CORPORATE PLAN

2018-2021
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CHAIR’S FOREWORD

“Being a leader in education is one of the most exciting and fulfilling professions I can think of. We have so much to celebrate in the work of our leaders and so much to do to support them in their endeavours.”

There is a clearly identified need to build leadership capacity in Wales in order that learners in Wales can all reach their full potential. Raising levels of support for educational leaders and leadership in Wales can contribute to enabling the wider educational reforms in Wales. These findings have been reiterated both by the OECD and in successive Estyn Annual Reports.

In response to this, in July 2016 the Cabinet Secretary for Education refocused attention on the issue of leadership within Welsh Education. The original concept outlined by the Cabinet Secretary, which formed the basis of the development work for the Leadership Academy was that:

- The Leadership Academy would be established as an arms-length organisation, developed to coordinate, sign-post, quality assure and plan for our future needs for high quality leadership development in Wales; and
- The Leadership Academy should not be a deliverer of learning but rather it should be a strategic body with a strong online presence.

These principles were further developed under the guidance of the Task and Finish Group, chaired by Ann Keane. The input of stakeholders has been fundamental to the development of the shape, function and focus of the Leadership Academy. Engagement events, regional roadshows, forums and workshops have taken place.
The key messages from stakeholders were that:

- The Leadership Academy needs to be for everyone, not just for schools and not just for head teachers.
- Leadership development must be effective, consistent in quality, accessible geographically and in the Welsh language.
- The Leadership Academy needs to help leaders navigate the education reforms taking place and be clearly linked to the National Mission including the new standards for teaching and leadership and new arrangements for curriculum and assessment.
- It has to add something tangible, be sustainable and not just take money out of the system.

- The Leadership Academy has to support networks and working with peers, alongside promoting action research.

This first Corporate Plan sets out our approach and our plans for the first operational three-year period of the Leadership Academy. We will publish an annual update of the plan to cover the following three years. Many talented people have given their effort, expertise and experience to deliver on this vision. I would like to thank them for all that they have done, and I look forward to a new and exciting journey for educational leaders in Wales.

Dr Sue Davies
Chair
CHIEF EXECUTIVE’S INTRODUCTION

“It has been a pleasure to have been involved in the work so far to set up the National Academy for Educational Leadership and a great privilege to have been chosen as its first Chief Executive. It is the success of children and young people both in their learning and in ensuring their wellbeing which drives us as educators. It is the role of the Leadership Academy to ensure that leaders in education are supported, developed and celebrated as they play such a fundamental role in delivering that success.”

It is important to note that the Leadership Academy has, and is being, developed within a context of general education reform as described within Our National Mission. This includes the development of a new curriculum, new assessment and accountability arrangements, the adoption of Schools as Learning Organisations (SLO’s) approach and the introduction of new Professional Standards for Teaching and Leadership.

Leadership is one of the four enabling objectives within Our National Mission, a clear indication of the importance of leadership in delivering our shared objectives.

The Leadership Academy was formally launched in May 2018 and moved into its office in Swansea in September 2018. Under the guidance of the Task and Finish group, several workstreams are already underway, including developing an endorsement process for leadership development provision and the selection and development of our first group of Associates. Both of those workstreams will form a fundamental part of our ongoing work.

The Leadership Academy was set up deliberately to sign-post, quality assure and plan leadership development, and not
as yet another provider. This means that developing and nurturing our partnerships across the system is fundamental to how we work.

This is about creating system leaders who can work within, across and beyond their own institution.

There’s so much we can learn both from within, and beyond our own borders as a nation – it is an exciting prospect, and one which I am greatly looking forward to.

Huw Foster Evans
Chief Executive
IN 5 YEARS TIME…

The promise of an outstanding educational experience has the potential to enrich the lives of all our children and young people and Wales now has a generation of leaders who are inspired to deliver on that promise.

All our educational leaders, at whatever level and in whichever setting, have equitable access to development opportunities which meet the highest international standards as well as satisfying criteria set in Wales for Wales. These opportunities are available from a range of providers, large and small, and practitioners play a central role in both their design and delivery.

