National College
for School Leadership

National teaching schools

Handbook

Resource

Contents

Introduction

This document is intended to provide the first draft of a concise handbook for teaching schools that sets out all the key information that schools need to know at this stage in the development of teaching school alliances. It contains sections that will be of particular use to school business managers (SBMs) and senior colleagues who will be co-ordinating work on teaching school alliances. It will also be useful to College associates and regional leads of the Training and Development Agency for Schools (TDA) in their role in supporting the teaching schools programme.

The handbook complements the teaching school prospectus available from the teaching schools pages of the College website (www.nationalcollege.org.uk/teachingschools). This will be a live, non-bureaucratic resource accessible through the teaching schools online community. It does not replace the many other resources on the College website that may be helpful for leaders of teaching schools, such as the various publications on models and partnerships.

Teaching schools are developing in a changing landscape not least in terms of the College's move to deliver its products under licence. Therefore, the handbook will be created incrementally by the College teaching schools team working in close consultation with the teaching school community, the TDA, Department for Education and other partners. Revised editions will be produced in January 2012 and in April 2012 when the second teaching school cohort comes on stream.

One of the risks with the teaching school model is that the demands placed on the schools involved become unmanageable and staff at all levels feel overwhelmed by their responsibilities. It will be really important for all involved to recognise that the development of alliances needs to be built in a sustainable way.

We therefore encourage teaching schools to think about how they can test the temperature of staff morale within their organisations; many schools already carry out various types of staff survey that include measures of staff morale. The College hopes in the near future to make available resources that might assist schools with this.

Purpose of this handbook

This handbook aims to support teaching schools to deliver their objectives by:

— clearly setting out expectations for teaching schools and the quality assurance framework, success criteria, performance monitoring and evaluation underpinning the teaching schools programme

— clearly setting out expectations for teaching schools in relation to the key strategic themes: initial teacher training, continuing professional development, leadership development, succession planning and talent management, and school-to-school support

— providing critical information to support teaching school in developing and implementing sustainable delivery plans

— clarifying roles and responsibilities and protocols for collaborative work

— clarifying funding arrangements and funding opportunities

— clarifying the timeline for the development of the teaching schools programme

— sharing models for governance, business development and capacity-building

Quality assurance model

What is expected of teaching schools

Teaching schools have been designated because of their strong track record in the collaborative delivery of ITT, CPD, leadership development, school-to-school support and research and development. As a minimum, we expect teaching schools to continue to offer similar levels of support now they are designated and it will be up them to decide which of these areas to improve in their plans for the future. However, we are also specifically asking every teaching school to designate and broker a minimum of one SLE and to play a role in developing the next generation of leaders. For many teaching schools this will be a new departure.

The College and TDA approach to quality assurance is founded on the following building blocks:

— Professional judgement is paramount and peer review essential. This will be externally moderated where appropriate.

— The quality assurance process is fundamental to the success of teaching school alliances and must itself generate knowledge and learning and encourage innovation and development.

— The emphasis should be on upfront quality assurance; ongoing quality monitoring should be kept to the minimum that is required for quality control and accountability, so that the approach is appropriate for a self-improving school system.

— The annual delivery focus of each teaching school alliance should be based on a thorough assessment of need.

— There needs to be effective methods for the assessment of impact.

— We should distinguish between system-level key performance indicators and alliance-level success criteria.

— There should be a robust process for managing the review of designation, which includes some form of moderation.

Figure 1 outlines the key annual activity involved in the quality assurance process and success criteria throughout the four-year lifecycle of a teaching school.

Figure 1: The quality assurance model
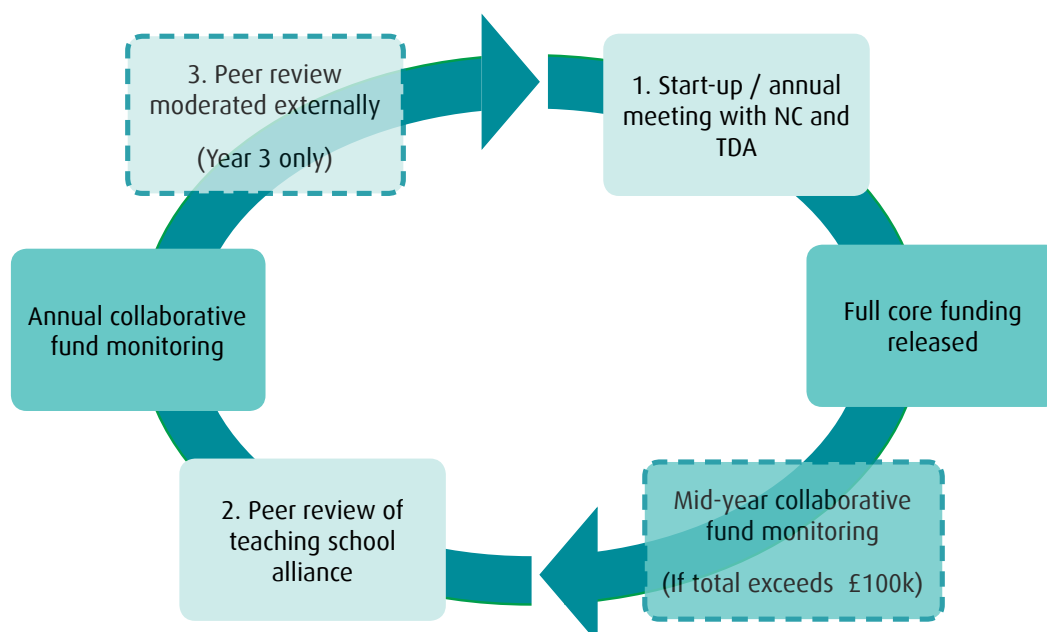
Success criteria and national performance indicators

Definitions

Success criteria are the indicators each teaching school alliance will use to assess whether it has met the annual objectives set out in its annual action plan, based on its assessment of need for the alliance. These will reflect local priorities and the national KPIs.

Key performance indicators (KPIs) for the teaching schools programme as a whole are designed to show the impact of the programme nationally. These are set out in Table 1.

Table 1: Key performance indicators (national)

KPI	Intent
1. Pupil attainment and closing the gap	The improvement each year in attainment at key stages 2, 4 and 5 for pupils attending schools in alliances is greater than the national average. The reduction in the achievement gap for pupils in receipt of free school meals and/or in care in teaching school alliances is greater than the national average.
2. Overall effectiveness of schools	Schools in alliances show a greater than national average improvement in Ofsted judgements*, resulting in fewer poorly performing schools and more good and outstanding schools.
3. Quality of teaching	As a result of effective initial teacher training and continuing professional development, schools in alliances show an improvement in Ofsted judgements for teaching and learning that is greater than the national average.
4. Quality of leadership	As a result of effective leadership development, schools in alliances show an improvement in Ofsted judgements for leadership and management that is greater than the national average.
5. Number of trainees trained by teaching school alliances	The number of initial trainees trained in teaching school alliances increases year on year (in total and for each teaching school cohort).
6. Supply of leaders	As a result of effective talent spotting and succession planning, schools in alliances show an improvement in headship vacancy rates that is greater than the national average.
7. Number of schools in teaching school alliances	The number of schools in teaching school alliances increases year on year (in total and for each teaching school cohort).
8. The number of SLEs designated, trained and deployed	The number of SLEs designated and trained by teaching schools is in line with targets agreed with Department for Education. 50 per cent of SLEs are deployed within 3 months of designation.

* Outstanding schools will not be subject to routine Ofsted inspections. Measures that refer to Ofsted judgements, therefore, will not include schools already judged 'outstanding'

Summary of quality assurance cycle

1. Each teaching school alliance should set its own objectives and define its own limited number of success indicators as part of an action plan, based on its analysis of local priorities. Each action plan will need to be supported by some form of financial modelling. Alliances will be free to use their own format for these plans, although the College and TDA have formats available on their websites and will also enable alliances to post their own formats online for others to use or adapt.

- The action plan and financial modelling will be discussed and agreed with College associates (working with the TDA regional leads) each year at the annual meeting held in April or May (October 2011 for cohort 1 only.)

- The annual meeting will need to ensure that the teaching schools have the following:

    - a succinct action plan of intended delivery and covering initial teacher training (ITT), CPD, leadership development, talent management, SLE designation and brokerage, school-to-school support and research and development

    - defined success indicators for the teaching school alliance which take account of the action-plan priorities and the national KPIs and areas for monitoring

    - identification of a member of the senior leadership team (SLT) to oversee quality assurance

    - clear governance arrangements in place including appropriate financial modelling

    - data required by the College from each alliance to be submitted annually:

        - names of schools currently judged to be members of the alliance for the preceding year (see below)

        - names of all designated SLEs and their specialisms and whether they are currently judged to be deployed and any SLEs de-designated in the last year

        - number of trainee teachers that have been trained on school-based and school-led training programmes by (i) teaching schools and (ii) strategic partners

        - names of any schools that have been supported in a school-to-school support role by (i) teaching schools and (ii) strategic partners

- It will be up to teaching schools to define which schools they consider to be members of their alliance. In deciding whether a school is a member of their alliance, teaching schools will need to make a judgement about what constitutes 'sufficient engagement'. In reaching this judgement, teaching schools may wish to ask the question: 'does the level engagement of a school in the work of the alliance have the potential to make a difference to pupil outcomes in that school?' If the answer is 'yes', then they should probably be deemed a member of the alliance.

- TDA regional leads will take part in each annual meeting and may also join College associates in other visits throughout the year, where appropriate.

2. Core funding will be released by the College in one payment using a collaborative fund grants process. Each alliance will be required to complete a light-touch monitoring form at the end of the financial year. Where an alliance receives over £100,000 in total from the College, a completed mid-year monitoring form will be required.

3. Each year, College associates will facilitate a peer review of each teaching school alliance by another alliance.

4. In the third year, this peer review will be externally moderated by an organisation commissioned by the College. This will support the decision on redesignation as well as contributing to the external evaluation of the teaching schools programme as a whole.

5. During the design and development year, existing arrangements for the monitoring of ITT by HEIs or Ofsted will remain. It will be up to alliances to choose whether to carry out additional monitoring.

Professional conduct

Teaching schools are designated and quality assured by the National College working in collaboration with the TDA. Local authorities, supported schools and the Department for Education may see individual teaching schools as the face of the teaching school initiative as a whole. Leaders of teaching schools will also need to be aware of the potential for increased media interest in their schools.

In essence, as we move further towards a school-led system where the role of teaching schools will be central, it is important that teaching schools take responsibility for acting appropriately within their role. All teaching schools will be required to sign a conditions of designation agreement, which will constitute the College's agreement with them and set out the College's responsibilities and functions, as well as the responsibilities of teaching schools. This will include responsibilities that relate to conduct and behaviour, such as the requirements to:

— act as an ambassador for teaching schools and the College, including promoting the teaching schools initiative and, where reasonable, assisting in the support and growth of other schools that may apply for teaching school status

— behave in a way that upholds the reputation of the teaching school role, the initiative as a whole and the College, and to inform the us about any change in circumstances or events that may bring the reputation of the College or the initiative into disrepute

More difficult to define and set out is the sense of integrity and moral purpose that we expect all teaching schools to demonstrate. In developing this new designation we anticipate that teaching schools will want to go out of their way to build relationships based on trust, particularly with other schools.

This would include:

— upholding commitments (contractual or otherwise) to schools, local authorities or others to provide teaching school support

— taking appropriate action to deal with any reports from client schools or local authorities in relation to inappropriate conduct of staff providing support

— ensuring they are not seen to be identifying the best staff in their alliance or area for the benefit of their own school when designating and brokering SLEs or running CPD activity

— ensuring that the behaviour of the headteacher and members of the SLT of the teaching school, including that outside their work in school, does not in any way call into question their integrity or probity

— ensuring teaching schools are not using their teaching schools status or brand to actively campaign against local authority or government policy.
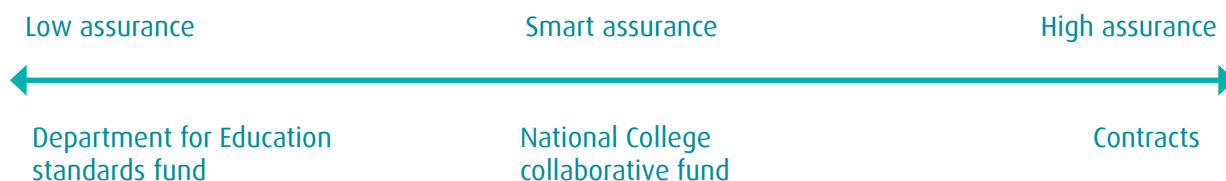
The collaborative fund

Since April 2010, through the leadership strategy regions, we have implemented a successful and simple model to enable funding to be allocated to schools to support the system by means of the collaborative fund. The leadership strategy teams have worked with and funded approximately 1,000 schools since this model was implemented. These schools have as a result been enabled to lead the system through a huge amount of school-to-school support and school-led leadership development.

Before this, many school leaders felt the we were more bureaucratic than other agencies that they worked with. Their experience was that accessing funding for specialist activities through the standards fund was much simpler than the processes adopted by the National College, which employed a contract and invoicing model for funding schools. Since the implementation of the collaborative fund in the leadership strategy regions, school leaders have appreciated the College's move to reduce bureaucracy whilst maintaining smart and appropriate assurances around the use of public funding, which they both expect and welcome.

The approach

In its simplest form, the approach used within the leadership strategy regions was to fund targeted, school-led activity in a way that follows the former standards fund process. A similar model is adopted for the collaborative fund but with enhanced, smart assurance. Figure 2 illustrates where the collaborative fund fits in the different financial operating models available.

Figure 2: Funding model for the collaborative fund

Low assurance	Smart assurance	High assurance
Department for Education standards fund	National College collaborative fund	Contracts

Benefits

Through the implementation of the collaborative fund, many benefits were identified, including:

— increased efficiency for both schools and project teams, lowering the administration costs as a result

— reduced bureaucratic burden on schools, thus enabling school leaders to lead the system more effectively

— evidence to show that robust financial processes are in place which ensure public funds are used properly and to best effect

— evidence of a manageable but effective evaluation and monitoring process

— a level of stability for teams in forecasting budgets

— significantly reduced level of accruals required for project teams

— removal of the need for goods receipting, complex purchase orders and the need to chase invoices from schools

How the process works

1. Where appropriate, a competition process is run.

2. Once schools are identified, the scope of work is identified by the organisation that is funding the work and a collaborative fund letter is sent to the school concerned. The approach is always cautious in estimating the level of engagement.

3. On the first occasion in the financial year, the school is required to return a signed terms and conditions (T&C) document. If there are future collaborative fund awards within the financial year this is not necessary for them.

4. Upon receipt of the T&C document, the funds are paid to the school. If the total amount of funding offered is above £100,000 then half the funds are released once an agreed plan of action is approved. This approach is adaptable depending on the length of the initiative and the point within the year at which the funds are agreed.

5. Schools complete an annual collaborative fund evaluation form in March to give evidence of the activity that was completed with the support of the funding. For schools that receive more than £100,000 there will also be a requirement to complete a mid-year evaluation in October.

6. For schools that received more than £100,000, further payments of the collaborative fund are issued in November, with these payments dependent upon appropriate assurances from the evaluation processes. Adjustments are made to the level and scope of funding, if required, at these times. Where the provision agreed with the Department for Education is based on a period outside a financial year, the funding will be provided and include an end-date for the use of funding.

7. Evaluations will be audited in line with the collaborative fund audit policy.

8. Schools that are not delivering according to their grant terms have funds clawed back appropriate to the variance.

Teaching schools data packs

Teaching schools are part of the government's drive to give schools more freedom and take increasing responsibility for managing the school system. Teaching schools will play a fundamental role in the future of school improvement, ITT, CPD, leadership development and talent management in this country. They will provide the impetus, co-ordination and focus that is so critical to achieving excellence through learning from and working with others. With this in mind, we are keen to ensure that teaching schools take ownership of the national teaching schools network from the outset.

Purpose of data pack

The purpose of the data packs is to provide regionally focused information on key themes and challenges, which may assist teaching schools in assessing the needs of their area and support planning approaches and assumptions in order to have the greatest impact on outcomes for children.

The data pack includes a regional view of the local authorities that make up the following nine regions:

— East Midlands

— East of England

— London

— North East

— North West

— South East

— South West

— West Midlands

— Yorkshire and the Humber

It focuses on the following themes:

Demographics

— Type of establishment

— Phase of education

Ofsted

— Number and percentage of schools judged outstanding for overall effectiveness

— Number and percentage of schools judged outstanding for overall effectiveness

— Number and percentage of schools judged good for overall effectiveness

— Number and percentage of schools judged satisfactory for overall effectiveness

— Number and percentage of schools judged inadequate for overall effectiveness

— Number and percentage of schools judged outstanding for leadership and management

- Number and percentage of schools judged good for leadership and management
- Number and percentage of schools judged satisfactory for leadership and management
- Number and percentage of schools judged inadequate for leadership and management
- Number of schools with notice to improve
- Number of schools requiring special measures

System leadership capacity

Number of designated national leaders of education (NLEs) and as a percentage of schools judged good/outstanding for leadership and management

Number of designated local leaders of education (LLEs) and as a percentage of schools judged good/outstanding for leadership and management

Leadership capacity

- Number of retirements
- Number of job advertisements
- Number of vacancies

© National College for School Leadership

The strategic role of initial teacher training in teaching schools

The government set out its proposals to reform initial teacher training (ITT) in Training our next generation of outstanding teachers: an improvement strategy for discussion (Department for Education, 2011). This envisaged an important and growing role for teaching schools in leading ITT partnerships and bringing schools together with others to develop teachers. A plan for implementing these proposals, in the light of responses to the discussion paper, will be published in autumn 2011 and we will then issue further information about how teaching schools will fit into the broader landscape of ITT provision and funding.

All teaching schools will already be involved in ITT, either as part of a training partnership with an HEI, or as part of or leading school-centred initial teacher training (SCITT) or employment-based initial teacher training (EBITT). Teaching schools and their alliances will have a key role in ensuring that trainee teachers see and learn from truly outstanding practice. ITT offers a particular opportunity for teaching schools to build on the teaching hospital model, training current and future generations of teachers while also providing an excellent educational experience for their pupils. Teaching schools will need to plan their role in ITT as core business in itself, as well as a way to deliver their other development responsibilities and raise standards for pupils.

