity to undertake deployments and there is sufficient capacity within the school to allow the Headteacher to be deployed

6. Commit to an assessment process and training/ induction for LLE designation

Or

Where colleagues meet all the rest of the criteria and have been trained, deployed and quality managed by a TSA and/or LA there would be a modified / custom designed programme for these colleagues.

- TSAs designating LLEs will arrange a formal assessment process
- Training/induction organized by the TSA will include:
 - developing coaching and mentoring skills,
 - ‘having difficult conversations’,
 - identifying pupil performance concerns,
 - knowledge of ‘narrowing the gap,’
 - strategies/protocols/procedures required by the TSA brokering deployments
 - Information about the TSAs monitoring and evaluation processes of LLEs effectiveness.

Criteria for applicant headteacher's school

Criteria	How this should be demonstrated:
<p>PART B</p> <p>To be considered as an LLE your school must:</p> <p>a. be judged to be good</p> <p>in exceptional circumstances</p>	<p>School inspected under the 2005 - 2012 framework:</p> <ul style="list-style-type: none"> • Most recent Section 5 Ofsted inspection has judged the school to be 'Good' for 'Overall Effectiveness', for 'Leadership and Management' and 'Capacity to Improve' <p>Schools inspected under the latest framework (September 2012 onward):</p> <ul style="list-style-type: none"> • Most recent Section 5 Ofsted inspection has judged the school to be 'Good' for 'Overall Effectiveness' and for 'Leadership and Management' <p>Or exceptionally,</p> <ul style="list-style-type: none"> • If the school has been removed from Ofsted category or if the school is serving an area of high social deprivation (% of children eligible for free school meals is above average)

b. show consistently high levels of pupil performance or a significant upward trajectory in the last three years, and in addition be above current floor standards (as evidenced in published Department for Education data)

- Department for Education performance data shows a clear upward trend or good (or better) progress, and
- latest performance data demonstrates that the school is above the current floor standard⁴ and, in addition
- if attainment is not above national averages, pupil progress is above the national median for both English and Maths
- level of performance is in top 50% of progress 8 in a secondary school

Please note that emphasis will be placed on pupil progress for special school applicants and those schools under the 'exception circumstances category'. Relevant space is provided in the application form for applicants to summarise this.

Further guidance on how the Teaching School determines whether schools meet this criterion, including the measures assessed and when exceptional circumstances may be considered, should be obtained from the Teaching School.

c. show capacity and experience of senior leaders to work with and support other schools

- Evidence that the support has involved, and has capacity to continue to involve senior leaders, in addition
- Evidence of how staff have been prepared for the impact of supporting schools