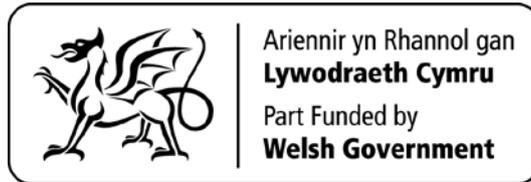




Regional Learning Partnership Partneriaeth Ddysgu Ranbarthol

South West & Central Wales
De-Orllewin a Canolbarth Cymru



Workforce Analysis for Schools in ERW



Ein Rhanbarth ar Waith
Education through Regional Working

Cynghrair o 6 awdurdod lleol yw ERW a reolir gan gyd-bwyllgor cyfansoddiadol cyfreithiol.
Y nod yw gweithredu strategaeth a chynllun busnes rhanbarthol cytunedig a chefnogi gwelliant ysgolion.

ERW is an alliance of 6 local authorities governed by a legally constituted joint committee.
Its aim is to implement the agreed regional strategy and business plan to support school improvement.





Regional Learning Partnership Partneriaeth Ddysgu Ranbarthol

South West & Central Wales
De-Orllewin a Canolbarth Cymru

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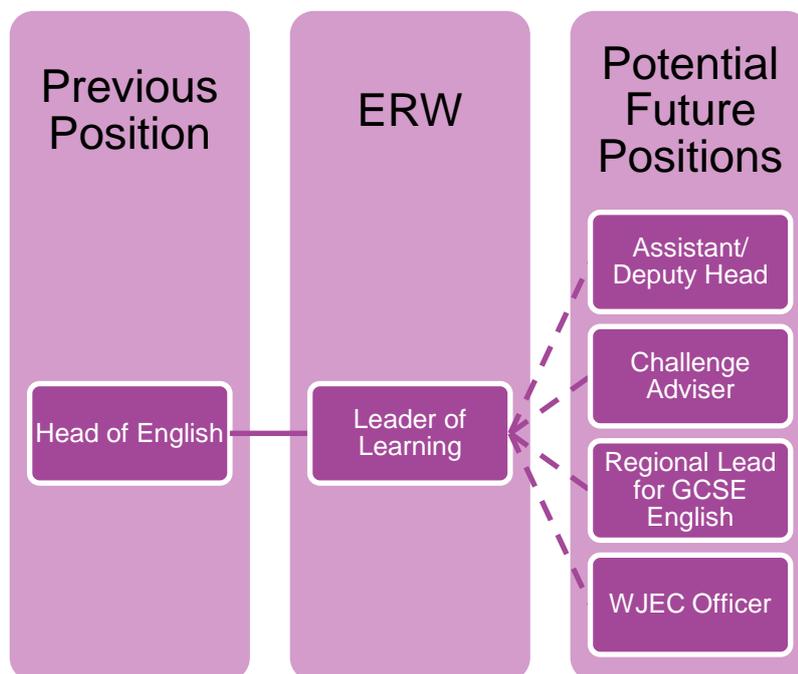
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Changing Job Profile: Case Studies

As part of this research, ERW staff undertook a survey to determine the different types of career pathways within the education workforce. For instance, some staff leave the traditional school environment to seek skills that would enhance their prospects of attaining a higher position within the school hierarchy. Four case studies follow outlining the background and past experience of ERW staff, along with the skills they have gained and the possible future position they could gain following their employment in ERW.

Case Study 1

Figure 7: Case Study 1 Career Progression



Substantive Post: Head of English, Dwr-y-Felin Comprehensive, Neath

Current Post: Leader of Learning for English, ERW

Question 1: What is your background/past experience?

Deputy Head of English, Morriston Comprehensive 1996-2005

Head of English in Dwr-y-Felin 2005-2014

Question 2: What skills are you gaining at ERW to take forward to your next position?

I am experiencing a range of school environments and meeting with Senior Leadership Teams (SLT) and English departments. I am developing the appropriate skills to both support and challenge these schools/departments in order to ensure progress at Key Stage 4.