For some schools this might involve working towards becoming a fully accredited ITT provider on behalf of its alliance of schools (if not already accredited), thereby taking full responsibility for the governance, financial arrangements and quality assurance of ITT. For others it might involve taking responsibility for the strategic leadership of ITT across the alliance, developing creative and more pedagogically driven models of partnership with HEIs to create innovative arrangements that provide outstanding experiences for trainee teachers.

Whatever the approach, teaching school alliances will take responsibility for:

— assessing the needs of trainee teachers and ensuring appropriate provision to meet them

— ensuring that all trainee teachers observe outstanding teaching, and undertake detailed discussion and reflection with outstanding teachers on the observed teaching and their own teaching so that they work with and learn from the best teachers

— managing a range of high-quality, school-based training experiences and professional development activities (including those at Master's level) into which trainee teachers will be fully integrated, such as peer learning sessions and demonstration lessons

— encouraging greater involvement in ITT across the alliance by showing how supporting trainee teachers can contribute to pupil learning and professional and leadership development for teachers, and supporting their partner schools in improving the quality of their ITT provision

— ensuring all teaching staff working with trainee teachers across the alliance provide high-quality, school-based tutoring and coaching, including the provision of appropriate training and ongoing support linked to other coaching and mentoring roles such as newly qualified teacher (NQT) induction and early professional development, and are helped to use these roles to develop their own practice

— assessing trainees against the qualified teacher status standards

— demonstrating a clear commitment and capacity to respond to local, regional and national priorities in training

— making a long-term commitment within the alliance to training an agreed number of trainee teachers, including the provision of substantial school experience opportunities for people interested in becoming teachers

— working strategically with an accredited provider on the management and leadership of the ITT partnership to ensure joint planning so that schools and universities maximise the integration of school- and centre-based training and determine which partner is best placed to provide key aspects of the training programme

— working with an accredited provider on the selection and recruitment of high-quality trainee teachers

Continuing professional development and leadership development

Developing CPD provision in teaching school alliances

Teaching schools already have strong professional learning cultures that contribute to the high levels of achievement of their pupils. Collaborative, school-based professional development backed by access to relevant specialist expertise is well established in these schools and leads to impact on the development of teaching and learning and leadership.

The challenge that teaching schools face is to work with schools in their alliance to extend this effective culture widely, so that the whole alliance becomes a place in which the workforce is nurtured, developed and challenged. Some of the key strategies for taking this work forward are suggested below.

Collaborative identification of development needs and priorities

— Teaching schools will need approaches for working with alliance schools to identify development needs and priorities related to both pupil outcomes and staff outcomes, including development in the areas of subject knowledge, teaching and learning, and leadership.

— Teaching schools may need to help alliance schools make effective use of a range of evidence and data when deciding how to prioritise development needs.

— Teaching schools will ensure that the intended pupil and staff outcomes of any alliance CPD provision are clearly agreed at the planning stage with the alliance schools involved.

Planning, co-ordination and delivery of alliance CPD provision

— Teaching schools will have a key role in ensuring the effective co-ordination of CPD provision in their alliance that makes best use of expertise and provides value for money.

— Teaching schools will work in conjunction with alliance schools to decide when it is appropriate to use expertise within the alliance, when to access bespoke external specialist expertise, and when to use off-the-shelf programmes.

— Teaching schools will work with alliance schools to increase access and reduce costs for appropriate professional and academic awards and qualifications.

— Teaching schools will encourage increasingly sophisticated use of a range of professional learning activities in alliance CPD provision, including coaching and mentoring, practitioner enquiry and research, observation and shadowing of excellent practitioners, and collaborative learning and development groups.

Evaluating impact and sustaining improvement

— Teaching schools will ensure that thorough evaluation of alliance CPD provision is carried out and is related to the intended outcomes identified at the planning stage.

— Teaching schools will ensure that lessons learned from evaluation help to identify ongoing development needs and shape improved alliance CPD provision going forward.

— Teaching schools will work with alliance schools to judge the appropriate pace for development and how improvement can be sustained over time.

Identifying and building capacity for alliance CPD provision

— Teaching schools will support alliance schools in developing their strategic leadership of staff development that leads to school improvement. This would include helping leaders establish a strong professional learning culture in which time is protected for the full range of effective professional learning work.

— Teaching schools will work with alliance schools to build capacity and develop the culture required for effective coaching and mentoring. This includes developing both the skills required by the different forms of coaching and mentoring and the understanding of when to use them.

— Teaching schools will work with alliance schools to identify the outstanding practitioners within their schools who can support the development of colleagues. Teaching schools will co-ordinate the effective deployment of this expertise and help these excellent practitioners develop their capacity to support others.

— Teaching schools will ensure that their alliance is able to draw upon specialist expertise from beyond the alliance schools, through ongoing collaboration with HEIs, local authorities, national agencies and other teaching school alliances, as well as the selective use of commercial and third-sector organisations.

Teaching and learning programmes

The national scholarship fund for teachers

Teaching schools may wish to promote to the teachers within their alliance the new opportunity that comes from the national scholarship fund for teachers. The fund was launched in June 2011 with the primary objective of supporting professional development and extending the subject knowledge of teachers through an academically rigorous programme of study.

The fund is intended to be highly prestigious and enhance the contribution teachers make to the intellectual life of the nation. The first round of the scholarship focuses on priority specialisms: mathematics, English, science and special educational needs (SEN). The application window for round one opened in June 2011 and closes on 30 September 2011. For more details about the fund see the TDA website (www.tda.gov.uk/teacher/developing-career/national-scholarship-fund-for-teachers.aspx).

The outstanding facilitation programme

Teaching schools may be particularly interested in undertaking the five-day outstanding facilitation programme (OFP), which trains teachers to deliver two highly effective teaching and learning programmes, the outstanding teacher programme (OTP) and the improving teaching programme (ITP). Completing OFT successfully would enable teachers to deliver OTP and ITP to teachers who would benefit from support within and/or beyond their alliance. This may also generate income for teaching schools.

Both programmes have a proven track record of improving the quality and consistency of learning and teaching in schools. Feedback showed that 80 per cent of delegates had been able to improve the quality of their teaching and learning by at least one Ofsted grade.

— OTP aims to develop teachers from 'good' to 'outstanding', meeting the growing national and local need to improve the quality of our best teachers and give them the skills to share their knowledge and expertise with colleagues. Each programme comprises 9 or 10 sessions over as many weeks. Participants focus on specific aspects of teaching and learning such as challenge, engagement, assessment, differentiation, questioning and planning, and work through observation, coaching and linked practical tasks.

— ITP was developed to provide a targeted support programme to enable teachers to consistently deliver lessons that would be graded satisfactory to good. The programme helps teachers to understand the key concepts underpinning good practice in the classroom and how to deliver these concepts through consistent practice. Each programme comprises six sessions over six weeks and includes observation, practical activities, feedback and mentoring.

We have contracted the organisations Third Wave and Olevi to deliver OFP to teachers from a small number of schools. If schools are interested in applying for these limited places, they will need to express interest by 19 September.

If schools are interested in using their core budget to cover the cost of OFP places, they will need to contact Olevi for more information at mbh@rws.uk.net.

Leadership development

The College is moving from linear programmes to offering a range of modules and qualifications that will provide a flexible, coherent leadership development offer to leaders of schools, academies and children's centres.

The modular curriculum will support individuals as they progress in their leadership careers and provide optional opportunities to gain leadership qualifications. It will draw from international research, evaluation evidence and leadership practice in schools.

As the College develops its modular curriculum, it is also moving from a commissioning approach to a licensing model. This will create the potential for teaching schools and other organisations to bid for the opportunity to deliver products on the College's behalf.

We believe that this licensing approach will help us to better respond to a diverse range of needs and demands. We want to support the development of a self-improving system, where schools are given more responsibility for leadership development. By creating a series of attractive licensed products that other organisations would be interested in delivering, we also hope to support the development of the delivery market, increasing the number and type of our delivery partners, including teaching schools.

Through the licensing of a range of delivery partners we will encourage creative and innovative approaches to leadership development, including creating new modules and contextualising products to meet the needs of the schools system.

Licensing NPQH and MLDP

Our licensing approach will start in 2012, with the National Professional Qualification for Headship (NPQH) and the Middle Leadership Development Programme (MLDP). These will be linked to levels 1 and 3 of the modular curriculum.

— NPQH is required by anyone wishing to take up a headship post in the maintained sector. The gateway (entry) stage and the final assessment of NPQH will be commissioned by the College. The development stage will be licensed for delivery by a range of providers, including teaching schools.

— MLDP offers the opportunity for clusters of schools, academies and children's centres to deliver middle leadership development in a way that best meets their needs.

We anticipate that the successful delivery of leadership development programmes will most likely be achieved through the creation of partnership arrangements that will deliver a number of benefits to teaching schools. The programmes offer high-quality National College content with HEI accreditation (CATS points). Both programmes offer a flexible delivery approach and an opportunity for teaching schools and partners to generate income.

We would like to develop the licensing proposition with teaching schools and others early in the autumn term, leading to the award of the first licences in spring 2012. There will be more licensed products released in future years linked to other levels of the modular curriculum.

If schools are interested in finding out more about opportunities to become a licensed delivery partner for NPQH or MLDP, they should contact licensing@nationalcollege.org.uk.

School-to-school support

One of the most exciting developments in schools in recent years has been the growth of school-to-school support. School leaders across the country are recognising that by working with other schools, and sharing their learning, practice and ideas, they can support system-wide improvements, whilst continuing to improve their own schools.

In 2006 the College designated its first tranche of NLEs and national support schools (NSSs) to work with local authorities to support schools in Ofsted categories or other challenging circumstances.

The teaching school prospectus www.nationalcollege.org.uk/teachingschools makes it clear that designated teaching schools must demonstrate the track record and capacity to undertake support for schools in challenging circumstances, which would usually be those in special measures or identified as in need of significant improvement. Indeed, many teaching schools will already be designated as NLEs/NSSs and will have a strong track record of providing such direct support.

The model is realistic however, and recognises that this is not about one school doing it all, but an alliance of schools working together towards system-wide school improvement. Therefore teaching schools may not themselves be supporting other schools directly but will still be expected to play a major role in the support of other school by brokering the services of NLEs/NSSs, LLEs and SLEs.

National leaders of education and national support schools (NSS)

NLEs are outstanding headteachers or principals who, together with the staff in their schools (NSS), use their skills and experience to support schools in challenging circumstances. In addition to leading their own schools, NLEs work to increase the leadership capacity of other schools to help raise standards.

NLEs/NSSs can be deployed in a number of ways and each deployment can be tailored to suit the needs of the school receiving support. NLEs/NSSs are expected to support schools in the most challenging circumstances such as those in an Ofsted category, facing closure or amalgamation or falling below the floor standards. Deployments could involve one of the following levels of involvement:

— NLE as full-time acting or executive headteacher in a school that has a vacancy for the headship, with significant involvement of staff from the NSS

— NLE and NSS sponsoring a failing school to become an academy

— NLE supporting an acting or executive headteacher (who may be a deputy or a leader from another school) for three days a week, providing advice and extensive support from staff in the NSS

— NLE providing consultancy support with staff from the NSS for up to two days a week

There are currently almost 600 NLEs/NSSs nationally. Details of those designated as NLEs/NSSs can be found on ourwebsite at www.nationalcollege.org.uk/nle.

Local leaders of education

LLEs are successful headteachers who, in addition to leading their own schools, work alongside other heads to raise attainment and build capacity to ensure that improvements can be sustained.

LLEs can be deployed in a variety of ways and each deployment can be tailored to suit the needs of the school receiving support. LLEs are expected to undertake deployments involving:

— supporting a school to raise attainment where it is below the floor standards

— supporting the head of a school that is considered vulnerable

— coaching and mentoring a new head in their first headship

Generally LLEs will work half a day or a day a week with a partner school and a further 20-30 hours over 2 years in support of a new head, though the LLE will be expected to be flexible depending on the needs of the system and the capacity of the LLE.

There are currently over 2,000 LLEs. More information can be found on the our website at www.nationalcollege.org.uk/lle.

Brokerage of system leaders

The National College currently contracts associates whose role is to support the brokerage of NLEs/NSSs and LLEs. Liaising with system leaders and local authorities, the associate facilitates the deployment process by advising on the most appropriate match and providing general support as required.

Most deployments are currently commissioned by local authorities which pay the NLE/NSS or LLE for the support provided.

Once the deployment has been set up, the associate informs the National College who in turn updates the central record.

Role of teaching schools

As we move to a self-improving system, the National College envisages that the role of brokering will move to teaching schools. Teaching schools will work closely with local networks of NLEs/NSSs and LLEs to provide support to schools in the most challenging circumstances.

The extent and pace of change and the scope for partnership between teaching schools and other agencies will need to be determined through discussions at a local level, and will depend on existing relationships.

Diversifying school leadership

School Workforce Census data (Department for Education, 2010) indicates that only 2.4 per cent of heads are from black or minority ethnic (BME) groups. This is despite the fact that 5.9 of teachers are from a non-white British background. The same data also shows that there are still significant gender gaps within school leadership, particularly within the secondary phase where only 37 per cent of heads are female despite women making up 61 per cent of the teaching population. Alongside this, the recent white paper (HM Government, 2010) highlighted some startling statistics on bullying among school pupils: for example, 75 per cent of gay, lesbian and bisexual pupils report bullying based on their sexuality. The government is clear in its expectation to see school leaders tackling bullying (particularly prejudice-based bullying) and has committed to supporting leaders in taking a strong stand against it.

This data is just a snapshot of a bigger picture demonstrating a clear and continued diversity challenge within school leadership today. The issue of under-representation and equality of opportunity is one that links to several important agendas within our schools and academies, not least the succession planning work since under-representation inevitably means fewer aspiring leaders making their way through the pipeline. To read more about the importance of diversifying school leadership, see the College website (www. nationalcollege.org.uk/diversity-in-schools).

The College has to date taken some solid steps towards providing positive action to address the gaps. Initiatives range from national programmes such as Equal Access to Promotion to regionally focused programmes funded through diversity grants. There has been a lot of useful learning over the course of the last four years relating to barriers experienced by particular groups and the best ways to overcome them. There is a small team dedicated to the work, including three supra-regional diversity associates and an equality and diversity manager based at the College. You can contact us by email to diversity@nationalcollege.org.uk or by telephone on 0115 8722040.

The role of teaching schools in this respect will be to provide strong and visible leadership in order to close the gaps and ensure equal opportunities for all staff and pupils. In order to support this work, some questions are given below to aid thinking around leadership diversity issues.

Questions for teaching schools alliances

1. Why should we consider diversity? What are the laws and requirements underpinning equalities?

   - Are we clear on the moral, business and ultimately the legal case for looking at diversity?

   - How can work on diversity issues also help us to address other important agendas such as succession planning, school improvement and community cohesion?

   - Are we familiar with the Equality Act 2010 and the nine specific groups referred to as 'protected characteristics' under this legislation?

   - Are we aware of the general and specific duties (which apply to all schools in England) set out by the Equality Act 2010? Do we have an understanding of how a school would show compliance with these requirements? What does good practice look like?

   - Do we have an equalities policy and strategy, and an action plan in place that is made available to all interested parties?

   - Do we know the best organisations and resources to refer to should we need further advice and support?

2. What does our data show us about leadership diversity? What are the specific diversity challenges within our alliance and local area?

   • Do we collect school workforce diversity data against each of the protected characteristics outlined in the Equality Act 2010?

   • If not, what data collection processes are already in place and how might equality questions be added? Could we make use of School Workforce Census data (Department for Education, 2010) to provide a picture in the meantime? What other methods of intelligence might we also use where hard data is not available?

   • If data is available, what does the leadership workforce look like when compared with the teaching workforce? Are individuals within leadership positions broadly representative of the population they are drawn from or are there some gaps to be addressed?

   • What are the consequences of not addressing under-representation on succession planning, talent development, school culture and school improvement?

3. What actions could we take to support a diverse leadership population?

   • Do we make our commitment to equal opportunities clear enough? What steps might we take to reinforce this message?

   • Where data and other intelligence show an under-representation, how can we uncover the underlying reasons for this in order to then take the best course of action to address it?

   • Could we form a consultation group to uncover specific needs or concerns among identified groups?

   • What best practice is out there in terms of positive action? What does research suggest as the most successful courses of action?

   • Do the National College and other organisations have any schemes, resources or programmes we could use or point leaders to?

   • What funding, resources and time are we willing to commit to this? How can we bring others on board to help us lead it?

   • What should be our role and responsibility in this and how do we ensure sustainability?

   • How will success be tracked and demonstrated?

Funding to support diversity and equality work

The National College has a ringfenced budget for undertaking leadership diversity work. Specific targeted support diversity work may be happening in your local area and some teaching schools may choose to become involved with this in the future. An outline of some of this work can be found by visiting www.nationalcollege.org.uk/networking/networking-your-region and clicking on 'diversity'.

What you will need to do

Leadership on equality and diversity is an important part of the remit of teaching schools. Our expectation is that your business plan will set out your approach to monitoring and addressing leadership diversity issues. This may be referred to within your overall succession planning strategy or may be best served as a standalone area that cuts across a number of agendas.

What to expect from your College associate

Your College associate will support you with your diversity work. Depending on the individual needs of your teaching schools alliance, you can expect to receive from him or her:

— data on the national and regional diversity picture

— a signpost to further support and advice on staying compliant with new equality legislation

— a critical friend offering challenge and support

— advice on what's worked and what hasn't as part of the diversity work to date

— advice on co-ordinating and administering positive action schemes

— brokering with peers and stakeholders involved in previous diversity work

— links to best practice, materials and research

Useful contacts

The College has a small team dedicated to leadership diversity work which is available to give advice. Contact details are:

Equality and Diversity Manager

Alice Gregson: telephone 0115 8722040 or email alice.gregson@nationalcollege.org.uk

Diversity associates (covering three supra-regions)

North: Rosemary Campbell-Stephens: email rosemary.campbell-stephens@nationalcollege.org.uk

Central: Ankhara Lloyd-Hunte: email ankhara.lloyd-hunte@nationalcollege.org.uk

South: Dolapo Ogunbawo: email dolapo.ogunbawo@nationalcollege.org.uk

© National College for School Leadership

Succession planning and talent management

The white paper (HM Government, 20011) highlighted the fact that one in four headteachers are eligible to retire in the next four years. In addition to this retirement challenge, there remain difficulties in recruiting heads to some school types, mainly primary, special, small rural and faith schools. Read more about the succession challenge at www.nationalcollege.org.uk/successionplanning.

