The East Midlands, South Yorkshire and Humber (EMSYH) Region Teaching School Strategy

Engaging every school as a giver and receiver of support, to achieve sustainable improvements in outcomes for all the region’s learners.
<table>
<thead>
<tr>
<th>Glossary of Terms</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSC</td>
<td>Teaching Schools Council</td>
</tr>
<tr>
<td>EMSYH</td>
<td>East Midlands South Yorkshire and Humber region</td>
</tr>
<tr>
<td>EM</td>
<td>East Midlands Sub Region</td>
</tr>
<tr>
<td>SYH</td>
<td>South Yorkshire and Humber Sub Region</td>
</tr>
<tr>
<td>Mini Region</td>
<td>Geographical area of the Local Authority.</td>
</tr>
<tr>
<td>RSC</td>
<td>Regional Schools Commissioner</td>
</tr>
<tr>
<td>RC</td>
<td>Regional Coordinator</td>
</tr>
<tr>
<td>BSP</td>
<td>Business Support Partner</td>
</tr>
<tr>
<td>DCS</td>
<td>Director of Children’s Services</td>
</tr>
<tr>
<td>KPI</td>
<td>Key performance Indicators</td>
</tr>
<tr>
<td>SSIF</td>
<td>Strategic School Improvement Fund</td>
</tr>
<tr>
<td>EEF</td>
<td>Education Endowment Fund</td>
</tr>
<tr>
<td>NCTL</td>
<td>National College for Teaching and Leadership</td>
</tr>
<tr>
<td>LA</td>
<td>Local Authority</td>
</tr>
<tr>
<td>RS</td>
<td>Research School</td>
</tr>
<tr>
<td>MAT</td>
<td>Multi Academy Trust</td>
</tr>
<tr>
<td>DBE</td>
<td>Diocesan Board of Education</td>
</tr>
<tr>
<td>QA</td>
<td>Quality Assurance</td>
</tr>
<tr>
<td>CQI</td>
<td>Continuous Quality Improvement</td>
</tr>
<tr>
<td>ROD</td>
<td>Review of Designation</td>
</tr>
<tr>
<td>NSS</td>
<td>National Support School</td>
</tr>
</tbody>
</table>
Introduction

This strategy document applies to the Teaching Schools Council (TSC) region of East Midlands, South Yorkshire and Humber (EMSYH) for the 2017-2018 academic year.

The EMSYH region consists of a total of 17 mini region/Local Authority areas (Illustrated below). There are two sub regions:

- Mini region/Local Authority areas 1 – 9, referred to as South Yorkshire and Humber (SYH)
- Mini region/Local Authority areas 10-17, referred to as East Midlands (EM)

“We enter the 2017 – 2018 academic year as a ‘New Region’ of East Midlands, South Yorkshire and Humber (EMSYH). The Teaching School Council has realigned its areas to match those of the Regional Schools Commissioners (RSC) offices, meaning change for us all. The continued development of a school led system, that can evidence the impact of activity on improving learner outcomes, continues to be a challenge that we have been set and will continue to rise to, by working collaboratively and extending the reach of our connectivity and collaborative relationships. I am sure you will join me in seeing exciting new opportunities to extend our collaborative relationships, sharing and learning from each other to improve outcomes for our learners in, what will be more than 2500 schools.”

(Chris Wheatley. Lead TSC representative EMSYH)
The EMSYH Vision and ambition.

In the East Midlands, South Yorkshire and Humber Region our vision is that every child should attend a great school that is judged by Ofsted to be at least ‘good’. To achieve this, we are committed to working collaboratively so that:

- **Continuous improvement** is best driven from within the sector by proven, existing outstanding practitioners
- Teaching Schools have the expertise, track record, capacity, local knowledge, diversity and passion to deliver sustainable system-led continuous improvement within and across the region at every level.
- Teaching Schools are committed to working together, in partnership with a range of stakeholders, to lead, manage and deliver high quality support based on sound intelligence gathering and analysis, supportive challenge, strong recruitment and CPD for all the region’s schools
- Every school in the region should be connected into the system and engaged as a giver and/or receiver of support.

We believe that we will achieve our vision through:

To further embed our vision and to enable the school-led system to lead and embed sustainable change, we recognise that it is imperative that we release school and system leader capacity. We recognise the need to support and grow the expertise needed to identify, develop and utilise evidence based practice, to achieve system change, continuous and targeted improvement. To release the capacity of school and system leaders, the EMSYH school led system has developed and commissioned a support infrastructure to add capacity, support and challenge teaching schools and the Teaching School Council regional representatives and engage stakeholder organisations.

