We are Ambition School Leadership
Poorer pupils are disadvantaged at every stage of their academic career.
Great leaders create the climate and culture for great teaching.
What we do

Leadership development

Partnerships

Network

Every child. Every school. Same opportunities.
Our impact

More progress in reading
More passes in English and maths
More teachers stay in the profession
Claire Lowe, Executive Principal and CEO, Inspire Learning Partnership

Claire has been the Executive Principal of Inspire Learning Partnership (formerly The Inspire Learning Federation) since October 2014; prior to that she was the Executive Headteacher of Blackfield Primary and Fawley Infant Federation. She moved to the Federation in September 2008 after holding the Headteacher role at a small village primary school in the New Forest and a Deputy headship at a large primary school in Hampshire.

She has encouraged and developed a culture of deep reflection across the Trust and all staff are encouraged to be leaders of learning in their classrooms. She has a passion for growing leaders and has had success in several schools in developing teachers from NQTs to senior leadership through a mix of coaching, structured development plans and school to school support.
What does our experience and research tell us about what makes a high-performance team?
Who is your team and where are they on their journey to high-performance?
How can you move that team forward towards high-performance?
How can you ensure you are getting full value from all members of your team?
• Think of a high-performance team. What makes them high-performing?
Characteristics of high-performance teams

Which of the following do you consider to be the key attributes of a high-performance team?

“It’s important for companies to define what they mean by high performance teams and then to embed that in a more consistent way, transferring best practice from one team to another so that it evolves into a high performance culture.”

— Mike Cullen, Global Talent Leader, EY

Models of team performance

Katzenbach and Smith (1993)

Tuckmann (1965)
Discussion

• Who is your team?
• Where are they?
• Why are they at that stage of the journey?

*Use the Katzenbach/Smith & Tuckmann models*
Becoming a high-performing team

- Is your team the number one team?
- How much peer accountability is there?
- Do you leave meetings with active commitments?
- Can your team challenge openly and honestly?
- Do you go first and show vulnerability?

Lencioni, The Five Dysfunctions of a Team (2012)
Discussion

• Where is your team?
• How could you move one step up the Lencioni model?
Getting full value from your team

“Pioneers, drivers, integrators and guardians” Johnson Vickberg and Christfort (HBR March-April 2018)

<table>
<thead>
<tr>
<th>LEADER PROFILE</th>
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<tbody>
<tr>
<td>PIONEER</td>
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<tr>
<td>Outgoing</td>
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<td>Focused on the big picture</td>
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<td>Spontaneous</td>
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<td>Drawn to risk</td>
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<td>Adaptable</td>
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<td>Imaginative</td>
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<td>INTEGRATOR</td>
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<td>Structured</td>
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<td>Loyal</td>
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Maximising performance

- Pull the opposites closer
- Elevate the “tokens” on your team
- Pay close attention to your sensitive introverts

“Pioneers, drivers, integrators and guardians” Johnson Vickberg and Christfort (HBR March-April 2018)
Discussion

Getting full value from your team

• How diverse is your team?
• Is there a dominant style?
• Who are your sensitive introverts?
• How do you run effective meetings to get the best out of your team?
First followers
Our programmes

Executive Educators: Leading Several Schools

This six-month intensive programme provides you with the core technical skills and knowledge to excel in the role of an executive leader. Created and delivered by education experts, it allows you to explore leadership behaviours, develop a strategy for leading improvement across schools and build capacity to deliver this strategy. We work primarily with schools in challenging contexts. Find out more about Executive Educators: Leading Several Schools on our website.

Teaching Leaders

We are accepting nominations for our flagship middle leadership programme Teaching Leaders. This programme provides participants with the tools they need to improve pupil outcomes, close the achievement gap and increase their impact as a leader.

89% of our Teaching Leaders participants continue to work in the school that supported them three years after starting the programme, enabling you to manage succession planning and strategic growth. Contact us to discuss your leaders’ suitability.
Contact us

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