

Associate Accreditation



 www.aoea.co.uk
 0191 820 3114

 info@aoea.co.uk
 @EducateAdvise

Our vision is that every school, college and education provider has **access to high quality support**, advice and challenge, which is **independent** and focused on improving outcomes for children, schools and their communities.

Our mission is to provide an **accredited quality standard**, to offer **continuous professional development** and to create a community for those who support and challenge schools, colleges, and other education providers.

“After supporting a number of different school leaders, I chose to go through the accreditation process in order to benchmark myself against a set of criteria and gain a nationally recognised endorsement of my skills and experience. As expected at this level, I found the process to be rigorous but not onerous, with written case studies, references from clients and commissioners I'd worked with and an interview with senior advisers. Gaining accreditation has opened the door to a wide range of cross-phase and system-wide training plus professional dialogue opportunities.”

Katy Cox, Headteacher of St Matthews Catholic Primary School, Bradford

“I found the process both accessible and helpful: it is always valuable to reflect on one's strengths and areas of weakness and I felt the process encouraged me to do both in a supportive and encouraging manner. It would be very easy to slip out of the wider world of education in retirement from the frontline of headship. The regular EduKITs – along with the excellent weekly newsletters – have enabled me to not only keep in touch with a rapidly changing picture but also to hear some first-rate speakers on a range of topical and thought-provoking subjects.”

John Hind, Director of Education and Leadership, The Rank Foundation LTD.

“A rigorous and valuable process that really helped me to reflect deeply on how effective I am being as an education adviser.”

Matt Blyton, Independent Education Adviser.



The AoEA and How it Supports Schools and Colleges

The AoEA has been established to help ensure quality and consistency in the advice given by school improvement advisers working in the education system.

These colleagues play a critical role and are increasingly deployed to provide specialist advice in the areas of educational improvement, governance, change management, finance and people development. Significant numbers of education leaders now work for national, international and local government, individual schools, academies and colleges and other educational settings.

The need for quality and consistency of advice is a very important concern. While government departments make their own judgements about the strengths and weaknesses of individual schools, it is essential that schools and colleges are confident their self-evaluation is sound and will withstand scrutiny by regulatory bodies.

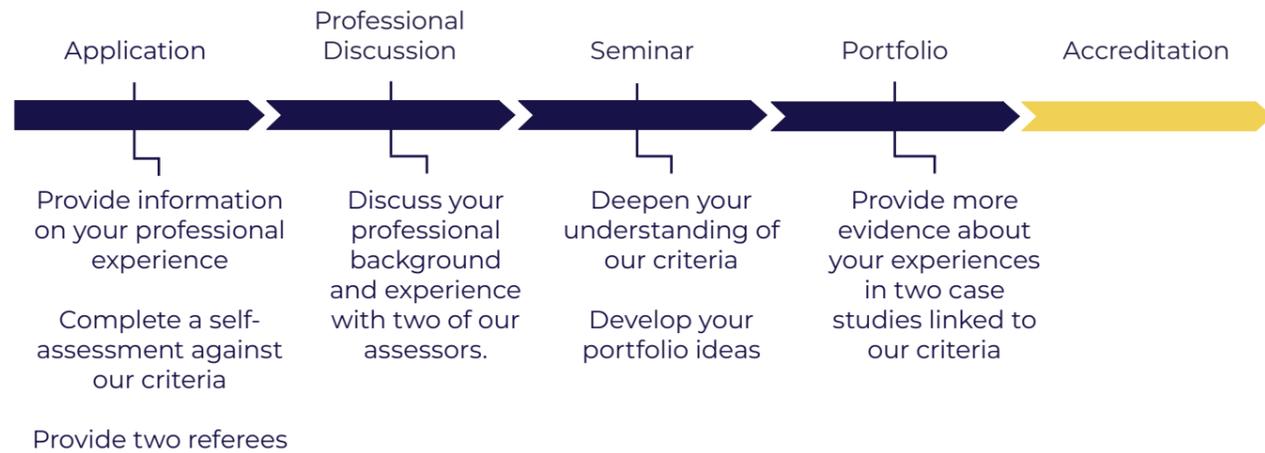
The diverse education systems across the UK and overseas comprise a wide range of education leaders with different titles, who work to a variety of guidelines and standards and adopt differing approaches to the various requirements and priorities of providers. The system requires better quality and greater consistency and reliability in the advice received.

In the past, the accreditation of education advisers has tended to concentrate on data analysis and the key aspects of school and college improvement, as identified by government. The education context has significantly changed and requires a broader focus on corporate governance, establishing

and developing educational organisations and quality management systems. The AoEA has developed an accreditation process based on clearly defined competence criteria which will allow people intending to provide advice to schools and colleges to demonstrate that they meet rigorous standards.

There are two levels of accreditation – Associate and Senior Associate. This document focusses on gaining accreditation as an Associate member. An Associate member would be expected to demonstrate the ability to intervene successfully in identifying and tackling school improvement causal factors, demonstrate a wide sphere of influence in a variety of organisations more widely than their own place of work. Three core areas will underpin the Associate assessment – advisory skills & professional credibility, school improvement skills & knowledge, and governance skills & knowledge.