Key roles within this infrastructure\(^1\) include:

- Regional Strategic Co-ordinators to provide extra strategic leadership and delivery capacity.
- A Business Support Partner function to provide project management for infrastructure development, delivery, knowledge development and communications.
- A regional stronger Governance Champion and a network of Area Co-ordinators to enable improvements in governance to be embedded in improvement activity.
- The development of Local Hubs and Co-ordinators to establish and maintain a Local Hub infrastructure, support the delivery of TSC commissions\(^2\) and deliverables, and strategically engage in the work of the EMSYH region.

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\(^1\) Descriptions of key roles and the infrastructure are included in the ‘Who’s who’ section at the end of this document.

\(^2\) TSC Commissions as known at September 2017 are attached to the end of this document.
Delivering the vision

The remainder of this document outlines our actions and propositions, aligned to our collaborative commitments, to enable us to further deliver our vision.

In the East Midlands, South Yorkshire and Humber Region our vision is that every child should attend a great school that is judged by Ofsted to be at least ‘good’

- Continuous improvement is best driven from within the sector by proven, existing outstanding practitioners
- Teaching Schools have the expertise, track record, capacity, local knowledge, diversity and passion to deliver sustainable system-led continuous improvement within and across the region at every level.
- Teaching Schools are committed to working together, in partnership with a range of stakeholders, to lead, manage and deliver high quality support based on sound intelligence gathering and analysis, supportive challenge, strong recruitment and CPD for all the region’s schools
- Every school in the region should be connected into the system and engaged as a giver and/or receiver of support.

The details of how this will be delivered at local level will be designed by sub regional and local networks of teaching schools working collaboratively and considering local context and priorities.

The Teaching Schools Council is in the process of agreeing KPIs for the coming year. These will be developed into this strategy when they are made available.
Continuous improvement is best driven from within the sector by proven, existing outstanding practitioners.

We are doing this....

We are building capacity by:

- The East Midlands sub region has developed the ‘East Midlands Teaching Schools’ (EMTS) Company, to ensure transparency of spend, collaborative targeting of available resources and enable future funding opportunities to be maximised. The Company Directors are serving school leaders, democratically elected as representative teaching schools, ensuring a model that builds a truly school-led system.

- Building regional and sub-regional approaches, to gain maximum benefit from and efficiency through collaboration, including the development of a EMSYH Regional Governance Champion and Area Coordinators to enable NLGs to be more strategically designated, deployed and developed, recognising developing Stronger Governance as a strategic priority.

- Being engaged, at regional and local levels, in strategically targeting cold spots and supporting teaching schools and system leaders to extend their reach, to enable more schools to be connected to ‘the system’.

- Encouraging designated system leaders to be connected to the teaching school infrastructure, to enable teaching schools to have sufficient capacity to deliver impactful school to school support, and system leader expertise to be deployed where it is most needed.

- Developing a ‘pipeline’ of system leaders by engaging in succession planning activity including, Local Leaders of Education (LLEs), Local Leaders of Governance (LLGs).

- Identifying and developing new specialisms for SLEs to enable us to effectively target and support specifically identified need with support based on evidence based practise.

- Strategically engaging with specialist hubs, including Maths Hubs, Science Hubs, Early Years Hubs, to ensure that identified expertise is utilised across the system.

We are deploying capacity by;

- Developing a regional ‘Knowledge Hub’ which includes a searchable teaching school and system leader database, made available through the regional ‘portal’

- Working collaboratively in ‘Improvement Partnerships’ to ensure that system leader expertise is deployed where it is most needed.

- Developing approaches to tracking evidence of impact to enable system leaders to be deployed where their expertise and approach is likely to be most effective.

We are quality assuring capacity by:

- Supporting teaching schools through review processes, where appropriate, to ensure that the integrity of the teaching school ‘brand’ is protected.

- Developing mini regional profiles, including teaching school performance against published KPIs to enable the system to challenge and support Continuous Quality Improvement (CQI) and Quality Assurance (QA) processes

- Developing approaches and methodologies to identify, collect, disseminate and utilise evidence of impact of the school led system.
We would suggest that:

- Consideration is given to the footprint of the EMTS Company and/or whether a parallel model for SYH is desirable.

- The EMSYH Stronger Governance Champion:
  - Supports the East Midlands Area Coordinators to develop improved processes and practices, for engaging NLGs and developing system leader capacity, to support the development stronger governance.
  - Works with Teaching Schools and NLGs in the SYH Sub Region to develop the ‘Stronger Governance’ model that builds on and develops the SYH approach.

- Local Hubs (See P6) are developed and actively engaged in targeting and building capacity of potential new system leaders, supporting the induction of newly designated system leaders, supporting designation review process, and brokerage of system leader deployment, across the EMSYH, as part of their ‘core function’ of supporting and delivering TSC commissions.

