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**Evidence Leads in Education (ELEs)**

**Durrington Research School
Application and reference form**

**General guidance**

This form is set out in two sections. Section 1 is to be completed by you, the applicant and section 2 is to be completed by your referee. There is a 300 word limit for answers 1 – 4; answer 5 has a 500 word limit. Once you have completed section 1, the form should be emailed to your Headteacher to complete the reference section.

Your Headteacher should submit the document to the Research School on your behalf by emailing it to Shaun Allison - sallison@durring.com

**Headteacher reference**

It is essential that headteachers endorse the applicant’s intention to apply for the role of an ELE. You are therefore required to provide a reference from your headteacher that supports your application and validates your eligibility, capacity and relevant experience to perform the role.

**Section 1**

**Application form (to be completed by the ELE applicant)**

**Applicant details**

| **Title** |  |
| --- | --- |
| **Surname** |  |
| **First name** |  |
| **Teacher Reference Number (TRN)** |  |
| **Role** |  |
| **School** |  |
| **Address** |  |
| **Phone** |  |
| **Email** |  |

| **School phase** |  |
| --- | --- |

**Your skills** Please indicate your skills and experience. Please tick all that apply.

| **Skills & experience** | **Rate your skills 1-3****1 Strong****2 Developing****3 Limited** | **Nature of your experience and length of time** |
| --- | --- | --- |
| **Evidence-informed school/educational improvement (implementation)**  |
| Using a range of in-school data/information to identify issues and challenges |  |  |
| Understanding of evidence-informed change management/implementation |  |  |
| Designing evidence-informed strategies for educational improvement |  |  |
| Supporting colleagues to use evidence and evidence-informed school improvement processes in educational settings |  |  |
| Displaying emotional intelligence in supporting colleagues to improve their practice |  |  |
| Influencing others to change habitual practice |  |  |
| Experience of evaluating practice change within an educational setting |  |  |
| **Supporting adult learning and professional development** |
| Potential to lead or currently leading continuing professional development (CPD) |  |  |
| Coaching and mentoring skills |  |  |
| Adult learning and facilitation skills |  |  |
| Ability to communicate complex and nuanced information with clarity  |  |  |
| Collaborating with other system leaders across the region |  |  |
| **Engaging with and using evidence** |
| Knowledge of and familiarity with evidence base |  |  |
| Ability to recognise the relative strength of research evidence |  |  |
| Supporting colleagues in using evidence |  |  |
| Synthesising evidence from different sources |  |  |
| **Specialist Expertise** |  |  |
| Demonstrates understanding of the context and range of practice within specialist area (e.g. literacy) |  |  |

**Eligibility criteria confirmation**

a) Do you hold a leadership role or responsibility within your school?

Yes ☐ No ☐

b) Please indicate the nature of this role and how long you have been in this role. If less than two years, please provide details of your previous leadership role or responsibility and include the name of the school where the role was held.

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**Question 1**

What **motivates** you to participate in evidence-informed system leadership and school improvement?

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### Question 2

Please outline the **impact of your contribution** as a teacher/leader in supporting practitioners and leaders in other schools or to your own school’s performance - and the way in way research evidence was used to inform this work. Please detail the impact and demonstrate clear evidence of your practice within your area(s) of expertise or specialism.

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**Question 3**

Please provide examples of where you have worked sensitively and collaboratively with peers/colleagues using **coaching or facilitation skills** to grow leadership capacity in others leading to sustainable improvements.

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### Question 4

Please provide an example of a time when you have significantly **challenged, collaborated, motivated and/or inspired** your colleagues to establish new, innovative and evidence-informed working practices. What was the impact?

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### Question 5

Please provide details of activities engaging with evidence, research and/or evaluation that you have either led or contributed to. These can be in school or academic experience. Please refer to the headings in the table on page 3 to structure your answer.

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**Question 6**

Please provide details of the academic achievement of the students you have taught in the last two years. If you are a secondary teacher, this must include Y11 GCSE results compared to targets.

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**Additional information**

Please provide any other information that demonstrates your knowledge in support of your application.

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**Additional requirements**

If you are successful, you will be invited to a face-to-face assessment (this may be done online e.g. via Google Meet/Zoom). If you have any special requirements that they should be aware of, please state these below.

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**Section 2**

**Reference (to be completed by the headteacher referee)**

ELEs are outstanding teachers/leaders, with at least two years’ experience and excellent knowledge of educational research practices and the evidence base. They work to support individuals and teams in other schools by providing high-level coaching, mentoring and support, delivering evidence-based CPD, and drawing on their knowledge and expertise in evidence-informed practices.

All applicants must meet the criteria to be accepted as an ELE. Each application is assessed against the eligibility criteria (see below). We therefore ask referees to take this into account when making a decision to recommend an applicant for the role.

**Headteacher details**

| **Name** |  |
| --- | --- |
| **Confirmation of role** |  |
| **School name** |  |
| **Email address** |  |
| **How long have you known the applicant?** |  |

**1a. Please confirm the applicant’s current role.**

**1b. Does the applicant hold leadership responsibility within your school?**

Yes ☐ No ☐

**2. Please provide a supporting statement in the box below on how you consider the applicant meets the following eligibility criteria:**

**The applicant has:**

* a successful track record of working effectively within their own school and/or across a group of schools, or working with a range of leaders within a single school;
* experience of successfully using coaching and/or facilitation skills to bring about sustainable improvements;
* excellent communication and interpersonal skills;
* an understanding of what constitutes evidence-informed practice and the ability and confidence to communicate this;
* an understanding of how their specialism and skills can contribute to wider school improvement goals;
* an analytical approach in identifying and prioritising needs;
* the ability to set and establish new and innovative working practices;
* the ability to grow leadership capacity in others.

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**3. Do you support this application and agree to the applicant being released from the school for a mutually agreed allocation of time?**

Yes ☐ No ☐

**4. Please provide evidence to confirm that the applicant has supported a teacher or middle/senior leader or group of leaders from another school or academy or within their own school.**

**5. Please tick a box below to indicate which statement matches your support for the applicant:**

1. I recommend this person unreservedly to undertake the role of an ELE ☐
2. I recommend this person for the role of ELE, but have some reservations ☐
3. I am unable to recommend this person for the role of ELE ☐

**6. Additional comments**

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Thank you for taking the time to complete this form. If you have indicated that you have reservations in recommending or feel unable to recommend this applicant, we may contact you to discuss the position.

**Please return this form by emailing it to Shaun Allison -** **sallison@durring.com**

In accordance with the Data Protection Act, the applicant you are providing a reference for has the right to view the reference, should he or she ask to do so. Please do not include any information that you would not be happy to discuss with the applicant as part of a professional conversation.

If you have any queries regarding this application, please refer to the guidance for further help and support.