

Ludlow Junior School

Coaching Policy

Reviewed October 2017

To be reviewed: October 2020

Coaching at Ludlow Junior

As a school we firmly believe that the ongoing coaching of all staff is vital to support our professional growth and development. Since 2009 the senior team has been committed to developing an open culture of coaching linked to professional dialogue, respect and challenge.

We expect all members of staff to be focused on their own improvement targets and to set these in line with the needs of the pupils and wider community as well as within the scope of personal target setting.

Any member of staff may act as a professional coach and we expect people to lead within their individual areas of expertise. Our coaching team is led by Mrs Gemma French – director of coaching and teaching and is most strongly supported by the assistant head team who all have delegated coaching roles and responsibilities.

Aspects of coaching will also come into focus for team leaders, mentors, subject leaders, aspect leaders and the executive head who will coach leadership and management across the school.

The impact of coaching is analysed and explored through data analysis, book samples, drop ins, learning walks and quality of provision reviews. It may form part of OfSTED feedback to the team and governors.

At interview we explain at length that all staff members will be subject to extensive coaching and observation in order to improve their performance.

What does a good coach do?

A good coach.....

- Listens
- Asks open questions
- Clarifies points made
- Encourages reflection
- Avoids 'telling'
- Builds rapport
- Is non judgemental
- Challenges beliefs
- Helps to see the big picture
- Encourages commitment to action
- Doesn't have all the answers
- Develops trust and respect
- Is solutions focused
- Has a strong belief that colleagues have the capacity to learn, develop and change.

We expect our coaches to understand the personal and professional aspects they are dealing with and build a genuine partnership with their coachees. The partnership will be based on honesty and trust and will cover areas of strength as well as frank conversations about areas for improvement. Not all aspects of coaching may be within the coachee or coach's comfort zones.

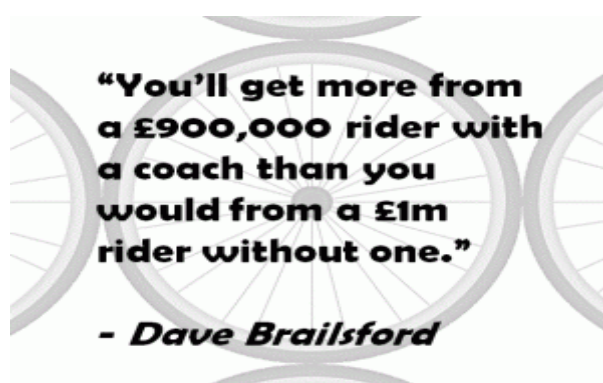
What does the coaching model look like?

A model for coaching - STRIDE

- **Strength** – What's going well? What's working?
- **Target** – What would you like to be better and why?
- **Reality** – What is the current situation? What problems is it causing? What are the obstacles?
- **Ideas** – What have you tried? What did/didn't work? What would you do if the obstacles weren't there?
- **Decision** – What are you going to do? What are the steps? When will you do it? What support might you need?
- **Evaluation** – How will you know it has worked? What will be different?

We expect coaches and coachees to plan time carefully in order to maximise the impact of coaching. It is important for all involved to invest time in the process in order to maximise its impact. It is also very important to keep refocusing the process on pupil outcomes as these are the key indicators of the success of the process. We must ensure that we focus on outcomes and not the 'performance' element of teaching which can lead to overly complex or technical lessons which are not best suited to the needs of the pupils.

Remember:



Why have we focused on coaching?

Capacity building – When staff are able to solve their own problems by coaching, you are building capacity for future development. Problem solving is an important quality in school leaders.

Develops a 'Growth Mindset' – When staff feel more confident about solving their own issues, they are more likely to do so again – and so continue to develop and improve their own practice.

Grows self-esteem – When we feel that we are supported with developing our own practice and encouraged to try out new things, we are more likely to take risks. Risk taking leads to innovation and the development of new and exciting teaching strategies. Coaching enables this.

In context – Because the coach works in the same context as the coachee, they understand the context of the issue, making it easier to help the coachee come up with an effective solution.

Efficiency – As a culture of coaching grows within a school, individuals and groups get to the nub of an issue quickly, deal with it, improve it and then move on. Problems are less likely to linger/ fester. When coaching is happening informally and frequently like this (also known as Martini coaching!!! – any time, any place, anywhere), it becomes a very powerful tool for continuous improvement

Fosters team spirit – Coaching is not definitively hierarchical and non-judgemental. It is grounded in the belief that everyone can improve and get better – and that everyone has something to offer to support this process. It is a process where hard topics are discussed, tackled or resolved and successes celebrated