- Practice and approaches that have been developed in the EM and SYH sub regions on designating LLEs, LLGs and developing new SLE designations be shared to enable the development of shared next practice.

- The EMSYH knowledge hub and portal should be further developed to ensure that teaching school, system leader and specialist hub mapping and mini region/Local Authority area intelligence, fully represents the EMSYH region.

- Models of, Memorandum of Understanding and Terms of Reference for, ‘Local Improvement Partnerships’ and teaching school networks be shared across EMSYH to support collaborative development.

- EMSYH systems and processes are developed, that enable the system to provide evidence based practice and evidence of impact, to aid teaching school sustainability and support funding applications.
Teaching Schools have the expertise, track record, capacity, local knowledge, diversity and passion to deliver sustainable, system-led, continuous improvement within and across the region at every level.

We are doing this....

- Partners across the EMSYH, sub regions and local areas have all been engaged in system led continuous improvement activities for some considerable time. While there has been some shift in outcomes for learners, recent analysis, undertaken by the DfE, indicates that there is still insufficient progress being made for specific learner groups and phases, across the EMSYH mini regions. The Strategic School Improvement Fund (SSIF) provides important opportunities for local areas to consider how to work strategically to develop, implement and sustain practice based on a deeper level of evidence of ‘what works’. The EM sub region managed the SSIF round 1 process collaboratively and submitted 8 collaborative bids from each mini region, 5 of which were successful. A further 4 bids were submitted in the EM outside of the collaborative process, none of which were successful. There are three further rounds of funding available that the region should aim to make best use of to target those populations, areas and schools that most need support to develop sustainable system-led continuous improvement.

- The EM sub region has developed a strategic proposal for embedding and developing the work of the Lincoln based Research School in developing systemic approaches to evidence based practice. The SYH sub region is similarly developing approaches to working with the York based Research School. This approach will provide important links to the Education Endowment Foundation.

We would suggest that....

- We support the implementation of successful SSIF round 1 applications and the development of applications into future rounds, including support for bid writing.

- We work at regional and sub-regional levels to develop improved opportunities to work with our identified Research Schools (RS). The region currently has two established Research Schools, Huntington in York and Kyra in Lincolnshire. Derby City and Doncaster, as Opportunity Areas, have recently had Research Schools agreed, although it is recognised that their remit will be more ‘local’ in the first instance.

The RSC has developed a regional infrastructure that creates four ‘partnership areas’ for the region:

- South Yorkshire – Sheffield, Doncaster (RS), Rotherham and Barnsley.
- York, North Lincs and Humber – York (RS), Hull, East Riding, North Lincolnshire and North-East Lincolnshire.
- East Midlands North and West – Derby City (RS), Derbyshire, Nottingham City, Nottinghamshire.
- East Midlands South and East – Lincolnshire (RS), Leicester City, Leicestershire, Rutland.

This model, in the longer term will provide a Research School in each Partnership area, linked to the Education Endowment Fund. It is suggested that we seek to identify funding that will enable us to work with our Research Schools, to act as ‘Partnership area’ hubs, to support the systemic development and utilisation of evidence based practice at every level.

- We initiate and progress conversations with the workforce development agencies, ITT and CPD networks and organisations across the region, to collaboratively construct approaches to developing the core skills needed for achieving systemic change, in the use of evidence based practice in the future and developing workforce.
Teaching Schools are committed to **working together**, in partnership with a range of stakeholders, to lead, manage and deliver high quality support based on sound intelligence gathering and analysis, supportive challenge, strong recruitment and CPD for all the region’s schools.

We are doing this....

- For the last three years, the East Midlands and South Yorkshire and Humber (as part of the Yorkshire and Humber region), sub regions have held ‘school led conferences’. These conferences have enabled system leaders and their partner organisations to consider and plan for the next set of developments to take them further on the journey towards a School Led system.

- The EM sub region has established an independently facilitated, senior level **EM Education Summit Group** which brings together representatives from the DfE (RSC), Local Authorities (DCS, Lead Member, chair of Strategic Group), teaching schools (TSC, co-chairs of strategic group), Ofsted, Diocesan Boards of Education (Roman Catholic and Church of England) and the Head Teacher Board. This group recognises the individual and collective role that can be played by the partners of the Summit Group to support the development of the school system and are committed to work in strategic partnership over the coming years to maximise the positive impact they can have.

- Four ‘Partnership Meetings’ have been established by the RSC office in the EMSYH region (see P7). The Partnership meetings in the EM sub region each have representation at LA/mini region level from both the LA and a representative of the local teaching school networks. The Partnership meeting in the South Yorkshire and Humber Sub Region have LA reps and representation from the Teaching Schools Council but not local teaching school networks.

