

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 30 August 2022

Report by
Head of Education

Leadership Strategy Update

1. Background

- 1.1. *Leadership is recognised as a key driver of the success of any school or Early Learning and Childcare (ELC) setting. Leaders at all levels who are empowered and collaborative, and who empower others to take ownership of their own learning and teaching in a collaborative way, have a strong track record of ensuring the highest quality of learning and teaching.*
Achieving Excellence & Equity 2022 National Improvement Framework
- 1.2. Since 2017 in Renfrewshire, the **Scottish Attainment Challenge** has provided a significant opportunity to focus on the importance of leadership in our attempts to tackle poverty and close the poverty related attainment gap. We have made significant strides as an education authority in supporting our teaching workforce and school leaders within an empowered system to lead classrooms and establishments with confidence and competence. This view was endorsed by Education Scotland in their 2019 inspection report 'How well is Renfrewshire Council improving learning, raising attainment and closing the poverty-related attainment gap?'
- 1.3. Renfrewshire's Leadership Strategy 'Leading and Learning Together' was last updated in 2014. Since that time there have been numerous developments impacting on teacher leadership such as the National Model for Professional Learning, Renfrewshire's Aspiring Leaders programme and updated national and local guidance for teacher's Professional Review and Development (PRD) and Professional Update (PU).
- 1.4. In consultation with a variety of staff from across all sectors, including senior leaders and trades union representatives, a new draft strategy has been produced - 'Learning and Leading Together'. The aim of this strategy is to continue to build on the successful work of the attainment challenge, enhancing the leadership attributes of all staff in order to sustain and further develop our innovative and collegiate approaches to high quality attainment and engagement across schools, early years and childcare settings.

2. Recommendation

- 2.1 Members are asked to approve the content of this revised Leadership Strategy.



Children's Services

Leadership Strategy

Learning & Leading Together

(Revised February 2022)

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Foreword

Leadership is one of the most influential factors in shaping an organisational culture therefore, developing the right people with the right skills and values must be a key priority to enable the sustainable delivery of Renfrewshire Council's Children's Services. Ensuring the necessary leadership behaviours, strategies and qualities are developed in our workforce is fundamental. In support of this work, the Scottish Government's 'National Improvement Framework' highlights the importance of leadership at all levels as a key driver for improvement. Children's Services need high quality leaders at every level and in every area to ensure that it delivers high quality experiences and outcomes for all of our children and young people. Never has it been more important to have a strong vision for leadership at all levels, and across all sectors as it is now. As we continue to navigate Scotland's changing education landscape, we must respond dynamically to ensure recovery from the global pandemic and achieve excellence and equity for all.

Research clearly evidences that high quality leadership is a key component in effective education establishments. The impact of strong leadership on our pupils' learning and attainment is regularly demonstrated in HMIE inspection reports for establishments from across Scotland. Where leadership is most effective, the impact on pupils' learning is significant and demonstrable. As such, senior education leaders play a key role in driving forward improvement by influencing the motivations and capacities of their staff, as well as the establishment ethos and environment as a whole. Effective leadership is essential to improve the efficiency and equity of schooling. Successful establishment management has many features and Children's Services in Renfrewshire embrace the council wide values including "we are learners" which recognises the developmental capacity and wider potential of all staff and supports the continuance of our excellent track record in encouraging leadership for all. This refreshed strategy aims to build on current strengths and further develop leaders at all levels through high quality professional learning.

The leadership skills of senior leaders are particularly important in creating the right conditions for effective distributed leadership, for example leadership roles within departments, curriculum areas, pupil support and in taking forward establishment wide developments. Effective leadership in all these aspects of the establishment's work can make a substantial difference to the quality of pupils' experiences and outcomes.

I commend this revised strategy to you and look forward to working alongside you all to further develop leadership capacity across our schools and early learning establishments.

Tracy McGillivray
Head of Service

1. Background

Since its introduction in 2016, the **National Improvement Framework** has improved the availability, quality and consistency of data, and extended understanding of what works to drive improvements for children and young people across all parts of the Scottish education system. It sets out the vision and priorities for Scottish education that have been agreed across the system. One of the key drivers of improvement in the outcomes achieved by children and young people through education is school and Early Learning & Childcare (ELC) Leadership.

Leadership is recognised as a key driver of the success of any school or ELC setting. Leaders at all levels who are empowered and collaborative, and who empower others to take ownership of their own learning and teaching in a collaborative way, have a strong track record of ensuring the highest quality of learning and teaching.

Achieving Excellence & Equity 2022 National Improvement Framework

Since 2017 in Renfrewshire, the **Scottish Attainment Challenge** has provided a significant opportunity to focus on the importance of leadership in our attempts to tackle poverty and close the poverty related attainment gap. We have made significant strides as an education authority in supporting our teaching workforce and school leaders within an empowered system to lead classrooms and establishments with confidence and competence. This view was endorsed by Education Scotland in their 2019 inspection report:

‘The authority’s outstanding approach to professional learning, building capacity and leadership development has enabled it to ‘grow its own’ promoted staff through providing appropriate training opportunities. It has also achieved very high levels of empowerment amongst teachers, parent/carers and learners through an ethos of distributed leadership.’

How well is Renfrewshire Council improving learning, raising attainment and closing the poverty related attainment gap? Feb 2019

<https://education.gov.scot/media/10sj5w1h/renfrewshireila190219.pdf>

The aim of this strategy *Learning and Leading Together*, is to continue to build on the successful work of the attainment challenge, enhancing the leadership attributes of all staff in order to sustain and further develop our innovative and collegiate approaches to high quality attainment and engagement across schools, early years and childcare settings.

2. Introduction

High quality leadership at all levels is vital if we are to secure equity and excellence for our children and young people. Our education workforce requires to understand the role that they play in disrupting the pattern for those living in poverty. This leadership strategy, for staff at every level, reinforces the importance of **high-quality career long professional learning** at its centre. We need staff who continually build on their current strengths, expertise and skills. This will ensure we have a highly skilled workforce that is ready to move into promoted posts and to lead learning effectively at every stage of their professional careers. John Hattie (author and researcher Visible Learning) argues that *in ‘great’ schools it is the excellence of teachers, who are supported in their leadership of learning by visionary leadership at all levels, which encourages natural growth towards excellence.*

This is in line with Graham Donaldson's seminal point in his 2011 publication *Teaching Scotland's Future* and a point that he makes again in the GTCS lecture to mark the tenth anniversary of his January 2011 report, "*We will need visionary leadership at all levels that can inspire, support and empower teachers to give young people the kind of challenging and engaging education that they both need and deserve.*"

As leaders of learning, all practitioners should engage in developing as well as delivering the curriculum. A culture of creativity and collegiality within which learning and teaching is the pivotal focus embodies the ethos of **distributive leadership** which is a key feature within Renfrewshire schools and early years settings. We must continue to build on this ethos which recognises that it is the collective leadership capacity of staff that is important, so all are enabled to take on leadership roles and responsibilities, and all are supported and challenged to do this.

This strategy also recognises the need to have a **leadership succession plan** for our establishments. Developing leadership talent at all levels should be integral to the staff professional review and development process (PRD) at establishment and strategic level. The development of staff to take on promoted roles should be seen by all senior education leaders as a major part of their leadership role.

3. Context

The emphasis of this strategy is on the progressive development of leadership skills and behaviours at all levels - from Initial Teacher Education (ITE) to enabling experienced Head Teachers to contribute to systems leadership at national level.

Renfrewshire's PRD and Professional Update (PU) guidance – *link* describes how staff can access opportunities in those areas where they require support or the opportunity to further develop to help them enhance their careers and aspirations as empowered professionals. PRD is an entitlement and should be accessible by all across the profession.