Leaders in Wales are innovators and collaborators as well as being highly motivated professional learners. They lead the learning with and alongside their colleagues and their professional reflection is based on moving towards the outer edge of the leadership standards. Leaders are confident in their abilities to deliver our new curriculum, its associated pedagogy and the changes required to give all our children the opportunity to become self-assured and confident speakers of the Welsh language.

Leaders understand the need to have robust policies and practices in place, including for evaluation and accountability, so that they act as a springboard for innovation and development. They ensure that the systems they create are sufficiently rigorous and embedded to enable them to concentrate their energies on the leadership of learning. This includes a relentless focus on ensuring their own wellbeing and that of others is paramount.

Wales has created a cadre of system leaders whose role has been designed in Wales, for Wales. They are based in a wide-range of settings, at a variety of leadership levels, and bring a system-wide perspective to their own daily roles as well as working with the wider system on practical and policy developments. They have their own set of professional
standards, reflecting the unique nature of their roles, but also firmly based on the pedagogically-led professional standards for teaching, leadership and assisting teaching.

There is in Wales a clear leadership pathway which supports all practitioners in their professional learning and development. We have a clear understanding of recruitment and retention trends and patterns and there are local, regional and national strategies in place to ensure that all settings in Wales can recruit from a pool of high quality, motivated individuals.

Wales has a growing base of educational research in leadership which is increasingly providing a quality evidence base for our work. All leadership development provision is regularly and consistently evaluated and challenged on the basis of this evidence and on the best of international practice. Wales is part of a strategic, international collaboration on leadership which ensures that this work is both rigorous and systematic.

At an individual practitioner level leaders and teachers are always curious about their practice, constantly reflecting and improving. Some will regularly engage with the wider literature on education whilst others will be involved in the formal creation of new knowledge.

As a result of all these practices Wales has a generation of leaders who are inspired to provide that outstanding education experience which enriches the lives of all our children and young people in Wales.

Inspiring leaders - enriching lives
OUR PRIORITIES

The Leadership Academy’s first Corporate Plan will cover our first three operating years. In our first year, our focus will be in establishing the Leadership Academy as an important partner in the education sector and delivering the priorities set out in our remit letter from Welsh Government. The plan will be reviewed in the beginning of the second and third years in light of our evaluation of progress and annual amendments to our remit letter.

The Education Minister sets out the annual priorities for the Leadership Academy in that remit letter and agrees a budget. She also meets with the chair and Chief Executive of the Leadership Academy to agree strategic objectives that ensure the Leadership Academy develops in a sustainable way to meet the ongoing needs of Wales.

Remit Letter Priorities (2018-2021)

1. Develop the Leadership Academy as a strategic organisation with a positive and inclusive culture and robust governance

2. Contribute to the development of the professional capabilities of current and aspiring leaders across the education system by providing coherence and quality assurance for the range of educational leadership development opportunities available in Wales

3. Act as a thought leader; developing, articulating and implementing a vision and strategy for educational leadership in Wales;

These priorities set out WHAT we will be doing. You can find more details on specific activities we will undertake to meet these priorities in Annex 1 at the end of this document.
OUR APPROACH TO LEADERSHIP – THE LEADERSHIP OF LEARNING

Our approach to leadership development will empower leaders in the system to strengthen partnership working, within and between schools, and to build a research–engaged and evidence-informed profession.

The Leadership Academy, working closely with its partners, will identify, champion and make available to all, the best in educational leadership theory and practice, from Wales and beyond, through:

- an expending suite of endorsed leadership provision, accessible to all, in Welsh and English, which brings the leadership standards to life in an approach consistent with Schools as Learning Organisations
- acting as a ‘thought leader’ for leadership and commissioning relevant research
- developing two-way stakeholder relationships at local, regional and national levels.
- our Associates, working locally, regionally and nationally
- national and international seminars, conferences and events and working with like-minded bodies world-wide
- identifying and challenging issues causing poor retention and recruitment into leadership roles
- offering advice, support and challenge to Government on leadership matters
The Leadership Academy within the middle tier

Leadership Development

System Leadership

Strategic Workforce Planning for Leadership

Policy and Research

CRITERIA

Endorsement

Innovation

Regional Consortia and other providers

Academy Associates (setting-based System Leaders)