Like the TDA's role for teacher supply, the College's number one priority has been ensuring the supply of high-quality leaders into the system. It has done this until now through its leadership development work and by engaging local authorities and schools via its succession planning strategy (30 per cent of teaching schools are already involved in this work). We expect the future will be different by 2015 as we learn from current good practice in teaching schools and, over time, enable all teaching schools to play a greater role in meeting the strategic supply needs of the system:

> In particular, we will expect teaching schools to identify and develop teachers with the potential to take on headship. We will continue to fund succession planning work (via the teaching schools) in the areas with the biggest challenges.

HM Government, 2010:28 para 2.45

This part of the teaching school's role is not just about securing headteacher supply: it is clear from current practice and research that systematic talent management has a positive effect on school improvement, performance and the recruitment and retention of the best teaching talent. Recent College research on how schools, chains and federations grow leaders can be found in Matthews et al (2011).

Questions for teaching school alliances

1. What does our data show about the leadership supply issues for our alliance? What does the data show for the wider local area?

   - Do we know the current age profiles and likely retirement behaviours of the alliance's headteachers and senior leaders in the next year, and in three and five years' time?

   - Which schools and areas in our alliance have most difficulty recruiting heads and senior leaders? Which have highest readvertisement rates? Which have the lowest number of applicants or the poorest quality of applicant, and why?

   - Is there particular difficulty in recruiting to primary, special, rural and faith schools?

   - What is unique about our alliance's leadership supply needs?

   - Do we know who in the alliance has undertaken NPQH? Who do we expect to put forward for the new NPQH?

   - Do we see the alliance taking on a role for developing the supply of leaders for schools outside the initial alliance?

   - Do we know how many women and BME teachers we have in senior leadership positions compared with their proportion in the staff overall?

2. Do we have an agreed approach to identifying future leadership talent in our alliance?

   - What approaches across the alliance do we have that systematically identify talent?

   - How do we combine these systematic approaches with drawing on the talent-spotting instinct of experienced heads and leaders?

   - What leadership talent have we identified as a priority for the alliance? Is it potential heads, senior leaders or middle leaders?

- How do we ensure that talent identification approaches are accessible and equitable but also meet clear strategic needs? What is the relationship between quality and quantity?

- Do we know the views of our middle and senior leaders about the perceived leadership development opportunities currently open to them?

- What role might SLEs play in spotting leadership talent?

- Do we sometimes overlook talent? If so, where and why? Do we understand the behaviours that motivate individuals to aspire to senior posts?

3. Do we have an agreed approach across the alliance to managing, developing and retaining leadership talent?

- What best practice does our alliance have in relation to developing leadership talent?

- Who in the alliance could co-ordinate and administer talent management activity?

- What will the role of partners be in developing talent?

- How will this activity link with delivering CPD and leadership development provision, such as MLDP and other possible College-licensed programmes or our alliance's current provision?

- How will this activity link with any current succession planning targeted support led by local authorities and other school leaders and groups? This support will decline over the next four years in line with the success teaching schools have in adopting progress on succession planning on behalf of the system as a whole.

- What positive action might we undertake to tackle under-representation in senior leadership of particular groups? See www.nationalcollege.org.uk/diversity-in-schools for more information.

- How will we use the development of talent to reinforce school improvement?

- How will we define, track and demonstrate our success?

- Who are the wider stakeholders we might involve in developing talent?

- Could new models and structures of leadership (eg, rural federations) help our alliance? For more information visit www.nationalcollege.org.uk/modelsandpartnerships

Funding to support this work

Additional funding has been added to the core grant to help teaching schools support succession planning. In 2011-12 this will be an additional £7,000. Depending on annual remit negotiations and Department for Education agreement we anticipate that each teaching school will receive up to £10,000 2012-15. The actual funding allocation will depend on progress made and the College's need to respond to the areas with the greatest challenges.

Other funded targeted support succession planning work may be happening in the system and some teaching schools may choose to become further involved in this as part of a joined-up approach.

What teaching schools will need to do

Succession planning and talent management are a core part of the remit of teaching schools. Our expectation is that your business plan will set out your approach to addressing supply challenges and should include:

— a section on data and evidence-based needs

— your planned approach

— your proposed success criteria and evaluation plans

This area will be quality assured as part of the overall agreed quality assurance process for teaching schools.

What to expect from your College associate

Your College associate will talk through your plans for talent management. Depending on the needs of your alliance, you can expect from him or her:

— data on the national and regional supply picture

— a critical friend offering challenge, support and quality assurance

— advice on what's worked and what hasn't as part of succession planning work

— advice on co-ordinating and administering talent management approaches

— brokering with peers and stakeholders involved in previous succession work

— links to best practice, materials and research

© National College for School Leadership

De-designation of teaching schools

If the teaching schools designation is to retain its credibility, the College needs to ensure that schools that fail to fulfil the role or no longer meet the criteria have their designation frozen or removed. Draft de-designation criteria and an outline of the proposed process are set out below.

Principles underpinning the review of designation process

— The process is based on robust evidence which is judged against clear de-designation criteria (see below). This is aligned to the current process for the designation of NLEs and LLEs.

— The process applies to all schools annually.

— Bureaucracy for schools is kept to the absolute minimum.

— A review of designation is integrated with the overall approach of quality assurance.

— Consideration is given to the individual circumstances of each alliance.

— There is an expectation that teaching schools will inform the College immediately if they no longer meet the eligibility criteria.

How the process works

Each year, at the annual meeting with the College associate and TDA regional lead (or at any time a teaching school itself raises an issue regarding de-designation), the work of the alliance is reviewed and checks are made to ensure the school still meets the eligibility criteria.

In reviewing a teaching school's designation, the de-designation panel has the option to reaffirm, freeze or remove the designation. In the case of freezing or removing designation, the panel will review the funding implications of its decision. For example, in an alliance with only one teaching school, core funding may be withdrawn.

A teaching school has the right to appeal against a decision. An appeals process will be developed later this year, once the new de-designation team has been established.

Draft de-designation criteria

De-designation may arise from self-assessment, external review or peer assessment for the reasons detailed below.

1. A teaching school no longer meets the eligibility criteria

    For example the school:

    • can no longer identify a leader who is:

        • accountable for one or more schools or academies that meet the teaching school criteria

        • judged to be an outstanding serving headteacher

        • has a minimum of three years' experience as a headteacher

        • expects to remain in headship for at least a further two years

- has the support of the relevant governing body
- can no longer provide evidence that it:
    - has been graded by Ofsted as outstanding for overall effectiveness, teaching and learning, and leadership and management
    - shows consistently high levels of pupil performance and continued improvement over the previous three years and shows that the school is above the floor standards

2. A teaching school fails to make an appropriate contribution to the work of the alliance

    For example, the school fails to:

    - improve pupils' learning and performance
    - provide a supply of high-quality new teachers
    - improve the quality of serving teachers
    - develop great leaders and the next generation of headteachers
    - provide support for schools that are facing challenging circumstances
    - reduce the number of schools in special measures or with a notice to improve
    - generate funds to sustain the future of the alliance
    - designate and broker an appropriate quantity and range of SLEs that meet the designation criteria

3. A teaching school fails to provide appropriate input to the leadership of the alliance

    For example, the school fails to:

    - ensure collaborative partnership activity across the alliance
    - quality assure the work of the teaching school alliance
    - undertake the expected role of working with and on behalf of other schools and the wider system
    - provide outstanding senior and middle leaders who can demonstrate the capacity and skills to make an appropriate contribution to the work of the alliance as outlined in 2) above.

4. Misconduct

    For example, the school:

    - withholds or misrepresents any information in the teaching school application in such a way that it may have materially affected the original designation decision
    - fails to meet requirements relating to past or present funding
    - withdraws from a commitment (contractual or otherwise) to a school or a local authority to provide teaching school services without good cause and appropriate and reasonable notice
    - fails to take appropriate action to deal with any reports or complaints from schools within the alliance or network in relation to the conduct of teaching school staff who are providing support
    - has a head whose behaviour or conduct, or whose involvement in the behaviour of others, could call into question her or his integrity or probity, including any conduct or behaviour outside work
    - has a headteacher who has been suspended from post pending investigation, in which case the designation of the teaching school will automatically be frozen until the investigation has been concluded

Role of College associates working with TDA regional leads

Each teaching school will have a single point of contact with the College and the TDA through a specific College associate and TDA regional lead. The College associate and regional lead will focus on two key areas of work as described below.

Support designated teaching schools

The College associate and TDA regional lead will:

— provide support and challenge to each teaching school alliance as it develops its action and business plan between 15 September and 28 October 2011.

— clarify the plan's objectives and success criteria in the context of the College's quality assurance model and ensure a match between the College's KPIs for the teaching school programme and the success indicators for individual teaching school alliances

— sign off each teaching school delivery or business plan in consultation with the College's lead associates for each region

— broker links with other alliances to form teaching school networks

— enable quality assurance by peers of each alliance's work

— link teaching schools with other College and TDA colleagues and with other College and TDA agendas

Build capacity

The College associate and TDA regional lead will:

— help more schools to become teaching schools by supporting them in meeting the eligibility criteria

— identify the gaps in teaching school coverage and provision from a national perspective

— identify candidate schools using College and TDA regional intelligence

— support aspiring schools to carry out a trial application to discover and confirm areas for development

— broker the relationship between the school and a designated teaching school and with other sources of support

During September and October of the first year of the programme (2011) there is an opportunity to refine and develop the respective College and TDA roles based on need. During this first development year, the roles will not be fully defined until they have been co-constructed and tested.

Offer to teaching schools

From the National College associate team, teaching schools will receive:

— one day for the start-up meeting with the College associate and TDA regional lead

— one day for a mid-year visit

— up to two days to support peer review between January and March 2012

— up to two optional additional days depending on the context

From TDA regional lead

From the TDA regional lead, teaching schools will receive:

— one day for the start-up meeting with the TDA regional lead and College associate

— up to five days of additional support as required

Start-up meetings

Start-up meetings will take place between 15 September and 28 October 2011. They will comprise the following items:

— introductions and purpose of meeting

— role of College associate and the relationship between the TDA and the National College, including the National College/TDA offer and protocol

— quality assurance and performance, ie defining the teaching school alliance's objectives and specific success indicators and identifying a member of the SLT to oversee quality assurance

— action plan with financial modelling, including a preparatory discussion, advice on other sources of help, and business planning options and support

— governance of teaching schools, the relationship with the strategic alliance and financial accountability

— the teaching school community and keeping in touch

Teaching school models and scenarios

We have commissioned the ISOS partnership (Robert Hill and Simon Rea to undertake a short project for the National College to gather messages and learning about models and funding scenarios that are likely to be faced by the first teaching school alliances. Simon and Robert worked with 12 schools during June and July. At that stage, all the schools had applied to become teaching schools in cohort 1.

The work took place at two half-day workshops at the National College in Nottingham. Between the two workshops, Robert and Simon visited the schools to discuss the teaching schools programme with school leaders, staff and school business managers.

The purpose of the project was to generate discussion among the group of schools, develop thinking about a range of potential teaching school scenarios, and focus on two specific issues: governance of a teaching school alliance, and arrangements for funding. The project is not proposing or prescribing any particular approaches, rather it is intended that the material developed can be employed as a useful pointer that might help teaching school alliances to decide what is appropriate for their context.

Materials generated so far

During the work with the focus group of schools, the following materials were generated.

— a pack with materials that consider some of the relationships teaching schools are likely to have with their strategic partners, describing how these relationships might look for a number of different teaching school alliance scenarios

— a pack that analyses governance issues, focusing on how the alliance might be governed, led and managed, including consideration of how leadership and accountability might operate at different levels, the available options and associated issues, and how governance might change over time

— a description of the areas that a memorandum of understanding for a teaching school alliance might cover, and a checklist of practical issues to use when considering ways of working

— a pack that analyses funding issues, focusing on potential sources of funding for the four elements of the role of teaching schools, with some associated opportunities to explore and risks to manage

— a draft business planning template which summarises some of the income and costs that might be associated with the different roles

All the materials have been developed following workshops with and visits to the focus group of schools, and should be seen as pointers that might help leaders in teaching school alliances to decide what is appropriate for their context.

Mapping the relationships with strategic partners and the alliance

— Teaching school alliances will involve a range of strategic partners, will be established in different ways, and will change over time.

— Following discussions with the schools, diagrams were produced in a variety of formats to describe their prospective relationships with strategic partners. A set of generic diagrams (Figures 3-8) was produced to show how relationships might look for a number of different teaching school alliance scenarios.

— These are examples only to illustrate some of the possible relationships. We recognise that all teaching school alliances will be different, and that these examples illustrate emerging relationships which would change as the alliances became established.

Some common themes emerged from our discussions:

— An alliance may have a single lead school, job-share schools, or groups of key strategic partner schools.

— There may be a broad range of strategic partners.

— Existing relationships with HEIs would continue and be developed.

— What are the possibilities for working with other teaching school alliances?

— Local cluster working can take place through existing networks.

— Cross-phase strategic partners with specific SEN support (often through special schools) is being built into most teaching school alliances.

— Support and/or commissioned work is from the local authority.

— Differences between alliances are reflected in part through geography and the stage of their partnership journey. The differences affected areas such as working across a specific region, relationships with private sector providers, maintaining previous cluster-based relationships, and working as part of an established chain or multi-school federation.

Figure 3: A single large primary as lead school, or a job-share alliance in a rural area

Teaching school relationships with strategic partners and the alliance
Example A: single large primary/job-share primaries in rural areas

Two Higher Education Institutions
— ITT
— CPD
— Research

Local Primary Schools
— Leadership development
— School improvement capacity
— Curriculum development
— ITT placements

Work with other prospective teaching alliances

Other providers
— Expertise and capacity on maths
— QA, CPD, resources to support SLEs, action research
— Expertise and capacity on ICT
— CPD, e-learning, learning platforms

Single large primary school as lead accountable school, or with another primary in job-share

Local Secondary Schools
— ITT placements
— CPD
— Leadership development

Local Authority
— Early years support
— Leadership development
— School improvement
— SEN/inclusion training
— CPD

Special schools
— CPD
— SEN support
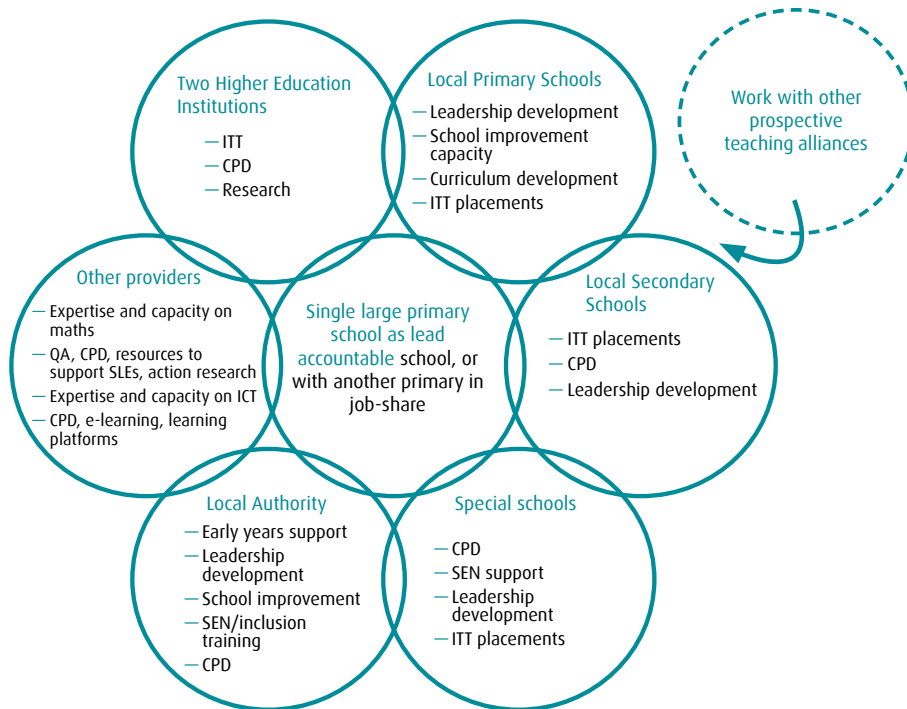— Leadership development
— ITT placements

Figure 4: Two job-share primary schools as lead as part of a multi-school federation in an urban area

Teaching school relationships with strategic partners and the alliance
Example B: job-share primaries as part of a multi-school federation in urban setting

Two existing area clusters of schools

Private sector providers
— Host training
— CPD work and development
— Behaviour management training

National College development work e.g. on training for chairs of govs, closing gaps etc

Two HEIs
— ITT packages and cluster allocations
— Research and professional development

Lead accountable primary in job-share with primary school, in federation with two other primaries

Set vision for alliance; all pilot teaching schools

Range of schools supported

Regional alliance of schools

School leaders across 10 authorities collaborating to develop a self-improving school system

Local authority

Working collaboratively with schools across the LA, and providing CPD and support commissioned by the LA