It is important that we also take cognisance of national developments when planning leadership opportunities, the most influential of these being:

(a) Education Scotland Professional Learning and Leadership Directorate (EDSPLL), formerly SCEL, is funded by the Scottish Government and has the strategic responsibility for ensuring high quality professional learning for educators across Scotland.

EDSPLL are committed to an empowered education system, ensuring the best possible professional learning opportunities are made available to teachers at all levels and stages of their career. Their work is diverse and includes the facilitation of their own leadership programmes, collaboration with universities and local authorities in Scotland, engagement with international educators, national events such as the Scottish Learning Festival and the Scottish Education Awards, and the provision of learning activities and endorsed programmes through their online resource.

Their innovative, high-quality leadership programmes (*links below*) help ensure that education professionals have the right learning and development opportunities to make a real difference to the outcomes for children and young people.

- [Teacher Leadership](#)
- [Supporting Teacher Leadership](#)
- [Middle School Leadership](#)
- [Collaborative Middle Leadership](#)

- [Towards Headship](#)
- [Into Headship](#)
- [In Headship](#)
- [Excellence in Headship](#)
- [Leading Systems Change](#)
- [Evolving Systems Thinking](#)

(b) The national model of professional learning

As education professionals we engage in professional learning to stimulate our thinking and to ensure our practice is critically informed and up-to-date.

The model of professional learning identifies the key principles and features of effective learning that will build capacity and promote collaborative practices. The model provides a shared language and aspiration, informing the provision, structure and nature of learning. It also outlines the kinds of learning that will empower and enable staff to best meet the needs of learners.



The model outlines three inter-connected areas of practice which education professionals are encouraged to consider in their own professional learning activities.

The model is complemented by a range of practical tools to support education professionals in developing their learning.

The model should be used alongside these tools, as well as self-evaluation activities related to the **General Teaching Council for Scotland (GTCS) Professional Standards**, or other Professional Standards, to map out professional learning.

(c) GTC Scotland Professional Standards (revised Aug 2021)

<https://www.gtcs.org.uk/professional-standards/standards-for-registration.aspx>

Professional Standards for teachers are core to the being, knowing and doing that is teacher professionalism. It is these standards which make useful connections between ongoing Professional Review and Development, Professional Learning and Professional Update sign-off.

Self-evaluation should be a useful process that is rigorous and enables you to be critically reflective about yourself as a professional and your practice.

The self-evaluation process will enable you to:

- plan for meaningful professional learning
- engage in critically reflective dialogue as part of the PRD process
- identify and focus on areas you wish to develop expertise or accomplishment
- consider your career planning.

There are many approaches to self-evaluation and a number of tools, including the national model of professional learning and the Professional Standards, that will help support the process.

(d) Unlocking the Potential of Professional Review and Development

(GTCS Professional Review and Development Guidelines 2019)

<https://www.gtcs.org.uk/wp-content/uploads/2021/08/professional-review-development-guidance-2020.pdf>

These PRD Guidelines have been shaped and created by the profession, for the profession. They are designed to support the development of cultures that foster teacher agency, promote teacher-led professional learning and enable collaborative professionalism.

(e) West Partnership Regional Improvement Collaborative

The West Partnership has a clear vision: *to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.*

The approach within the West Partnership is underpinned by the development of a network learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. The work is built around collaborative learning and practitioners are supported to develop ways of working together that are effective and build upon well-established research-based models of delivery. The work of the West Partnership is predominantly delivered through the structures of three key workstreams:

- Wellbeing for Learning;
- Leadership, Empowerment and Improvement; and
- Curriculum and Learning, Teaching & Assessment

Providing support to practitioners, facilitating collaborative working and learning from one another are at the core of each of these workstreams

(f) Funding for Masters Level Learning

Scottish Government funding to increase opportunities for teachers to undertake professional learning at Masters level (SCQF level 11) has been made available to local authorities within the West Partnership since 2017.

The funding is explicitly for teachers to take Masters level modules and courses available from the Partnership's two university partners, Glasgow and Strathclyde. These universities already provide a number of high-quality, GTCS-endorsed, Masters programmes which cover the identified priority areas within each local authority.

In Renfrewshire, leadership has been a priority area for this funding from the outset, with approx. 50% of teachers accessing funding for either PGCert, PGDip or full Masters in educational leadership.

4. Leadership Progression Pathways

Any successful and sustainable leadership strategy has to be embedded within a culture which engages and empowers leaders at all levels of the organisation. All staff should be encouraged to access high-quality professional learning experiences and develop a clear idea of pathways that will support their careers from student, newly qualified teacher, classroom practitioner and, if desired, on to promoted posts in and beyond educational establishments.

This strategy recognises that every professional will have their own individual pathway, with some ultimately leading to becoming a head or manager of an educational establishment or beyond into a further corporate role. Each individual, at every level, should be aware of the supports, professional learning opportunities and possible pathways they can take, and should be supported to acquire the knowledge and develop the skills required to build confidence and expertise, either to remain at their current level, or to prepare for promotion to a new role in their professional career.

This strategy aims to support individuals on their pathway by providing access to in-house development programmes, such as our Aspiring Leadership courses, and signposting appropriate local and national leadership learning opportunities. In addition, the strategy advocates exploiting opportunities for collaborative working and the sharing of best practice and expertise across local clusters of establishments, across Renfrewshire, across the West Partnership and nationally and internationally. This approach will lead to a strengthening of individual and collective leadership capacity across Renfrewshire.

The following sections set out the leadership opportunities and experiences available (this is not exhaustive) to staff which can support the realisation of our vision of distributive leadership at all levels and prepare individuals for considering and taking next steps in their professional careers into promoted posts as well as developing expertise at their current post level.

Initial Teacher Education (ITE) Students

Initial teacher education (ITE) in Scotland is provided by the universities in partnership with schools and education authorities. ITE is the foundation on which all further professional learning is built. Students range from Undergraduates with a four-year broad teaching education to specialist Postgraduates taught intensively at PGDE level or in-depth over two years at Masters level. Students develop skills and knowledge both on campus and in school placements preparing them for their teaching careers.

The Standard for Provisional Registration (SPR) specifies what is expected of a student teacher seeking provisional registration with GTCS at the end of Initial Teacher Education.

Each university provides guidance for student placements. When students are on placement in our schools, we can further develop them as teachers by offering the below opportunities

School opportunities

- *Provide an in-school induction – policies, handbook etc*
- *Provide a mentor who regularly discusses progress*
- *Attend collegiate/departamental learning sessions where appropriate*
- *Participate in tracking discussions*
- *Provide wider school experiences in the playground, lunch hall, assemblies etc*
- *Attend staff/departamental meetings where appropriate*

Local Authority opportunities

- *Attend online local authority welcome & introduction to Renfrewshire session*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Provisional Registration*
- *Maintain the GTCS ITE profile, including strengths and areas for development*

Upon successful completion of ITE and having attained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full registration (SFR). This can be done through the 1 year Teacher Induction Scheme (TIS) or by undertaking the flexible route as probationers.

Newly Qualified/Probation Teachers

Those who have provisional registration with GTCS are required to carry out a period of probation to demonstrate that they have met the Standard for Full Registration.

Probationary service can be undertaken in one of two ways:

- **Teacher Induction Scheme (TIS)** provides a guaranteed one-year training post to every eligible student graduating with a teaching qualification from one of Scotland's universities.
- **Flexible Route** is a way to complete the probationary requirement if you have opted out of the TIS, are not eligible to join the TIS, can't commit to a full-time post or want to complete your probation somewhere other than a Scottish state school.