Local, Regional, National, Diocesan and others

Recruitment and Retention (issues and trends) Leadership Career Pathway

Recruitment and Retention Strategies

must inform

Estyn
HEIs
FEIs
Regional Consortia
EWC
WG & others

needs coordinating

available to work with

available to work with
The vision and values of the Leadership Academy were built up by the Task and Finish group following extensive stakeholder engagement and they underpin everything the Leadership Academy works to achieve. We interpret the four elements as follows:

| Quality and Impact | - We understand the difference leadership makes  
|                    | - We lead thinking and development for the leadership of learning  
|                    | - Everything we do is underpinned by experiential and theoretical learning that is research and evidence based. |
| Inspiring and Motivational | - We promote great leadership development that is future focussed and relevant for today  
|                             | - We build on existing good leadership practice nationally and internationally, in education and other sectors  
|                             | - We form a coherent part of the wider reform agenda. |
| Capacity Building | - We enable great leadership to thrive within the system  
|                   | - We promote empowering workforce development and strategic workforce planning for leadership  
|                   | - We will work to ensure the future supply of leaders. |
| Inclusive and Collaborative | - We will ensure that the Leadership Academy is owned by the sector for the whole of the education system – ‘our Leadership Academy  
|                           | - We will develop a culture of system-led collaborative leadership  
|                           | - We will support equity of access to the most effective leadership development. |

**OUR PARTNERSHIPS**

We will look to take the spirit of this vision and values into the wider relationships we develop. The Leadership Academy is not a provider of leadership development and consequently will be very reliant on all partners across the system to work with us to make this vision a reality. In all our work we will ensure voice of the sector can be heard within the reform conversation.
PERFORMANCE AND MEASURES

Our first operating year marks the start of the Leadership Academy’s journey to deliver on its vision for leadership of learning alongside all its partners. Measuring our impact will be fundamental to this.

It is important that we decide on the right measures. The three initial priorities set out in ‘Our National Mission’ were as follows:

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>BY WHEN</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formally constitute the National Academy for Educational Leadership</td>
<td>Summer 2018</td>
<td>Complete</td>
</tr>
</tbody>
</table>

The Leadership Academy was formally launched in May 2018, and the board met for the first time in July 2018.

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>BY WHEN</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure the first provision of leadership programmes endorsed by the National Academy for Educational Leadership become available</td>
<td>Autumn 2018</td>
<td>Complete</td>
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</tbody>
</table>

A national programme for all new and acting head teachers (delivered by the four Regional Consortia in partnership with 2 Higher Education Institutions and 22 Local Authorities) was endorsed by the Leadership Academy in July 2018 to be delivered from September 2018.
Further detail on this priority was provided in the WG Remit Letter: See Annex 4

PEOPLE

As a small and specialised organisation, we recognise that our people are key to our success and we value the huge contribution so many have already made in helping to establish the Leadership Academy. Our size enables us to be agile and flexible in our responses and makes our partnerships with other organisations key to our success.
OUR BOARD

The skills-based Leadership Academy board was appointed in summer 2018 and consists of our Non-Executive chair, other Non-Executive members and our Chief Executive.

Role of the Board
The purpose of the Board is to establish and monitor Leadership Academy’s vision and strategic agenda, to promote effective corporate governance and financial probity.

The Board will hold senior executives to account regarding the fulfilment of their functions.
OUR EMPLOYEES

The Leadership Academy is a small and specialised employer which will employ around 6 staff in total. The Chief Executive will monitor the progress of the Leadership Academy against a series of operational plans for each of our strategic functions. The structure of the Leadership Academy will be kept under continuous review to ensure that we can deliver in a changing environment. Opportunities for secondments and short-term opportunities with the Leadership Academy will be considered as appropriate. Find more details on our structure in Annex 2.