- Mapping activity has taken place to determine relationships and connectivity between Teaching School Alliances (TSAs) and Multi Academy Trusts (MATs).

- The EM sub region has a long-established infrastructure which enables teaching schools to work collaboratively and support the system’s growing maturity. The **East Midlands Teaching School Alliances (EMTSA) Network** provides a support infrastructure to enable teaching schools to engage in developments and receive support, including the induction of new teaching schools or staff. The **EMTSA Strategic Group** (EMTSSG) consists of two democratically elected representatives from each mini region, the EMTSA network chair and the TSC regional representative. To provide local representatives with an effective ‘consistency’ and to support collaborative working, mini region teaching school networks have been established in each of the EM mini region areas, some of which are developing further into multi-stakeholder improvement partnerships.

- The SYH sub region, as part of the Yorkshire and Humber region, had a network of seconded NLEs who worked alongside the TSC representatives and advisors to provide support to the system including a series of networks and system leader symposiums.

- ITT networks have been established across EMSYH to enable collaborative approaches to recruitment, development and retention of Initial Teacher Training.

- The EM has developed and piloted a **’Peer Review’** framework to support self-reflection and peer challenge as key parts of the approach to Quality Assurance (QA) and Continuous Quality Improvement (CQI).
We would suggest that:

- We develop an effective EMSYH infrastructure that builds on the best of existing practice and enables us to work collaboratively as a new region. We suggest that we:
  - Hold two EMSYH conferences in 2017 (January and June) as opportunities for exchanging, developing and co-constructing effective approaches across the ‘new region’.
  - Consider the development of a SYH Education Summit Group to work in parallel with the EM Summit and/or the development of a EMSYH Education Summit Group.
  - Consider the development of a SYH equivalent of the EMTSA network and Strategic Group to work in parallel with the EM infrastructure.
  - Develop a network of local hubs (P16) which either build on the work of mini region teaching school networks and system leader symposia or develop networks in areas where they do not currently exist. The geographical representation of local hubs for 2017/18 has been agreed for the EM and we will work with SYH teaching Schools to agree the SYH local hub infrastructure. This will provide an infrastructure that enables teaching school representatives to be democratically elected to sit on a range of significant groups including the Partnership Meetings.
  - Map and develop links between ITT networks and local hubs to ensure connectivity across the agenda.
  - Map and support the development of links between TSAs and MATs, networks and hubs, to improve connectivity.
- Develop the EM communications strategy, including the portal, to reflect the EMSYH region.
- Consider the development and implementation of a EMSYH Peer Review framework and system as a cornerstone of EMSYH QA and CQI activity, protecting the integrity of the teaching school ‘brand’ and encouraging maturation of the school led system.
Every school in the region should be **connected** into the system and engaged as a giver and/or receiver of support.

**We are doing this....**

- The EM has been developing a ‘Knowledge Hub’ as a repository for storing and accessing quantitative and qualitative data. This has recently benefitted local system leaders when, publicly available but not collated data on schools eligible for SSIF, was collated and made available to those writing bids into round 1.
- The EM region believes that all schools benefit from being connected, whether that is to a teaching school, as part of a MAT, working with a LA or DBE or with other networks or partnerships. Connectivity enables and empowers schools to be a giver or receiver of support within a collaborative improvement environment. To identify those schools not yet connected, the EM region provided funding to mini region networks to map connectivity. Mini region networks then agreed the most appropriate engagement strategies. The regional communication strategy and further development of the portal supports this priority area.
- The work of the Education Summit (P8) is crucial to connectivity.

**We would suggest that....**

- The Knowledge Hub is further developed to cover the EMSYH region geographical and provider footprint.
- The methods used for regional communications (ebulletin and portal) be expanded to provide mechanisms for collating and sharing best practice, developing next practice and joint practice development.
- We work more strategically with the EMSYH Research Schools to enable systemic development and strengthen the use of evidence based practice.
- Connectivity mapping is prioritised at local level with regional activity being developed to support the extension of our ‘reach’, either through additional designations or expansion of footprints, to those schools not yet connected.
Who’s who in the EMSYH

Teaching Schools Council
The vision for the Teaching School Council (TSC) is to play a key role in ensuring every child in every part of the country has access to a place in a great school. There are three commitments that the TSC seeks to ensure:

- That every school in England is entitled to relevant and timely support.
- Every school in England is prepared to be a giver of support.
- Every school in England is in an effective partnership.

It does this by working with regional and national partners to ensure high quality initial teacher training (ITT), high quality professional and leadership development opportunities and effective school-to-school support.