In Renfrewshire, the vast majority of NQTs are on the TIS scheme. We have developed an excellent professional learning programme for our NQTs which covers a wide range of topics including classroom management, use of digital technologies, carrying out a professional enquiry and sustainability/global citizenship. As a result of the high-quality support and professional learning provided, NQTs are very well supported to carry out their role and almost all attain a 'satisfactory' outcome in their final profile submission to General Teaching Council Scotland GTCS.

School opportunities

- *Individual school probationer support/induction programmes*
- *Planned collegiate learning (often linked to school improvement plan)*
- *Working with stage/departmental colleagues*
- *Involvement in the wider life of the school e.g., facilitating a school club/after school activity*
- *Observe experienced class teachers*
- *Engage in professional dialogue with assigned mentor to develop skills in professional reflection & self-evaluation*
- *Share the learning from university course with colleagues*

Local Authority opportunities

- *Probationer Professional Learning programme*
- *Professional Enquiry supporting classroom pedagogical approaches*
- *Authority wide professional learning available through CPD Manager*
- *Probationer Action Learning Sets*
- *Drop-in professional learning sessions – tailored to need*

External opportunities

- *GTCS Probationer resources e.g., differentiation, professional Standards Rubric, wellbeing webinars*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Full Registration*
- *Maintain a record of progress, including professional learning, through the GTCS Profile*
- *Develop an interest in professional reading, including research and current educational developments*

By engaging in ongoing, quality professional learning throughout the probationary year, our probationer teachers will give themselves the best chance of developing the skills, abilities and knowledge required to gain full GTCS registration and begin their formal teaching career, leading learning effectively for all learners.

Early Career Teachers

Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Early Career Teachers refers to those recently qualified teachers in the first four years of their career post probation. In Renfrewshire, all those who are successful in gaining a satisfactory outcome in their NQT year are transferred to the supply teaching pool – unless they gain employment in one of our schools, or elsewhere, beforehand. It is crucial that Early Career Teachers continue to build on the knowledge and skills gained through their probationary year by continuing to participate in professional learning which will allow them to rise to the challenge of delivering excellent experiences for all children and young people.

The below highlights a range of options which Early Career Teachers can select and shape into their own professional learning pathway.

School opportunities

- *Planned collegiate learning (often linked to school improvement plan) within school/cluster*
- *Working with stage/departmental colleagues to plan learning, which is relevant, engaging and challenging for all learners*
- *Facilitating school clubs/after school activities*
- *Observe and utilise the good practice demonstrated by more experienced class teachers*
- *Plan for, and participate in, the PRD process*
- *Identify and carry out a professional enquiry to improve classroom practice – this could be done collaboratively or individually*
- *Deliver feedback on professional learning undertaken to colleagues*
- *Support with the creation of new resources or materials for learners*
- *Join a school/cluster professional reading group*
- *Join a school/cluster working group*

Local Authority opportunities

- *Early Career Teacher Professional Learning programme*
- *Authority wide professional learning available through CPD Manager*
- *Early Career Teacher Action Learning Sets*
- *Drop-in sessions – tailored to need*
- *Masters Level Learning modules*
- *Improving our Classrooms programme*

External opportunities

- *GTCS/Ed Scotland Stepping Stones Programme - then become a Stepping Stones Leader*
- *Ed Scotland professional learning & leadership opportunities*
- *Professional learning offered by a range of Scottish education partners e.g., SSERC, SQA, SDS, Primary Engineer*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Full Registration/ Standard for Career Long Professional Learning*
- *Use relevant literature and research when addressing issues*
- *Maintain a record of professional learning and the impact this has had using MyPL*

Class Teachers 5+ experience

Every teacher will have a role to play in leadership whether in terms of curriculum development, policy development or working on discrete projects within an establishment or across a local authority area.

Teacher leadership develops:

- teacher competence and confidence
- advances professional learning
- promotes change and improvement in establishments
- encourages professional collaboration and collegiality
- boosts professional status and recognition
- contributes positively to the achievement of equity and excellence in our establishments

The below highlights a range of opportunities which more experienced Class Teachers can select and shape into their own professional learning pathway.

School opportunities

- *Lead a working party/area of curriculum development*
- *Lead a group Professional Enquiry supporting classroom pedagogical approaches or support less experienced colleagues with their enquiries*
- *Plan and deliver collegiate learning within school/cluster*
- *Take an increasing lead in working with stage/departmental colleagues to plan learning, which is relevant, engaging and challenging for all learners*
- *Encourage students, NQTs and Early Career Teachers to observe your practice in class*
- *Support less experienced teachers to use performance data effectively for self-evaluation and improvement and to make judgements about pupil progress*
- *Use digital learning to enhance lessons, develop innovation and curiosity and extend and deepen learning. Support less experienced/confident colleagues in the application of digital resources*
- *Mentor students and NQTs*
- *Peer support e.g. coaching or mentoring of Early Career Teachers*
- *Create/pilot new resources or course materials for learners*
- *Lead a school/cluster professional reading group*
- *Work with partners with increasing confidence e.g., SQA, Educational Psychology, universities*
- *Lead extra-curricular events/clubs/trips*
- *Shadow a current Principal Teacher*
- *Take on a Champion role e.g., Literacy, Numeracy, Digital*
- *Take on a Project Leader Role (secondary)*
- *Support work experience pupils*
- *Make links within the local community/local organisations*
- *Join the Parent Council*
- *Deliver parent workshops/information sessions*
- *Develop personal interests/talents which might lead to applying for grants, applying for a new role, producing a school show, training colleagues, or starting a club*

Local Authority opportunities

- *Aspiring Principal Teacher/Middle Leader course*
- *Authority wide professional learning available through CPD Manager*
- *Provide guidance and career long professional learning on the most up-to-date pedagogical research*
- *NQT and student Mentor training*
- *Masters Level Learning modules*
- *Improving our Classrooms programme*
- *Join an authority working group*
- *Acting PT roles*
- *Secondments*

External opportunities

- *Education Scotland professional learning & leadership courses:*
Teacher Leadership Programme
Supporting Teacher Leadership Programme
[Award in Leadership](#)
[Aspiring to Middle Leadership](#)
- *Professional learning offered by a range of Scottish education partners e.g., SSERC, SQA, SDS, Primary Engineer*
- *GTCS Professional Recognition Award - recognises the enhanced, significant, sustained and reflective enquiry a teacher has undertaken and the development of their professional learning in a particular area.*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Registration/Career Long Professional Learning/Look to the Standard for Middle Leadership*
- *Use and promote relevant literature and research when addressing issues*
- *Maintain a record of professional learning and the impact this has had using MyPL*

By encouraging, supporting and enriching the leadership skills of our teachers, they will in turn become confident and innovative teachers, who inspire colleagues to be creative in their teaching practices so that all young people achieve and attain their best through excellent experiences. Some of these individuals may choose to look for promoted Middle Leadership posts, pursue the Lead Teacher role (information still to come nationally regarding this role) or continue to develop their role in the classroom.

Middle Leaders

Middle leadership includes a variety of roles ranging from Faculty Heads and Principal Teachers to class teachers with a whole school responsibility or area of focus.

Support for those in middle leadership positions has strengthened in recent years following the publication of the OEDC report ***‘Improving Schools in Scotland’*** (2015) which called for *‘a strengthened ‘middle’ operating through networks and collaboratives among schools, and in and across local authorities.’*

It is important that our middle leaders are provided with the correct support to allow them to actively contribute to school improvement and to influence attainment and achievement in their establishment both operationally and strategically.

The below details opportunities which can enhance and develop the leadership attributes of our middle leaders in order to improve outcomes for all learners.