OUR STAKEHOLDER GROUP AND UNION GROUP

It is vital that the Leadership Academy can access ideas, support and dialogue from the education system as a whole. The stakeholder group will help us fill this requirement by:

- providing the Leadership Academy with the informed voice of the education system
- influencing thinking at regional and national level
- supporting and challenging the work of the Leadership Academy – improving endorsement processes, making suggestions for research and commissioning
- ensuring that leaders from across the education sectors feel that it is ‘their’ Leadership Academy and that they are represented
- making sure that the Leadership Academy listens carefully and collaborates with stakeholders.
The membership of the Stakeholder Group is currently as follows:

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Union Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Opie</td>
<td>David Evans</td>
</tr>
<tr>
<td>Matthew Evans</td>
<td>Neil Butler</td>
</tr>
<tr>
<td>Neil Foden</td>
<td>Rosie Lewis</td>
</tr>
<tr>
<td>Jackie Parker</td>
<td>Chris Manning</td>
</tr>
<tr>
<td>Gethin Sutton</td>
<td>Alison Ellis</td>
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<tr>
<td>Helen Ridout</td>
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<tr>
<td>Elizabeth Berry</td>
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<tr>
<td>Sarah Cook</td>
<td></td>
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<tr>
<td>Vicky Morgan</td>
<td></td>
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<tr>
<td>Rhys Howard Hughes</td>
<td></td>
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<tr>
<td>Aled Evans</td>
<td></td>
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<tr>
<td>Elizabeth Thomas</td>
<td></td>
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<td>Dr Andrew Cornish</td>
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</table>
OUR ASSOCIATES

The Leadership Academy is committed to equity of access to high-quality leadership development across the education sector, initially for those in schools then extending to wider education settings such as further and higher education and work-based learning. We will secure, nurture and inspire leaders across the entire education system. We will do this in partnership with all those who have a part to play in realising the ambition for the Welsh Education system.

Associates will play a major and influential role in the first stages of the Leadership Academy’s development. Associates will engage with the first leadership development programme to be designed and owned by the Leadership Academy itself which will develop and strengthen the skills and knowledge required to play this strategic and system-leadership role. The Leadership Academy needs to look and feel credible to all leaders in Wales and the Associates will have a key role in helping fulfil this through ensuring a close and effective working relationship between the Leadership Academy and all leaders. The role of the associates is to:

- take part in the development programme and inform others of the role
- support the co-construction of the role and the development programme so that it can continue to develop for future cohorts
- show commitment to the development programme by being an active member of the group
- act as role models for leadership across Wales including school headteachers, deputy heads and the wider education sector, supporting others on their leadership journey
- attend conferences and meetings to represent the Leadership Academy where appropriate
- delivering on the ambition outlined in ‘Education Wales: Our National Mission’ alongside the Leadership Academy
- ensure that the work of the Leadership Academy meets the needs of all leaders in Wales through working with others in the sector identifying and highlighting issues and gaps for the Leadership Academy to further investigate
• influence the initial work of the Leadership Academy and help secure its standing among leaders in education
• support and shape the Associate role for the future.
• ensure that the Leadership Academy understands the contribution school leaders in Wales are making to the future of Welsh children and young people and is able to meet their leadership development needs in a range of ways.
• support specific areas of development by playing a role on working groups and panels where appropriate including endorsing provision for leadership development and secure the ‘voice of practice’ within and beyond the Leadership Academy.
• engage in research that will support schools as learning organisations; and work on key strategic areas of system-wide improvement.
• play a key role in building ‘system leadership’ capability and capacity across Wales and in helping experienced headteachers develop the capability to support other leaders.
Bringing together this first Corporate Plan has helped us as a new organisation, both to recognise the extensive amount of work that has already been undertaken and to shape our thinking about this longer-term future.

You can see from the Corporate Plan that there is a lot of work to carry out over the next 12 months, but I believe we have already established positive ways of working which we can now build upon. The Leadership Academy is a truly bilingual organisation which places the Welsh Language central both to its activity and its overall aims. We are all part of the journey towards a million Welsh speakers and to the ambitions of Our National Mission.

We look forward to continuing our work with all our partners in our schools and colleges, in the Regional Consortia and Local Authorities, in Welsh Government and Higher Education Institutions, with the diocesan authorities, governors, youth services, professional associations, Estyn, EWC and private sector providers as we continue to develop in the highest possible aspirations for the leaders and learners who define all that we do.

Let us together inspire leaders and enrich lives.

