East Midlands Teaching Schools

Peer Review Framework
The workbook

'In a self-improving school system, more control and responsibility passes to the local level in a spirit of mutual aid between school leaders and their colleagues, who are morally committed to imaginative and sustainable ways of achieving more ambitious and better outcomes.'[1]

The designated teaching schools in the East Midlands are working together to build a network of alliances across all phases and specialisms to help to deliver the vision of the self-improving school system of which peer review is a central Area.[2]

Name of Teaching school	
Date of completion	
Completed by	

Peer challenged by	
Date of peer challenge	

March 2017

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[1] David Hargreaves - Creating a Self-Improving School System - 2010

[2] http://www.emtsa.org.uk/

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Acknowledgments

Introduction

This document has been developed by a small working group of teaching school colleagues, convened by the East Midlands Teaching Schools Strategic Group (EMTSSG). The group used several documents and publications to inform and support the development of this regional approach, namely:

- Peer Review Resource (NCTL 2013).
- Materials produced by the Education Development Trust.
- The London Peer Review framework.

This peer review framework has been developed with the underlying principles of:

- Self-evaluation is at the heart of improvement,
- Challenge by peers is mutually beneficial,
- Evidence of how activity positively impacts on learner outcomes is crucial for sustainability and recommissioning,
- We are all striving for continuous quality improvement, neither coasting or complacent.
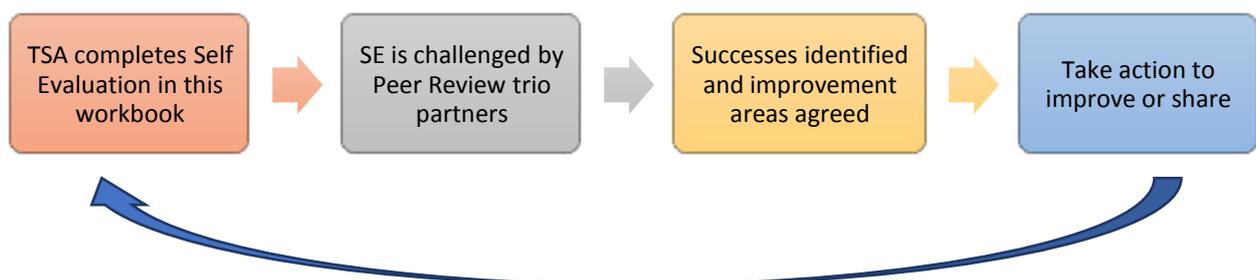
Background

Peer Review creates a forum in which to challenge progress and development as a teaching school, to explore different contexts and models in depth, and to develop collaborative capital. It has the potential to make a significant contribution to the development of a school-led system and to provide a valuable mechanism for identifying and sharing learning. The ability of a school to evaluate the quality of practice offered by a partner school, offering challenge to help them improve, supports the sector to consider:

- What is the most powerful story that we can tell about our work and what evidence do we have that it improves outcomes for our learners?
- What have we learned?
- What have we learned that is useful to others?
- What could we improve?
- Where could we develop further?
- What is a burning issue for us right now?
- What are we not talking about that we should be?
- What are our priorities?

Peer Review can:

- develop continued self-evaluation and assessment of progress;
- develop the capability to evaluate and challenge peers for the benefit of the system, leading to continuity of partnership and a deeper relationship with a peer reviewer;
- build review and assessment of impact into regular practice;
- develop the alliance and build relationships across alliances.

Process

TSA completes Self Evaluation in this workbook → SE is challenged by Peer Review trio partners → Successes identified and improvement areas agreed → Take action to improve or share

The framework

The framework that has been developed to structure the peer review process uses the 'Big 3' (ITT, CPD, S2SS). We have enhanced this by adding the areas of leadership and infrastructure to reflect issues relating to sustainability and succession planning
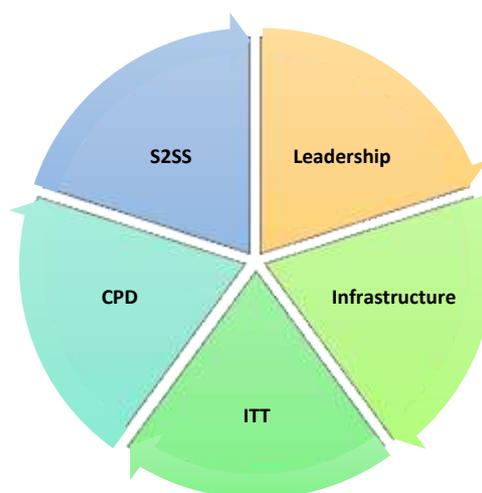
This peer review workbook is accompanied by a diagnostic tool to enable you to evaluate where you believe you are currently on the journey towards maturity as a teaching school using a scale of **Emerging, Expanding, Secure** and **Sustainable**

East Midlands
Teaching School Pee

What do I do now?