The role has enabled me to deliver a wide variety of audiences such as Heads of English, Welsh Government and Head teachers.

I am also currently the deputy lead for the GCSE project in ERW so line-manage the team of Leaders of Learning.

Question 3: What position will you be returning to (If different from your Substantive Post)?

At present, I will be returning to my role as Head of English in Dwr-y-Felin.

Question 4: How has the experience you've gained at ERW helped your career prospects/pathway?

Yes. I now have experience of working with SLTs in a variety of Secondary schools across ERW. This has enabled me to understand how these teams work and recognise the challenges faced in running Secondary schools.

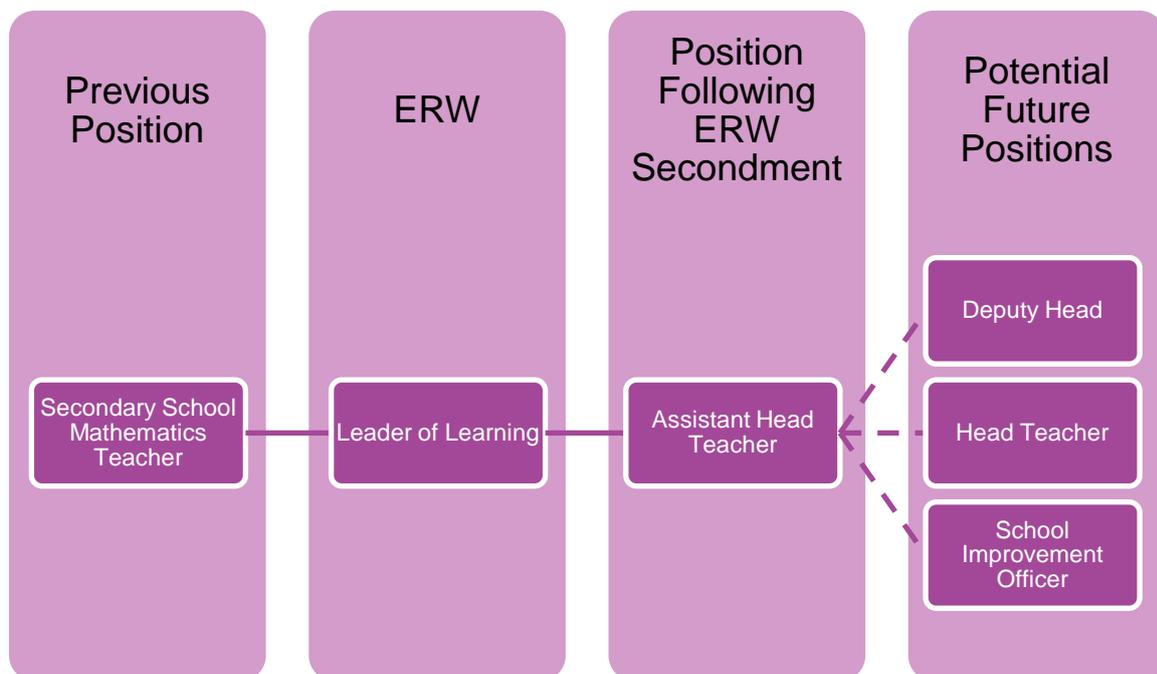
The role has given me the experience of presenting in a variety of settings, including a national conference.

Question 5: What possible future positions could you gain following on from your position at ERW?

- Assistant/Deputy Head
- Further work in school improvement: Challenge Adviser, Regional Lead for GCSE English
- WJEC Subject Officer

Case Study 2

Figure 8: Case Study 2 Career Progression



Substantive Post: When seconded (Second in Department Mathematics). Recently appointed as an Assistant Head teacher.

Current Post: Leader of Learning, ERW

Question 1: What is your background/past experience?

I was a Secondary teacher of Mathematics and a Numeracy Coordinator and Second in Department.