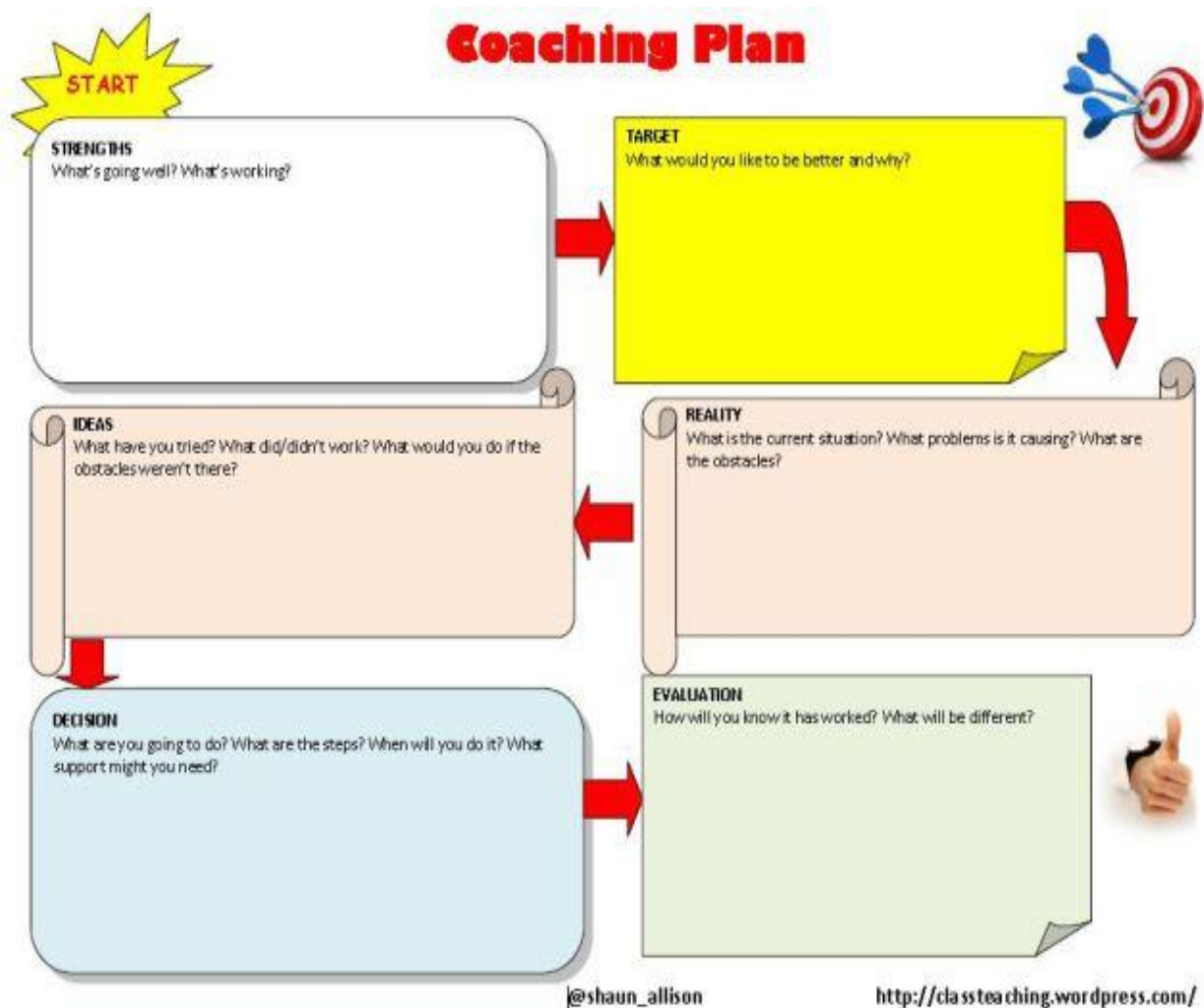
Develops a dialogue about pedagogy – Experience has shown that as coaching develops across a school, there are more conversations taking place about our core business – teaching and learning.

Sustained improvement – Many CPD activities can be ‘one-off’ events. At best these may result in a new strategy being tried out once or twice – but this improvement is rarely sustained and usually tails off. With coaching, because you know that you have committed to action and are going to be questioned about ‘how’s it been going?’ when you next meet up with your coach, you are more likely to put it into action. If coaching meetings then happen throughout the year, this improvement will be sustained.

Personalised CPD – The ‘one size fits all’ approach to CPD i.e. all sitting in a hall listening to the same message, is not an effective use of time. We all have our own areas of work that we want to develop – coaching allows each of us to focus on what we want to improve. This is so important if we want all teachers to be the best they possibly can be.

Empowering – Because with coaching you choose the area you want to focus on and it is not dictated from above, people feel empowered and motivated to improve

What might a coaching plan look like?



Focusing on the plan is vital in order to ensure clarity of purpose, process and end goals. Dialogue at the planning stage between coach and coachee is non-negotiable.

Coaching – evidence of impact:

‘ Leaders have maintained the good quality of education in the school since the conversion to academy status. Your ambition, for the best possible achievement of all the school’s pupils through continuous improvement in teaching, is clear. Staff overwhelmingly support your vision, so that adults’ teamwork is enthusiastic and effective. Pupils told inspectors they enjoy being ‘pushed’ to learn more and feel supported well when learning is challenging.’ OfSTED 2016

‘The continuous improvement of teaching and pupils’ achievement reflects leaders’ effective action since the inspection in January 2012. You, your senior team and governors are not complacent’ OfSTED 2016

‘You have established a secure cycle of comprehensive review to ensure teaching improves continuously. Senior leaders have clear responsibilities and work together as a highly effective team. Every leader’s role is strictly focused on improving teaching and pupils’ achievement. Staff, including newly qualified teachers, value the coaching and advice senior leaders provide’ OfSTED 2016