Huw Foster Evans
Chief Executive
### ANNEX 1: STRATEGIC FUNCTIONS

#### 1) Governance

<table>
<thead>
<tr>
<th>Task (What)</th>
<th>Relevance (Why)</th>
<th>Actions and Achievability (How)</th>
<th>Success Measurement</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the Leadership Academy as a strategic organisation</td>
<td>Remit priority 1 – “develop the Leadership Academy as a strategic organisation with a positive and inclusive culture and robust governance”</td>
<td>Develop and adhere to the corporate and operational plans</td>
<td>Corporate plan signed off by board and operational plan being implemented across the organisation</td>
<td>April 2019</td>
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<td></td>
<td></td>
<td>Clearly articulate the Leadership Academy’s role within the middle tier by establishing productive relationships with key partner organisations</td>
<td>Middle tier organisations are aware of Leadership Academy and work with it to build relationships, share thinking, collaborate on projects and develop sector</td>
<td></td>
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</table>


<table>
<thead>
<tr>
<th>Establish a positive and inclusive culture</th>
<th>Remit priority 1</th>
<th>Establish and develop active and involved Stakeholder Group(s)</th>
<th>Stakeholder groups meeting regularly and making valuable contribution to the Leadership Academy’s vision and strategy and promote Leadership Academy in all networks</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On-going relationship management</td>
<td>Contact with stakeholders takes place regularly and at all levels</td>
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<td>Ongoing</td>
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<table>
<thead>
<tr>
<th>Create robust governance throughout all aspects of the organisation</th>
<th>Remit priority 1</th>
<th>Establish fully functioning Board and a fully resourced staffing function</th>
<th>High functioning and effective board meeting regularly and contributing to strategic vision of Leadership Academy</th>
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<td>June 2019</td>
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<tr>
<td>Develop an online presence to raise awareness of Leadership Academy across sector</td>
<td>Remit priority 1</td>
<td>Engage with professional services to create management policies and working instructions to meet the legal and financial requirements</td>
<td>All staff in place and functioning as a high performing team. All policy and procedure in place facilitating an efficient and effective working environment</td>
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<td>Use website to create interactive environment where all stakeholders can access up-to-date information</td>
<td>Popular and well-followed Twitter, Facebook and LinkedIn In pages created and posting regular content. Website is managed by Leadership Academy, is current in terms of documents and information and is well utilised</td>
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<td>Develop a responsive &amp; relevant suite of social media platforms.</td>
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April 2019
### 2) Leadership Development

<table>
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<tr>
<th>Task (What)</th>
<th>Relevance (Why)</th>
<th>Actions and Achievability (How)</th>
<th>Success Measurement</th>
<th>Timescale</th>
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</table>
| Ensure that all our educational leaders at every level and in all settings have equitable access to development opportunities which meet the highest international standards. | Remit priority 2 “Contribute to the development of the professional capabilities of current and aspiring leaders across the education system by providing coherence and quality assurance for the range of educational leadership development opportunities available in Wales.” | Create an inclusive and holistic endorsement process which recognises only the most effective leadership development provision. To do this we will:  
- Review the endorsement criteria and process (following each call from endorsement) to ensure the validity of the system  
- Make regular and structured calls for endorsement based on the priority needs of the sector  
- Provide effective guidance and support for providers to ensure fair access to getting provision endorsed | Feedback on each call and annual scrutiny on criteria and process to inform next call | April 2019 & Annually |
| | | | Endorsement timeline created and published. All calls made according to it | October 2018 & Annually |
| - Provision is accessible across all settings | High quality Endorsement Guide available to providers in both English and Welsh
A wide range of providers engaging with the endorsement process
100% of all new and acting heads engage with first endorsed provision
Engagement targets set and met for all future endorsed provision | November 2018 – July 2020 |
| Identify other countries & regions with similar approaches to educational leadership development (especially those with evaluation and impact evidence of approach) and work with them to identify best practice for the Leadership Academy | Remit priority 2 | Further develop and quality assure the endorsement process by:  
- establish formal arrangements initially with Scotland and Ireland  
- Research other countries and regions to work with | Formal arrangement with Scotland and Ireland | April 2019 |
<table>
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<tbody>
<tr>
<td>Working with the sector, explore innovative new approaches to leadership development to include</td>
<td>Remit priority 2</td>
<td>Create a research-based ‘Innovation Approach for Leadership Development’ which encourages new thinking. This Pathway will not be encumbered by a need to provide detailed upfront evaluation and impact evidence.</td>
<td>Providers are being supported to produce evaluation and impact evidence for innovative provision through delivery or pilot programmes to educational leaders</td>
<td>March 2019 &amp; ongoing</td>
</tr>
<tr>
<td>a relentless focus on the wellbeing of all</td>
<td>Develop and establish Funding Arrangements to support the ‘Innovation Approach.’ This will include evaluation and impact studies. Enhancing the wellbeing of all will be a central focus</td>
<td>The Leadership Academy is able to offer funding to providers who wish to pilot their innovative programmes to gain evidence of impact</td>
<td>April 2019 &amp; ongoing</td>
<td></td>
</tr>
<tr>
<td>Work with Welsh Government to reform and refocus the NPQH Programme</td>
<td>Remit priority 2</td>
<td>Clarify the role of the Leadership Academy Exploring endorsed provision alongside NPQH to identify cross over and irrelevancies Ensure that that endorsed provision for aspiring heads provides seamless transition into NPQH</td>
<td>The Leadership Academy works in association with WG to ensure the NPQH fits with the rest of the leadership development provision endorsed by the Leadership Academy</td>
<td>January 2020 &amp; ongoing</td>
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<td>June 2019</td>
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</table>
### 3) System Leadership

