



LINCOLNSHIRE
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Job Description: School Based Research Leads

Key Purpose

The School Based Leads will be the champions and guardians of the 'maximising best use of teaching assistants' evidence for their school. Through the Professional Learning Communities and with the support of the Regional Leads, the School Based Leads will work to implement the Education Endowment Foundation Teaching Assistant research findings in their school whilst working collaboratively with other schools in their cluster to secure the best outcomes for all children. School Based Leads will complete and use accurate self-evaluation to plan for changes in practice, implement the research, disseminate training, engage in a Professional Learning Community approach, and monitor, evaluate and collate findings.

These are significant leadership roles and must be taken on by individuals with passion, rigour, credibility and a remit to lead school improvement.

School-Based Leads will:

- Champion the work of the Mobilise Project
- Advocate the integrity of the EEF research
- Act as guardians of the evidence (faithful adoption and intelligent adaptation) - not changing the evidence, but bringing it to life (i.e, the 'how', not the 'what')
- Meet with the Cluster Leads monthly, through a Professional Learning Community and lead a similar approach in their own schools
- Work closely with their SLT to match whole-school improvement priorities with the recommendations of the research-findings to impact on outcomes for all children
- Liaise with the SLT and other key strategic partners to monitor that the work in their schools is integrated into school improvement processes and priorities
- Support, monitor and challenge teachers and teaching assistants through various methods
- Motivate, coach, inform and support teachers and teaching assistants
- Collate and share case studies, resources and exemplars that illustrate the change process as well as the end point –championing and sharing best practice within their own school and across their cluster
- Create, disseminate and signpost additional resources, research, training and evaluation support materials
- Broker additional training, collaborative school-to-school working and support from the Cluster and Regional Lead, where necessary
- Signpost towards evidence-based programmes/interventions
- Support and develop teachers and teaching assistants through coaching and mentoring
- Hold the teachers and teaching-assistants to account on the implementation of the recommendations of the research-findings
- Deliver systematic dissemination of research based school improvement and work closely with the SLT in the formation of strong structures for engagement in future projects



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Personal Specification: School Based Research Leads

Leadership expertise - It is recommended that the School Based Research Lead has:

- effective leadership skills as demonstrated through team leadership or whole school improvement
- credibility with colleagues at all levels
- experience of success in raising attainment and achievement for pupils
- understanding and experience of critical self-evaluation to improve outcomes
- experience of collaborative ventures with other schools
- experience of implementing evidence to improve teaching and learning.

Developing others - It is recommended that the School Based Research Lead has:

- experience in mentoring, coaching or shaping & leading professional development
- skills in holding others to account
- effective professional relationships with a wide range of colleagues, within their own organisation and across schools in a collaboration.

Professional knowledge - It is recommended that the Cluster Lead has:

- an interest in research techniques and findings; and experience of using evidence to inform decisions about teaching, learning and improvement
- a strong understanding of effective implementation of evidence
- a 'thirst' for new knowledge.

Professional attributes - The Cluster Lead needs to be driven by moral purpose and hold a genuine belief that the implementation of the Teaching Assistant research will improve outcomes for children. The Cluster Leads needs to show:

- high levels of emotional intelligence and good interpersonal skills
- the ability to motivate and develop commitment among colleagues
- the ability to organise work, prioritise tasks, make decisions and manage time effectively
- resilience and good judgement
- optimism, humility and courage
- a commitment to participate in partnership working, and supporting the development of school to school learning and collaborative engagement.