Primary special school

SEN support and leadership professional development

Figure 7: Special school as lead of multi-school alliance in an urban setting

Teaching school relationships with strategic partners and the alliance
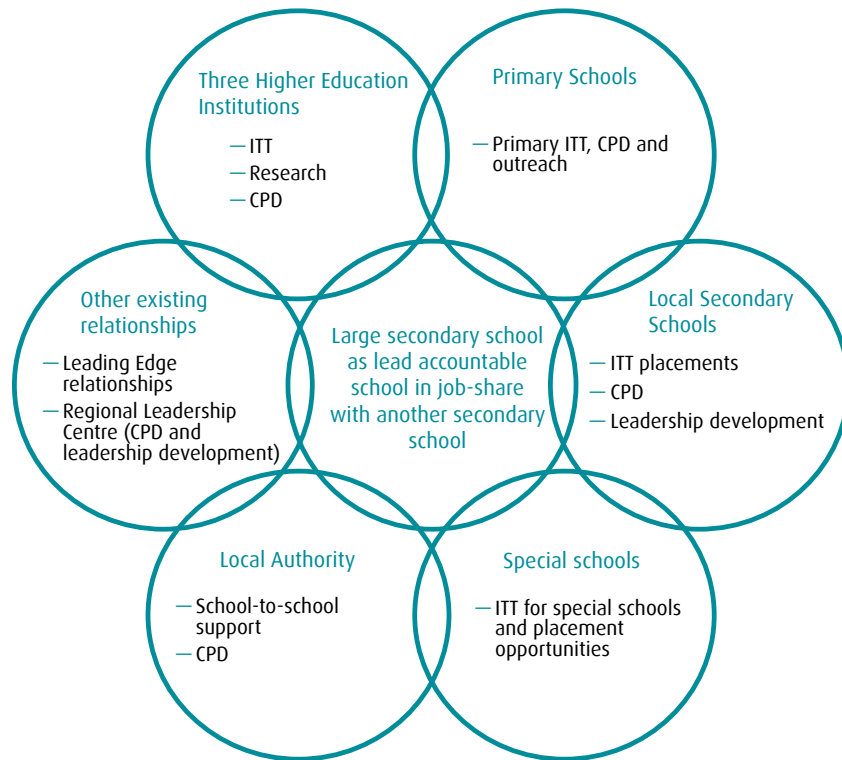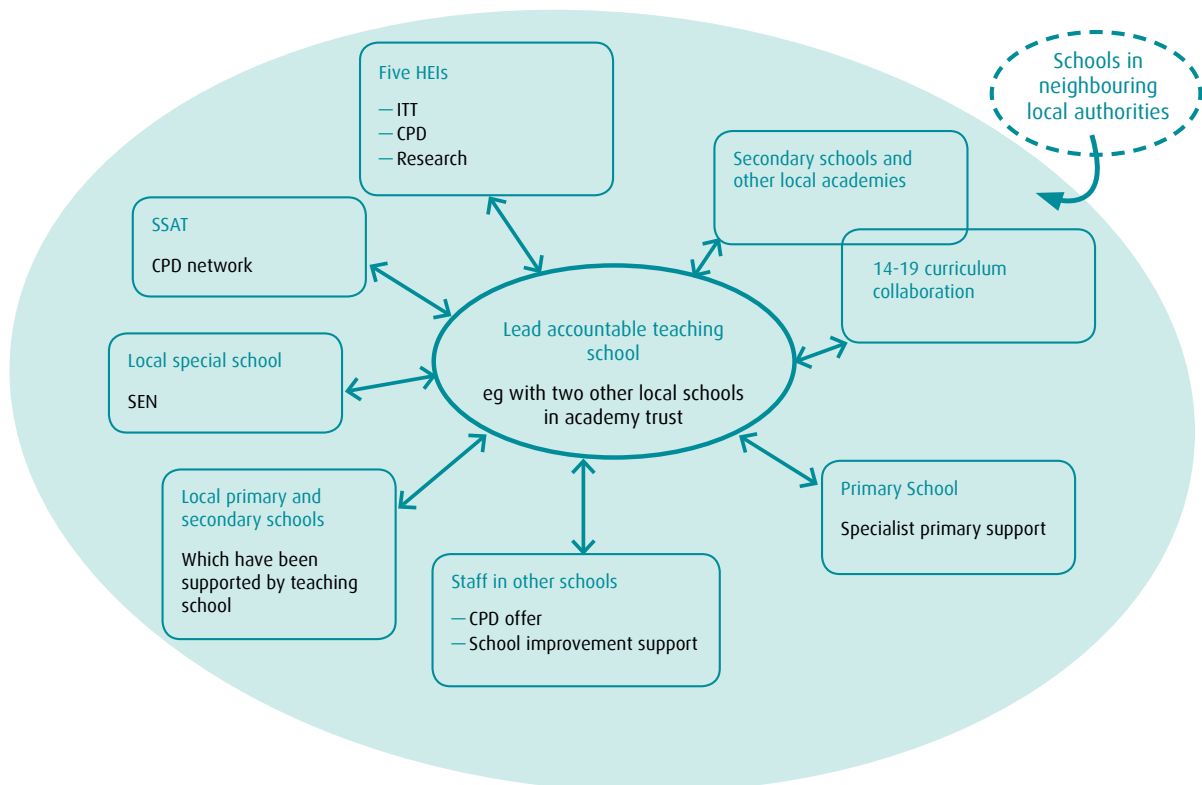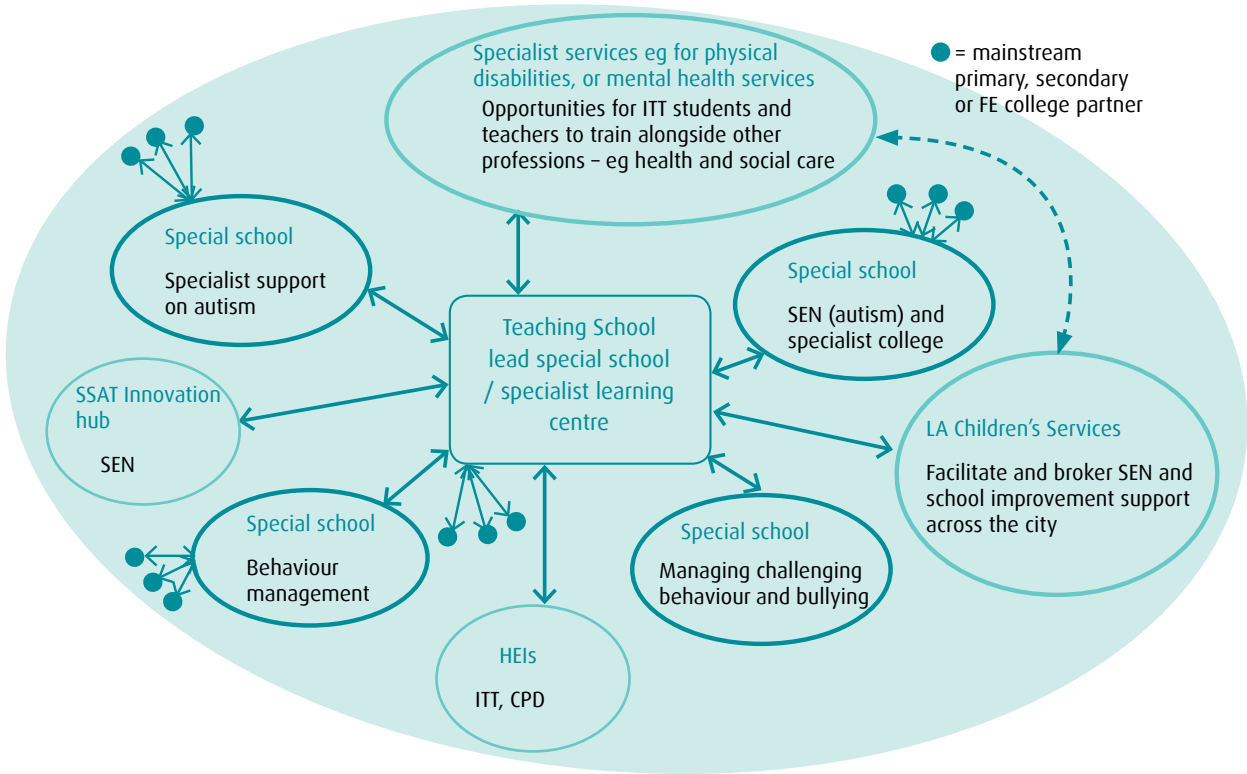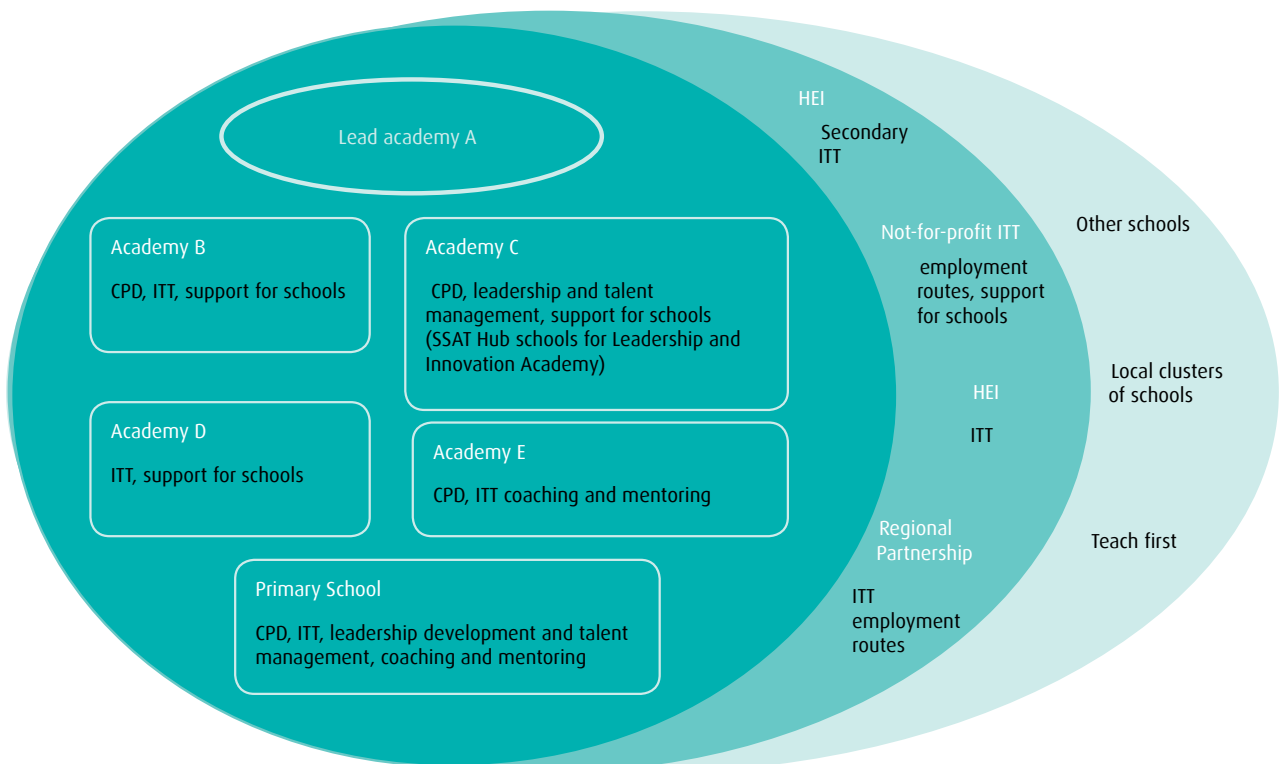Example E: special school led multi-school alliance in urban setting

Figure 8: Single secondary academy as lead of a large academy chain

Teaching school relationships with strategic partners and the alliance
Example F: single secondary academy part of a large academy chain

How might the alliance and its partners be led and co-ordinated?

Building on the experience of previous partnership-based programmes, we offer the following insights.

— The context and roles of teaching schools are different from previous school partnership initiatives, although the experience of organising and running school federations, 14-19 partnerships and school improvement collaborations provides useful lessons, which discussions with school leaders confirm as being very relevant to teaching school alliances.

— The governance, management and accountability of teaching school alliances operate at a number of different levels, with each level having specific roles and functions, from formal accountability to operational delivery of specific programmes. Different types of governance and management arrangements between partners are thus needed at the different levels.

— We are not proposing or prescribing any particular form of governance or management, but Figures 9-14 may provide some pointers to help leaders of teaching school alliances to decide what is appropriate for their context.

Figure 9: Governance, leadership and accountability operating at different levels

Teaching schools models and scenarios
How might the alliance and partners be led and co-ordinated?

We considered how governance, leadership and accountability might work at different levels...

Evaluation

Quality assurance

Learning

Account for delivery

1. Formal accountabilty and governance

2. Strategic direction and co-ordination

3. Operational management

4. Delivery and implementation

Vision

Direction

Strategic oversight

© National College for School Leadership

Figure 10: Accountability and governance of teaching school alliances

Teaching schools models and scenarios
How might the alliance and partners be led and co-ordinated?

	Key roles	Possible arrangements
1. Formal accountability and governance	**Accountability for performance of the teaching school alliance**	— Governing body of the lead accountable school. Strategic partners report to their own governing bodies - for example, via lead governors or through dedicated sub-committees. Job-share teaching school may use joint committee
	— Formal accountability arrangements	— Single governing body of lead accountable school
	— Legal liability	— Joint committee formed from two or more existing governing bodies
	Governance of the teaching school alliance	— Joint governing body of the alliance formed from representatives of strategic partners
	— Formal monitoring and oversight	— Trust board (and charitable company) of academy or group of academies
		— Executive board drawn from partners
		— Option to establish/move to an education company

Key issues raised by schools in discussions

— Preparing and briefing governors for the role; and ensuring they see the value of the alliance

— Legal liabilities, and financial (tax and VAT) and legal implications; option to ring-fence funding via separate trading account

— Relationship between governing body of lead accountable school and any other governance arrangement

Figure 11: Strategic direction and co-ordination of teaching school alliances

Teaching schools models and scenarios
How might the alliance and partners be led and co-ordinated?

	Key roles	Possible arrangements
2. Strategic direction and co-ordination	— Strategic vision and direction for the alliance	— School leader of the lead accountable teaching school acting as convener of other leaders in the alliance
	— Strategic self-evaluation, including identification of need	— Steering group of leaders of the strategic partners, chaired by the lead school
	— Strategic decision-making and arrangements for implementing agreed programmes of work	— Other key strategic decision-making body or steering group to agree way forward with forum for taking decisions for alliance
	— Strategic financial management	— Memorandum of understanding sets out agreed roles of alliance partners
	— Overall quality assurance and evaluation of offers provided	

Key issues raised by schools in discussions

— Need for 'leadership by persuasion' to avoid partners stepping away

— Clarify accountability of director or project manager if the teaching school is a job-share

— Develop a strategic delivery plan

— Co-construct success criteria and apportion responsibilities

— Be prepared to take action if 'offers' inadequate/below standard

— Use a facilitator to help work things through with strategic partners

Figure 12: Operational management of teaching school alliances

Teaching schools models and scenarios
How might the alliance and partners be led and co-ordinated?

3. Operational management

Key roles	Possible arrangements
— Co-ordination of work on key strands	— Director of the teaching school alliance (part-time?)
— Managing relationships with strategic partners	— Project co-ordinator (part-time?)
— Day-to-day operational decisions and delivery	— Co-ordinating leads for key strands, possibly in different schools
— Budgeting and financial management	— Administration support
— Key reporting on implementation	— Memorandum of understanding sets out agreed responsibilities with alliance partners

Key issues raised by schools in discussions

— Balance between employing a programme manager and an educational specialist to co-ordinate alliance

— Need to have the memorandum of understanding in place at exactly the right time: too early means constraining; too late means impact reduced

— Need to develop contracts or service level agreements for specific alliance services (including outcomes and evaluation) to ensure delivery on commitment

— Partners will have different relationships (eg with different HEIs) that will need co-ordination

— Reviewing and evaluating support and development being provided across the alliance

Figure 13: Delivery and implementation of teaching school alliances

Teaching schools models and scenarios
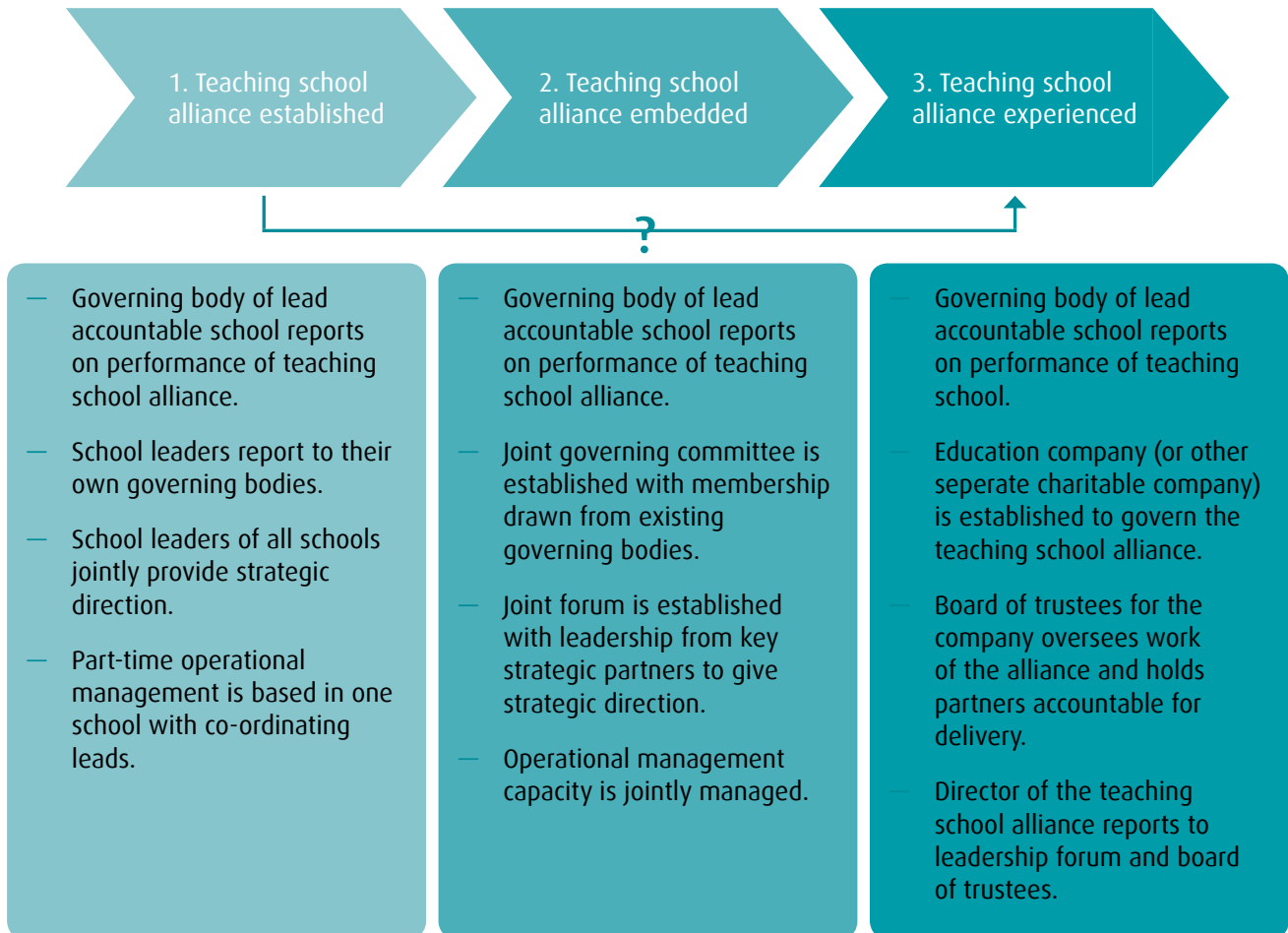How might the alliance and partners be led and co-ordinated?