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<thead>
<tr>
<th>Task (What)</th>
<th>Relevance (Why)</th>
<th>Actions and Achievability (How)</th>
<th>Success Measurement</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a shared definition of setting-based system leadership for Wales</td>
<td>Remit priority 2</td>
<td>Work through associates and practitioners to develop professional standards for setting-based system-leadership for Wales based on the professional standards model</td>
<td>Professional standards for system leadership developed</td>
<td>Autumn 2019</td>
</tr>
<tr>
<td>Consistently engage high-calibre leaders in the education sector to ensure that system leadership is current and focussed.</td>
<td>Remit priority 2</td>
<td>Advertise and recruit up to 12 new associates every year</td>
<td>12 new associates recruited and inducted in every year</td>
<td>March 2019 &amp; ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On-going associate role for existing cohort in place</td>
<td>100% completion rate of the AAP</td>
<td>March 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Support those remaining from previous cohort</td>
<td>March 2019 &amp; ongoing</td>
</tr>
<tr>
<td>Carry out associate commission and research to inform both policy and practice in the leadership of professional learning</td>
<td>Evaluate and refine the on-going Associate Role</td>
<td>Consider options for expanding the setting from which future Associates will be recruited.</td>
<td>Finalise, publish and disseminate the commission report</td>
<td>Associate role refined and updated</td>
</tr>
</tbody>
</table>
## 4) Strategic Workforce Planning

<table>
<thead>
<tr>
<th>Task (What)</th>
<th>Relevance (Why)</th>
<th>Actions and Achievability (How)</th>
<th>Success Measurement</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify issues and trends in recruitment and retention to leadership positions in Wales including, but not exclusively, small and rural schools, Pupil Referral Units, Special Schools, federations, and for new organisation models such as middle schools and Welsh Medium settings.</td>
<td>Remit 3 – “Act as a thought leader; developing, articulating and implementing a vision and strategy for educational leadership in Wales”</td>
<td>Commission data analysis from EWC on recruitment and retention in senior leadership positions in Wales. Identify the issues and the trends arising from that analysis. Commission further analysis based on the requirements of the Leadership Academy.</td>
<td>Trends identified</td>
<td>October 2018, March 2019, October 2019</td>
</tr>
<tr>
<td>Work with partners to develop effective succession planning strategies for leadership at local regional and national levels</td>
<td>Remit 3</td>
<td>Based on the analysis and trend identification work with partners to develop recommendations.</td>
<td>Recommendations developed</td>
<td>February 2020</td>
</tr>
<tr>
<td>Task (What)</td>
<td>Relevance (Why)</td>
<td>Actions and Achievability (How)</td>
<td>Success Measurement</td>
<td>Timescale</td>
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<td>----------------------------------------------------------------------------</td>
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<tr>
<td>Establish the Leadership Academy as a strategic partner in the use of research to inform all elements of its work</td>
<td>Remit 3</td>
<td>Explore and define the role of the Leadership Academy with all its partners in identifying, accessing and using research to inform all elements of its work.</td>
<td>Clearly defined role for the Leadership Academy in research among and in association with other middle tier organisations</td>
<td>July 2019</td>
</tr>
<tr>
<td>Ensure that the Leadership Academy can articulate and inform leadership strategy, policy and development so as to support and enable the further professionalisation of the education workforce</td>
<td>Remit 3</td>
<td>Work with partners to develop and share internationally benchmarked research and best practice in educational leadership Address the development of leadership in the Welsh Education Agenda</td>
<td>Processes in place to develop and share research and best practice Leaders in all schools equipped with the skills to strategically plan the development of the Welsh Education Agenda</td>
<td>July 2021</td>
</tr>
<tr>
<td>Work with partners to reform and develop leadership policy to include, but not exclusively, NPQH, ALN, New Curriculum, embedding the Professional Standards for Teaching and Leadership and any appropriate recommendations from the report ‘Teaching: A Valued Profession’</td>
<td>Leadership policy in these areas is refined and updated</td>
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ANNEX 2: OUR STRUCTURE