I was seconded last year as a Leader for Learning in ERW and as a result have been appointed as an Assistant Head teacher.

Question 2: What skills are you gaining at ERW to take forward to your next position?

The skills I gained last year were invaluable in supporting me to apply and be successful in becoming an Assistant Head teacher so early in my career.

I was able to develop my understanding of whole school issues, driving school improvement and in developing my ability to challenge and support people and schools effectively.

Question 3: What position will you be returning to (If different from your Substantive Post)?

I would have returned as a Second in Department to my school but as a result of my role with ERW I have been appointed as an Assistant Head teacher.

Question 4: How has the experience you've gained at ERW helped your career prospects/pathway?

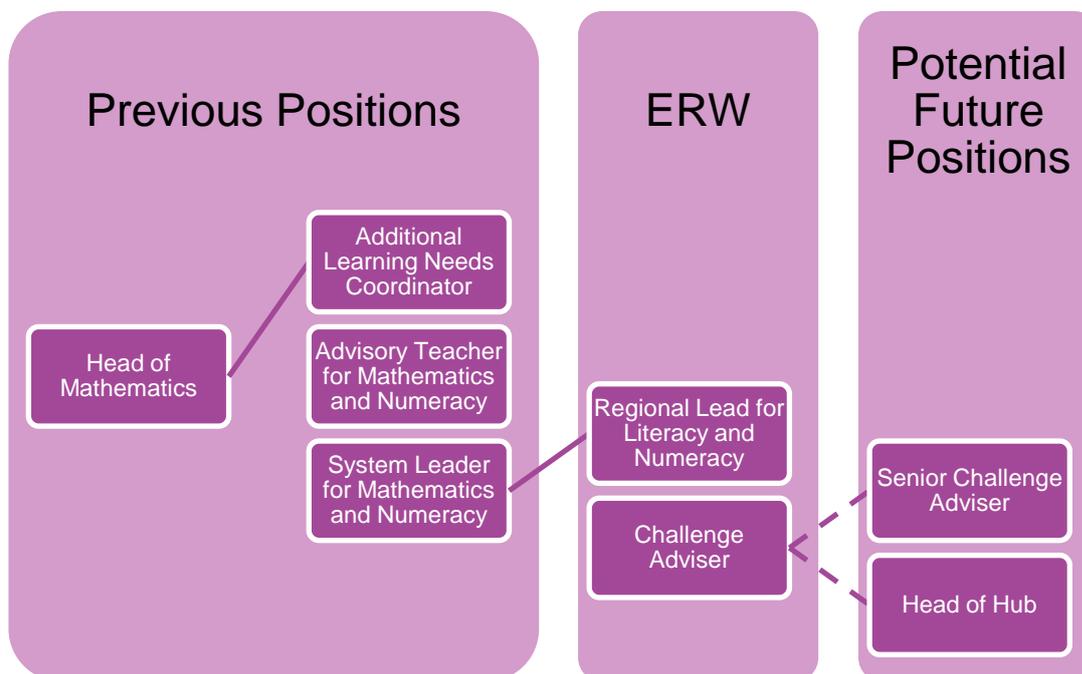
My experience with ERW was no doubt the main reason for the success in my application to become an Assistant Head teacher. I was able to demonstrate my wide knowledge that I had gained in the post and it also allowed me to better understand the role of Senior Leadership in school improvement.

Question 5: What possible future positions could you gain following on from your position at ERW?

I could in future look to a Deputy Head teacher, Head teacher or a School Improvement Officer.

Case Study 3

Figure 9: Case Study 3 Career Progression



Substantive Post: Challenge Adviser

Current Post: Challenge Adviser and Regional Lead for Literacy and Numeracy

Question 1: What is your background/past experience?

I was a Secondary Teacher of Mathematics. After two year I was promoted to Head of Mathematics and eventually was on the Senior Leadership Team (SLT) as an Additional Learning Needs Coordinator (ALNCO) in my school.