4. Delivery and implementation

Key roles	Possible arrangements
— Provide ITT placements and support	— Nominated lead bodies (including HEIs, alliance schools and other strategic partners) to deliver specific services and programmes
— Identify need, market offers and deliver CPD and leadership development	— Named individuals responsible for delivering programmes, with authority to access resources and personnel across the alliance
— Provide capacity to support other schools	— Combination of above
— Identify SLEs and other sources of expertise	— MoU sets out detailed arrangements, commitments and accountabilities for delivery

Key issues raised by schools in discussions

— Understanding the forms of support schools want

— Communication across the alliance

— Agreement on how schools are going to be reimbursed for use of staff and premises etc

— Remuneration of staff taking on extra responsibilities

— Quality assurance of complete range of alliance initiatives

— How the alliance shares the knowledge of where capacity and expertise exists across partners, and where this information is held and how it is updated

Teaching schools models and scenarios
How might the alliance and partners be led and co-ordinated?

1. Teaching school alliance established	2. Teaching school alliance embedded	3. Teaching school alliance experienced
— Governing body of lead accountable school reports on performance of teaching school alliance. — School leaders report to their own governing bodies. — School leaders of all schools jointly provide strategic direction. — Part-time operational management is based in one school with co-ordinating leads.	— Governing body of lead accountable school reports on performance of teaching school alliance. — Joint governing committee is established with membership drawn from existing governing bodies. — Joint forum is established with leadership from key strategic partners to give strategic direction. — Operational management capacity is jointly managed.	— Governing body of lead accountable school reports on performance of teaching school. — Education company (or other seperate charitable company) is established to govern the teaching school alliance. — Board of trustees for the company oversees work of the alliance and holds partners accountable for delivery. — Director of the teaching school alliance reports to leadership forum and board of trustees.

How will the alliance and its partners clarify delivery responsibilities?

Building on the experience of previous partnership programmes, we make the following observations:

— One of the challenges facing teaching school alliances is how to ensure that programmes and initiatives that involve contributions from several partners are delivered seamlessly and effectively, particularly when the culture and the working practices of the different schools and other partners vary.

— One tool that federations, 14-19 collaborative partnerships and multi-academy trusts have used to address this challenge has been to develop and agree a set of protocols or memorandums of understanding (MoUs).

— MoUs tend to be very detailed in nature and typically set out what is expected of each partner and/or establish common practice or standards where there is a divergence of approach.

— Teaching school alliances will be developing their own ways of working. Figure 15:

  · identifies five areas where the nature of collaborative practice will need to be defined

  · provides a checklist of practical issues that alliances may wish to consider when developing ways of working, although not all will be relevant to all alliances

Figure 15: Memorandum of understanding: key elements to explore and agree

1. Overarching principles

— Vision and ambition for the alliance and role of strategic partners

— Commitments from partners (time and support offered)

— Role of the lead accountable school in co-ordinating the alliance

— Principles and ways of working

— Strategic governance and decision-making, including arbitration

— Reporting and accountability

— Managing success and growth

— Dealing with poor performance or underperformance; arrangements for exit

— Intellectual property and ownership of alliance materials and products

2. ITT

— Negotiating with HEIs about placement numbers and offer

— Expectations of the commitment from all partners: scale and scope of their likely offers

— Marketing the offer

— Arrangements for working with HEI partners

— Allocation of places

— Rate of reimbursement

— Co-ordination of deployment and timetable

— Responsibilities for delivery

— Arrangements for review and monitoring, quality assurance and evaluation of impact

3. School-to-school support

Support will differ depending on the context of the supported school. Nevertheless, some general principles apply:

— Expectations about the commitment from all partners: scale and scope of their likely offers

— Marketing the offer

— How due diligence is undertaken on key issues

— How staff capacity and expertise are identified and assigned

— Protocol for identifying and agreeing the team, and co-ordinating support

— How costs are negotiated and agreed

— Agreeing release time and necessary backfilling of posts

— Arrangements for review and monitoring, quality assurance and evaluation of impact

— Arrangements for exit and transitional support

4. Continuing professional development needs

— Understanding the CPD needs of schools

— Expectations about the commitment from all partners: scale and scope of their likely offers

— Co-ordinating the overall offer (developing the prospectus)

— Business planning, including fees and charging

— Marketing the offer

— Responsibilities for delivery

— Standard processes for feedback from participants

— Arrangements for review and monitoring, quality assurance and evaluation of impact

5. Leadership development and talent management

— Expectations about the commitment from all partners: scale and scope of their likely offers

— Gathering and analysing data on local succession planning needs

— Co-ordinating the overall offer (developing the prospectus)

— Arrangements for licensing

— Establishing processes to identify leadership talent, and agree collective approach to talent management

— Marketing the offer

— Business planning, including fees and charging

— Responsibilities for delivery

— Standard processes for feedback from participants

— Arrangements for review and monitoring, quality assurance and evaluation of impact

For each area in Figure 15, there will be some key questions to consider with strategic partners. These are described below under the same headings.

1. Overarching principles

— Vision and ambition for the alliance and role of strategic partners: What is the alliance seeking to achieve? What will be different if the alliance is successful? How will the life chances and education of children and young people be improved?

— Commitments from partners (time and support offered): What is each partner bringing to the alliance?

— Role of the lead accountable school in co-ordinating the alliance: How will the lead school(s) manage and co-ordinate the alliance and work with partners?

— Principles and ways of working: What expectations do the lead school(s) and partners have about the way in which business will be conducted?

— Strategic governance and decision-making, including arbitration: How will the alliance be governed? How will important decisions be taken? How will partners negotiate and agree where there are differences of opinion?

— Reporting and accountability: How will the alliance quality assure its processes? How will the lead school(s) hold partners to account for delivery? How will governors be made accountable?

— Managing success and growth: How will the success of the alliance be measured? How will new partners or members of the alliance join?

— Dealing with poor performance or underperformance; arrangements for exit: How will the lead school(s) and alliance know when the quality of the offer and the outcomes have fallen below expected standards? What action will be taken and by whom?

— Intellectual property and ownership of alliance materials and products: Who will own the materials and products generated by the alliance?

2. ITT

— Negotiating with HEIs about placement numbers and offer: Which school(s) or leader(s) will take lead responsibility for co-ordinating relationships with HEIs, given that different schools within the alliance will have different links? Who will take responsibility for ensuring that the alliance negotiates strategically and maximises its collecting bargaining ability?

— Expectations of the commitment from all partners: scale and scope of their likely offers: How many placements will be offered by partners? What procedures will be used to provide quality and reality checks on the offers schools make?

— Marketing the offer: How will the alliance offer be marketed to HEIs and potential teacher applicants?

— Arrangements for working with HEI partners: How will working agreements with HEIs be reached and formalised? Will this be through separate bilateral discussions with individual HEIs or with all HEIs as a group? How will relative responsibilities and rates of reimbursement be agreed?

— Allocation of places: How will the total number of ITT placements agreed with HEIs be allocated across schools in the alliance?

— Rate of reimbursement: How will this be determined with HEIs and then allocated to schools?

— Co-ordination of deployment and timetable: Who will co-ordinate the placements on a day-to-day basis?

— Responsibilities for delivery: Who will be responsible for co-ordinating the training, mentoring and coaching support? Will there be common training programmes for staff providing support across the alliance?

— Arrangements for review and monitoring, quality assurance and evaluation of impact: How will the alliance and lead school(s) assure the quality of the training provided and hold individual schools to account?

3. School-to-school support

— Expectations about the commitment from all partners: scale and scope of their likely offers: What will each partner be able to offer in terms of staff and time to support other schools? How do these offers compare across the alliance? What commitments are partners making about the availability of support?

— Marketing the offer: How will the alliance communicate its support offer to local authorities and schools?

— How due diligence is undertaken on key issues: How will the alliance determine the priorities for its support and ensure that it is not over-ambitious in the level of school-to-school support it commits to at any one time?

— How staff capacity and expertise are identified and assigned. Protocol for identifying and agreeing team, and co-ordinating support: How will NLEs, LLEs and SLEs and other staff and resources be identified to support specific schools? How will agreement be reached with governors? How will the individuals and team be put together, and how will support be co-ordinated?

— How costs are negotiated and agreed: How will the alliance agree charges for the support work and the rates for backfilling of leaders and staff released by a school in the alliance?

— Agreeing release time and necessary backfilling of posts: How will leaders and governors of partner schools agree to release time and arrangements for backfilling posts?

— Arrangements for review and monitoring, quality assurance and evaluation of impact: How will the alliance and lead school(s) assure the quality of the support provided and measure the impact and improvement in outcomes? What procedure will the alliance follow where improvement falls below expectations?

— Arrangements for exit and transitional support: How will support from the alliance be brought to an end while safeguarding the process of the school(s) being supported?

4. Continuing professional development needs

— Understanding the CPD needs of schools: How will schools in the alliance conduct and reach a shared understanding of CPD needs and priorities for their local area? How will the alliance agree its ambitions for CPD?

— Expectations about the commitment from all partners: scale and scope of their likely offers: What will each partner be able to offer in terms of training? How do these offers compare across the alliance? How will the quality of potential offers be assessed? Where are there particular areas of expertise?

— Co-ordinating the overall offer (developing the prospectus): How do the offers from partners complement each other? How comprehensive is the overall offer? How well does the prospectus match the assessment of CPD need?

— Business planning, including fees and charging: How does the business model underpin the CPD prospectus – arrangements for trading services or credits, subscription and pay-as-you-go arrangements, local authority contributions or a combination of these? How will schools be reimbursed for providing facilities and staff for CPD events?

— Marketing the offer: How will the training offer be marketed to schools and more widely?

— Responsibilities for delivery: Who will be responsible for co-ordinating the various strands of the alliance's CPD offer? How will those partners delivering training be held responsible?

— Standard processes for feedback from participants: How will the alliance be able to compare feedback across its range of training in a consistent fashion?

— Arrangements for review and monitoring, quality assurance and evaluation of impact: How will the alliance and lead school(s) assure the quality of training provided and measure the impact and improvement in outcomes?

5. Leadership development and talent management

— Expectations about the commitment from all partners: scale and scope of their likely offers: How will the alliance agree its ambitions for leadership development and talent management? What will each partner offer in terms of leadership development? How will the quality of potential offers be assessed? Where are there particular areas of expertise?

— Gathering and analysing data on local succession planning needs: How will the alliance understand where and what headship/senior leadership vacancies will need to be filled over time? How will it prioritise activity to meet the most urgent succession needs?

— Co-ordinating the overall offer (developing the prospectus): How do the offers from partners complement each other? How comprehensive is the overall offer? Does the offer include arrangements for offering leadership development assignments across schools and bespoke coaching and mentoring programmes?

— Arrangements for licensing: How will the alliance agree whether to apply to become a licensed provider? What will be the respective contributions of individual schools and school leaders?

— Establishing processes to identify leadership talent, and agree collective approach to talent management: How will the alliance systematically identify leadership talent in a way that is accessible and equitable? Who will co-ordinate structured talent management activity? What will each partner's role be in developing future leaders?

— Marketing the offer: How will the leadership development offer be marketed to aspiring, middle and senior leaders?

— Business planning, including fees and charging: Is there a clear business model underpinning the leadership prospectus – arrangements for trading services or credits, subscription and pay-as-you-go arrangements, National College contributions or a combination of these? How will schools be reimbursed for providing facilities and staff for leadership programmes?

— Responsibilities for delivery: Who will be responsible for co-ordinating the leadership development offer? How will the alliance ensure that partners (schools and HEIs) work together to deliver an integrated offer?

— Standard processes for feedback from participants: How will the alliance be able to compare feedback across its range of training in a consistent fashion?

— Arrangements for review and monitoring, quality assurance and evaluation of impact: How will the alliance and lead school(s) assure the quality of the opportunities being provided? How will they measure the impact and improvement in outcomes?

© National College for School Leadership

Possible funding streams, opportunities and risks

Considering the funding that might be available across the different roles of teaching schools, we identified the following factors:

The context and roles of teaching schools are different from those of earlier school partnership initiatives. Teaching schools are being established in a period of severe financial constraint. Some limited funding will be provided to support the leadership and co-ordination of the alliance (£60,000 in the first year).

Teaching school alliances will have to ensure that their programmes of work generate sufficient resources to sustain their role and functions. Some strands of their work are more likely to generate income than others, though in all cases teaching school alliances will need to understand and be responsive to the needs of the schools they are seeking to support.

Figures 16 and 17 describe the existing and potential funding sources, opportunities and the associated risks for the roles of ITT and school-to-school support that will be undertaken by teaching schools.

Figure 16: Funding streams, opportunities and risk in relation to initial teacher training

Sources of funding	Opportunities to explore	Risks (policy and administrative)
— As accredited provided (eg as current SCITT model) manage and co-ordinate ITT and receive funding — If not accredited, provide placements commissioned by an accredited provider (eg HEI) — Graduate Teacher Programme (GTP) (see risks) — Teach First (see risks	— As an accredited provider, increase number of ITT places across the alliance, and manage selection and funding — Become accredited provider by 2012/13 — Negotiate with accredited HEI strategic partner to agree package of placements and respective roles, with negotiation likely on the number of placements and funding to support them — Explore potential for ITT arrangements with HEI to be broadened to include access to Master's places, support for NPQH, training for coaching and mentoring and input into CPD programmes	— National ITT review and impact on role of teaching school in developing ITT offer — Changes to charging arrangements for students and schools — Arrangements for teaching school to become accredited provider — Negotiations with HEIs – HEIs cannot afford or are reluctant to make a realistic payment to teaching schools that want to play a more active role in ITT — Variations in payments from HEIs across the country — Funding does not cover the cost of some programmes eg GTP and Teach First — Collaboration between teaching school partners, each of which may have a preferred HEI partner — Capacity for some teaching school alliances (especially primary schools) to offer large numbers of placements, or a cap on others that wish to offer more? — Capacity and quality of existing staff to mentor — Agreeing allocation of income and placements across the alliance

Figure 17: Funding streams, opportunities and risk in relation to school-to-school support

Sources of funding	Opportunities to explore	Risks (policy and administrative)
— Department for Education (for school improvement and structural changes) — National College — Supported schools budget — Local authority budget for schools causing concern	— Some local authorities are still brokering in support or inviting NLEs or teaching schools to assist schools in need — Value for money offered through alliance package of support — Number of schools that could be supported at one time via different levels of support eg for schools below floor standards versus schools moving from good to great — Teaching school partners could become academy sponsors — Other academy sponsors (new or needing support) buy in support — Bids for the government's endowment fund (administered by the Sutton Trust)	— Significant reduction in funding from levels previously available — Impetus and incentives needed for schools to seek support, linked to weakened local authority capacity to identify and action support for underperforming schools — Costs of developing and deploying SLEs — Over-staffing needed to create capacity to carry out support work — Putting in place contracts with alliance schools to provide support — Need for co-ordination of staff from different alliance schools to support single school causing concern — Are responsibility and accountability for improvement with the lead school or the alliance? — What happens if the rate of improvement is deemed insufficient?

Figure 18 and 19 describe the existing and potential funding sources, opportunities and the associated risks for the roles of CPD and leadership development and talent management that will be undertaken by teaching schools.

Figure 18: Funding streams, opportunities and risk in relation to CPD

Sources of funding	Opportunities to explore	Risks (policy and administrative)
— Local and regional demand for courses based on needs analysis of local schools — Taking over from local authorities as main provider of a broad range of CPD (including training for teaching assistants and special educational needs co-ordinators) — Options for a range of funding models: — pay-as-you-go charging with schools buying places — subscription system developed by schools in the alliance, as per the Challenge Partnership network — non-cash transactions or credit-based system to trade training and development across the alliance — local authority subsidies for particular local training needs	— Create a local market, especially in areas of specific expertise, eg curriculum subjects or behaviour management — Link with HEI to offer Master's programmes or support for school-based programmes — Create online development packages and virtual learning offers — Offer broader children's services eg health and police — Teaching schools with strong reputations offer certain training programmes carrying their badge — Standardise evaluation of CDP across the alliance — Develop shared CPD, which acts as a catalyst for broader shared services led by business managers across the alliance	— Costs, eg of marketing, infrastructure (training suites etc), online resources — Quality of offer and precision in understanding and meeting local needs determines take-up — Limited take-up or other local competition including schools looking to chain for CPD — Lower priority given to CPD when resources are constrained or when charged for support — Insufficient expertise in subject CPD — Need for new curriculum offer if change in national policy direction — Registering IPR for training packages — Lack of clarity or transparency around non-cash systems, or boundary between charged and non-charged provision — Local subsidised offer versus regional full-cost package

Figure 19: Funding streams, opportunities and risk in relation to leadership development and talent management

Sources of funding	Opportunities to explore	Risks (policy and administrative)
— Possibility of being designated as licensed provider for middle leadership training — Possibility of being designated as licensed provider for NPQH and academy NPQH model — College suggests range of per capita fees — Succession planning funding from National College — Local and regional demand for courses based on analysis of local schools' needs and local succession planning needs	— Developing system for middle leader development placements across the alliance and participating schools, which aspiring leaders will need as part of the modular training approach — Offering bespoke packages of support for the local pool of emerging, aspiring and newly qualified heads — Potential links to HEIs for Master's programmes	— Academies do not buy into NPQH — Schools in chains look to chain for leadership development programmes and support — If middle leader programmes are not accredited they may not command buy-in — The quality of the offer will be crucial to sustain take-up

An introduction to business planning

We considered how teaching schools might carry out the business planning which would be necessary across the main roles. Figure 20 shows at a high level some of the potential income and expenditure that might be associated with some of the roles. The figures are for illustration only and the notes explains assumptions that have been made in deriving them. This material is work in progress and will be developed further during the autumn term, including at the event being planned for teaching school business leaders at the National College in November 2011.