School opportunities

- *Lead developments that extend across the school and are directly linked to the Whole School Improvement Plan*
- *Mentor an NQT/Lead NQT Training within the school*
- *Engage with educational literature, research and policy sources in leading and developing the curriculum, pedagogy and assessment practices within areas of responsibility*
- *Plan and deliver activities and programmes which lead to improvements within areas of responsibility e.g. increase meaningful parental engagement*
- *Support staff with Professional Enquiry and collaborative learning within areas of responsibility*
- *Lead and share good practice to support staff individually and collectively to engage in regular and rigorous self-evaluation*
- *Plan and deliver collegiate learning*
- *Use coaching and mentoring techniques to support colleagues and encourage the development of these skills in others*
- *Monitor the learning planned within areas of responsibility to ensure it is relevant, engaging and challenging for all learners*
- *Support staff to use available data effectively for self-evaluation and improvement and to make judgements about pupil progress*
- *Encourage the use of digital learning to enhance lessons, develop innovation and curiosity within areas of responsibility*
- *Shadow a current Depute and, if possible, seek responsibility for parts of remit*
- *Encourage the development of leadership skills and qualities in others through identifying leadership opportunities for other staff both in and beyond the school*

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Local Authority opportunities

- *Aspiring Deputes course*
- *Support delivery of the Aspiring Middle Leaders course*
- *Mentor aspiring or newly appointed middle leaders*
- *Authority wide professional learning available through CPD Manager – lead/deliver on appropriate areas*
- *NQT Induction programme – deliver on relevant aspects of this programme*
- *Masters Level Learning modules – e.g., Educational Leadership*
- *Join an authority working group and assume leadership responsibility*
- *Subject specialist forums*
- *Middle Leader Learning Sets*
- *Acting Depute roles*
- *Secondments*
- *Leadership of Child Protection training*

External opportunities

- *Education Scotland professional learning & leadership courses:*
 - *Middle Leaders Leading Change*
 - *Collaborative Middle Leadership*
 - [Award in Leadership](#)
- *Regional Improvement Collaborative (RIC) - West Partnership leadership professional learning (contact Education Manager if interested):*
 - *Virtual Leadership Network*
 - *Specialist Networks*
- *Develop relationships with a range of Scottish education partners e.g., SSERC, SQA, SDS, Primary Engineer*
- *GTCS Professional Recognition Award - recognises the enhanced, significant, sustained and reflective enquiry a teacher has undertaken and the development of their professional learning in a particular area.*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Career Long Professional Learning/Standard for Middle Leadership*
- *Use and promote relevant literature and research when addressing issues*
- *Maintain a record of professional learning and the impact this has had using MyPL*
- *Make connections and network with colleagues from different schools and authorities*

Effective and ambitious middle leaders require to be further supported and challenged to continue to build the necessary knowledge, skills and understanding required to carry out their role and identify their next steps. Some may look to progress to senior leadership positions whilst others continue to enhance and develop their leadership attributes as a member of the middle leadership team.

Depute Head Teacher

Depute Headteachers, in most cases, will have had years of classroom or school experience and be able to show wide-ranging evidence of leadership skills in a school setting. Although the role will vary from school to school, all Deputes work very closely with the Headteacher and can be required to deputise for them in their absence. Many Deputes retain a teaching commitment as well as line managing a variety of staff, taking responsibility for areas of the curriculum and improvement plan alongside many other strategic and supportive roles – it is a unique and very demanding position!

School opportunities

- *Lead developments that extend across the school and are directly linked to the Whole School Improvement Plan*
- *Mentor NQTs/Plan & Lead NQT Training within the school*
- *Engage with educational literature, research and policy sources in leading and developing the curriculum, pedagogy and assessment practices within areas of responsibility*
- *Plan and deliver activities and programmes which lead to improvements within areas of responsibility e.g. develop planning formats, improve tracking records*
- *Support staff with Professional Enquiry and collaborative learning within areas of responsibility*
- *Lead and share good practice to support staff individually and collectively to engage in regular and rigorous self-evaluation*
- *Plan and deliver collegiate learning in own school and beyond*
- *Use coaching and mentoring techniques to support colleagues and encourage the development of these skills in others*
- *Monitor the learning planned within areas of responsibility to ensure it is relevant, engaging and challenging for all learners*
- *Support staff to use available data effectively for self-evaluation and improvement and to make judgements about pupil progress*
- *Encourage the use of digital learning to enhance lessons, develop innovation and curiosity within areas of responsibility*
- *Shadow a current Headteacher*
- *Encourage the development of leadership skills and qualities in others through identifying leadership opportunities for other staff both in and beyond the school*

Local Authority opportunities

- *Aspiring Heads course*
- *Support delivery of the Aspiring Middle Leaders/Deputes course*
- *Mentor aspiring or newly appointed Deputes*
- *Authority wide professional learning available through CPD Manager – lead on appropriate areas*
- *NQT Induction programme – deliver on relevant aspects of this programme*
- *Masters Level Learning modules – Educational Leadership*
- *Lead an authority working group*
- *Deputes Learning Sets/Facilitate a Learning Set for PTs or class teachers*
- *Acting Headteacher roles*
- *Deputes groups e.g., Learning & Teaching Group (secondary)*
- *Secondments*
- *Leadership of Child Protection training*

External opportunities

- *Education Scotland secondments and professional learning & leadership courses:*
 - *Into Headship*
 - *Towards Headship*
- *Represent the local authority on national forums*
- *Regional Improvement Collaborative (RIC) - West Partnership leadership professional learning (contact Education Manager if interested):*
 - *Virtual Leadership Network*
 - *Specialist Networks*
- *Develop relationships with a range of Scottish education partners e.g., SSERC, SQA, SDS, Primary Engineer*
- *GTCS Professional Recognition Award - recognises the enhanced, significant, sustained and reflective enquiry a teacher has undertaken and the development of their professional learning in a particular area.*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Career Long Professional Learning/Standard for Middle Leadership/Standard for Headship*
- *Use and promote relevant literature and research when addressing issues*
- *Maintain a record of professional learning and the impact this has had using MyPL*
- *Make connections and network with colleagues from different schools and authorities*

Many Deputes make the decision not to move into headship despite having the necessary experience and, in some cases, an appropriate qualification for headship. Instead, they continue to learn and grow in the depute role, supporting the Headteacher in managing and leading the school.

Newly appointed Headteachers

Appointment to a Head Teacher post is not an end point but part of an ongoing developmental journey that continues throughout headship. Our leadership strategy should help Headteachers to understand their own personal journey. It is important that as part of our support for Headteachers we help to develop the skills, capacity and confidence to make decisions and, if mistakes are made, how to recover from these and understand that this is part of the developmental journey.

School opportunities

- *Mentor in-house Deputes/Principal Teachers/Faculty Heads*
- *Engage with educational literature, research and policy sources*
- *Develop and lead rigorous, whole school self-evaluation*
- *Plan whole school collegiate learning opportunities*
- *Develop a coaching culture within the school*
- *Develop relationships and collegiate working opportunities with cluster colleagues and beyond*
- *Oversee the monitoring of all planned learning to ensure it is relevant, engaging and challenging for all learners*
- *Support staff to use available data effectively for self-evaluation and improvement and to make judgements about pupil progress*
- *Shadow an experienced Headteacher/work with appointed HT mentor*
- *Encourage the development of leadership skills and qualities in others through identifying leadership opportunities for staff both in and beyond the school*

Local Authority opportunities

- *Attend Headteacher induction sessions*
- *Attend appropriate corporate leadership opportunities e.g. Discipline & Grievance Procedures, ASL Legislation, Legal Matters*
- *Support delivery of the aspiring leadership courses*
- *Mentor Deputes from across the authority*
- *Authority wide professional learning available through CPD Manager – attend/lead on appropriate areas*
- *NQT Induction programme – deliver on relevant aspects of this programme*
- *Lead an authority working group*
- *Participate in a Headteacher Learning Set*
- *Facilitate a Learning Set*
- *One to one bespoke coaching and mentoring programme*
- *Leadership of Child Protection training*

External Opportunities

- *Education Scotland In Headship programme*
- *Represent the local authority at national forums and events*
- *Regional Improvement Collaborative (RIC) – support with the delivery of West Partnership professional learning*
- *West Partnership Headteacher Learning Set and coaching opportunities*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Headship*
- *Use and promote relevant literature and research when addressing issues*
- *Maintain a record of professional learning and the impact this has had using MyPL*
- *Develop connections/ network with colleagues from different schools and LAs*

It is evident that the early days of headship are possibly the most turbulent and require the most centralised support. Link Education Managers will play a critical role in ensuring this ongoing support is provided, either personally or by identifying appropriate personnel/resource. We want our leadership strategy to support newly appointed Headteachers to flourish in the role and develop the skills required for leading and managing any school as they progress in their career.