1. Work your way systematically through this workbook. At the end of each area you are asked to make an overall self-assessment best-fit judgement on where you are on the scale of:
   - Emerging (1)
   - Expanding (2)
   - Secure (3)
   - Sustainable. (4)

2. You are invited to summarise evidence that supports your best fit judgment and action that will help you to move along the maturity scale.

3. Add the name of your teaching school to the top of both the input and output tabs on the **diagnostic** spreadsheet. On the input tab select from the drop-down menu your best fit score in each area as you feel it applies to your current practice as follows:

   - Enter 1 if you feel that your status is '**Emerging'**
   - Enter 2 if you feel that your status is '**Expanding'**
   - Enter 3 if you feel that your status is '**Secure'**
   - Enter 4 if you feel that your status is '**Sustainable'**

4. Your scores will be automatically translated into the output tab where you will be given a maturity rating for each area and an overall rating

5. Use the diagnostic output to help you prioritise next steps action

6. Please save your completed diagnostic

7. We have included a few questions as suggestions to support your self-evaluation process and for your peer challenge partner to use to challenge your judgements. We have also added space to complete additional comments base on the peer challenge conversation.

8. Repeat the process after action has been taken to track shift using the visual shape representation.

Area 1: Leadership

Emerging	Expanding	Secure	Sustainable
The lead school has clear vision that is yet to incorporate the Teaching School Area. The understanding of the Teaching School remit and the work of the TS is confined to a small group of school leaders. Governors have little or no awareness of the work of the TS. Action planning is focused on establishing the infrastructure for the TS. There is little understanding of the financial and human resources costs of TS and an effective model for collaboration with other TSs/TSAs is yet to be established. The Lead school is the focal point for all Alliance work.	There is a clear vision for the lead school and for the Teaching School Alliance. There is a broad understanding from the senior leadership and others directly involved of the nature and value of the work of the Teaching School. A link governor is established who is aware of the work of the Teaching School. Action planning is focused on delivery of ITT, CPD and S2S Support and securing the infrastructure of the TS. There is a growing understanding of the financial and human costs of the TS and the TS is beginning to develop an effective model for collaboration with other TSs/TSAs. The lead school and key partners are the focal point for Alliance work.	The vision and mission for the Teaching School and the Lead School are clear, effective communicated and complementary of each other. The senior leadership of the school and the majority of leaders in the school know and are committed to the vision and mission of the TS. Governors are aware and understand the work of the Teaching School and its impact. Action planning is focused on delivering ITT, CPD and S2S Support in a sustainable way that does not deplete the capacity of the lead school and key partners. The financial and human resources costs of the TS are understood by the leadership of the TS. There is effective collaboration with other TSs/TSAs. There is growing use of the capacity across the TSA schools beyond the lead school and key partners.	Vision and mission for Teaching School and Lead School are fully aligned. Commitment to Teaching School vision and mission runs through leadership at all levels. Governors are knowledgeable and engaged in the work of the Teaching School. Action planning includes a real focus on sustainability and capacity building. There is a detailed understanding of the financial and human resources costs of TS. There is an effective and established model for collaboration with other TSs/TSAs. There is strategic/deliberate utilisation of capacity across the TSA Schools (not just the Lead school and key partners)

Questions to support judgement

To what extent:

- Does the TS have a shared vision and mission for the TS, that the work across the alliance is aligned to?
- Are the governance arrangements engaged in establishing and assuring the delivery of the vision and mission for the TS?
- Does action planning focus on areas, that are clearly prioritised in response to a comprehensive needs assessment process, identifying sustainability and capacity building risks and opportunities.
- Are the TS resource needs (human and financial) understood?
- Does the TS collaborate with other TS and what is the added value to learner outcomes?
- Does the TS strategically utilise its capacity gaining maximum benefit from understanding and utilising strengths of staff and partner schools?