Figure 20: Business planning model: income and expenditure

	Whole day inset CPD	Twilight inset CPD	Teacher programmes	NPQH	Middle Leadership	Schoool to school support	ITT	GTP	Project admin
Income (£)									
Charges to participants	42,000	15,000				100,000			
Local authority funding	3,000					200,000			
DfE funding						250,000			
TDA funding									
Payments for HEIs							18,000		
National College funding						150,000			60,000
Other agencies		750							
Other									
Total	45,000	15,750	0	0	0	700,000	18,000	0	60,000
Expenditure (£)									
Facilities	-2,500	-1,100				-3,000			
Staffing - head/ senior leader						-200,000			
Staffing - Asst head/SLE/AST	-7,500	-4,250				-260,000	?		
Staffing - middle/ curriculum leader						-230,000	?		
ITT co-ordination							-15,000		
CPD course co-ordination									
Quality assurance	-1,000	-500				-7,000			
Marketing	-1,000	-250							
Catering	-1,000	-500							
Administration	-1,000	-500							
Payments to other providers									
Insurance and liabilities									
Total	-14,000	-7,100	0	0	0	-700,000	-15,000	0	0
Net income	31,000	8,650	0	0	0	0	3,000	0	60,000

Notes to Figure 20

The following notes explain how we derived the illustrative figures in Figure 20.

Whole-day Inset CPD

— Based on a teaching school alliance providing 15 whole-day Inset courses over a year for 20 staff at £150 per day per participant

— Income presumes a modest subsidy from the local authority for two courses, allowing the fee to be halved for those courses

— Expenditure based on conversation with the bursar of a primary teaching school

Twilight Inset CPD

— Based on 15 twilight Inset sessions for 20 staff over the course of a year at £50 per person and one session for NHS and police personnel on special needs

— Expenditure has been scaled down in proportion to the full-day courses

School-to-school support

— Based on a teaching school alliance supporting two low-level, two medium and two high-level NLE/NSS type projects

— Income expected, based on evidence in Schools leading schools ll (Hill & Matthews, 2010), is £25,000, £75,000 and £100,000 respectively. The figures need to be examined further in the light of reductions in local authority budgets for school-to-school support since the publication of this research

— The apportionment of staff between different levels of seniority broadly reflects the scenarios in Hill and Matthews (2010)

ITT

— Based on an HEI paying the teaching school alliance £300 per placement with the alliance having 60 placements a year

— Costs of ITT based on paying a co-ordinator for one day a week, but other coaching, mentoring and training costs need to be added later

Commercial activity

Teaching schools are likely to be involved in commercial activity in relation to different aspects of their role, for example:

— charging schools for NLE, LLE or SLE support

— delivering specific development programmes on behalf of the College or TDA

— marketing their own CPD opportunities or courses.

This section of the handbook briefly sets out some of the key points that teaching schools will need to bear in mind.

Charging for services

Teaching schools may agree rates for aspects of delivery, for example charging schools within their alliance a nominated daily rate for receiving SLE support, or a fee for a member of staff undertaking a specific CPD opportunity. If rates are agreed, teaching schools will need to ensure these are adhered to and that individuals and schools are treated equitably.

Any rates agreed should be realistic and reflect the real costs involved in delivering the work, firstly because this should contribute to the financial viability of the alliance but also importantly so that the teaching school is not seen to be unfairly monopolising delivery of professional development or support opportunities in the area by ensuring other providers cannot match their offer.

Intellectual property rights

Teaching schools may be asked to deliver programmes or initiatives on behalf of the National College, TDA or other organisations. They may increasingly be delivering material developed by other teaching school alliances. This is likely to involve a contractual or licensing agreement of some kind. Teaching schools will need to be aware that in many cases this agreement will include legal conditions around the ownership of intellectual property rights (IPR). As IPR is a complex area it may be advisable for teaching schools to seek independent advice if unsure of their position.

Effectively IPR means that a particular person or body owns the idea behind a programme or initiative and there may therefore be limits or caveats relating to how concepts, materials, branding, trademarks and other aspects of specific programmes are used by others. It may mean that teaching schools are only legally able to deliver a particular programme in a certain way, or in certain situations or contexts. Teaching schools will need to make sure they are aware of any such conditions and that they operate accordingly.

More generally, before they receive their core grant funding (via the collaborative fund), teaching schools will be required to sign up to the National College's terms and conditions. These include a clause that sets out that the ownership of all IPR made, discovered or created as a result of using the collaborative fund will be owned by the College. Full details are set out in the terms and conditions document which each teaching school will receive.

Commercial arrangements with other organisations

Should teaching schools decide to enter into commercial arrangements with other organisations or bodies, for example if jointly developing or delivering a CPD opportunity, we would strongly advise them to seek independent legal advice to ensure that they take into account all necessary considerations.

They will also need to bear in mind any IPR considerations (see above) to ensure that they are legally able to enter into such an agreement for any particular endeavour.

The teaching schools national network, and the research and development role of teaching schools

The teaching schools national network offers a key means for teaching school alliances to collaborate and learn from and with each other at regional and national levels. We see this as critical for teaching schools to maintain their expertise at the forefront of practice and so they can pioneer and evaluate new approaches which enhance pupil learning and school performance nationwide.

We will work with the first group of designated schools to shape the approach, but we think the network could have three key roles:

— supporting teaching school alliances to engage in research and development (R&D) activities by working with individual HEI partners and in regional and national networks

— providing opportunities for training, sharing expertise and wider dissemination of what works

— providing a forum for networking between leaders of teaching schools, so they can learn from and with each other

We see the R&D role of teaching schools as central to the work of the network, since it offers a way to create and share new knowledge and evidence of effective practice. This will need to build on R&D work within individual alliances (see 'Getting started on R&D within your individual alliance' below). The R&D activity will be supported by a small team at the National College, working closely with the College's regional associates and TDA teams.

Points 2 and 3 above reflect the importance of teaching schools having access to training on new national priorities and more general opportunities to network and share ideas. It could also include links to international activities sponsored by the Department for Education and others. Much of this networking activity will be organised within regions, driven by teaching schools themselves and facilitated by the College and the TDA's regional associates and teams.

Getting started on R&D within your individual alliance

Each teaching school will have different levels of experience in R&D approaches in its work. Equally, schools will each have different kinds of relationship with HE partners, which may or may not encompass shared research work or staff engaging in postgraduate qualifications.

The National College's research team ran a workshop with six applicant teaching school heads who had included significant practitioner research elements in their applications in July 2011. What was common in all their approaches was:

— a tight focus on research that would identify and/or help tackle key school improvement priorities

— staff undertaking research that supported their own professional development and fed into whole-school professional development through in-service training (Inset) sessions etc

— a supportive culture characterised by trust, openness and enquiry

We believe that engagement in R&D will be a feature of the most effective teaching school alliances, but the scale and scope of that engagement will differ according to context and priorities, so it needs to be determined by individual alliance leaders. Possible questions to consider might be:

— What are your alliance's improvement priorities and how might R&D activities support these?

— How ambitious do you want to be in your R&D work? Approaches might include:

  · seeking to increase the proportion of teachers who draw on research by making it easily available via your regular CPD work

© National College for School Leadership

- identifying a team of staff in each school who will be trained to undertake regular research and enquiry projects and feed these into the alliance's CPD programme

- agreeing a radical innovation in one or more areas of practice that you want to develop and research in partnership with an HEI or other partner

— Do you know which members of staff are currently undertaking Master's or other postgraduate degrees across the alliance? Could they be formed into a research and enquiry group to support the work?

We believe that the first step in developing your R&D approach across your alliance should be to identify one or more senior leaders with specific responsibility for shaping and driving the overall R&D approach across the alliance. They can then work with colleagues to identify priorities, discuss potential HEI involvement and support and agree an approach. There are a number of existing tools and resources you could draw on as you develop your thinking and the College will make these available through the online network.

The National College and TDA will support individual alliances to develop their R&D approach where possible. Forms of support might include:

— commissioning a team from one or more teaching schools to research and publish a toolkit of effective approaches for others to draw on during the autumn term, which could be updated as the work of teaching schools evolves

— developing a postgraduate CPD module on the leadership of research and innovation to drive school improvement, available via the College's modular curriculum, so that key staff and leaders can develop the skills they need to lead R&D work

— providing small-scale grants, editorial support and a publishing route for high-quality practitioner research reports

— networking the networks, ie helping teaching schools to make contact with individual experts and organisations that could help support their research priorities

Getting started on R&D within the wider teaching schools network

In terms of the wider network, we think a key aim might be to undertake an ambitious programme of innovation on a set of priority topics or themes agreed by teaching schools themselves. These topics might form a regional or national focus for the work, but the important thing is that each teaching school that chooses to be involved would contribute by developing new approaches within that theme and researching their effectiveness with a high degree of rigour.

One example of this is the Good to Great programme in London, which focused energy and attention on how to increase the proportion of good and outstanding schools across the capital. This led to improvements in quality and transferable evidence of impact. Other examples have focused on areas of teaching and learning, tackling within-school variation, narrowing gaps etc, but the key is that the schools themselves define a theme that genuinely motivates and challenges its staff and leaders, and that any research support serves the work and priorities of the teaching school whilst providing rigour and external challenge.

The College's role in supporting these R&D themes would be to provide small-scale research grants, commission expert inputs and support, provide support for events and facilitation, run online discussions and activities, and help synthesise, publish and disseminate the findings.

We will discuss the potential for this approach with teaching school heads at the induction event in September. We have also booked three dates for regional events in the autumn term where we would like teaching school heads or nominated leads for R&D to attend to agree the approach and the priorities they want to focus on as a network. We will plan the format and focus for the events with a small group of teaching school heads in September but have provisionally invited some leading academics and thinkers to attend and participate.

Regional events

The dates for the three regional events in 2011 are:

— 1 November: National College, Nottingham

— 18 November: London (venue tbc)

— 23 November: TDA, Manchester

You can register to attend one of these events by emailing joanne.mobbs@nationalcollege.org.uk. Please let us know if you want to bring an HEI partner.

Opportunities to get involved in the College's existing research and development programme

As part of the College's wider research programme, we have commissioned a number of projects that focus on teaching schools and system leaders. Most of these are in their early stages and we are keen to invite teaching schools to participate by undertaking action research projects, attending workshops etc if they want to. We will be writing to all teaching schools in September to give more details on these projects and will ask you to register your interest. Depending on the levels of interest, the College, or its contracted research partner, will then contact those that express an interest.

The projects are as follows:

— Developing the draft maturity model for teaching schools (see Hargreaves, 2011) so that it can be used within the quality assurance approach for all teaching schools: timescale: September 2011-March 2012.

— Research and development work by Isos and Robert Hill to explore potential governance models and funding scenarios for teaching schools: timescale: June 2011-March 2012.

— Research and development work at the University of Sussex to explore how teaching school alliances can best support joint practice development and peer-to-peer knowledge transfer leading to improvement: timescale: September 2011-July 2012.

— Research and development work with SLEs and teaching schools with the HOST consultancy: timescale September 2011-March 2012.

— Research and development project with Isos and Robert Hill involving NLEs and teaching schools to explore how they can be most effective in leading school-to-school improvement and narrowing gaps in outcomes: timescale: September 2011-June 2013.

More details on each of these projects will be sent to all teaching schools in September 2011 with a request to indicate one project that each teaching school would like to become involved with.

Suggested next steps for the national network and research and development activity

September 2011

— The College will send out a summary of the proposed approach soon after the induction event, with a form asking you to:

  · identify a senior leader from within the teaching school or a strategic partner school who will act as the lead contact for R&D network activity

  · log any further thoughts about the themes and/or approach

  · sign up for one of the three regional events in the autumn term

  · register interest in one of five R&D projects we have already commissioned.

- The College will commission a team from one or more teaching schools to research and publish a toolkit of effective approaches to school-led R&D for others to draw on during the autumn term. This could be updated as the work of teaching schools evolves.

- An R&D area will be established within the teaching schools national network online discussion area to continue the dialogue between events and to provide a central repository for key R&D-related documents.

- The five R&D projects will commence.

- An interim steering group for the R&D network will be established. This will meet to review the outcomes from the induction event and plan the three autumn events.

October-December 2011

- The College and TDA will host three supra-regional events to refine and finalise key themes and shape the overall approach. This will include specific agreement on how the College and TDA will support R&D work.

- The teaching school(s) commissioned to produce a toolkit will produce a first draft for publication online.

- The interim steering group meets to review and sign off key themes and approach.

January-April 2012:

- Three further regional events will share emerging learning from teaching school activity and shape the defined projects. There is ongoing development of online space.

- The College and TDA will commission national projects, release grants and/or collate resources relating to the three themes.

- Existing R&D projects will be completed and published where relevant.

- A formal steering group will be nominated once the teaching schools council and lead professionals are in place.

We welcome your thoughts on the ideas outlined above. Please contact toby.greany@nationalcollege.org.uk.

Teaching schools council

There is currently an opportunity for teaching schools to apply to be elected to lead the development of a national network of teaching schools through the teaching schools council.

Teaching schools are part of the government's drive to give schools more freedom and take increasing responsibility for managing the school system. With this in mind, the National College and the TDA are keen to ensure that teaching schools take ownership of the national teaching schools network from the outset. We will therefore establish a teaching schools council with members elected by teaching school headteachers.

This will sit alongside a number of teaching schools that will act as the lead schools for particular areas of expertise.

Proposed role for the teaching schools council

The council will have three key roles, which will be to:

— advise the National College, TDA and Department for Education on overall policy for teaching schools and the wider education policy agenda through its representation on the teaching schools steering board, which includes representatives from the wider school system (headteachers, middle leaders, teachers and local authorities); this will critically include acting as gatekeeper for the concept of teaching schools, to ensure it doesn't become an unmanageable role for schools to undertake

— advise the National College and TDA on applications from teaching school alliances to undertake work commissioned through the teaching schools network, including who should take on lead school roles

— advise the National College and TDA on the training and development needs of the network as it develops

Composition

The council will be made up of:

— six secondary school heads (two from each supra-region – north, central and south)

— six primary heads (two from each supra-region – north, central and south)

— two heads of special schools

There will also be three observers:

— two representatives from the College (one of whom will serve as clerk to the council)

— one representative from the TDA

Half the council will be elected in September 2011 from the first 100 teaching school alliances. The second half will be elected in April or May 2012 from the first and second cohorts of teaching schools.

Election

— All heads of teaching school will be invited to nominate a headteacher for election by completing the short teaching schools council application form.

— Each nominee and the nominating headteacher will be offered the opportunity to provide a very short statement of no more than 200 words to support the nomination.

— Both statements for all nominees will be circulated to all teaching schools by email.

— Each school will have the opportunity to vote for one representative.

— The headteacher with the most votes in each category will be elected.

— Successful nominees will be announced via email to all teaching schools.

— The chair of council will be elected by the seven council members in the first year.

Meetings

The council will convene three times a year. The venue will rotate between London (Department for Education), Nottingham (National College) and Manchester (TDA). Additional monthly conference calls of one hour will be held to enable ongoing business to be conducted smoothly.

Term of office

Council members will be elected for a two-year term after which the election process will be re-run. Council members can serve a maximum of two terms. Election of the chair will take place each October.

Timeline

Nominations open	15 September
Nominations close	20 September
Statements circulated and election opens	26 September
Election closes	30 September (12 noon)
Results announced	5 October
Proposals for lead school reccommendations circulated to council	10 October
Telephone conference to agree lead schools	12 October 4pm–5pm

Queries and completed application forms should be sent to teachingschools@nationalcollege.org.uk.

© National College for School Leadership

Lead schools

There is currently an opportunity for teaching schools to take lead responsibility for a particular specialist area on behalf of the national teaching schools network.

The National College and the TDA are keen to ensure that teaching schools take ownership of the national teaching schools network from the outset. Teaching schools will be therefore be given the opportunity to take the professional lead in a variety of specialist areas on behalf of the national teaching schools network as lead schools. These roles complement the role of the teaching schools council that is elected to represent all teaching schools (see previous section for details of the teaching schools council).

Role of lead schools

The lead schools will:

— be a place where highly effective or innovative practice in specialist areas is demonstrated and observed

— advise the National College, TDA and Department for Education on overall policy direction for teaching schools in relation to their specialist area

— provide technical advice to individual teaching schools in relation to designation of SLEs in their specialist areas, when required

— act as a point of contact for the Department for Education and others that may have an interest in working with teaching schools, including, for example, national associations for subject areas, whilst at the same time acting as gatekeeper for such requests on behalf of the network

Lead schools will have a role in ensuring the work of the teaching school is coherent with the wider strategy, and has ongoing capacity to continue to respond to demand. Lead schools will need to prioritise where demand exceeds capacity, and ensure the ongoing development in each specialist area.

Specialist areas

There will be lead schools in the following areas (this list is not fixed and will no doubt change over time):

Leadership and management

— Academies/academy transition

— CPD

— Equality and diversity

— Federations

— Leadership development

— Performance management

— R&D

— School business management

— School-to-school support

— Self-evaluation

— SLEs

— Succession planning and talent management

Pupil achievement

- Assessment for learning (including tracking and data)
- Art
- Business and enterprise
- Closing the gap with a focus on free school meals and vulnerable groups
- Curriculum development
- Design and technology
- Drama
- English as an additional language (EAL)
- Early years
- English
- Geography
- History
- ICT
- Literacy
- Maths

- Mobility
- Modern foreign languages
- Music
- Numeracy
- Physical education
- Personal, social and health education (PSHE)/ health and wellbeing
- Religious education
- Science
- Special educational needs (SEN)
- Sixth forms
- Support for the most able pupils
- Vocational/applied learning

Quality of teaching

Initial teacher training and induction

- Teaching and learning

Behaviour and safety

- Attendance
- Behaviour/discipline

- Pupil leadership/voice
- Safeguarding

Some areas listed above will have more than one lead school. It will be for the teaching schools council to determine the exact number of lead schools for each area of specialism.

Allocation of professional leads

All headteachers of teaching school will be invited to apply to take up a lead school role in up to five of the areas listed above. When applying, heads will summarise the reasons why they believe they have the expertise to take on a particular role.

The National College and TDA will review submissions and make recommendations to the council for agreement, based on a process that will assure the quality of those recommended. Consideration will be given to phase, sector and geographical spread in recommendations made, making sure there will be an opportunity for future cohorts to contribute as lead schools.

It will be up to the teaching schools council to make recommendations about how long lead schools will serve.

