



School Leadership Conference 2021

Sunday 28 February – Tuesday 2 March



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Aims

- To allow reflection and discussion about the issues surrounding education within the current pandemic
- To consider the nature of excellent subject teaching and its role in engaging young people to learn
- To bring together the views of school leaders
- To inspire through authoritative and thought-provoking talks
- To induct delegates into the PTI approach and purpose, and offer encouragement and a supportive network
- To seek opportunities within the current crisis for institutional development within our own teams, and for significant national change
- To promote the PTI's resources, and structures such as the Leadership Programme, to support this local and national review



Context

In January 2008, the PTI ran a half-day seminar in collaboration with Business in the Community entitled 'What works in schools', at which 12 headteachers from schools in and around London were present. The seminar and subsequent headteachers' conferences came to the conclusion that the following attributes were essential in running a good school:

- ✓ **Leadership:** Good leadership focusing on the curriculum and quality of teaching
- ✓ **Ethos:** Creating a culture of high achievement and a communal sense of purpose
- ✓ **Staff:** Having high quality subject teachers with a passion for their subjects
- ✓ **Curriculum:** A rich and challenging curricular and extra-curricular provision

To ensure continued success across schools, two areas were highlighted:

- ✓ The need to disseminate best practice
- ✓ The need to develop headteachers of the future

Since that initial exploratory discussion, further 'What works in schools' days were held. The second event was held in December 2008, and explored the question 'How is success to be replicated?' This conference gave leading headteachers the opportunity to outline some of the strategies and beliefs that enabled success in their schools. The conference also addressed questions fundamental to the future of education, such as:

- How can education retain coherence and rigour?
- Are we meeting the challenge for all pupils?
- How can we learn from other schools?
- How can we create more effective partnerships?

The third event, held in January 2010, focused on 'Academic rigour and accessibility: the challenge for subjects'. In this conference, leading headteachers, employers and subject specialists discussed the importance of subjects in the development of excellent schools.

Finally, in January 2011 the PTI ran a residential conference for headteachers at Madingley Hall, Cambridge. The key conclusions were that:

- ✔ Students' depth of learning and understanding was more important than breadth
- ✔ Deep learning should be at the heart of any school's provision and can only come about if there is a relentless focus by the leadership team on teaching and learning at all levels in a school
- ✔ A school's curriculum should embrace challenging material and processes that encourage carefully considered subject choices for pupils of all abilities

At this conference there was a unanimous request that the PTI consider establishing a continuing forum for headteachers, and the PTI Leadership Programme is a response to that request.

As of January 2021 and following the eighth School Leadership Residential in January 2020, there are now 210 members of the School Leadership Programme.

At each event, it has been clear that there is both a need and a desire among headteachers to engage in high level discussion and debate about how success is achieved in schools. The success of previous events has been in no small part due to the fact that the events were designed, run and led by headteachers.

With our 2021 conference running virtually, we have combined our School Leadership Conference with our reunion event, the PTI School Leadership Day. This will bring together our new cohort of school leaders with our existing leadership network.





Schedule

Day 1 | Sunday 28 February

Session 1 | Welcomes & Courage in educational leadership

1600-1630

Welcome address

Opening remarks by HRH The Prince of Wales and welcome address by Carolyn Roberts, Co-Director, The PTI

1630-1715

Keynote

Opportunities and obstacles

In conversation with Professor Dame Lesley Regan DBE

1715-1800

Breakout discussions

Courage in educational leadership

Day 2 | Monday 1 March

Session 2 | Working with courage and from first principles

1030-1050

Talk

Ethos

Professor Gavin Alexander, University of Cambridge

1050-1120

Talk

Courage, leadership and creating a better climate: The findings of the NAHT Commission on School Improvement

Nick Brook, Chair of the School Improvement Commission and Deputy General Secretary, NAHT

1120-1200

Breakout discussions

Ethos and vision – what do you believe and how do you make that known in your school?

Day 2 | Monday 1 March

Session 3 | A passion for learning and a love of subjects

1600-1620

Talk

School-led approaches to improving professional development: learning from the Wellcome CPD Challenge

Professor Emily Perry, Deputy Head, Centre for Development and Research in Education, Sheffield Institute of Education & Joelle Halliday, Senior Research Fellow, Sheffield Institute of Education

1620-1650

Talk

Space... so what?