TSC representatives work with regional school’s commissioners to help deliver school improvement on the ground, and with other agencies such as Ofsted, local authorities and dioceses. The TSC has a national strategic presence complemented by local partnerships that can draw in wider resources such as national leaders of education (NLEs).

TSC representatives, are serving school leaders of designated teaching schools (CEOs of MATs, executive heads, headteachers or directors of teaching schools), elected by teaching schools in their region or co-opted to provide national specialist advice. TSC representatives elect their chair and vice chair.

Teaching Schools Council Lead Representative for EMSYH.

Chris Wheatley is the Chief Executive of Flying High Trust, Cotgrave Candleby Lane Teaching School and Inspiring Leaders

Contact details - christopher.wheatley@tscouncil.org.uk

Teaching School Council Lead for EMSYH and Lead of SYH Sub region

Chris Abbott is the Chief Executive of South Hunsley School and Sixth Form College The Education Alliance Multi Academy Trust and Wolds Teaching School Alliance.

Contact details - chris.abbott@southhunsley.org.uk

Regional lead and regional deputy roles

The regional lead and deputy will work closely together and are responsible for:

- development of regional networks to enable the successful delivery of the teaching schools remit within a specific region / sub region
- accountability for grant funding to deliver regional activity, fulfilling specific regional commissions such as:
  - Supporting the growth strategy for system leaders to increase capacity in target area
  - supporting newly designated teaching schools, including contributing to national and regional inductions
  - attendance at designation and review of designation panels
- meeting KPIs for each commission and providing relevant data and impact evidence through termly reporting. This will include selection, deployment and management of regional support roles to deliver these commissions
- taking individual responsibility for regional work strands ensuring inclusivity of the full range of system leaders and partners in an area
• supporting the Strategic School Improvement Fund by:
  o working with sub-regional stakeholders to make recommendations on which applications should be prioritised for the sub-region. This should lead, where possible, to a co-ordinated approach to the identification of school improvement priorities across the region.
  o leading your network of teaching schools to develop detailed support packages and fully costed and deliverable applications for funding
• designing and delivering regional conferences, providing an impact report to NCTL afterwards
• working with partners such a Regional Schools’ Commissioners (RSCs), Ofsted, universities, local authorities, dioceses and other stakeholders based on the principles of:
  o Creating coherency between system leaders, agencies and other stakeholders, linking their agendas to the needs in an area.
  o Developing commissioning routes between agencies and system leaders.
  o Addressing variability in the access and range of support from system leaders.
  o Prioritising the most important strategies that will make a difference.
  o Encouraging enhanced collaboration across groups of system leaders to increase efficiency, effectiveness and impact on outcomes.
• working with other members (both nationally and locally) to ensure the successful operation of the TSC in line with its purpose and responsibilities

The regional lead will have oversight of the region. They will attend the national TSC meetings to represent the whole region, feeding back to the regional deputy lead and system leaders/advisors working on behalf of the TSC accordingly. Regional deputies are not required to attend the TSC meetings but will be expected to deputise for regional leads as necessary.

Regional deputies may be required to lead on the management of funding for regional/sub-regional delivery projects in the future. Grant funding will be provided for this. Deputies may also have the opportunity to take on the regional lead role when tenure for the existing regional lead ends.

Regional leads and deputies may also be required to contribute to national strategic strands of work, based on their interest and skill set, including attendance at meetings. This would be in agreement with the TSC, ensuring representation remains collaborative rather than independent of the wider aims of the group.
Regional Strategic Coordinators

To provide TSC lead and deputy lead representatives with additional strategic leadership and delivery capacity the region has appointed two Strategic Coordinators in the EMSYH region.

Kate McKenna - Overall Regional Strategic Coordinator (EMSYH) including role of Sub-Regional Coordinator (EM)
Contact details – kate.mckenna.associates@gmail.com
Kate’s role is to:

a) Support the continued development and maturity of the East Midlands Infrastructure, identifying and supporting the implementation of transferable elements into the South Yorkshire and Humber Sub-Region.
b) Direct the work of the Business Support Partner function provided to East Midlands, South Yorkshire and Humber Teaching Schools.
c) Oversee and direct the work of the Sub-Regional Strategic Coordinator, supporting the development of the SYH sub-region infrastructure where necessary.
d) Contribute to the development of strategic regional plans, co-ordinating their delivery and ensuring that TSC commissions are efficiently and effectivity delivered.
e) Provide additional strategic leadership capacity to the Regional TSC Lead (EMSYH) and region, supporting relationships with senior stakeholders including The Regional Schools Commissioner, Ofsted, Local Authority Colleagues and Diocesan Boards.
f) Support the delivery of Strategic School Improvement activity including support for any regional infrastructure e.g. Partnership meetings.
g) Challenge and support the maturity of the Local Hubs, holding Local Hub Coordinators to account for local delivery of TSC commissions and representation of their constituency.
h) Offer or broker support and challenge for the development of each Local Hub.
i) Co-ordinate and help to facilitate/chair EMTSSG strategy and meetings.
j) Substitute for the Sub-Regional SC where business continuity is at risk.
k) Serve as representative for the region as required.