Timeline for allocation of professional leads

Activity	Lead school timeline
Application forms supplied	15 September
Deadline for completed application forms	30 September
National College/TDA review applications	3–7 October
Recommendations made to council for consideration	10 October
Lead schools appointed	17 October

Queries and completed applications should be sent to teachingschools@nationalcollege.org.uk.

© National College for School Leadership

Specialist leaders of education: the role of the teaching school

There is currently an opportunity for teaching schools to be involved with the initial designation of SLEs for the development year 2011-12. Full details of the recruitment processes are outlined below.

The new designation of SLE recognises the important role that many senior and middle leaders play in school improvement. Following some pilot work in the three leadership strategy areas (London, Greater Manchester and the Black Country) the Department for Education has commissioned the National College to roll out SLEs as a nationwide programme, starting with a development year (2011-12) in which aspects of the initiative will be further tested and reviewed.

SLEs are outstanding middle and senior leaders in positions below the headteacher. Examples are assistant headteachers, subject leaders or school business managers, with at least two years' experience in a particular field of expertise. Although they must be outstanding at what they do, they do not have to come from outstanding schools; they can come from any school. SLEs have the capacity, skills and commitment to support other individuals or teams in similar positions in other schools. They understand what outstanding leadership practice in their area of specialism looks like and are skilled in helping leaders achieve it in their own context. Using coaching and facilitation skills, SLEs will build leadership capacity in other schools to ensure improved outcomes for children and young people.

We expect 1,000 SLEs to be designated during 2011-12, building to 5,000 by 2014-15 in line with the expansion of the teaching school model. Ultimately we expect 10,000 SLEs to be designated to ensure full national coverage.

The SLE concept is very closely linked to the vision for teaching schools since teaching schools will be responsible for the designation, de-designation, brokerage and quality assurance of SLEs. This section of the handbook aims to set out the roles and responsibilities of teaching schools with regard to SLEs, as well the ways in which the National College will support this work.

Criteria and areas of expertise

SLEs will need to meet strict designation criteria. The designation criteria for the design and development year (2011-12) are set out in Table 2.

Table 2: Designation criteria for specialist leaders of education for 2011-12

Experience	SLEs will: — be outstanding middle or senior leaders, with at least two years' experience and first-class knowledge in a particular field of expertise — have a minimum of two years' experience in a leadership role within a school or academy
Track record	SLEs will have: — a successful track record, supported by substantial evidence of impact, of working effectively within their own school and/or across a group of schools, or working with a range of leaders within a single school — evidence of successfully using coaching and/or facilitation skills to bring about sustainable improvements
Capacity and commitment	SLEs will: — have a commitment to outreach work, and the capacity to undertake such work — be supported in their application by their headteacher and chair of governors, and be able to be released from their school for a mutually agreed allocation of time
Skills	SLEs will have: — excellent communication and interpersonal skills — the ability to use high levels of emotional intelligence to work sensitively and collaboratively with peer colleagues — an understanding of what constitutes outstanding in their field of expertise and the ability and confidence to articulate this — an appreciation of how their specialism and skills can contribute to the wider school improvement agenda — an analytical approach in identifying needs and the ability to prioritise accordingly, including the ability to set and establish innovative working practices — the ability to grow leadership capacity in others

A list of SLE specialist areas has also been agreed, which can be found in the directory of expertise on the our website at www.nationalcollege.org.uk/sle. The list is organised into four key areas, matching the new areas of focus for Ofsted:

— Leadership and management

— Pupil achievement

— Quality of teaching

— Behaviour and safety

Within each of these four categories are specialisms that will be covered by SLEs. We have not attempted to cover every possible specialism that a middle or senior school leader might have, as the intention is to concentrate on some of the key national priorities. We recognise that teaching schools will have additional local and regional priorities and, as with other areas of the SLE programme, we will work with teaching schools to review this list during the design and development year to ensure it remains fit for purpose.

Targeting, prioritisation and recruitment numbers

Teaching schools will know the schools in their alliance well, in addition to understanding any overall needs and priorities for their locality. They will be best placed to target potential SLEs. They will have a view about where the need for SLEs is greatest, whether in relation to specific phases, geographical areas, subject areas or other specialisms. This information will help teaching schools prioritise applications from potential SLEs. Teaching schools should document any decisions about prioritisation before each application process begins as this will help to explain outcomes to SLE applicants and to demonstrate that a fair process has been undertaken.

Although teaching schools will be responsible for designation, it is important to note that the College will have overall recruitment targets and limits, as well as responsibility for ensuring equality of opportunity to apply. As a result we will want to ensure that the allocation of SLEs is appropriately distributed between teaching schools. The College will therefore work with teaching schools to agree recruitment numbers for each alliance for each SLE recruitment round. We will ask teaching schools how many SLEs they want to designate across their alliance or local area so that this is taken into account when allocations are agreed.

Teaching schools will need to ensure that any targeting of potential SLEs within their alliance takes into account their allocated recruitment numbers. They will also need to bear in mind that each SLE application round will be completely open, so they may receive applications from individuals they have not specifically targeted, some of whom may be from schools outside their alliance. It is up to teaching schools to consider how they might go about identifying potential SLEs, but it will be important to ensure that SLEs come from schools across their alliance or area and not only from the teaching school itself. Teaching schools cannot designate SLEs from their own school and are required to bring in another school to make these decisions to ensure a degree of objectivity. Teaching schools will also want to bear in mind equality and diversity, taking into consideration the teaching population demographic in their alliance or area.

In areas where there are currently no teaching schools, the College will ask certain national support schools (NSSs) to act as strategic partner outposts to selected teaching schools. These outpost partner schools will take responsibility for the brokering and deployment of SLEs in their area, though it is important to note that their linked teaching schools will retain accountability for any designation or de-designation decisions.

The College is able to provide data by government region and/or local authority that may help teaching schools identify where outstanding practice lies within their alliance or area, as well as identify needs and priorities for support. The following data will be made available on request to sle@nationalcollege.org.uk.

Data available by local authority

— List of schools by phase and type of establishment (including academies)

— Ofsted grades for overall performance and leadership and management

— Numbers of NLEs and LLEs and what this equates to as a percentage of good or outstanding schools

— Information on retirement trends and vacancy numbers

— Schools in category (notice to improve or special measures)

— Schools below previous floor standards at Key Stages 2 and 4

For some of this data we will be able to offer reports by groups of local authorities, which may help teaching schools whose alliances are spread across different local authority boundaries. In addition we are working on further reports and will keep teaching schools updated on what may be available.

Recruitment

We expect the SLE designation to be very popular and are keen to ensure the recruitment process is fair and equitable, whilst also ensuring local needs and priorities are met. In response to requests from schools we are holding a national application round which is open to all in the development year. All applicants will be required to complete the same application form to ensure equity and consistency.

Support for applicants

In each application round, there will be a week or so in which it will be crucial for teaching schools to provide support to potential SLE applicants. We would expect teaching schools to ensure that they are able to deal with applicants' queries, including nominating an individual as a point of contact. This information will be published on the College website so that applicants know whom they can talk to. Teaching schools may also wish to consider holding information or briefing sessions for potential applicants. From the SLE pilot we have learned that this approach is beneficial because it helps applicants to understand the role better and to gauge whether they are likely to meet the criteria.

Application process

The application process will involve completion of an online form via the National College website. Full details of the application questions and the assessment matrix will be provided in the SLE toolkit that teaching schools will receive separately.

For each application round the National College will set strict deadlines for applications. There will be no exceptions to these deadlines. Teaching schools are advised to support schools within their alliance by ensuring that they are aware of any key dates and requirements.

Leadership role

One of the key designation criteria (see the College website for full details) is that SLEs have to hold a leadership role in school. We do not plan to define middle or senior leadership precisely since we recognise that roles and responsibilities are different in different schools and that routes to leadership are not always straightforward. The headteacher of a potential SLE will therefore be asked to confirm (as part of a reference) that the individual holds a middle or senior leadership position.

References

Each application will be accompanied by two references, one from the applicant's headteacher and one from someone they have supported, ideally a leader in another school. Referees will be set a deadline for submission. If references have not arrived by the deadline set, teaching schools will be responsible for chasing them up.

How applications will be allocated to teaching schools

Once the application deadline has passed and the recruitment round has closed, application forms will be downloaded from the College's online system by the College's SLE team. The team will sift out any applications that do not meet the criteria and email the remainder to nominated contacts at teaching schools for assessment.

Applications will be allocated to the teaching school that is geographically closest to the applicant's own school, unless the applicant's school is a strategic partner of another teaching school, in which case the application will be allocated to that school.

© National College for School Leadership

Assessment panel

Teaching schools are required to set up a panel to assess applications against the agreed SLE designation criteria. The panel should include as a minimum:

— the headteacher of the teaching school, who will be accountable for any decisions made

— another head of a teaching school, who will provide external challenge and some level of moderation, with the additional benefit of sharing practice and developing working relationships between different teaching school alliances (this headteacher will be able to make decisions on any applications from individuals in the teaching school itself)

— headteacher representation from primary, secondary and special schools to provide sufficient contextual knowledge to assess SLE applications from all phases

Panels can also choose to access guidance from lead schools with particular areas of expertise to help them to assess applications from potential SLEs with certain specialisms. In such cases, an individual from the lead school will provide technical advice on the applicant's evidence as an outstanding leader in that field. The College will provide teaching schools with a small bursary to enable them to purchase lead school support for this purpose.

Interview

Teaching schools will invite applicants to attend a face-to-face assessment session which will include a group interview and presentation exercise. These sessions will be organised and managed by the teaching school and through this exercise, potential SLEs will be expected to demonstrate their interpersonal skills, including communication and collaboration, in front of their peers. This process will be carefully monitored throughout the development year (2011-12) and we will work with teaching schools to ensure it remains fit for purpose, making changes if required.

Outcomes

Once teaching schools have made designation decisions, they will need to notify the College of the outcomes regarding:

— applicants who have met the required standard and have been prioritised by the teaching school

— applicants who have met the required standard but have not been prioritised

We will look at the numbers of applicants in the second category across the country and if there are available spaces in the first cohort of 1,000, some of these applicants may also be designated. Teaching schools will inform applicants of the outcomes. We will publish on the College website the number and areas of specialism of SLEs designated by each teaching school.

SLE training

The College has agreed a national model for SLE training. It will be organised and delivered by schools around the country and one teaching school has been nominated to develop and quality assure the training. In 2011-12, 10 teaching schools will be selected by a competitive process to deliver the training. Additional schools will be appointed according to need.

SLEs will choose a delivery school for their training. The training will be delivered within schools, with the selected delivery schools either hosting the training or in some cases, travelling to other schools to deliver it. As there will only be 10 schools running the training to begin with, we recognise that the first group of SLEs may be travelling some distance to the training. We would ask all teaching schools to support us while the model grows, by ensuring that potential SLEs are aware of this from the outset and that alliance schools are able to release individuals to attend training as required.

All SLEs will be expected to attend a mandatory core training day. There will also be a menu of additional, optional sessions which will be held as twilight sessions to reduce the burden on SLEs' own schools.

SLEs will be entitled to access two optional twilight sessions at no cost, but if they wish to attend any further sessions this would need to be funded by their own school. We regret that we are not able to offer funding to cover travel or supply cover costs for SLEs attending the training. Schools selected to deliver the training will receive funding to cover costs at the rate of £200 per SLE for the core day and £100 per SLE for each twilight session.

An overview of the SLE training sessions is provided in Table 3.

Table 3: Overview of training sessions for specialist leaders of education

Session	Format	Attendance	Objective
An introduction to school-to-school support	One core day	Mandatory	— equip SLEs with the tools and techniques for effective school-to-school support — enable SLEs to support change and ensure impact when supporting leaders in schools
Teaching and learning	One twilight session (two hours)	Optional	— equip SLEs with a toolkit of strategies to support and improve the quality of teaching and learning in client schools
Developing self	One twilight session (two hours)	Optional	— enable SLEs to choose the right leadership style in supporting others and effectively deal with resistance
Developing others (including coaching)	Two twilight sessions (two hours each)	Optional	— enable leaders to develop a culture of coaching across the school and give strategies for getting the best out of a team
Managing organisation	One twilight session (two hours)	Optional	— raise awareness of key elements of how schools operate successfully

SLE brokerage and deployment

Teaching schools are responsible for brokering SLE support within their alliance or area. This section provides information and guidance on commissioning, brokerage, deployment and payment for SLE work.

A teaching school may wish to ask another school in its alliance to carry out the SLE brokerage role on its behalf. However, it is important to note that the teaching school will retain responsibility and accountability for this work.

Teaching school alliances may wish to form networks so that SLE support can be brokered across a wider area and a wider range of specialisms.

Commissioning

There may be different commissioners of SLE support to other schools, including schools requesting support themselves, a local authority, a diocesan body or even the Department for Education. Support could be commissioned and/or funded through any number of different channels. Through local intelligence and relationship-building, teaching schools will want to consider different potential commissioning bodies for SLE support in their alliance or area, as this will help them gauge demand, promote their offer and plan ahead.

Brokerage

Teaching schools will undertake the role of brokering SLEs; in other words, they will allocate the right SLEs to the schools needing support, helping to ensure that each deployment has the best chance of working effectively. The College's experience of working with LLEs, particularly in the leadership strategy areas of London, Greater Manchester and the Black Country, has shown that good matching is crucial for the success of leadership deployment. Teaching schools will know the individual skills and attributes of their SLEs as well as the needs of the schools in their alliance or area, which makes them best placed to manage this brokerage process.

We envisage SLE brokerage working along the following lines, regardless of who has commissioned or requested support.

A teaching school would receive a request for an SLE to support another school in the leadership of a particular subject or specialist area. The teaching school would then match an appropriate SLE to the school requiring support, taking into account such considerations as area of expertise, school context, phase and sector, geography, style and capacity.

Next, an agreement would be reached regarding the scope of the work and how this would be implemented, outlining specific objectives and impact measures, as well as agreeing any related funding or reciprocal activity. The College will provide guidance on this process apart from the financial contracting aspect, which will be up to the individuals and schools concerned. We strongly recommend that an agreement is put in writing. It will be important that the supported school, the SLE, the SLE's own school and the teaching school are all involved in this agreement to some extent, to ensure that all parties are clear from the outset about the expectations for the work.

Deployment

Models and types of deployments will vary, depending on the needs of the school receiving support. For example, one deployment might be a two-day diagnostic exercise, another might involve half a day's support each week for two terms, whilst another might require a three-month full-time support role.

Over time, particularly during the development year, we hope to build up some case studies of different SLE deployments in a range of specialisms.

There is no predefined time commitment for a deployment and the capacity of SLEs to undertake outreach work will vary depending on their circumstances. However, it is anticipated that SLEs would need to commit to an average of 15 days' outreach work a year.

Within three months of designation, we expect that half the designated SLEs would be deployed.

Payment

There may be payment for specific SLE deployments, either from schools receiving support or from other sources or commissioning bodies, to help the SLE's school towards reimbursement for backfill or supply cover. Any such payment will be agreed and managed by the teaching school and/or other schools involved.

We expect different models and approaches to be developed over time. For example, schools may agree to swap SLEs on a cost-neutral exchange basis, or schools within a teaching school alliance might jointly agree a day rate for SLE time within their group. As with other aspects of the initiative, we will use the development year to look at different approaches and gather feedback on how this is working.

There are no plans to have an SLE pay spine or to provide formal financial reward for individuals. If any such remuneration is provided, this will be agreed and managed by the headteachers and governors of the schools concerned, in line with statutory guidance. It is not the role of the College to provide any guidance in this area. We do recognise that some other teacher designations currently have a formal financial reward. However the SLE approach is in line with that for NLEs and LLEs, where any individual remuneration is agreed by the parties involved.

Data and information

Teaching schools will be expected to keep records of:

— how applications were assessed, including names of panel members, and how applications were prioritised. This information may be required in the event of an appeal against a designation decision, in order to provide evidence that an appropriate and fair process was followed

— designated SLEs and their areas of expertise, so that this can be made available to other schools who are interested in accessing SLE support

— information on SLEs whose designation has been reviewed, including decisions made and panel membership

— agreed SLE deployments, including details of schools involved, deployment length and area of focus. With this data we can start to build a picture of the type of deployments that are being undertaken, which will help us to further develop SLE guidance and case studies as well as supporting further development of the model. In addition, we can use this information to ensure we are meeting our target of half of SLEs being deployed within three months of designation

The College is currently developing a national register to store some of the above information and intends to make this available to schools nationally. We will be consulting with teaching schools in the autumn term regarding the types of data to be collected on this system and the frequency that updates might be required.

Reviewing deployments

Ultimately the SLE concept is about making a difference to outcomes for children, and it is therefore essential that SLE deployments are reviewed and evaluated to ensure they have contributed to school improvement.

As outlined above, specific objectives and impact measures should be agreed before each deployment begins, so that everyone is clear about expectations from the outset. This will provide a clear framework for monitoring the success of the work, during and/or at the end of the deployment. More information is included in the section on 'SLE quality assurance and evaluation.'

Reviewing designation

We expect that SLEs will normally be designated for a period of four years, after which time teaching schools will review their designations against set criteria as well as against local needs and priorities, taking into account supply and demand. Teaching schools will need to review designations at an earlier stage if there is a change in an SLE's circumstances or if a potential issue arises which could lead to de-designation.

It will be the responsibility of teaching schools to manage the review process and to inform individual SLEs and the College of any decisions. We are in the process of finalising the review criteria and these will be published on our website. We envisage that teaching schools will want to agree a process for reviews and de-designations that works for their particular alliance. This should involve a panel of representatives similar to the model used for the designation of SLEs.

Appeals

There will be an agreed process for both SLE designation and de-designation appeals. Once the appeals process is finalised, full details will be published on the College website.

If any disputes or concerns arise, initially we will expect individuals to have an informal discussion with their teaching school. We would encourage teaching schools to consider how they will manage this within their alliance, for example by nominating a point of contact with whom SLEs or unsuccessful applicants can raise any issues, whether through informal discussion or more formal notification.

If, following discussion with their teaching school, individuals wish to proceed to a formal appeal, there will be a process in place involving the College and a national appeals panel.

Deadlines for designation appeals will be published at the beginning of each SLE application round, along with other key dates in the recruitment process. In de-designation cases, teaching schools will give SLEs an appeals deadline, usually within four weeks of notification of the outcome.

