## Theory of Change: Leadership Edge - Coaching in Schools



**Problem** 

Inputs/Activities

**Intermediate outcomes** 

Long-term outcomes

Overall alm

## **Target Population:**

Whole school/Trust communities

LEADERSHIPEDGE
Coaching in Schoots

National, systemic issues (such as lack of funding & resource, pupil needs, behaviour & attendance, inflexible working patterns, unsatisfactory pay & conditions, excessive workload) mean that staff are suffering from high levels of stress & burnout.

There is a growing challenge nationally in recruiting & retaining school leaders, teachers & support staff. Recruitment of teachers falls far below the number required & many educators leave the profession early.

Younger & less experienced staff are often under-equippped to fill the gaps in leadership. Current training can fall short in addressing their personal development needs in resilience, communication, vision & values.

Locally, the quality of school outcomes is strongly associated with its staff's job satisfaction, yet schools often adopt a culture of 'top-down' directive leadership\_due to systemic high-stakes accountability, stripping autonomy and further damaging morale.

Existing coaching programmes can also be directive or have a perceived link to failure. They can contribute to low morale, hinder open communication, & foster distrust. In response, some schools turn to unsustainable & expensive outsourced coaching.

3-Tier Coaching Accreditation Programme (PURE Coaching)

- > Foundation Stage
- > Practitioner Coach
- ▶ Lead Coach
- Invitation to join the Coaching School Membership

PLUS: Ongoing wrap-around support & options:

- Individual Leadership & Wellbeing Coaching
- DSL Emotional Support
- Team Coaching
- Personality Profiling

## Individual

- > Enhanced wellbeing & morale
- > Drive & motivation
- Confidence & resilience
- Solution-focused mindset
- Communication skills
- > Better relationships
- Self-awareness
- Broader perspective
- Greater sense of control

- Increased job satisfaction
- Sense of belonging
- Longevity in role
- > Self-regulation under stress
- Decreased absence
- Collegiate relationships
- > Heightened performance
- Emotional intelligence
- Career progression

## Organisational

- > Personal staff connection
- Effective communication channels
- Proactive "can-do" attitude (reduced dependency)
- Improved professional efficiency: clarity, prioritisation & delegation
- Parental engagement & fewer complaints
- Organic growth of "buy-in" to coaching

- Culture of wellbeing for all
- > Staff passion & engagement
- ➤ Internal leadership capacity
- Regular teachers in classrooms
- Pupil engagement & progress
- Innovative solutions-finding
   Strong reputation & an
- employer of choice
- Reduced costs of supply & recruitment

Lifting up the education system from within

To empower schools to embed a cost-effective, self-sustaining internal coaching programme: training, systems & quality assurance

To champion nurturing cultures of personal wellbeing & self-directed professional development in schools across the UK

To cultivate teams of optimistic, solutions-focused professionals who are proud advocates for working within the education sector

To contribute to an enhanced eduction system which engages thriving pupils due to consistent, happy, healthy & inspirational staff

To develop a network of like-minded leaders of coaching schools, openly sharing their successes & challenges to support one another

There are local & national challenges in the education sector.

School leaders & staff want to be happy & healthy at work. School staff are willing to participate in coaching for their personal and professional development. Pure Coaching makes a positive difference to school communities. Developing a coaching culture takes 2-4 years and requires ongoing attention.

Perceived lack of time and/or headspace Coaching perceived as an intervention for those who are 'failing'. Lack of SLT understanding of the need & impact of coaching over time. Poor prior experience with other coaching company/programme.

Many other school improvement initiatives, often short-termist.

Budget constraints