Professor Anu Ojha OBE, Director, National Space Academy

1650-1730

Breakout discussions

Innovative learning and developing passionate and effective subject teachers

1730-1800

Forum discussions

1. Rachel Cave: *Innovative learning: What does good pedagogy look like?*

2. Neil Enright: *Future of assessment - teacher assessment and exam structure*

3. Mark Johnson: *What's the priority in 'rebuilding' our schools and students when everything is 'normal' again?*

4. Carolyn Roberts: *The curriculum and the forgotten third*

Day 3 | Tuesday 2 March

Session 4 | Closing the gap & Teaching and Learning

1030-1100

Talk

Social mobility and education in the post-Covid era

Lee Elliot Major OBE, Professor of Social Mobility, University of Exeter

1100 – 1130

Pupil panel

Pupils from Sandbach School, Cheshire

1130 – 1200

Breakout discussions

What really matters about the quality of teaching and learning?

Day 3 | Tuesday 2 March

Session 5 | Making a difference: School Leadership Programme

1600-1630

Talk

Schools beyond Covid: where next?

Geoff Barton, General Secretary, Association of School and College Leaders (ASCL)

1630-1710

Breakout discussions

What inspiration can be drawn from our discussions and how might this influence your school?

1710-1725

School leader talk | School Leadership Programme presentation

Sarah Burns, Headteacher, Sandbach School

1725-1740

Closing remarks

Carolyn Roberts, Co-Director, The PTI

Oliver Blond, Academic Director, The PTI





Leadership team

The PTI

Carolyn Roberts

Co-Director, The PTI
Headteacher, Thomas Tallis School, London

Chris Pope

Co-Director, The PTI

Oliver Blond

Academic Director, The PTI
Headmaster, Roedean School, Sussex

Liz Allen CBE

Academic Consultant, The PTI
Former Headteacher, Newstead Wood School for Girls, Kent

Jack Jackson

Academic Consultant, The PTI
Former Chief Executive Officer, Launceston College Multi-Academy Trust, Cornwall

Barbara Pomeroy

Education Advisor, The PTI
Former Deputy-Headmistress, North London Collegiate School



Biographies

Speakers

Keynote: Professor Dame Lesley Regan DBE



Professor Dame Lesley Regan DBE is a Professor of Obstetrics & Gynaecology at Imperial College London and Consultant at St Mary's Hospital in London. She is also Secretary General of FIGO, a member of the NHS Assembly and Chair of the Charity Wellbeing of Women.

She was the 30th President of Royal College of Obstetricians and Gynaecologists (2016-2019) and only the second woman to be elected to this position and the first in 64 years. During her tenure as PRCOG she co-chaired the National Women's Health Task Force with Jackie Doyle-Price MP (then Health Minister) and authored "Better for Women", a hard hitting RCOG report which promotes a life-course approach to the delivery of women's health services.

Having graduated from the Royal Free Hospital School of Medicine, London in 1980, Professor Regan pursued her training at Addenbrooke's Hospital, Cambridge, where she first became enthused by clinical and laboratory research, completing her MD on miscarriage. She went on to set up the world's largest recurrent miscarriage clinic at St Mary's Hospital in London.

In 2015 she received a Doctorate of Science from University College London for her contribution to women's health. In 2020 she was awarded a DBE for her services to women's health in the Queen's New Year's Honours List.

Dr Gavin Alexander



Dr Gavin Alexander is a Senior Lecturer in the Faculty of English, University of Cambridge, and a Fellow of Christ's College, where he directs studies in English. He specialises in sixteenth and seventeenth-century English literature and criticism, and is the author of numerous books and articles on literary and musicological topics. In 2008 he was awarded a Pilkington Prize by the University of Cambridge for excellence in teaching. He is a regular contributor to subject residentials and CPD Subject Days for the PTI.

Nick Brook



Nick Brook has been Deputy General Secretary of NAHT since September 2016. Prior to this, he ran his own successful education consultancy. Having started his career as a primary teacher Nick has over twenty five years' experience of public sector delivery in central government, local government and schools. For ten years, as a Senior Civil Servant, he shaped policy and transformed delivery in some of the most high profile, high priority areas in Government, including the Home Office – where he led the Anti-Social Behaviour and Crime Prevention Unit; the Training and Development Agency for Schools – as Director of School Workforce Remodelling and at Ofsted, leading thematic and subject inspection and external communications. As Deputy General Secretary at NAHT, Nick leads the policy & research, press & media and organising & campaigns teams.

Professor Emily Perry



Professor Emily Perry is Deputy Head of the Centre for Development and Research in Education, part of Sheffield Institute of Education at Sheffield Hallam University. She works in local, national and international contexts to manage, develop and quality assure teacher professional development programmes, and her research interests focus around professional development, especially for science teachers, including its leadership, facilitation and quality. Emily's current projects include the Wellcome CPD Challenge, Wipro Teacher Fellows and Mentors programme, and a pilot programme to design and test a system of quality assurance of teacher professional development, working in partnership with the Chartered College of Teaching and the Teacher Development Trust.