Experienced Headteachers

It is important that we capitalise on the experience of our established Headteachers to help build leadership capacity and to encourage our newly appointed Headteachers and aspiring leaders to rise to the challenge of headship. It is equally important that we support experienced Headteachers in their career long professional development to ensure the closing of the poverty related attainment gap and ensure equity and excellence in our schools.

School opportunities

- *Establish and maintain a culture where your learning community are involved in meaningful decision making about the enhancement of learning*
- *Create opportunities for staff to undertake leadership roles within your establishment and promote opportunities beyond your establishment*
- *Build constructive relationships with colleagues which support collaboration across the authority and beyond*
- *Create a coaching culture within your establishment and across Renfrewshire*
- *Coach / mentor SLT / PT from within and out with your own school*
- *Ensure that meaningful, rigorous and regular PRD takes place for all staff*
- *Take part in and facilitate good practice visits within Renfrewshire and beyond*

Local Authority opportunities

- *Take part in a Head Teacher learning set*
- *Facilitate learning sets for aspiring leaders*
- *Support delivery of aspiring leader courses*
- *Coach / mentor newly appointed Head Teachers or aspiring leaders*
- *Provide CLPL for peers and aspiring leaders*
- *Participate in authority training to enhance service delivery*
- *Volunteer for/Lead authority working parties and strategy groups*
- *Contribute to cluster, quartile, Renfrewshire and national developments and discussion to inform policy and practice*
- *Take part in Quality Improvement visits or reviews within other establishments*

External Opportunities

- *Education Scotland Excellence in Headship and Evolving Systems Thinking programmes*
- *Represent the local authority at national forums and events*
- *Regional Improvement Collaborative (RIC) – support with the delivery of West Partnership professional learning*
- *West Partnership Headteacher Learning Set and coaching opportunities*
- *Engage in peer excellence visits across the West Partnership and beyond*
- *Undertake further study e.g. PhD. / MSc. / Med. research based degrees*
- *Headteacher Leadership Academy with Columba 1400*
- *Associate Assessor with Education Scotland*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Headship*
- *Commit to and model career-long professional learning and encourage others to do the same*
- *Critically engage with literature, policy and research to challenge and inform decision making and practice*

- *Develop connections and network with colleagues from different schools and LAs*

By utilising the depth of experience of Headteachers to inform policy and practice beyond their own schools, throughout the local authority, regionally and nationally, we will ensure that their level of expertise, knowledge and skill stimulates innovation and enables the dissemination of best practice and ultimately leads to improvements for all learners.

5. Measuring the Impact

Regular review will be required to ensure that our leadership strategy and associated professional learning opportunities remain current and suitable to meet the needs of Renfrewshire staff at all levels in their leadership development journey. A review will take place within 2 years of this strategy's implementation (August 2024) or beforehand if there is significant change.

Our annual Education Improvement Plan will be updated to reflect this strategy and the ongoing leadership development priorities, with schools using this to influence their own School Improvement Plans.

Measures to assess the impact of all leadership development work will include:

- *number of staff taking additional qualifications or Masters Level study*
- *number of staff taking part in Renfrewshire's Aspiring Leaders courses & their course evaluations*
- *number of staff securing promoted leadership roles*
- *number of staff completing professional update and PRD*
- *number of probationer teachers gaining a satisfactory outcome to their induction year & their core CLPL evaluations*
- *number of staff involved in local authority working groups & their feedback*
- *gradings within Education Scotland inspections, particularly QI 1.3 Leadership of Change*
- *school self-evaluation statements - particularly QI 1.3 Leadership of Change*
- *school Standards & Quality Reports*
- *link Education Manager reports/feedback*
- *participant feedback following involvement in any local authority leadership activity including evaluation forms, focus groups and individual case studies*

6. Conclusion

This strategy strengthens the focus on leadership within our establishments and aims to ensure that leadership and the ambition to continually develop are encouraged at all levels. It is hoped that all staff will view themselves as leaders of learning and continually evaluate the impact of their practice on learner's experiences within their classroom, department, establishment and beyond.

Renfrewshire Council is committed to providing the resource, time and opportunity for leaders at all levels to network, learn from and support one another, and to coach and mentor their successors. We already have an outstanding reputation in relation to leadership development and we hope that this strategy, and how it is used by establishments, further endorses this, ensuring Renfrewshire attracts and retains the highest quality leaders at all levels.

Leadership Strategy

Appendix - Early Years

Early Learning and Childcare workers across the authority require to maintain registration with the Scottish Social Services Council (SSSC). To support registration, workers are required to adhere to the [SSSC codes of practice](#), and as of October 2020 they are required to complete a set amount of continuous professional learning within each 5-year registration period. Pathways for staff employed within early learning and childcare services across the authority include a range of CPL both locally and nationally. The SSSC's CPL resource provides a flexible way for those registered to undertake learning, with this learning then confirmed at the point of renewing registration.

SSSC codes of practice state,

As a social service worker, I am accountable for the quality of my work and will take responsibility for maintaining and improving my knowledge and skills.

To achieve this, registrants will 'undertake relevant learning to maintain and improve knowledge and skills and contribute to the learning and development of others' (Code 6, 6.7, SSSC Codes of Practice). Managers, Childcare Officers and Support Workers are required to undertake 10 days/60 hours of CPL over their 5-year registration period. All staff are required to complete the same number of CPL hours for their registration, including full-time, part-time, sessional and agency workers.

General opportunities for learning:

It's not just about formal training courses – it can be every-day learning in your workplace, reading, supervision, Open Badges and more.

We are learning all the time in lots of different ways. We learn from formal training and qualifications and from short, informal conversations which help us think about the way we work and change the way we practice.

Below are some examples of what CPL can include (taken from SSSC guidance).

- **Certificated learning:** qualifications, academic modules, SVQ units, HNC/HND units, certificates, degrees and diplomas.
- **Courses, workshops and webinars:** courses run by your own or another organisation, online learning.
- **Learning about your organisation:** reading your organisation's guidance, policy and procedures (so you know what standards are expected). Learning about other organisations: visiting other organisations, speaking with other people about their role.
- **Learning from others:** shadowing (in your own or another organisation), observing meetings, conversations with colleagues or people you support which help you think about your practice and do things differently.
- **Learning in groups:** team meetings where learning activities take place, group supervision, formal or informal learning discussions, professional networking.

- **Learning for new work:** preparing for new work or a different role, talking with colleagues, reading guidelines, books or research.
- **Reflective learning:** discussions with your supervisor or with a mentor, buddy or colleague, Open Badges, reflecting on your learning from work and changes you have made to your practice.
- **Supporting others:** mentoring, buddying, supporting someone's learning (eg for a qualification), supporting a new worker's induction.
- **Reading and listening: books,** professional journals, newspaper articles, website articles, podcasts.
- **TV or video learning:** programmes such as documentaries which relate to your work or give you new information about best practice.