Pat Dubas - Sub Regional Strategic Coordinator (SYH).
Contact details – Patdubas@hotmail.com
Pat’s role is to:

a) Develop a Sub-Regional Teaching Schools infrastructure, identifying and supporting the implementation of transferable elements from the East Midlands model into the South Yorkshire and Humber Sub-Region.
b) Identify sub-regional knowledge and support/facilitate its transfer into the regional knowledge hub.
c) Contribute to the development of strategic sub-regional plans, co-ordinating their delivery.
d) Provide additional strategic leadership capacity to the Sub-Regional TSC Lead and region, supporting relationships with senior stakeholders including The Regional Schools Commissioner, Ofsted, Local Authority Colleagues and Diocesan Boards.
e) Support the delivery of Strategic School Improvement activity including support for any regional infrastructure e.g. Partnership meetings.
f) Challenge and support the maturity of the Local Hubs, holding Local Hub Coordinators to account for local delivery of TSC commissions and representation of their constituency.
g) Offer or broker support and challenge for the development of each Local Hub.
h) Substitute for the Regional Strategic Coordinator where business continuity is at risk.
i) Serve as representative for the region as required.
Business Support Partner

The SDSA (School Development Support Agency) has been appointed to provide a business support role for the EMSYH Teaching Schools’ joint-work.

Ellen Lee is the lead SDSA colleague assigned to deliver this Business Support Partner (BSP) function and will be the first point of contact. She is supported by the wider expertise and facilities of the SDSA team.

Contact details – Ellen.Lee@SDSA.net

Ellen’s role is to provide a Business Support Partner function to the EMSYH Teaching Schools Including, but not exclusively:

**Evaluation and extension, where appropriate, of EM sub-regional systems and processes to ensure East Midlands, South Yorkshire and Humber inclusive coverage.**

- Establishing, maintaining and developing a EMSYH regional knowledge hub to support the region and its network of local hubs in planning, decision making and securing of sustainability funding.
- Managing the migration of data and intelligence from the previous South Yorkshire and Humber systems to the EMSYH regional knowledge hub, systems and processes.

**Supporting the infrastructure**

- Developing, supporting and operationalising the communications strategy – managing, developing and extending the regional portal, coordinating and distributing newsletters, scheduled and unscheduled updates.
- Supporting the development of coherent and comprehensive data systems to enable effective targeting.
- Generating and securing funding - Seeking external funding and supporting bid writing, developing income generation opportunities.
- Maintaining, supporting, developing and extending the infrastructure - managing the regional calendar, providing secretariat and project management support to sub-regional Strategic groups.
- Supporting the further development of the East Midlands Teaching Schools Company and its expansion should that opportunity arise.
- Providing data and intelligence to support reporting, planning and decision-making processes.
- Supporting regional, sub-regional and local School Improvement activities including Strategic School Improvement Fund (SSIF).

**Supporting delivery (including, but not exclusively, TSC commissions)**

- Supporting designation processes – providing intelligence and where needed, support for panels for reviewing designation, brokering start-up support, supporting transition following withdrawal or de-designation processes.
- Supporting the planning and delivery of EMSYH school-led events and conferences.
- Supporting and facilitating system leader capacity building processes including leading regional projects where delegated.
- Supporting quality assurance and impact measurement - collecting and analysing evidence, sampling.
- Supporting the delivery of regional and sub-regional approaches succession planning activities and initiatives.
- Supporting regional, sub-regional and local School Improvement activities including Strategic School Improvement Fund (SSIF).
Jane Lewis is the EMSYH Regional Stronger Governance Champion

Contact details - jane.lewis@togetherpeople.co.uk

Janes role is to:

- Promote and lead the NLG regional approach
- Support and induct Area-Based NLG Co-ordinators
- Quality assure the work of Area-Based NLG Co-ordinators
- Maintain links with the regional partnerships, e.g. TSC, TSAs, RSC, LAs plus NCTL
- Mobilise and support the new NLG brokerage role being played by TSAs
- Lead the mapping and growth strategy for NLGs across the region
- Co-ordinate the back-office regional system to monitor and review NLG deployment with the Teaching School business support partner (currently the SDSA)
- Lead termly review meetings for Area-Based NLG Co-ordinators
Local Hubs

The development of local hubs is a key strand in the further development of a truly school led system across the region for 2017/18.