Professor Anu Ojha OBE



Professor Anu Ojha OBE is Director of the UK's National Space Academy programme and a Director of the National Space Centre – the UK's largest visitor centre for space science and astronomy. He co-led the development of the National Higher Apprenticeship programme for the Space Sector and is the lead for skills/training for the ongoing UK-China programme of collaboration in Space Science and Technology.

Professor Lee Elliot Major OBE



Professor Lee Elliot Major OBE is Britain's first Professor of Social Mobility. Appointed by the University of Exeter to be a global leader in the field, his work is dedicated to improving the prospects of disadvantaged young people. Lee was awarded an OBE in this year's Queen's Honours for services to social mobility. He was formerly Chief Executive of the Sutton Trust the UK's leading social mobility foundation. Lee is a founding trustee of the Education Endowment Foundation which has carried out 100s of major research trials in England's schools. He is a senior visiting fellow at the LSE's International Inequalities Institute and an Honorary Professor at the UCL Institute of Education. He commissioned and co-authored the Sutton Trust-EEF toolkit, a guide used by 100,000s of school leaders and replicated across the world. He has served on several Government advisory bodies and presented several times to the House of Commons Education Select Committee.

Geoff Barton



Geoff Barton studied English and Linguistics at the University of Lancaster, then trained to teach at Leicester University. From 2002 to 2017 he was headteacher of King Edward VI School, Bury St Edmunds, a comprehensive school of 1650 students. He is a Founding Fellow of the English Association and writes for a range of newspapers and journals. He has worked with various organisations, including the Department for Education, on leadership and literacy. Geoff was a longstanding member of ASCL Council, former chair of its Pedagogy Committee, is Patron of the English and Media Centre, and a 'Leading Thinker' for the National Education Trust. He became General Secretary of ASCL in April 2017.

The PTI

Carolyn Roberts



Carolyn Roberts joined the PTI in 2019 as Co-Director. She is Head of Thomas Tallis School, a 11-19 community comprehensive school in London of nearly 2000 students. Carolyn read Theology at King's College London followed by a PGCE at Birmingham and MA at Durham. She taught in Birmingham, Leicestershire, Durham, London, and Sunderland before becoming the first Headteacher of St Hild's CE School in Hartlepool and then of Durham Johnston in Durham City. She moved to Tallis in 2013. Carolyn was a member of ASCL Council for nine years, for four of which she was Honorary Secretary. Carolyn chaired the board-based Ethical Leadership Council from 2017-19, chairing its successor body. She is a Founding Fellow of the Chartered College of Teaching.

Christopher Pope



Christopher Pope joined the PTI in 2007, to build the charity and establish it as a full-time provider of professional development for teachers. Since his arrival, the PTI has grown fast. From a base of eighty teachers of English and History who attended the Education Summer Schools every year, the charity now reaches over 7,000 teachers in 12 subjects as well as headteachers. He was previously Vice President, Artists & Repertoire at the Decca Music Group, responsible for Decca's artistic strategy by signing new artists and determining recording policy. He had previously been a Decca producer from 1990-98, before gaining an MBA at the London Business School and working with McKinsey & Co as a management consultant. He began his career at the BBC, having read Music at St Anne's College, Oxford.

Oliver Blond



Oliver Blond is Headmaster of Roedean School and an English and Drama specialist by training. He has worked in a variety of schools across London, including as Head of English and Drama at Wimbledon High School, Deputy Head at North London Collegiate School and Headteacher at The Henrietta Barnett School in North London. He has been involved in the PTI since the Prince of Wales Education Summer Schools began in 2002.

Liz Allen CBE



Liz Allen CBE holds a Certificate of Education (Divinity), a BA (English) and an MA (Education), all from University of London colleges. Liz's academic and teaching roots are in the South, although she went to school in the North East. From her first teaching post in 1967, Liz has managed curriculum initiatives that have opened up opportunities for young people to aspire to high personal achievement. In her first headship at Altwood Church of England Comprehensive School (1993-2001), she worked on national guidelines for school improvement, formative assessment and target-setting. As headteacher of Newstead Wood School for Girls from 2001-2013, Liz encouraged students and teachers to work creatively and to lead the development of innovative and challenging educational practice. Liz is a National Leader of Education, supporting schools nationally and internationally in their drive to become Outstanding. Liz was awarded a CBE in the 2014 Birthday Honours List for Services to Education.

Jack Jackson



Jack Jackson was CEO of the Launceston College Multi Academy Trust until August 2019, the Trust was responsible for the education for 3000 young people in Devon and Cornwall from the age of 0 to 19. Two of the three secondary schools in the trust joined when they required special measures. Prior to taking up this post, Jack was Principal of Launceston College for ten years. Jack has held school senior leadership roles in a variety of schools and worked as a Local Authority advisor, Ofsted inspector, maths teacher and mountaineering instructor. Jack believes firmly in the importance of a rigorous, subject based curriculum and has a passion for developing adventurous learning opportunities for all students.

