

# LEADERS LIKE US

HOST SCHOOLS AND MENTORS

January 2024- July 2025





# LEADERS LIKE US

## HOST SCHOOL REQUIREMENTS

January 2024 - July 2025

### SHADOWING AND MENTORING

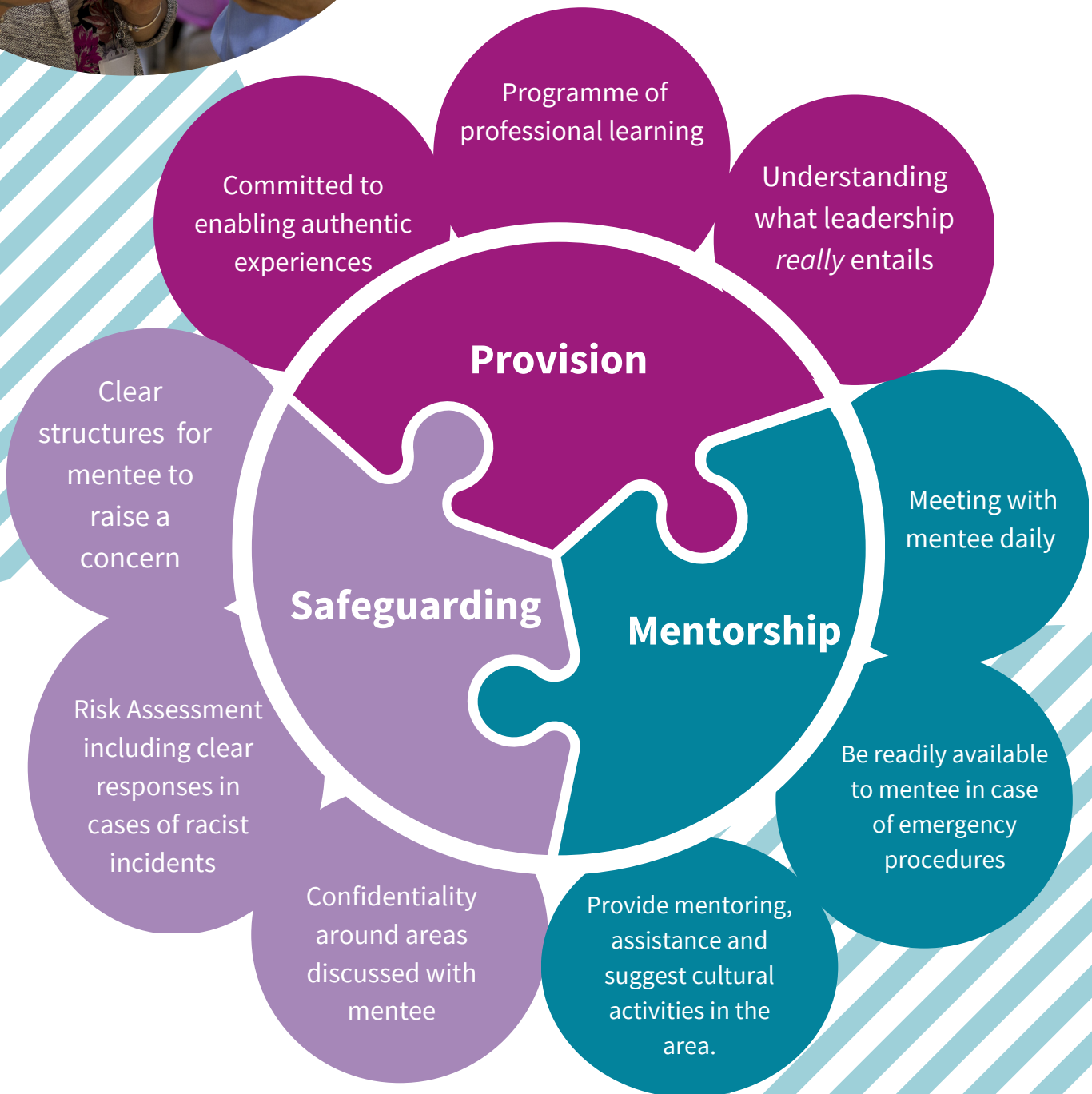
CEFEL has successfully run networks and programmes for school leaders who are keen to see real change in our education system in addressing racial injustice. We know that not enough has been done yet to address inequality across our schools and we are committed to action which makes this happen. Leaders should not seek diversity and inclusion just because it is the correct thing to do, we should pursue it and take action because it is inherently better.

As part of the Leaders Like Us programme, participants will be linked with a school in a similar or contrasting location for one week. This will give them the experience of seeing headship close-up, and the understanding of what working in a different context might be like. The participant will shadow a headteacher, who will then become a mentor to them throughout the duration of the programme. The mentor, school and their diocese/trust will undergo training and oversight from the CEFEL Inclusion team to ensure this is an experience which enables all to thrive.



## PROVISION REQUIREMENTS OF HOST SCHOOLS

Host schools must have sufficient resources and trained staff available to provide continuous on-site supervision and mentoring by experienced and knowledgeable senior leadership staff.



# PROFESSIONAL REQUIREMENTS OF HOST SCHOOLS



Evidence of substantive  
Equity, Diversity & Inclusion  
training

Leadership & Management  
rated good or  
excellent/outstanding

Specific training and  
understanding of racial  
justice/anti-racism

Evidence of a whole school  
approach to Equity, Diversity  
& Inclusion including racism

## Flourishing Together - Reimagining Learning

To remain open to understandings - perhaps even to principles - as yet not determined is the least that learning requires, its barest threshold. With every friend I've known, in every situation I've encountered, I have found something to learn.

*-Sonia Sotomayor, My Beloved World*

# Shadowing Week

## A guide to the Professional Learning Programme

### Day 1: Exploring the School Culture and Teaching

Immersion in school life – including break duty, welcoming pupils into school, a learning walk, book looks, planning documents, pupil voice, lesson observations, data (can be anonymised).

What do they notice?

### Day 2 – Implementation & Operational Management

Looking at the School Development Plan – Intent, Implementation, Impact. Explore one element in-depth that is of personal interest to them, or an area they would like to think about developing for their own practice. Explore and evaluate school policies, procedures and processes (with a focus of EDI).

### Day 3 – Curriculum & Professional Development

Opportunities to speak to middle leaders (including subject leaders), and department leaders. Look at the curriculum in depth with a focus on representation and a multi-perspective curriculum.

### Day 4 – Additional/SEND

Provision focus - the type and impact of provisions (including Pupil Premium spending and Sports' Premium). Opportunities for aspirational challenges for higher attaining pupils, including extra-curricular e.g., links with other schools - primary, secondary, special, colleges, and universities.

### Day 5 – Partnership & Governors

Explore external links with the community - How does this impact on the school? e.g., cluster schools, local churches, and external organisations within the local authority.

Meet with the Chair of Governors to understand the significance of their relationship with the headteacher, and their own understanding of EDI.

Use the above to further develop their understanding of public sector duty and the Equality Act.

For more information, please click [here](#)  
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