Up until now, much of the work, to develop the infrastructure, carried out at local level has been delivered through ‘gifted’ time’ within each mini region. This has included support for the delivery of TSC commissions, establishing and facilitating local networks and improvement partnerships, representation of local networks in strategic planning groups and processes.

In 2017/18, we plan to fund a network of Local Hubs, led by local co-ordinators – known as ‘Leads’. Local hubs will be central to the successful delivery of TSC commissions, planning and delivering Strategic School Improvement Activity resulting in submission and implementation of bids into the SSIF and supporting and enabling the work of the Sub-Regional Partnerships.

Proposal for the co-ordination of Local Hubs

The EMSYH region is requesting proposals for the leading and co-ordination of the local hubs. Mini regions can choose to approach the work in a way that best suits their current capacity and arrangements e.g.

- Integrating the role into already existing functions and processes which may involve multiple colleagues undertaking the required functions e.g. Lead role, administration support etc
- Appoint one Local Hub co-ordinator who will undertake all the required roles and responsibilities

N.B. All Local Hubs will be required to have one main point of contact for monitoring and accountability processes, referred to as the ‘Lead’.

The Lead should have relevant current experience and capacity:

- Be a current CEO, Executive Headteacher, Headteacher of a Teaching School Alliance (TSA) or Director of a TSA.
- Successful experience leading a TSA and co-ordinating the work of other TSAs.
- Successful experience of stakeholder working and engagement of a range of strategic and delivery partners.
- Potential to release capacity to support the further development and co-ordination of a Local Hub and/or improvement partnerships, building capacity, targeting and deploying resource and collecting evidence of impact.

Local Hub expectations and deliverables:

1. Establishing and maintaining the Local Hub infrastructure
   - Further development of the Local Hub infrastructure to be inclusive of local TSAs, extending membership to include a range of strategic partners including but not exclusively Local Authority, MATs, DBEs, NSS.
   - Establishing and maintaining Local Hub ‘knowledge banks’ to include data and intelligence on engagement and connectivity of schools in the hub area, performance and trend data to enable effective targeting and deployment of resource, evidence of impact.
   - Seeking and securing additional funding to secure sustainability for the work of the Hub.

2. Supporting the delivery of TSC commissions and deliverables
   - Supporting the local delivery of TSC commissions providing information for reporting and monitoring purposes.
   - Providing data and intelligence in response to regional and national requests for examples of practice and representation on working groups/boards etc.

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3. Mini region is a Local Authority geographical area.
4. The geography of hubs in the EM Sub Region has been agreed. The geography for hubs in SYH will be agreed with colleagues in SYH asap.
5. See attachment 1 (as known at July 2017 but not exclusively)
• Supporting the coordination and implementation of School Improvement activity within and between Local Hub areas.

3. **Strategic engagement in the work of the EMSYH region, including but not exclusively:**
• Effectively representing the Local Hub constituency on regional strategic groups.
• Providing data and Local Hub intelligence into regional processes for reporting and decision-making purposes.
• Supporting the work of the Sub-Regional Improvement Boards.
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<th>Commission</th>
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<tr>
<td><strong>C.1. Regional development</strong></td>
<td>TSC regional leads to continue to develop regional and sub-regional networks ensuring they are sustainable and support the delivery of the SSIF (includes re-alignment to RSC regions).</td>
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<td><strong>C.2. TSC core role lead/link</strong></td>
<td>The TSC aims to create a bridge between national policy formation and the school-led implementation of policy.</td>
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<td><strong>C.3. Transition to the school improvement strategy and SSIF</strong></td>
<td>Support the development of brokerage hubs to enable teaching schools to play an enhanced role co-ordinating the work of system leaders and the provision of support under the SSIF in each region, supporting improvements in quality across all system leaders, and ensuring sufficient support for schools in cold spots. TSC to represent on sub regional improvement boards to diagnose need, broker support and prioritise proposals for SSF funding.</td>
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<td><strong>C.4. Growth strategy – growth of TS, NLE, cold spots, designation intelligence</strong></td>
<td>TSC regional networks to contribute to the system leader and teaching school growth strategy to increase capacity in cold spot areas so that we have full coverage of system leaders by 2020, ensuring all schools can access high quality support. The aim is to expand to 1850 NLEs and 800 teaching school alliances in areas of greatest need. This includes supporting NCTL to identify target areas for designation rounds.</td>
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<td><strong>C.5. Teaching Schools continuous quality improvement (CQI) strategy</strong></td>
<td>TSC regional representatives to support the development and implementation of the improved quality management strategy for teaching schools. TSC regional leads will have an enhanced role to monitor the quality of system leaders and teaching schools in each region to ensure delivery remains of the highest quality and that there is sufficient capacity in the regions to support areas of greatest need, including cold spot areas.</td>
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| **C.6. Designation panels and scoring of applications for Teaching Schools and System Leaders.** | TSC representative to:  
  • support the expert assessment period by scoring evidence provided within applications against the assessment look-fors  
  • provide local intelligence on all NLE and TS applications  
  • act as educational experts on the final designation and appeal panels. |
| **C.7. Support for review of designation (ROD) process** | On average 4 teaching schools per term are de-designated. Resource is required to support NCTL and teaching schools to ensure a smooth withdrawal or transition of teaching school alliance activity for teaching schools that have been de-designated. This work is crucial in ensuring that activity carried out, in particular that of single alliances, is maintained and that de-designated schools are supported appropriately by the system. This work is significant in helping to sustain the work of alliances and the ideal outcome would be that every de-designated TS/alliance would continue either by transferring into another alliance or supporting another school to make a successful application to take on the alliance. This work will be required across all regions. In addition, we would like all TSC leads to feedback intel about eligibility and/or professional misconduct i.e. upcoming Ofsted outcomes, changes in leadership, alleged misconduct etc. on an adhoc basis to NCTL by emailing the review of designation team. |
| **C.8. Review of designation panels and appeals panels** | Continued resource is required for termly review of designation panels and appeals panels. We would continue to use 3 individuals for teach ROD panel and 2 separate individuals for the ROD appeals panel. |
### C.9. Targeted Support Fund

