



EARLY HEADSHIP COACHING OFFER (EHCO)

FULLY FUNDED*

According to research “a significant majority of headteachers regarded their experiences of coaching as supporting their progress in meeting their goals (as identified through the coaching) both personally and professionally.” (Lofthouse, R. & Whiteside, R., 2020).

Working in partnership with the Teacher Development Trust and Prince Henry’s Teaching School Hub, the University of Worcester’s Early Headship Coaching Offer is a leadership development programme which aims to create opportunities for new leaders to grow and to be resilient.

Over the 12 months participants will have access to the following programme:

- Five one to one coaching sessions with an experienced, qualified coach
- Five Collaborative Leadership Networks, facilitated by experts
- Access to research, leadership tools and strategies
- Facilitated visits to local schools

*This programme is **fully funded** and there is no assessment. The aim is to provide contextualised, personalised support for new Head Teachers as well as build stronger networks between schools.*

* **To be eligible** for the Additional Support Offer you must:

- Be a headteacher in a state school when you begin the training.
- Be within the first five years of your headship when you begin.
- Either have taken the NPQH before beginning your headship, or are currently taking the NPQH.
- Have not previously withdrawn from the Additional Support Offer.

To register please contact Tracey France (t.france@worc.ac.uk)

‘I have found the sessions extremely useful and in a busy and sometimes lonely role in school it has allowed me time to feel supported yet equally challenged to make changes required to support myself and colleagues more effectively.’ Primary Headteacher

What are the benefits of one-to-one leadership coaching?

- Improving one's ability to focus on issues and areas that matter most to the individual, enhancing one's performance and wellbeing
- Gaining confidence in one's leadership role
- Becoming more adept at developing other staff within school and improving working relationships
- Developing a greater self-awareness and becoming more adept at emotional self-regulation
- Achieving clarity regarding long-term professional goals
- Developing strategies to manage very challenging situations and relationships
- Finding meaning and purpose in one's working life
- Recognising the importance of developing teachers and systems to better support children's learning and wellbeing

What are the benefits of facilitated Collaborative Leadership Networks?

- They elicit shared experiences and expertise
- They enhance learning and leadership development through carefully structured activities focused on problem-solving
- They allow time for reflection, expanding leaders' perspectives and developing their capability and potential
- They create trust, interdependency, and psychological safety – these are the optimum conditions for action and strong, sustained collaborative working
- They offer a much-needed support system during challenging times and offer support for the leader's wellbeing
- They create strong connections and enable school to school visits
- They are led by expert, knowledgeable facilitators who are impartial and who work to reduce the asymmetric power relations that can exist between schools

'(As a result of the coaching experience) I am developing my own coaching approach to support in school, allowing others to develop themselves, find/explore their own solutions. This is allowing me more time to develop my own areas (workload) and not always trying to be the solution for everyone.' Primary Headteacher