Chief Executive

Chair of the Board

Assistant Director - Leadership Development & Quality Assurance

Assistant Director - Policy, Research and Strategic Workforce Planning

Business Manager

Administration Assistant
ANNEX 3: ACRONYMS

The Leadership Academy often abbreviates certain terms that are used on a daily basis. Below is a list of some of the most common abbreviations.

AAP – Academy Associates Programme
AGAA – National Academy – Academi Genedlaethol ar gyfer Arweinyddiaeth Addysgol Cymru
Consortia / RC – Regional Consortia for School Improvement which are GwE (Gwasanaeth Effeithiolrwydd Ysgolion), ERW (Ein Rhanbarth ar Waith/Education through Regional Working), EAS (Education Achievement Service), CSCJES (Central South Consortium Joint Education Service)
CP2 – Cathays Park Welsh Government Offices
CS – Civil Service
Endorsement – Leadership Academy Quality Assurance Process for provision. Please note that provision is endorsed and not the provider
FE – Further Education
Heads – Head Teachers
HEIs – Higher Education Institutions (Universities)
LAs - Local Authorities
Middle Schools / all through schools – schools that provide education from 3-16/18 normally on the same site.
Middle Tier – middle tier of Education Delivery –Estyn, EWC, Qualifications Wales, Consortia, Local Authorities
NAEL – National Academy for Educational Leadership
NPQH – National Professional Qualification for Head teachers
Primary – Primary sector - Age range 3-11
Secondary – Secondary education sector – 11-16/18
SG – Stakeholder Group
TOR – Terms of Reference
WBL – Work Based Learning
WG – Welsh Government
ANNEX 4: REMIT LETTER

Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Ein cyf/Our ref MA-P/KW/2762/18

Chair and CEO
National Academy for Educational Leadership

Dear Huw and Sue

National Academy for Educational Leadership Remit Letter 2018-2021

I am delighted that the National Academy for Educational Leadership (NAEL) is now in place to take forward one of the key commitments in ‘Education in Wales: Our National Mission’, securing, nurturing and inspiring leaders now and for the future across the entire system in both Welsh-medium and English-medium settings. I know this fits with the NAEL’s central principle of enabling equity of access to provision that is of the highest quality.

The strategic priorities set out within this letter are for the period 2018-2021, I expect these to remain broadly the same but that the objectives beneath them may develop and change over time. To support those objectives I can confirm that the NAEL’s total available budget remaining for this financial year is £785,000. Following detailed discussions the revenue needed to support the NAEL for the remainder of this financial year has been identified as £370,000. This sum will be made available via Grant in aid, to be paid in advance according to evidenced need. As you know the indicative budget for the NAEL for the financial year 2019-20 is £1 million, this may change but can be used for your planning purposes.

As the NAEL will also be responsible for the continuation of the Academy Associates Programme (AAP) and funds totalling £240,000 will be available for the period January – April 2019 to enable the NAEL to assume this responsibility. An indicative amount of £400,000 for the programme is proposed for 2019-20 but is subject to finalisation when budgets are set. Further details of the funding position will be set out within a Grant Offer Letter, along with terms and conditions of funding.

