



Recruitment Information

For Evidence Advocates and Evidence Leads in Education

November 2020

Kyra Research School is delighted to announce that it has received funding, via the Education Endowment Foundation (EEF), to establish a Research School Hub to work with schools in North and North East Lincolnshire. The Hub will launch in Spring 2021. We are working in partnership with Leading Learning Forward TSA, Humber TSA, North Lincolnshire and North East Lincolnshire Councils.

To support the new Research School hub's activity, we are looking to increase our talented workforce and wish to recruit to add to our current cohort of Evidence Leads in Education (ELE) in North and North East Lincolnshire. The ELEs will contribute to evidence informed school improvement and will be designated by Kyra Research School. We are also recruiting 4 Evidence Advocates (EAs).

What is an Evidence Advocate?

Evidence Advocates will be serving Primary and Secondary Headteachers in either N or NE Lincolnshire who have both the capacity to be deployed by Kyra Research School for 2 days per year and can demonstrate that they have used research evidence to improve pupil outcomes. Applicants will commit to be designated for two years initially.

We expect the EAs to be familiar with the EEF's suite of tools, to talk confidently about the evidence base to other Headteachers, and understand the benefits of effective implementation and evaluation of school improvement initiatives. EA deployments are likely to include presenting to other Headteachers at briefings and local networking events, and to represent Kyra Research School locally. The intention is that EAs will build local leadership capacity.

EA Induction

EAs will be trained by Kyra Research School and will undertake an implementation assignment at their school in the first year. The induction will include an exploration of the evidence base and have a focus on implementation and evaluation. EAs will be expected to have a role in the evaluation of the Improving Reading project (see annex) in year 1 in readiness to lead the implementation and evaluation in year 2.

What is an Evidence Lead in Education?

ELEs are outstanding primary or secondary teachers, who are middle and senior leaders with the skills to support individuals or teams in similar positions in other schools. They understand what outstanding leadership of evidence-informed school improvement looks like and are skilled in helping other leaders to achieve it in their own context. **In this ELE recruitment round we are particularly interested in primary and secondary teachers with English specialisms. Please note:** This does not preclude you from applying if you are not a specialist in these subjects.

Attributes of an Evidence Lead in Education

COMMUNICATING
Motivator
<ul style="list-style-type: none"> - uses coaching and mentoring skills to encourage others - facilitates an inclusive, productive environment when working with groups of people
Collaborator
<ul style="list-style-type: none"> - works with other evidence-informed educators across the region
Influencer
<ul style="list-style-type: none"> - can see the big picture, convinces others of the need to base practice on evidence - understands change management and problem-solving techniques
Respects context
<ul style="list-style-type: none"> - reaches shared understanding of local challenges, through excellent listening skills - respects and values local expertise: in terms of context, professional judgement - understands that the research evidence provides 'best bets' rather than 'certain solutions'
MOBILISING RESEARCH EVIDENCE
Gatekeeper
<ul style="list-style-type: none"> - is a guardian of the evidence base, challenging misinterpretation of it
Research literate
<ul style="list-style-type: none"> - has good understanding of forms of evidence, their relative merits and their applicability in school decision making - maintains own knowledge of the evidence base in their field of expertise
Interpreter
<ul style="list-style-type: none"> - makes the evidence accessible to practitioners - synthesises evidence for a variety of audiences e.g. training, presentations
Exemplifier
<ul style="list-style-type: none"> - able to exemplify what recommendations arising from research evidence look like in practice - draws on a network of colleagues in order to exemplify beyond own area of expertise
IMPLEMENTATION & EVALUATION
Implementer
<ul style="list-style-type: none"> - has good understanding of the evidence base on Implementation in schools <ul style="list-style-type: none"> - supports others in preparing to implement change
Evaluator
<ul style="list-style-type: none"> - has good understanding of types of evaluation - leads evaluation of plans / projects, or support others with this
Analyser
<ul style="list-style-type: none"> - can analyse various data in order to identify genuine priorities for improvement
Innovator
<ul style="list-style-type: none"> - identifies interesting projects, support bid writing - signposts others to promising approaches highlighted by Research <ul style="list-style-type: none"> - can design original research projects (or willing to learn)

ELE Induction

The list of ELE attributes is ambitious because we want to recruit and deploy ELEs with a range of experiences and contexts; we recognise that not every ELE will be at the same starting point so the ELE induction programme has been designed to support and develop ELEs in their first couple of years in the role. The induction will be delivered online. There will be opportunities to work alongside more experienced ELEs as well as core Research School staff.

Types of ELE deployment



Designation duration

Usually, there is no pre-defined designation period however we are looking to designate for a minimum of 2 years to support the delivery of the Improving Reading project in North and North East Lincolnshire (see annex).

Commitment

Successful applicants must have a commitment to outreach work, the capacity to undertake such work, and with the full support of their Headteacher for ELE applicants and Chair of Governors/Trustees for EA applicants.

Cost

There is no cost to apply and the induction training is free. The ELE's school will be reimbursed for cover. However, the induction EAs is shorter and their school will not be reimbursed.

When deployed:

- the ELE's home school will be reimbursed at the rate of £297.50 per day to cover supply costs;
- the EA's school will be reimbursed at the rate of £450 per day.

