

Professional Development Planning for Business Leaders

This information paper is suitable for ASCL members who are working in or towards a strategic level business leadership role within a school, college, or academy trust. It covers professional development principles, designing a cyclical process of development, and how ASCL can help you with resources.

Section 1: The principles of effective CPD

Section 2: Designing a cyclical process of development

Section 3: How ASCL can help you develop professionally

Section 4: What should you expect from a mentor supporting you through a qualification or induction?

1 The principles of effective CPD

Continuous professional development (CPD) is the professional learning process that focuses on outcomes and which staff undertake as a consequence of planned, differentiated learning opportunities.

Principles that underpin effective CPD:

- It is outcome and impact focused.
- Is well led and planned.
- Is evidence-based and involved evidence creation.
- Is a collaborative endeavour, sustained over a period of time, with expert input or facilitation.
- Includes leadership and development.

2 Designing a cyclical process of development

The diagram below demonstrates a cyclical process, beginning with consideration of learning needs of the business management function and with a focus on how professional learning and knowledge promotes and supports outcomes.



3 How ASCL can help you develop professionally

The table below sets out the professional learning and development resources available to ASCL members as part of membership, alongside the **ASCL PD** virtual and in-person events. The ASCL Leading On webinars can be purchased individually or as a package.

Team ASCL webinars are available free to all members, including a monthly update from the ASCL Policy Team (at the beginning of each month) and the ASCL Member Support Team (at the end of each month).

Core business leadership discipline areas	Resources available to ASCL members
	<p>Guidance and information:</p> <ul style="list-style-type: none"> Team ASCL webinars Newsletters Leader magazine Barton Bookshelf Podcasts ASCL Blueprint for a Fairer Education System Developing the business function within growing trusts ASCL Position on policy Consultation responses Schools white paper Due diligence Due diligence and risk management NGA guide (ASCL endorsed): What governing boards and headteachers should expect NGA guide (ASCL endorsed): What multi-academy trust boards and CEOs should expect
	<p>Blogs</p> <p>The ASCL blog includes regular articles on a wide variety of topics, including a weekly blog by ASCL General Secretary Geoff Barton plus guest blogs by ASCL specialists, commercial partners and experts in the sector</p>
	<p>ASCL and CUREE NPQEL Leadership of Learning Research Report (13 case studies from participants in the NPQEL programme)</p>

Core business leadership discipline areas	Resources available to ASCL members
Finance	Guidance and information: Visit these sections within the Help and Advice area of the ASCL website for the latest information and updates: Funding Business leadership
Human resources (including pay and conditions)	Guidance and information: Visit these sections within the Help and Advice area of the ASCL website for the latest information and updates: My employment, pay, conditions and pension Business leadership
Estate and infrastructure	Guidance and information: Visit these sections within the Help and Advice area of the ASCL website for the latest information and updates: My employment, pay, conditions and pension Business Leadership
Marketing	Guidance and information: Visit this section within the Help and Advice area of the ASCL website for the latest information and updates: Leadership and governance

4 What should you expect from a mentor supporting you through a qualification or induction?

It is important for both mentors and mentees to prioritise and plan sufficient time for regular interactions. A mentor is likely to have some oversight or understanding of what their mentee is doing within the context of their school, trust or college. The needs of the mentee will vary from person to person, influenced by their previous education, experience and current activities. It is likely as a mentee that you will benefit from enhancing your knowledge or developing new skills, which the mentor should be able to undertake or facilitate.

Mentoring interactions could take various forms, such as observations, guided activities, feedback, or discussions. These could be facilitated by the mentor or another appropriate person within the same organisation, a similar function, or a similar organisation, for example, if a trust chief operating officer (COO) were mentoring a school business leader (SBL), the COO may arrange opportunities for the SBL to observe tasks or activities undertaken by another SBL in a similar setting.

In relation to qualifications, it is important the mentor understands the content and expectations within the course study criteria and supporting materials. They may wish to monitor the completion of the activities within the agreed timetable, providing support, time, and resources to enable the mentee, as far as is reasonable, to complete all activities on time.

Time permitted during working hours should allow the mentee to reasonably balance studying and their usual work tasks, alongside their personal commitments and wellbeing.

The **Early Career Framework - Mentor Guidance from Teach First**, recommends using an instructional coaching model. This follows the pattern of praising strengths, probing areas for development, setting precise actions, planning based on actions and practise based on a plan. This maybe a helpful way to structure initial conversations, which can be developed as the mentor and mentee working relationship develops.

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