You will see that the strategic objectives also reflect the NAEL’s position as a critical element of the middle tier. The NAEL will need to work in partnership with other organisations to ensure a strategic focus on leadership development to support our reform agenda.
I very much look forward to working with you both to achieve these priorities, and to the success of the NAEL.

Yours Sincerely

Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education
National Academy for Educational Leadership

Strategic Priorities 2018-2021

1. Develop the NAEL as a strategic organisation with a positive and inclusive culture and robust governance

Specific objectives for 2018-19:

Establish the NAEL as an organisation that:

- Has robust governance in place including a fully functioning Board and an executive function resourced sufficiently to be able to meet its remit;
- Is able to meet its legal and financial requirements as a company including having all necessary management policies in place;
- Fulfils the requirements set out within the management agreement, including development of the first corporate and operational plans;
- Has clearly articulated, and began to occupy its role within the middle tier by establishing productive relationships with key partner organisations;
- Has an active and involved Stakeholder Group by end of March 2019; and
- Has a responsive online and social media presence.

2. Contribute to the development of the professional capabilities of current and aspiring leaders across the education system by providing coherence and quality assurance for the range of educational leadership development opportunities available in Wales

Specific objectives for 2018-19:

- Be well on the way to meeting the objective within Our National Mission – “An extensive portfolio of endorsed leadership development opportunities become available for the education community by Autumn 2019”. This will include the development of a timetable for endorsement;
- Further develop the current endorsement process, including working closely with other devolved nations and the Welsh Government, to ensure that it is a rigorous and fair process which is in line with the principles in the emerging National Approach to Professional Learning (to be published in autumn 2018);

Objectives covering 2018-19 and future years:

- Work with partners, including other middle tier organisations and providers, to improve accessibility of provision ensuring that appropriate learning opportunities are available equitably across Wales, in Welsh and English, fulfilling the Academy’s aim of addressing issues of equity and access to the highest quality provision;
- Continue the development of the Academy Associates Programme (AAP) as the basis of future development of system leadership;
- Contribute to the reform and refocussing of the NPQH programme including
working with Welsh Government to consider how best to contract for the provision of this key leadership programme moving forward; and

- Working closely with partners and Welsh Government, begin to identify gaps in provision and start to make recommendations on how best to fill those gaps to ensure leadership capabilities are developed across all aspects of the system including across the middle tier, FE and the Welsh Government for both current and aspiring leaders.

3. Act as a thought leader; developing, articulating and implementing a vision and strategy for educational leadership in Wales;

These objectives, while commencing in the period 2018-19, are not expected to conclude quickly and are intended to extend to cover the period of the remit letter:

- Work with partners to develop and share internationally benchmarked research and best practice in educational leadership including reflecting current priorities within the research commission for the Academy Associates;
- Enhance the vision and strategy for educational leadership including building coherence and links with Schools as Learning Organisations and the National Approach to Professional Learning;
- Articulating and informing leadership policy, strategy and development, including:
  - Addressing the development of leadership around the Welsh in Education agenda to equip leaders in all schools with the skills to strategically plan the development of all learners and practitioners’ Welsh language skills, and to promote the development of Welsh culture and ethos within the school.
  - Work with the Welsh Government and Stakeholders to co-construct guidance on the use of Teaching and Leadership standards;
  - Contributing to issues in regard to leadership workforce planning and succession planning for the education sector; and in particular to ensure sufficient supply of future Welsh Medium leaders
  - Consider the leadership implications, priorities and development needs for specific settings such as small and rural schools, Pupil Referral Units, Special Schools, federations, Welsh-medium schools and for new organisation models such as middle schools;
  - Once they have been approved by the Cabinet Secretary, deliver upon any agreed recommendations set out in ‘Teaching: a valued profession’ that are assigned to the NAEL or require the NAEL’s contribution
  - Identify leadership approaches, taking into account the specific needs of the Welsh-medium sector, to support the smooth transition to the new curriculum and the new Additional Learning Needs system,

And throughout this work ensure that the voice of the sector can be heard within the reform conversation.