Quality assurance and evaluation

Teaching schools are responsible for the quality assurance of SLEs. Ultimately this means they hold responsibility for ensuring that the SLEs they have designated are providing high-quality support to others and that this support is having a positive impact. They are also responsible reviewing the designation of any SLEs whose work does not ensure sufficiently high-quality outcomes. This section provides guidance to teaching schools on the approach to quality assurance and the evaluation of aspects of the SLE model.

Quality assurance and evaluation of designation and de-designation

As described in under 'Recruitment' above, teaching schools will be responsible for the designation of SLE. However schools have told us that it is also important to ensure a certain level of fairness, equity and national consistency.

SLE lead schools will be asked to provide advice and recommendations around the sampling and monitoring of SLE designations from other teaching school alliances to ensure that teaching schools are:

— adhering to and consistently applying the agreed criteria

— designating SLEs from different schools across their alliance

— not designating SLEs from their own school (this must be done by another teaching school, to support objectivity)

The outcome of any formal appeals by SLEs will also help us test the quality of the designation process within individual teaching schools.

SLE leads will also provide advice on the monitoring and sampling of de-designation activity.

We want to use this kind of peer quality assurance model as much as possible, rather than putting in place complex and bureaucratic national processes and procedures, so that teaching schools retain responsibility for quality.

Quality assurance and evaluation of brokerage and deployment

However a deployment is commissioned, it will be important for the teaching school to ensure that SLE deployments are undertaken to high standards and that they result in positive outcomes for children. At the start of each deployment, objectives and impact measures should be agreed so that everyone is clear about expectations from the outset. This will provide a clear framework for monitoring the success of the work, on completion, through a final review.

This final review should be undertaken using a triangulation model, drawing on evidence from the SLE, the supported school and the teaching school. Against each of the objectives that were identified at the start of the deployment, the three parties should give a brief supporting statement, including evidence of impact, and a simple rating (eg red, amber or green) to indicate whether the objective has been met. Following discussion, if required, the teaching school will confirm the final overall rating, which will determine the outcome and one of the following steps:

— redeployment: The teaching school is satisfied that the SLE has met his/her objectives and there are no issues in allocating him/her another deployment.

— training review: The teaching school has identified areas for development that need to be addressed before the SLE can undertake another deployment.

— review of designation: The teaching school has confirmed there is a lack of evidence to demonstrate impact of the SLE's work and their designation should therefore be reviewed.

If a deployment is longer than four weeks, a mid-point review should also take place between the teaching school and the SLE.

To identify and monitor appropriate outcomes and impact measures for deployments, teaching schools may find it helpful to draw on the indicators in the quadrant model shown in Figure 21.

Figure 21: Quadrant model of quality assurance and evaluation of impact

Outcomes for the school	Impact on staff
— Improved examination results	— Improved growth, confidence and learning
— Improved progress within specific departments or specialist areas	— Improved quality of teaching and learning
— Improved attendance	— Improved CPD
— Improved Ofsted evidence	— Improved knowledge management
— Successful academy transition	— Falling rates of staff absence
— Improved behaviour/discipline	— Improved team ethos/morale
— Closing the achievement gap (particularly in relation to pupils in receipt of free school meals and vulnerable groups)	— Increased networks/partnerships and collaboration
— Reduction in in-school variation	— Improved development of ITT/NQTs
— Evidence of external accreditation	— Increased willingness to secure accountability of others
	— Increased leadership profile
Organisational impact	Impact on others
— Improved internal processes and standards	— More developed pupil voice
— More effective use of assessment for learning, tracking of pupil progress and data	— Improved views of parents, governors and others in the community
— Improved self-evaluation	— Increased support for most able pupils
— Improved planning, including strategic planning	— Improved safeguarding of learners
— Greater focus on priorities	— Greater progress by individual children
— Improved financial processes and systems	— More developed system leadership roles locally or nationally

With regard to evaluation, a key indicator of the success of the work will also be the level of take-up by schools and other bodies such as local authorities. As with other aspects of the teaching school model, if SLE deployment is seen by others to be successful, this will encourage more interest and engagement, which in turn will ensure that designating and deploying SLEs can remain a sustainable part of the teaching school's strategy for school improvement.

Engagement is also critical in terms of the financial viability of this work. Schools, particularly academies, now hold much of the funding for school improvement that was previously allocated to local authorities. Teaching schools will want to ensure that other schools are willing to provide funding or make other reciprocal arrangements for SLE time.

In terms of evaluating the impact, we hope to be able to provide teaching schools with guidance on how they can demonstrate impact of deployments, based on our learning through the SLE pilot.

Lead schools

A small number of teaching schools will be appointed as SLE leads. These selected schools will be regarded as centres of excellence for the designation, deployment and development of SLEs, as well as advising and supporting the National College in further developing the SLE model.

SLE leads will have a number of discrete roles and responsibilities, some of which will relate to providing advice on monitoring and sampling the designation and de-designation activity of other teaching schools to ensure national consistency where required.

In addition, lead schools will be involved in reviewing SLE training, managing appeals and reviewing the criteria, directory of expertise and other key aspects of the SLE approach. They will also support and contribute to research and development activity about and involving SLEs.

The first SLE lead schools will be appointed in autumn 2011, but we envisage that different schools will have the opportunity to take on this role over time.

College associates and specialist leaders of education

The College has appointed a team of associates whose role will be to support regional working, particularly in relation to teaching schools and other system leadership designations. Each associate will be nominated as the College's link person for specific teaching schools as part of their support to a given patch of the country.

With regards to SLEs, College associates will be able to support teaching schools with:

— intelligence for their local area, to support the prioritisation of applications and deployments

— intelligence on other areas outside their alliance to support them in identifying gaps in SLE coverage and where they may be able to engage schools

— providing guidance on approaches to running information or briefing sessions for SLE recruitment rounds

As with other aspects of the teaching school role, the College associates will be there for support, though teaching schools are expected to lead the work and remain accountable for key decisions.

Research and development

During the design and development year in particular, we are keen to continue to review and evaluate the SLE approach. The College is likely to commission some research to identify best practice that will help us work together with teaching schools to further develop the model.

We also envisage that there will be opportunities for teaching schools to take the lead in specific areas of development work relating to SLEs. For example, we think there are some potential developments in relation to the designation of SLEs from early years settings.

As mentioned above, SLE lead schools will have a key role in supporting and contributing to research, development and pilot activity about and involving SLEs, which will include reviewing and making recommendations regarding training, deployment models and support.

Finally we are interested in the idea of SLEs themselves getting involved in research work, in recognition of their expertise in particular specialist areas. Ultimately our vision is that SLEs will form a national network of specialists who, as well as supporting other schools to improve, will be able to share and develop knowledge and best practice to influence the wider system. During 2011-12 we want to look at this further and consider approaches to making research and development part of the SLE role.
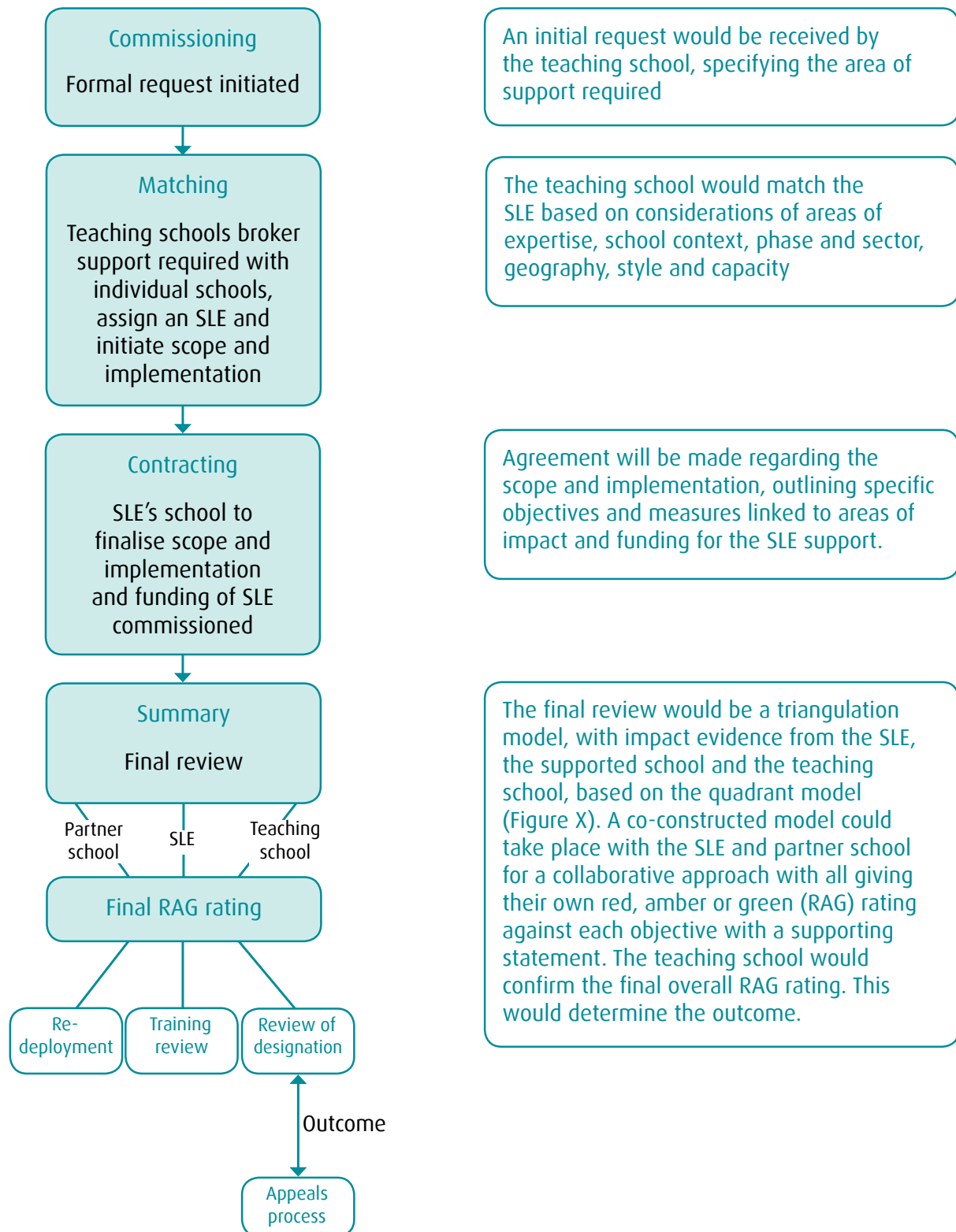
Further information

The College website at www.nationalcollege.org.uk/sle has full details of the SLE criteria and the list of agreed specialisms (directory of expertise). It also includes a section on the benefits of the SLE approach as well as a list of frequently asked questions (FAQs). It is therefore a useful source of general information for potential SLEs and schools.

We will provide a comprehensive SLE toolkit for teaching schools, which will include practical tools to help with the designation, deployment, quality assurance and de-designation of SLEs, for example the application assessment matrix and recruitment timelines.

We are also working on an SLE prospectus, similar in style to the teaching schools prospectus which will explain the role and approach, and be aimed at potential SLEs.

Figure 22: Monitoring of quality assurance and assessment of impact for SLE commissioning

Commissioning
Formal request initiated

An initial request would be received by the teaching school, specifying the area of support required

Matching
Teaching schools broker support required with individual schools, assign an SLE and initiate scope and implementation

The teaching school would match the SLE based on considerations of areas of expertise, school context, phase and sector, geography, style and capacity

Contracting
SLE's school to finalise scope and implementation and funding of SLE commissioned

Agreement will be made regarding the scope and implementation, outlining specific objectives and measures linked to areas of impact and funding for the SLE support.

Summary
Final review

Partner school — SLE — Teaching school

Final RAG rating

Re-deployment | Training review | Review of designation

The final review would be a triangulation model, with impact evidence from the SLE, the supported school and the teaching school, based on the quadrant model (Figure X). A co-constructed model could take place with the SLE and partner school for a collaborative approach with all giving their own red, amber or green (RAG) rating against each objective with a supporting statement. The teaching school would confirm the final overall RAG rating. This would determine the outcome.

Outcome

Appeals process

*If the deployment is for longer than six weeks, a mid-review would take place between the teaching school and SLE.

If you have any specific questions that are not answered in any of our webpages or publications, please contact the College's SLE team at sle@nationalcollege.org.uk.

© National College for School Leadership

Building capacity

The vision for teaching schools is that by 2014 we will have established a network of around 500 outstanding teaching school alliances that will have driven significant improvement in the quality of professional practice, improving the attainment of every child. The focus will be on growing teaching schools to ensure that all schools are easily able to access one. Geographical spread is an important but by no means the only factor. The first teaching schools have a key role to play in helping more schools to become teaching schools by supporting them in the areas of the eligibility criteria they do not currently meet.

Application

The Building Capacity programme is jointly funded by the National College and TDA to help schools to apply through peer-to-peer support from teaching schools or through direct funding in the region of £5,000 to £30,000 per school.

Due to the timescales for cohort 2 applications which open 23 September 2011, the focus will be on supporting schools that hope to apply for cohort 3 (September 2012) and cohort 4 (September 2012).

An online application form will been launched where schools can register their interest in support in:

— creation of strategic partnerships

— ITT

— CPD

— school-to-school support

— talent management and succession planning

— meeting Ofsted criteria

— formal governance and management capacity of an alliance

Applicants are asked to rate themselves on whether they feel they meet the criteria, are close but could strengthen certain areas or whether they need support to develop certain areas to be ready for teaching school status. There are no strict eligibility criteria for application but priority will be given to applicants from geographically under-represented areas and who are fairly close to the criteria. If schools need much more development to reach the criteria, we will broker a link with an existing teaching school alliance or with a stronger candidate to potentially become a strategic partner over time.

It is anticipated that rather than having application rounds, schools will be able to submit application sat any point and the applications will be reviewed at key points through the year. It is assumed that this work will continue into 2012/13.

Process

Once the applications have been sifted by the National College and TDA, College associates and TDA regional leads will work with the applicant schools to benchmark their current fit to the criteria and check the requested support.

In some cases, the support will simply be funding for the school to build staff capacity in the development areas. In others, teaching schools will provide support. The College associate will:

— contact the College and TDA to start funding arrangements with the school (eg to provide funding to run outstanding teacher programmes or improving teaching programmes)

— if required, broker a discussion with a teaching school that may help deliver peer-to-peer support

We expect that, in addition to the funding to the supported school, funding in the region of between £3,000 and £5,000 will be allocated to the teaching school to help fund that support.

The College associate would revisit the school within the timeframe that the school expects to formally apply to benchmark the school is the criteria. Part of the College associate's role will be to discuss with potential teaching schools when they may decide to apply or re-apply for designation. This will ultimately be a decision for the school and its strategic partners to make in the context of its evaluation of how it meets the eligibility criteria, but we would expect that any school receiving funds through the Building Capacity programme should be making an application within one year.

Role of the teaching school

The role of the teaching school in helping to increase the overall number of teaching schools is to:

— encourage schools within your alliance or your local area who may be considering applying for teaching school status to look into the Building Capacity programme

— Work with College associates to develop peer-to-peer support programmes based on applicant's needs

— following the College associate's brokering, build a relationship with Building Capacity schools, which may include bringing them into your alliance

— agree an approach and targets for peer-to-peer relationships, being clear about what is expected from each party and setting an agreed review date

— potentially provide feedback to the College associate on outcomes

Further information

For further information, please contact teachingschools@nationalcollege.org.uk.

Teaching schools logo guidelines

National Teaching School Logo guidelines

The National College works in partnership with a variety of organisations and agencies towards its goal of supporting and developing current and future leaders in schools, academies and early years settings. We are delighted to be working with you as a designated National Teaching School. To recognise this we have created a special version of the National College logo for you to use.

The National Teaching School logo has been designed for you to use on your own materials. These guidelines set out some basics dos and don'ts for using the logo in the right way.

- always use the master artwork provided when reproducing the logo
- never distort or change the logo in any way
- always observe the minimum size and exclusion zone rules (the space that you need to leave around the logo)
- always ensure that the logo sits on a background that allows good contrast and legibility
- only use this logo if you have been given permission by the National College to do so

Always leave some space around the logo to ensure that it is clearly visible on all materials – we call this the **exclusion zone**. The measure of the exclusion zone is twice the height of the letter 'N' in the National College mark; this is measured from the edge of the logo as indicated by the lines.

To ensure that the logo is legible as well as visible, always follow the **minimum size** rule – the logo should be no less than 23mm in width or 195 pixels if used online.

Alternative logos are available on request. If you require single, two colour or a white out version of the logo please email marketing@nationalcollege.org.uk.

Full colour logo

National
Teaching
School

Exclusion zone

National
Teaching
School

Minimum size

National
Teaching
School

23mm
195px

References

Department for Education, 2010, School Workforce Census Bulletins [online]. Available at www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/swf/news/a0068169/bulletins-for-the-school-workforce-census-2010-annual-collection [accessed 9 Sep 2011]

Department for Education, 2011, Training our next generation of outstanding teachers: an improvement strategy for discussion, London, Department for Education. Available at www.education.gov.uk/schools/careers/traininganddevelopment/a0078019/training-outstanding-teachers [accessed 9 Sep 2011]

Hargreaves, D, 2011, Leading a self improving school system, Nottingham, National College for School Leadership. Available at http://www.nationalcollege.org.uk/docinfo?id=154604&filename=leading-a-self-improving-school-system.pdf [accessed 10 Sep 2011]

HM Government, 2010, The importance of teaching, CM 7980, London, The Stationery Office

Matthews, P, Higham, R, Stoll, L, Brennan, J & Riley, K, 2011, Prepared to lead: how schools, federations and chains grow education leaders, Nottingham, National College for School Leadership. Available at www.nationalcollege.org.uk/docinfo?id=153521&filename=prepared-to-lead-how-schools-grow-education-leaders.pdf [accessed 12 Sep 2011]

The National College is uniquely dedicated to developing and supporting aspiring and serving leaders in schools, academies and early years settings.

The College gives its members the professional development and recognition they need to build their careers and support those they work with. Members are part of a community of thousands of other leaders - exchanging ideas, sharing good practice and working together to make a bigger difference for children and young people.

Triumph Road,
Nottingham NG8 1DH
T 0845 609 0009
F 0115 872 2001
E enquiries@nationalcollege.org.uk
www.nationalcollege.org.uk

We care about the environment
We are always looking for ways to minimise our environmental impact. We only print where necessary, which is why you will find most of our materials online. When we do print we use environmentally friendly paper.

PB 975