Accreditation Process



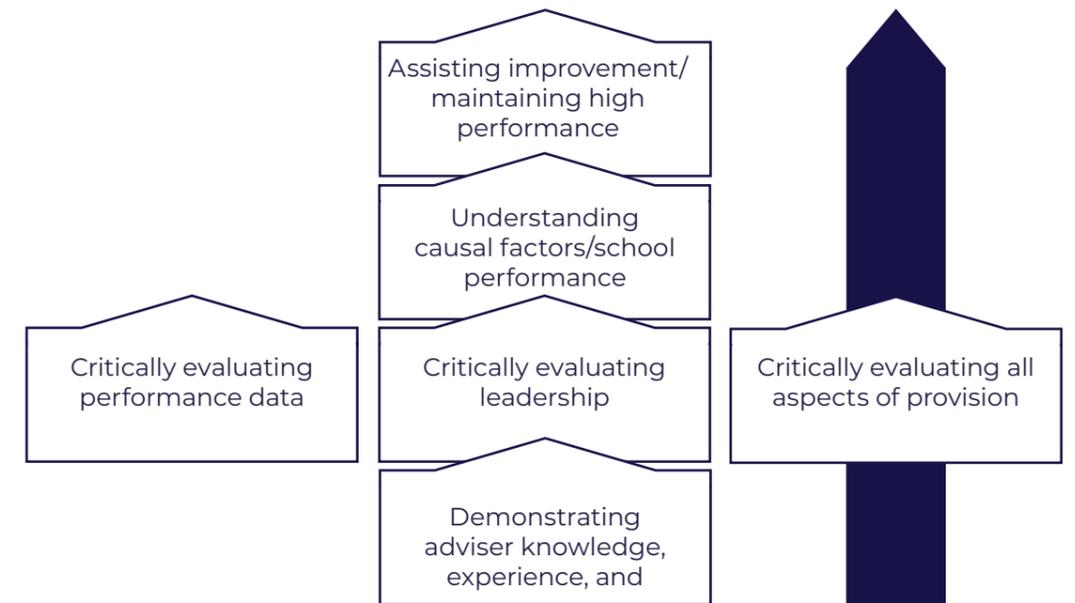
Advisory Skills and Knowledge

Within the application phase for accreditation as an Associate Adviser, candidates will be required to demonstrate that they have a wide and up-to-date knowledge of educational issues, the skills required to use their knowledge and experience to support improvement and a track record of professional success.



School Improvement Skills

A high-quality education adviser must possess the understanding and skills to have a positive impact on school improvement. Fundamentally, they must understand the causal factors that contribute to a school's performance and be able to work in concert with the school's leadership to achieve change and improvement. We have identified certain key skills and attributes that we believe are essential to the role.



Governance Skills

An education adviser is required to have the necessary knowledge, skills and experience that allows them to effectively support and challenge the governance of an educational organisation regarding corporate oversight and impact on the development of the organisation. With the growth of self-managing institutions and multi-academy trusts, this aspect is of critical importance.



Why become accredited?

Our accredited members include Education Advisers, Headteachers, Principals, Local Authority School Improvement Professionals, Chief Executives, and Senior Leadership team members across all phases of education and across the UK and internationally. They can:

1. Demonstrate authority and professional credibility;
2. Critically evaluate and support school improvement;
3. Critically evaluate and support governance;
4. Address complex strategic issues;
5. Support organisational development;
6. Implement quality systems and continuous improvement.

The AoEA Provides:



Recognition and Trust

Giving those you work with confidence in the advice, support and challenge that you provide.



Professional Development

Access to training and events from internationally recognised experts in your field to continually develop your professional learning.



Community Membership

Join our community, network with peers, share your knowledge and promote yourself in our register of Accredited Associates.

To find out more, please email info@aoea.co.uk or give us a call on **0191 820 3114**.

Our Partners



This accreditation is a real step forward in ensuring that consultants advising schools and colleges are well trained and of the highest quality" (Malcolm Trobe CBE, ASCL)



Confederation of School Trusts

"There should be a quality standard for consultants and independent advisers in the school improvement market. Schools and Trusts need to have some assurance of quality when they commission support, as they are spending public money." (Leora Cruddas, CST)



"If schools are going to procure services it would be helpful for them to know if they were good value. I'm really glad that it is happening. It seems such common sense" (Emma Knights, NGA)



"Strengthening the knowledge and expertise of our profession is the best way to continuously improve standards. The accreditation of advisers will play an important role in ensuring that the decisions taken are well-informed and right for the school or college's setting" (Dame Alison Peacock, Chief Executive of the Chartered College of Teaching)



"We fully support the AoEA mission to raise the quality of support and advice that our schools and colleges receive. Ensuring that advisers and consultants are trained in how best to operate with colleges is an important ambition which we believe is of major importance." (David Hughes, AoC)



"We are pleased to see the accreditation of education advisers. It is essential that schools get advice from high-quality advisers" (Sue Williamson, SSAT)