Barbara Pomeroy



Barbara Pomeroy has been Education Advisor for the PTI since September 2012, with particular involvement in the Schools Leadership Programme and the Associate Department Scheme. She has a background in both industry and education, working as a research physicist and then as a marketing manager for the Dickinson Robinson Group for 9 years before training to teach Physics. She has been a Head of Science and for 13 years was Deputy Head at North London Collegiate School.

About the PTI Leadership Programme

An overview

The PTI Leadership Programme is designed to create a network of schools committed to promoting whole-school, subject-centred leadership.

The programme provides a means for school leaders to consider, in active and practical ways, how to enhance pupils' learning and aspirations through the development of subject knowledge and a passion for teaching it across all areas of their school.

The origin of the Leadership Programme was the meeting of headteachers which considered the practical but far reaching question 'What works in schools?'. The outcomes of that and subsequent conferences have led to the formulation of five key principles for Leadership Programme action research projects that they should:

- ✓ Focus on developing challenging and rigorous teaching and learning
- ✓ Encourage the recruitment and development of passionate and knowledgeable teachers
- ✓ Develop the reach and impact of curriculum-based leadership
- ✓ Provide action-based research with outcomes that can be used in other schools
- ✓ Encourage collaboration within and across schools

It is hoped that schools will join together in their action research projects to provide a wider evidence-base for the project idea that is being explored.

The intention of the Leadership Programme is to build a portfolio of projects that is of practical help to all participating schools and which demonstrates that a subject-based approach to whole-school leadership is applicable to all schools.

Schools in the Leadership Programme that progress with their action research each year will be awarded the Leadership Programme Mark to use on their school website and stationery.



Joining the Leadership Programme

During usual circumstances, our School Leadership Residential held at Madingley Hall, Cambridge in January each year serves as an induction onto our Leadership Programme. With contributions from a range of high profile speakers and a dedicated team of headteacher development partners from our network, this event provides a professional forum for discussing the current climate in education. Out of these discussions, participants are encouraged to consider an action research project and engage with schools that may have an interest in working on a similar strand.

The online School Leadership Conference is designed to offer the same provoking thought pieces and rich discussion for our extensive leadership network. We are offering one-to-one conversations with a member of our headteacher leadership team for participants interested in developing an action research project with us or reporting on the progress of their existing project. Please contact our Senior Programmes Manager, Nicola, to express your interest in joining the programme or to arrange your one-to-one (nicola.bentley@ptieducation.org).

In order to facilitate the creation of networks, each action research project should be loosely categorised into one or more of the three priority areas, identified at previous conferences:

- ✓ Developing challenging and rigorous teaching and learning
- ✓ Recruiting and developing passionate and knowledgeable teachers
- ✓ Developing the reach and impact of curriculum-based leadership

Leadership CPD and events

Coming up...

School Leadership Forum

A twice termly discussion group that explores a current topic through the approaches and practice of members (previous topics have included Assessment, Teaching & Learning, and External accountability). Places can be booked [here](#).

Leadership CPD

A series of three CPD online courses that focus on different but interlinked aspects of school leadership;

- 'Ethos: Building your environment for learning'
- 'Leading Curriculum Development'
- 'Leading Teaching and Learning'

The next online course is 'Leading Curriculum Development'. Places can be booked [here](#).

Staffroom resources

PTI courses are recorded and available for download with the accompanying resources from the online Staffroom (Log in [here](#)).

School Leadership Day

Members are invited to attend this event each year to discuss their progress, hear from a PTI speaker and share practice with peers.

About the PTI

The PTI believes that all pupils, whatever their background or ability, are entitled to be taught by passionate and knowledgeable teachers. We reconnect teachers with their specialist subject, engage them with leading academics and encourage more rigorous and challenging subject teaching in schools. We demonstrate how children can be inspired, and achieve higher standards, by teaching that goes beyond the constraints of exam syllabuses and by rich subject provision that incorporates extra-curricular activities. We also provide an additional pathway of communication between teachers, higher education and government agencies.

The PTI aims to:

- ✓ Develop teachers to drive transformational change by creating a culture of high aspiration and expectation
- ✓ Promote the idea that teachers' subject knowledge, enthusiasm and challenge are essential qualities for effective teaching to children of all abilities and backgrounds
- ✓ Promote in-school action research as a means to use evidence-based knowledge to enable a greater focus on inspiring teaching
- ✓ Provide inspiring subject-focused professional development for teachers, enabling them to step away from the classroom and rediscover their love of subject

The PTI was created in 2006, and works in partnership with the University of Cambridge. It grew out of The Prince of Wales Education Summer Schools which, every year since 2002, have provided opportunities for teachers to come together to debate, and where necessary challenge, teaching approaches to their subject.



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