The purpose of the Leadership Targeted Support Fund is to increase the numbers of teachers becoming leaders, and/or support those who are already leaders to take the next steps. Teaching school regional representatives are invited to submit regional applications to show how they will achieve this – based on a strategic needs analysis. Over 2000 teachers have benefitted from the first two years of the fund. The Leadership Targeted Support Fund is focused on areas. All participants must be a teacher, teaching in one of these areas. TSC reps are required to co-ordinate and submit a bid for their region and maintain an overview of progress.

### Commission Objective

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<tr>
<td>C.10. Support for newly designated TSAs</td>
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<td>TSC regional leads are required to arrange start-up calls/visits to newly designated teaching schools (if the alliance requires this). This will support newly designated TS alliances on their journey leading to more effective delivery of their remit. During the first few weeks of the TS alliance’s designation, TSC regional reps and their sub regional networks, may wish to take some time to get to know the schools and staff, and help them to consider their governance and alliance structures in advance of action planning. The pace of this will be responsive to the capacity and speed that schools are able to take this forward.</td>
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<td>C.11. Women leading Education (WLE) Promoting the Leadership Coaching Pledge (March 17)</td>
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<td>TSCs in all regions to promote the Leadership Coaching Pledge as part of a campaign to support International Women’s Day (8th March). The ambition is to receive 1,000 pledges by March 2017. The initiative compliments leadership activity by providing a resource that all women leaders can access and aims to increase the talent pool of leadership within schools. We would like TSCs to provide localised support and provide greater national coverage by identifying suitable coaches and raising awareness.</td>
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<td>C.12. NLG – funded separately for summer term April-July. Part of regional delivery from Sept 17-</td>
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<td>NLG advocate grant funding will be managed through the TSC regions: TSC will be required to</td>
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<td>• work within regional / local school improvement arrangements to improve the brokerage and commissioning of NLGs</td>
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<td>• build greater collaboration with other system leaders so that schools benefit from coordinated effective school-to-school support and system leaders have access to governance expertise and support</td>
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<td>• increase awareness and understanding of NLG role with organisations that commission school improvement i.e. TSAs, Dioceses’, LAs, RSCs</td>
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<td>• support the development of NLGs e.g. through NLG/system leader network meetings and professional development opportunities</td>
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<td>• support the targeted recruitment of NLGs where necessary</td>
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<td>C.13. Induction events for NLE and Teaching Schools.</td>
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<td>National Induction events for newly designated NLEs and Teaching Schools – TSC to agree the agenda and support the delivery of this. We would like TSC to support NCTL to shape the agenda and contribute to the activity of the events. Not all regions will be asked to take part but requests for resource will be required. TSC regional leads are also required to work with NCTL to agree the strategy for holding regional inductions.</td>
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<td>C.14. DfE and NCTL national projects and regional activities – Regional</td>
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<td>This work will continue from 15/16 and will expand throughout the year. TSC will support national projects as they arise during the year e.g. PPR, early years, Maths hubs and some may require regional activity to support the work. E.g. Regional activity for maths hubs project.</td>
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