From this role I was seconded as an Advisory Teacher for Mathematics and Numeracy and one year later promoted to System Leader for Mathematics and Numeracy.

Last year I was seconded as Regional Lead for Literacy and Numeracy and led the new GCSE project across the region. I have recently been successful in my application to become a Challenge Adviser.

Question 2: What skills are you gaining at ERW to take forward to your next position?

My regional strategic role leading literacy and numeracy gave me a wealth of knowledge both about managing people and implementing systems successfully. The Managing Director has been a very valuable mentor who has supported me to grow my knowledge of school improvement even further.

The role of Regional Lead for Literacy has and continues to provide me with a valuable opportunity to lead strategically and provided me with a huge advantage when applying for the post of a Challenge Adviser. I have also been lucky to work on a national basis, working closely with Welsh Government which has also supported in developing my knowledge and skills.

Question 3: What position will you be returning to (If different from your Substantive Post)?

I now work as a Challenge Adviser and Regional Lead for Literacy and Numeracy.

Question 4: How has the experience you've gained at ERW helped your career prospects/pathway?

My skills and knowledge gained has no doubt shaped my career. It has led me towards becoming a Challenge Adviser for schools and the skills set I have developed will definitely make me better able to fulfil this role successfully.

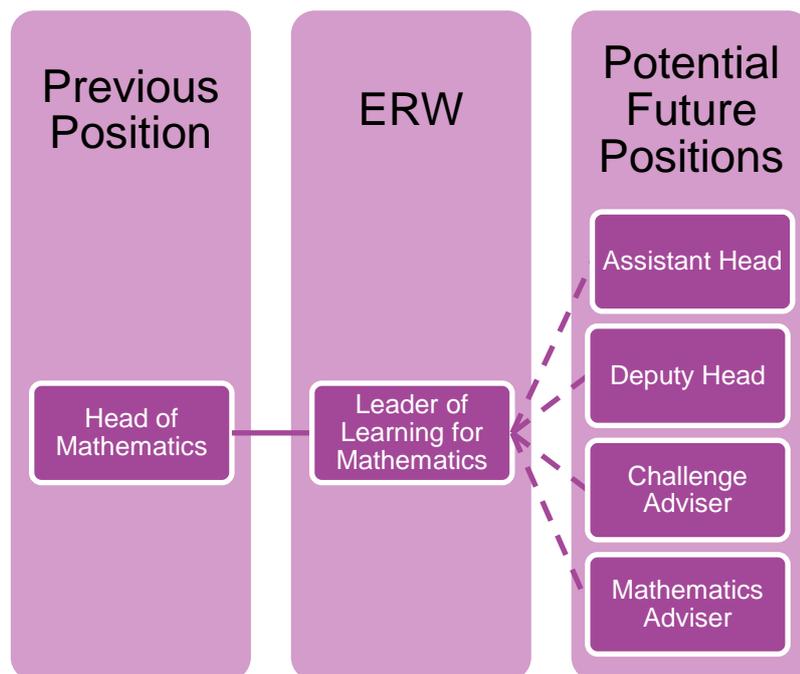
Having the opportunity to become a Team Inspector with Estyn has also supported in this role.

Question 5: What possible future positions could you gain following on from your position at ERW?

I could in future look to become a Senior Challenge Adviser or a Head of Hub.

Case Study 4

Figure 10: Case Study 4 Career Progression



Substantive Post: Head of Mathematics, Cefn Hengoed Community School

Current Post: ERW Leader of Learning for Mathematics

Question 1: What is your background/past experience?

Head of Mathematics, September 2010 – September 2014, Cefn Hengoed Community School

Second in Mathematics & Numeracy Coordinator, September 2006 – September 2010, Cefn Hengoed Community School

Teacher of Mathematics, September 2004 – September 2006, Cefn Hengoed Community School

Teacher of Mathematics, November 2003 – September 2004, Morryston Comprehensive School

Skills Seekers Mentor, June 2003 – November 2003, Swansea College

Teaching Placements:

October 2001 – July 2002

- Bishopston Comprehensive School, The Glebe, Bishopston, Swansea
- Cefn Saeson Comprehensive School, Afan Valley Road, Cimla, Neath

Question 2: What skills are you gaining at ERW to take forward to your next position?