See Virtual Professional Learning opportunities at the end of this document.

Early Learning and Childcare Modern Apprentices

The role of an Early Learning and Childcare Modern Apprentice (MA) is an unqualified role which provides the training towards qualification while actively working in the role. Modern apprentices learn the key skills needed to work in early learning and childcare from the staff around them, maximising opportunities for their learning and development. Renfrewshire are committed to supporting the MA programme and have an internal SVQ trainer to support participants to gain their qualification.

To become a Modern Apprentice, qualifications required are 3 National 5 qualifications, one of which must be English. Those in the role have shown a genuine interest in working with children, are adaptable to change and enjoy working as part of a team.

ELC opportunities

- *Provision of individual ELC induction – policies, handbook etc*
- *Provided with the opportunity to explore and actively use ELC Good Practice documentation (Care Inspectorate, Education Scotland and further as appropriate)*
- *Provided with a mentor who regularly discusses progress*
- *Attend collegiate learning sessions where appropriate*
- *Active involvement in developing skill set required for the role of fully qualified practitioner*
- *Developing knowledge of, and supporting children's full ELC experiences indoors and outdoors, in addition to mealtime experiences, visits within the community with groups of children and staff etc.*
- *Participate in curricular planning to develop knowledge of CfE early level*

Local Authority opportunities

- *Attend local authority induction*
- *Access to CLPL calendar within Renfrewshire CPD Manager*
- *Access anytime training provided through iLearn*
- *SVQ assessor support and access to SVQ level 6 qualification*

External opportunities

- *Opportunities to engage with SSSC professional learning opportunities*
- *Maintain a record of CPL and the impact this has had using SSSC MyLearning app*
- *Reflect against the SSSC professional standards*
- *Web resources available virtually (please see section on online CPL)*
- *Build on, and develop knowledge through active engagement with National Induction Resource*

Personal opportunities

- *Actively reading about pedagogical approaches within early years*

Early Learning and Childcare Support Workers

The role of an Early Learning and Childcare Support Worker requires a level 6 qualification to be held. Those entering the position, however, have a variety of experience, with some holding qualifications and others required to work towards qualification. Renfrewshire Council support those in the role to gain their SVQ in Social Services (Children and Young People) SCQF level 6 where needed. Those with the appropriate ELC qualifications at SCQF level 6 will not be required to undertake the SVQ. Renfrewshire also employ a supply pool with permanent Support Workers.

The support workers role works closely with Early Learning and Childcare Officers to provide high-quality support and care to all children within the service.

ELC opportunities

- *Provision of ELC induction and mentor within the service (as appropriate) – policies, handbook etc*
- *Opportunity to actively work through the National Induction resource with support of a mentor*
- *Opportunities to engage with ELC Good Practice documentation (Care Inspectorate and Education Scotland)*
- *Support towards completion of qualification*
- *Attend collegiate learning sessions*
- *Involvement in establishment's self-evaluation opportunities*
- *Actively working to develop children's experiences across the full ELC environment, indoors and outdoors*
- *Lead role in facilitating children's mealtime experiences.*
- *Involvement in visits within the community with groups of children and staff*
- *Engage in and support curricular planning to develop children's skills across CfE Early Level*
- *Documenting children's learning*

Local Authority opportunities

- *Access to CPL calendar within Renfrewshire CPD Manager*
- *Access anytime training provided through iLearn*
- *Access anytime training available through Microsoft Teams 'Passport to Early Years'*
- *SVQ assessor support and access to SVQ level 6 qualification*

External opportunities

- *Maintain a record of CPL and the impact this has had using SSSC MyLearning app*
- *SSSC professional learning opportunities*
- *Web resources available virtually (please see section on Virtual CPL pathways)*

Personal opportunities

- *Further study through undertaking BA Childhood Practice*
- *Actively reading about pedagogical approaches in early years*

Early Learning and Childcare Officer

Early Learning and Childcare Officers (ELCO) work as part of a team to provide high-quality education and care to children and families, maximising their learning and development. They have experience of working with children under the age of 5. They have knowledge of both the Curriculum for Excellence Early Level and Pre-birth to Three guidance. Early Learning and Childcare Officers are proactive members of their teams, with opportunities to support and supervise the development of others.

In Renfrewshire, ELCOs are made up of a diverse group of practitioners, with some having extensive experience in the sector, some with recent experience, others may be returning from a career break or joining the service after a career in an unrelated field. As such, Renfrewshire take their commitment to supporting opportunities for developing professional knowledge and skill suitable to the role seriously. Renfrewshire also employ a supply pool with temporary and permanent ELCOs. All staff have access to further professional learning internally within settings, locally through the authority programmes and nationally through the SSSC and related CLPL.

ELC opportunities

- *Opportunities to be mentored/mentor colleagues using setting's induction in addition to National Induction resource*
- *Role in mentoring students*
- *Active role in collegiate activities (often linked to establishment improvement plan) within establishment*
- *Working as part of a team to plan learning which is relevant, engaging and challenging for all learners*
- *Establishing close links with parents/carers, signposting them to additional agencies/support if needed*
- *Plan for, and participate in, the Professional Review and Development (PRD) process*
- *Engage in regular opportunities for tracking children's progress through learner conversations with children, and meetings with senior leaders*
- *Lead role in documenting learning for their key group of children*
- *Engage in professional activities (e.g., reading new documentation, researching for champion roles within the curriculum/environment)*
- *Leading in the provision of engaging learning experiences across the indoor and outdoor environments*
- *Join an establishment/cluster working group*
- *Leading in Champion roles e.g., Literacy, Numeracy, Digital learning*

Local Authority opportunities

- *Authority wide professional learning available through CPD Manager*
- *Froebel Certificate training*
- *Professional learning sessions linked to Authority documents (e.g., Progression toolkit)*
- *Opportunities for funding for BA Childhood Practice degree*
- *Access anytime training provided through iLearn*
- *Access anytime training available through Microsoft Teams 'Passport to Early Years'*

External opportunities

- *Maintain a record of CPL and the impact this has had using SSSC MyLearning app*
- *SSSC Step into Leadership, SSSC Online Modules, SSSC Open Badges*
- *UWS Modules (National STEM CPL, Supporting Parents to Further Engage in their Child's Development, Supporting the Development and Progression of Children's Early Language and Literacy, Understanding the Social Factors which may Impact on Children's Outcomes in the Early Years)*
- *Ed Scotland professional learning opportunities*

Personal opportunities

- *Further study through undertaking BA Childhood Practice*
- *Actively reading about pedagogy in early years*

Senior Early Learning and Childcare Officers

Senior Early Learning and Childcare Officers work as part of the setting's management team, leading staff and ensuring delivery of high-quality education and care to children and their families. They have experience in the role of early learning and childcare officer, possess excellent communication skills and lead and work effectively with others. Senior officers have a deep knowledge of Curriculum for Excellence Early Level and Pre-Birth to Three guidance. They utilise their knowledge of best practice guidance to ensure that childcare officers provide children with the highest quality experiences.

Senior early learning and childcare officers actively lead practice on the playroom floor, ensuring children's knowledge and skills are appropriately supported and developed throughout their time in early years.