Recruitment Timeline

Application window opens	9 November 2020
Communication events for applicants via Zoom. Please register by emailing research@kyrateachingschool.com	11 and 18 November 2020 16:00 – 16:45
Application window closes	23 November 2020
Applicants notified of sift outcome	25 November 2020
Interview dates – via Zoom	30 November - 11 December 2020
Interview outcome	14 December 2020
Induction training – online	January/February 2021

Intended Outcomes

Pupil outcomes

Recognising the difficulty in claiming causality, we would:

- evaluate the project;
- deploy promising projects, interventions and evidence-based practice;
- replicate the Lincolnshire Vocabulary RCT to improve practice and results.

Leadership

- Leadership capacity will be improved to effect school improvement;
- Leaders will be willing to collaborate across LA / Teaching School Hub / MAT boundaries to embed sustainable evidence-informed approaches to support the system;
- Leaders will have improved knowledge and application of evidence-based practice which improves teaching and learning for pupils.

Annex A

Improving Reading Project – overview

Background

As a partnership we are collaborating to develop a literacy improvement project. The EEF has tasked Research Schools with communicating the importance of evidence and of building a long-term sustainable model for evidence use in schools. Our efforts will be targeted at schools where we can have potentially the most impact, i.e. typically those with a higher number of Pupil Premium children/students. However, the opportunity is also open to all other schools. We have funding from the EEF to develop this opportunity for North Lincolnshire and North East Lincolnshire. The project has the potential to run for 2 or 3 years.

Expected Outcomes

- Practitioners engage with and apply evidence-based practice;
- Outcomes for all pupils, especially those facing disadvantage are improved;
- To build on existing middle leadership development and extend knowledge and understanding of effective implementation leading to a culture of evidence informed school improvement;
- Capacity is built and sustainability is ensured through a multi-layered partnership approach.

The offer to schools participating in the Improving Reading project

- CPD Programme: **'Improving Literacy'** to all participating schools. This is a national programme developed by the RS network and the EEF. 4 online sessions each for KS2 and KS3.
- CPD Programme: **'Explicit teaching of Vocabulary'** with follow-on support for schools, e.g. Evidence-based instructional coaching. 2 online sessions.
- CPD Programme: **'Just Reading'**- this will be a replication of research undertaken by Oakhill et al. at the University of Sussex and will be supported by the team at Sussex. **(optional)**

The programme adopts a meta-cognitive approach to teaching reading comprehension;

- Support with interventions from EEF promising projects such as Abra and Accelerated Reader.
- Support with Implementation and Evaluation to develop your school's individual theory of change.
- Access to a 'diagnostic Toolkit' for reading.
- Establish remote partnership learning communities for middle leaders to work collaboratively.

Annex B Further Information

Further Information about Kyra Research School

Kyra Research School, based at Kyra Teaching School in Lincoln, is one of a national network of 33 Research Schools. We have an Associate Research School based at Learn AT in Leicestershire. The North and North East Lincolnshire hub will work alongside Kyra Research School and Learn AT Associate Research school to meet our joint aim of leading the way in the use of evidence-based practice and bring research closer to schools. We work with the other schools in our networks to help them to make better use of evidence to inform their teaching and learning.

At the Kyra Research School and Learn-AT Associate Research School we will:

- **Inspire engagement**, by making visible 'what works' and making it accessible to all practitioners
- **Grow capacity**, through encouraging leaders and teachers at all levels to be responsible for evidence-based practice in their classroom, with support from our core practitioner team
- **Identify local champions**, who will model and innovate in their schools and their clusters
- **Build partnerships**, harnessing our existing networks and developing new ones across the East Midlands region
- **Plan for sustainability**, we will create an effective team approach, where ownership and participation levels are high and sustainability is inherent
- **Be ambitious for children**, we will develop and deliver our vision of transforming the lives of the children we serve.

Annex C

FAQs

1. **What's a Research School?**

The Research Schools Network (RSN) is funded by the Education Endowment Foundation (EEF). The RSN is a network of schools support the use of evidence to improve teaching practice. There are many evidence-based resources and tools available to help improve teaching practice and raise the attainment of pupils, but it can be difficult to get research into schools in ways that really make a difference in the classroom.

Research Schools aim to lead the way in the use of evidence-based practice. Through the network they will share what they know about putting research into practice, and support schools in their region to make better use of evidence to inform their teaching and learning so that they really make a difference in the classroom.

2. **What will an ELE do?**

There is a range of activities that an ELE can undertake. For example, an ELE could be deployed to support and contribute to the work of the Research School focusing on encouraging the use of evidence to inform school improvement decisions; co-design and co-deliver CPD; act as a coach and mentor for practitioners who are engaged in evidence-informed interventions . A deployment could be speaking at after-school staff meetings, leading a workshop to look at the evidence on a particular area of the curriculum, facilitating a professional learning community, undertaking activities relating to evaluating interventions or projects, and co-designing micro-trials.

3. **What support will I receive?**

You will be supported by Kyra Research School staff, other ELEs and the wider Research school network.

4. **What training will I be able to access?**

You will receive induction training delivered online over four or five 120-minute sessions. There will be other optional or deployment related training throughout the year.

5. **What's the time commitment?**

We expect ELEs to be available to deliver a minimum of 6 days support per year, the times and dates of which will be mutually agreeable to the client school, the ELE and the ELE's home school.

6. **How much will the ELE's home school be remunerated?**

The home school will be remunerated for ELE deployment at the rate of £297.50 per day. The above rate is fully inclusive of travel and other expenses unless specifically agreed otherwise. A day is defined as 6.5 hours. No additional payment will be made for planning, preparation or write up unless specifically agreed otherwise. A purchase order will be raised following the completion of the package of support / programme of training and payments will be made on the receipt of a corresponding invoice from the ELE's Home School.