The following skills and experiences are being developed:

- Wider leadership experience at a regional level
- Communication with and working alongside a variety of educational professionals in order to forge strong and effective working relationships
- Joint working partnerships with Challenge Advisors, Leaders of Learning, Project Leads and ERW representatives
- Developing professional links across the ERW region and Wales
- Joint working with WJEC
- Working alongside representatives from the other regional consortia across Wales
- Organising and delivering training e.g. INSET for Head of Departments (HODs) and regional training events
- Presenting at national events e.g. Mathematics for Life Conference, Cymdeithas Ysgolion Dros Addysg Gymraeg (CYDAG)
- Developing an in depth knowledge and expertise on new GCSE specifications
- Knowledge of regional working and school improvement initiatives
- School to school working
- Categorisation of departments and use of national data
- Conducting departmental reviews
- Conducting lesson observations, work scrutiny and reviews across subject areas and phases outside of existing secondary mathematics expertise
- Adding capacity to Autumn Term Core Visits
- Member of ERW ICT for Learning/Digital Literacy Working Group
- Member of Welsh Government Mathematics Working Party
- Conducting school visits, providing challenge and implementing bespoke support and training (including leadership support, teaching and learning, tracking, use of data, examination entries and preparation, assessment)
- Developing teaching and learning through triads and the lesson study approach
- Modelling excellent lessons

- Production of resources, schemes of work and assessment materials for use across the region
- Production of six hour training programme for use across the region
- Increased knowledge of PISA and Mathematical Literacy
- Use of the ERW lesson observation and work scrutiny tool
- Report writing (school visits, statements of intent and impact reports) using the Estyn writing style
- Running working groups
- Completing the Outstanding Teacher Programme and Outstanding Facilitator Programme
- Delivery of the first tranche of the Outstanding Teacher Programme in Ceredigion
- Member of the group working on assessment verification materials across Wales

Question 3: What position will you be returning to (If different from your Substantive Post)?

If I return to school it will be to the same position.

Question 4: How has the experience you've gained at ERW helped your career prospects/pathway?

See skills and experiences listed in Question 2.

Question 5: What possible future positions could you gain following on from your position at ERW?

- Assistant Head teacher
- Deputy Head teacher
- Challenge Advisor
- Mathematics Advisor

Analysis of the case studies demonstrates that the positions/secondments in ERW have enhanced the participants' skills and enabled them to consider applying for either leadership positions (Assistant Head, Deputy Head or Head teacher) or further regional work with ERW. Case Study 2 highlights that following a secondment in ERW the employment prospects of the participant rose and lead to the appointment of the participant to a leadership position as an Assistant Head teacher. The case studies outline the skills and experience gained at ERW in:

- A range of school environments, SLTs and English departments
- Supporting and challenging schools and departments
- Strategic and regional leadership
- Presenting and delivering to a wide variety of audiences nationally
- Line managing
- Recognising the challenges facing Secondary schools
- Understanding whole school issues
- Driving school improvements and knowledge of initiatives
- Understanding senior leadership roles in school improvement

- Communicating with and working alongside a variety of educational professionals in order to forge strong and effective working relationships
- Partnership working
- Developing professional links
- Organising and delivering training
- Developing an in depth knowledge and expertise on the new GCSE specifications
- School to school working
- Categorisation of departments and use of national data
- Conducting lesson observations, work scrutiny, reviews and school visits
- Providing challenge and implementing bespoke support
- Developing teaching and learning through triads and the lesson study approach
- Modelling excellent lessons
- Producing resources, schemes of work and assessment materials for use across the region
- Report writing
- Running working groups