ELC opportunities

- *Lead role in curriculum development*
- *Lead role in planning effectively for children's early level progress*
- *Plan and deliver collegiate learning within ELC*
- *Take a lead role in working with other senior colleagues across the setting to plan learning, which is relevant, engaging and challenging for all learners as they progress across stages*
- *Lead role in supporting colleagues as they set targets for children*
- *Oversee the completion of support plan paperwork in consultation with Childcare Officers*
- *Mentor students, observing their practice and reporting on progress*
- *Support less experienced practitioners to use performance data effectively in self-evaluation for improvement and to make judgements about children's progress (in conjunction with work of the Graduate if establishment has a Graduate in place)*
- *Peer support e.g., coaching or mentoring of Early Learning and Childcare Officers*
- *Lead role in self-evaluation activities in playroom(s)*
- *Oversee monitoring routines (cleaning rota, first aid supplies, adherence to CI guidelines etc.)*
- *Facilitate the use of resources, and development of the environment to ensure opportunities which provide depth to children's learning*
- *Link with Senior Leaders on purchasing of resources to support learning*
- *Oversee completion of 'Transfer of Information' and link with schools/other establishments to arrange transition opportunities*
- *Lead an establishment professional reading group*
- *Lead on collegiate working groups within establishment*
- *Work with LA and external partners confidently e.g., SLT, Educational Psychology, HV, Schools*
- *Oversee colleagues' champion roles e.g., Literacy, Numeracy, Digital*
- *Support work experience pupils*
- *Make links within the local community/local organisations*
- *Deliver or oversee the delivery of parent workshops/information sessions*
- *Facilitate opportunities for enhanced learning opportunities for children through; applying for grants, producing an ELC show, training colleagues, or starting a club.*

Local Authority opportunities

- *Aspiring Depute course*
- *Authority wide professional learning available through CPD Manager*
- *Opportunities for funding for BA Childhood Practice degree*
- *Froebel Certificate training*
- *Froebel Inquiry Training*
- *Acting Depute roles*
- *LA working groups*
- *Access anytime training provided through iLearn*
- *Access anytime training available through Microsoft Teams 'Passport to Early Years'*

External opportunities

- *BA Childhood Practice degree*
- *SSSC Step into Leadership, SSSC Online Modules, SSSC Open Badges*
- *Maintain a record of CPL and the impact this has had using SSSC MyLearning app*

Personal opportunities

- *Further study through undertaking BA Childhood Practice*
- *Actively reading about pedagogy in early years*
- *External networking, via twitter/Facebook (Froebel, Autism etc.)*

Early Learning and Childcare Graduate

The Early Learning and Childcare Graduate role was introduced by the Scottish Government in 2018. The key function of the post includes working directly with young children and staff to advise and support on the delivery of high-quality early learning experiences that meet the needs of all children, particularly those affected by poverty or disadvantage.

In their work they contribute towards the settings wider programme of work to reduce inequality and close the attainment gap.

Their work includes supporting the wider staff team with curriculum development and learning and teaching approaches. This will include supporting early years staff in their use of effective pedagogy, with a sound knowledge of current thinking and research. The early years Graduate supports and progresses planning, assessment and recording practices, working alongside the management team on the overall development of the establishment. Graduates work alongside the Senior Childcare Officer to inspire, motivate, and support colleagues, guiding staff in relation to the provision of a quality curriculum.

ELC opportunities

- *Take a lead role in the gathering and use of local knowledge and data to effectively drive forward improvements in both targeted and universal pupil progress*
- *Support colleagues to use available data effectively for self-evaluation and improvement and to make judgements about pupil progress*
- *Leading on work with targeted groups, in addition to the wider cohort of children, to close identified gaps, supporting the work of the service and colleagues to achieve this*
- *Supporting family learning opportunities and signposting families to external support and agencies as appropriate*
- *Engage with educational literature, research, and policy sources to lead and develop the curriculum, pedagogy and assessment practices within agreed areas of responsibility*
- *Plan and deliver collegiate learning opportunities*
- *Modelling practice and peer support (as appropriate), supporting staff with time and resources to develop their own knowledge and practice*
- *Lead and share good practice guidance/documentation/methodology to support staff individually and collectively to engage in regular and rigorous self-evaluation*
- *Monitor the learning planned within areas of responsibility to ensure it is relevant, engaging and challenging for all learners*
- *Work with LA and external partners confidently e.g., SLT, Educational Psychology, HV, Schools*
- *Support with 'Transfer of Information' and wider transition opportunities*
- *Lead an establishment professional reading group*
- *Lead on collegiate working groups within establishment*

Local Authority opportunities

- *Aspiring Deputes course*
- *Acting Depute roles*
- *Bespoke professional learning opportunities available for Graduates to support their role*
- *Authority wide professional learning available through CPD Manager*
- *Cluster networking opportunities*
- *Active engagement in termly whole team Graduate meetings to share practice and initiatives taking place*
- *Froebel certificate training*

External opportunities

- *West Partnership Equity and Excellence Lead Virtual Learning Network*
- *National Virtual Learning Network*
- *Scottish Government funded CLPL*
- *SSSC Step into Leadership, SSSC Online Modules, SSSC Open Badges*
- *Maintain a record of CPL and the impact this has had using SSSC MyLearning app*

Personal opportunities

- *Make connections and network with Graduates from other services in the local and wider community*
- *Actively reading about pedagogy in early years*
- *External networking, via twitter/Facebook (Froebel, Autism etc.)*

Early Learning and Childcare Depute

Early learning and Childcare Deputes work as part of the management team to assist in the effective management of the establishment to the benefit of all children, families and the wider community. In deputising to the Head of Centre/Head Teacher they require strong leadership skills to lead and inspire staff. Deputes support and lead on the development of effective channels of communication with children, parents/carers, staff and external agencies. To support the development of the service, Deputes require strong skills in self-evaluation, actively supporting and leading in aspects of quality improvement across the staff team. Due to the level of leadership within the role, it is imperative that Deputes keep up to date with early years initiatives and engage in training and professional development opportunities, both in line with council policies and through authority wide professional learning offered through the council's CPD Manager.

ELC opportunities

- *Ensuring robust induction processes for new staff, detailing establishment policies, working practices and the staff member's role*
- *Enable staff to identify children in the lowest deciles, and those who may be facing adversity, to ensure active progress towards closing the poverty related attainment gap.*
- *Oversee planning processes in place across the playroom(s) to ensure appropriate progress and coverage of the curriculum*
- *Take a lead role in facilitating regular learner conversations with staff to track progress across the full cohort of children*
- *Lead role in the completion of authority documentation (e.g. progression tool)*
- *Lead role in regular monitoring of playroom and required paperwork (cleaning rotas, first aid paperwork, attendance etc.)*
- *Regularly undertake playroom observations to ensure appropriate resources, experiences, and staff knowledge to support children's progressing learning*
- *Seek out training to support staff knowledge, promoting opportunities available through the Local Authority CPL calendar and CPD manager*
- *Leading the creation of staff rotas*
- *Liaise with external agencies to meet individual children's needs*
- *Liaise with colleagues across other early years and school services*
- *Support towards management of ELC budget, ensuring close links with SDO*
- *Support the needs of families accessing the service*
- *Support the welfare of all staff*
- *Lead role in undertaking the completion of staff Professional Development Records (PRD)*
- *Ensuring establishment complies with Health and Safety regulations*
- *Responsibility for the establishment in absence of the HT/HoC*
- *Ensure target setting for children is appropriate and progressive for all children*
- *Responsibilities within admissions*

Local Authority opportunities

- *CPL to support Leadership approaches*
- *HoC mentors available*
- *Acting HoC roles*
- *Secondments*
- *Leadership of Child Protection training*
- *Involvement in Local Authority Working Groups*
- *Leadership role within Froebel Inquiry*
- *Froebel Certificate training*
- *Involvement in recruitment panel for other establishments and local authority posts*

External opportunities

- *SSSC Step into Leadership, SSSC Online Modules, SSSC Open Badges*
- *Maintain a record of CPL and the impact this has had using SSSC MyLearning app*
- *Webinars available regularly (Froebel Trust, Early Years Scotland, Education Scotland etc.)*
- *Involvement in West Partnership networks*

Personal opportunities

- *Early Years Masters training (various universities)*
- *Actively reading about pedagogy in early years*
- *External networking, via twitter/Facebook (Froebel, Autism etc.)*

Early Learning and Childcare Centre Manager

Early Learning and Childcare Heads of Centre are responsible for ensuring the care and welfare of the children, families and staff who access the service. They manage and lead the establishment, complying with national and local guidance and statutes relating to the provision of education and care. Through the council's strategic framework, they comply with corporate strategies and education policies, formulating clear aims for the establishment's policies and improvements which drive forward the service's vision.

Through their role in leading the establishment, they encourage and create an ethos conducive to learning and development. Opportunities for the development of close working relationships with colleagues across the authority are supported and encouraged both within local cluster groups and wider across the West Partnership.

ELC opportunities

- *Ensuring induction processes for senior management within the establishment, detailing establishment policies, working practices and the role of the leadership team*
- *Responsible for distributing leadership responsibilities, and role expectations to Deputies*
- *Lead on the use of Local Authority approaches for gathering data on children's progress and experience within the establishment, feeding this information back to the authority and to parents as appropriate*
- *Lead the establishment's Improvement planning and Standards & Quality reporting to ensure clear self-evaluation processes lead future improvements across the setting*
- *Engagement in local (establishment and cluster) and wider (whole authority) discussions around quality improvement processes and practices*
- *Lead role in own establishment scrutiny processes (CI visits, Education Scotland inspections, Local Authority visits)*
- *Ensuring establishment complies with regulations*
- *Leading on establishment's moderation processes*
- *Strategic link with external agencies, within the authority and out with the authority*
- *Budget holder for establishment, liaising with SDO and local authority teams as necessary*
- *Recruitment manager for own service*
- *Involvement in recruitment panel for other establishments and local authority posts*
- *Active role in local authority collegiate meetings*
- *Active role in cluster networking groups*
- *Coaching and mentoring of own staff*
- *Lead role in admission panels work*
- *LISN group involvement*
- *RNRA group involvement*
- *Ensuring establishment complies with Health and Safety regulations*

Local Authority opportunities

- *Opportunities for leadership training for managers (Step Back, Columba 1400)*
- *Involvement in the Quality Improvement Review process for other establishments*
- *Mentoring for colleagues across the authority (new HoC's or Deputies)*
- *Involvement in authority wide working groups*

External opportunities

- *Webinars available regularly (Froebel Trust, Early Years Scotland, Education Scotland etc.)*
- *West Partnership working group involvement*
- *National networks (moderation, ASN etc.)*

Personal opportunities

- *Masters level training (various universities)*
- *Actively reading about pedagogy in early years*
- *External networking, via twitter/Facebook (Froebel, Autism etc.)*

Virtual CPL Pathways

Type of Post	Resource Location	Learning opportunity
Modern Apprentice	SSSC Learning Zone	<u>MA Core Skills: Social Service (CYP) Level 3</u> – eBook providing detail of broad, transferable skills to support the development and employability of colleagues undertaking their Modern Apprenticeship
Childcare Officers	SSSC Learning Zone	<u>Child Development</u> – an easy reference resource (an interactive eBook) which provides detail of national guidance, reference material, information and activities which support practice.
Childcare Officers	SSSC Learning Zone	<u>Observing children</u> – learning resource which provides links to practice, with comments, questions and further links to support staff development and thinking
Unpromoted, to be used by senior leaders to support new staff	Scottish Government	<u>National Induction Resource</u> – document to be used by senior leaders to support new childcare officers by building a depth of knowledge around their role as part of the ELC provision.
All staff	Renfrewshire Council	<u>Health and Wellbeing Blog</u> – Local and national resources and guidance, alongside training opportunities, can be accessed here for Renfrewshire staff
All Staff	Education Scotland	<u>Play Pedagogy Toolkit</u> – Interactive toolkit with reflective questions throughout to support staff knowledge and understanding around the importance of Play
All Staff	Care Inspectorate	<u>Guidance documents and Resources</u> – Link for staff of all levels to Care Inspectorate's most recent guidelines and guidance documents. All staff should be aware of resources available to support their knowledge and practice

Type of Post	Resource Location	Learning opportunity
Childcare Officers, Senior Childcare Officers, Graduates	University of the West of Scotland	Early Years Modules – <ul style="list-style-type: none"> • National STEM CPL • Supporting Parents to Further Engage in their Child’s Development • Supporting the Development and Progression of Children’s Early Language and Literacy • Understanding the Social Factors which may Impact on Children’s Outcomes in the Early Years
All Staff	Renfrewshire Council	iLearn – selection of courses including: <ul style="list-style-type: none"> • Mandatory Induction for all employees • Wellbeing, Resilience, Relaxation and Mindfulness, Financial wellbeing • Professional and Personal Development • Leadership and Management • Communication • Equality and Diversity
All Staff	SSSC	Step into Leadership – Resource which provides staff at all levels information for developing their leadership skills. Learning is separated into capabilities to allow a personalised framework.
Unpromoted and Promoted posts	The Open University - OpenLearn	Early Years Team Work and Leadership – Course allows staff to explore teamwork and leadership (8 hours self-study)
Unpromoted posts	The Open University - OpenLearn	Attachment in the Early Years – Course covers theory and research in the area of attachment in early childhood (6 hours self-study)
Unpromoted posts	The Open University - OpenLearn	Children’s Perspectives on Play – Course provides opportunity for staff to consider the importance of children’s views and choices within play (5 hours self-study)
Unpromoted posts	The Open University - OpenLearn	Children’s Experiences with Digital Technologies – Course introduces children’s experiences of digital technologies, drawing on research and debates around screen time and impact of digital technologies on children’s learning and development (8 hours self-study)

Type of Post	Resource Location	Learning opportunity
Unpromoted posts	The Open University - OpenLearn	<u>The Family at the Centre of Early Learning</u> – Focusses on the positive learning relationships that can exist in any family and how everyday activities can sustain learning (9 hours self-study)
Promoted posts	The Open University - OpenLearn	<u>The Importance of Interpersonal Skills</u> – Course develops knowledge around the importance of interpersonal skills, helping to gain awareness of own skills and understand the skills of others
Childcare Officers, Senior Childcare Officers, Graduates	The Open University - OpenLearn	<u>Listening to Young Children: Supporting Transition</u> – Course explores the importance of listening to children as they go through transitions, enabling personalised support to ensure children are confident, active participants in their new setting (5 hours self-study)
Unpromoted posts	The Open University - OpenLearn	<u>Play, Learning and the Brain</u> – Course examines the area of brain-based learning, focussing on the development of the young child's brain – considers implications of current understandings on teaching and learning (15 hours self-study time)
Unpromoted and Promoted posts	The Open University - OpenLearn	<u>Supporting Children's Mental Health and Wellbeing</u> – Course focusses on the mental health and wellbeing of babies and young children, aged 0 – 8 years (24 hours self-study)
Unpromoted posts	Alistair Bryce-Clegg	<u>Various free webinars available</u> – <ul style="list-style-type: none"> • PSED of Children Transitioning from Reception into Year 1 • Playfulness and Learning • Intergenerational Care • Subversive Teaching • Foundations for Learning and Teaching Phonics • Cognitive Challenge
Unpromoted and Promoted posts	Kinderly Learn	<u>Free webinars available every fortnight</u>
All Staff	Froebel Trust	<u>Free webinars available to watch</u>
All Staff	SSSC	<u>Open Badges</u> – digital certificates that recognise learning and achievement
All Staff	Lego Foundation	<u>Learning through Play</u> – Website offers published research in addition to ideas which support children's learning through play approaches