Possible sources of evidence

- Commitment to mission and vision evident across all schools in the Alliance – the stories people tell about the Alliance and its work.
- Clear plan in place for growing the next generation who will lead the Alliance.
- Robust action plan in place including sustainability and capacity building
- Needs assessment process in place.
- Skills and strengths resister in place

Area 1: Leadership

Best fit overall judgement Emerging (1), Expanding (2), Secure (3) or Sustainable (4)	
Evidence to support best fit judgement	
Key actions to move Teaching school to next maturity level.	
Peer challenge comments	

Area 2: Infrastructure

Emerging	Expanding	Secure	Sustainable
There is no business model yet established. The infrastructure to deliver the TS vision are in the process of being established. Systems to track the TS budget and plan are being developed. The organisational needs of the fully realised TS are not yet known. A costing structure is being developed for TS work. Clear roles and responsibilities are being developed.	There is a business model in place for the TS. The infrastructure to deliver the TS vision is established. Systems for budget tracking and planning are developed. The organisational needs of the fully realised TS are understood and are largely met. A costing structure is developed. Clear roles and responsibilities within TS infrastructure are developed.	There is a well-established business model for the TS. The budget is well managed to deliver the TS vision. The organisational needs of the fully realised TS are met by the TS infrastructure. There is a clear and effective costing structure. There are clear roles and responsibilities within the TS infrastructure that are understood by key leaders.	Business model well established, refined and sustainable. (Costs of TS infrastructure met by the TS core grant) Clear budget tracking and planning in place. Administrative staffing meets organisational needs. Clear costing structure that is reviewed and refined systematically. Clear roles and responsibilities within TS infrastructure agreed, reviewed and refined and understood by all.

Questions to support judgement

To what extent does the TS have in place:

- an established, refined and sustainable 'business model'?
- clear budget tracking, forecasting and planning?
- clear costing structures that are reviews and refined systematically?
- Clear roles and responsibilities for staff and arrangements for managing the capacity demands on its own staff whilst meeting the demands of the TSA?
- Arrangements to know its own development needs, invest in its own development and where necessary, reach out for support?
- Systems for collecting and analysing evidence of impact of activity on learner outcomes?

Possible sources of evidence

- TSA staff vacancies rates, with internal promotion evident as well as staff achieving promotion to other schools.
- Data sharing agreement in place.
- Review systems and evidence of impact of review in place.
- Business plan in place covering short, medium and long term time span.
- Partnerships with stakeholders show evidence of impact on work of TSA.

Area 2: Infrastructure

Best fit overall judgement Emerging (1), Expanding (2), Secure (3) or Sustainable (4)	

Evidence to support best fit judgement

Key actions to move Teaching school to next maturity level.

Peer challenge comments

Area 3: Initial Teacher Training (ITT)

Emerging	Expanding	Secure	Sustainable
The TSA is engaged with ITT – though at this stage this may consist of giving places to ITT trainees from SCITTs/ HEIs/ SD Lead schools. However, it has a strategic plan in place and is actively developing its capacity to take a leadership role in local provision so that it can increase expertise, increase capacity and develop ITT strategically to meet local needs. It has a good knowledge of what these needs might be	The TSA contains at least a Lead School for SD which is developing the capacity of the TSA to support the local teacher supply issues. Plans are in place to enable this role to grow and to support more schools to engage. This includes the identification and resourcing of key roles. Members of the TSA have identified ITT leads and are seeking to establish parity and high quality ITT experience across the alliance. Allocation of the trainees may balance the needs of the school with the needs of the trainee – they are seen as common resource and support for the development of trainees comes from across the alliance. The TSA plays an active role in recruiting teachers and developing the training programme so that they are best equipped to work in alliance schools. All mentors are trained to support trainees and there is a check on the quality of their support for trainees	The number of schools engaged in SD is growing at both primary and secondary levels. The SD system is 'secure' – key roles have been identified and appropriate personnel are in place. Schools engaged in SD may go beyond the alliance but all have an ITT lead in place and meet regularly. Provision supports new appointments. A growing number of schools are engaged in the selection and recruitment of trainees. A strategic recruitment plan for trainees is in place and is engaged with sub-regional and pan London events. The TSA may include at least one school which is 'RI'. The Lead SD school play a formative role in planning training either with providers or as a provider so that trainees have access to best practice in target areas e.g. behaviour, SEND, phonics. Mentoring is securely in place for all those who mentor – this prepares trainees securely for the role and includes ongoing moderation and support	The TS may be a SCITT or be very closely connected to a SCITT. It is at least a Lead School on School Direct. The TSA works closely with at least one HEI (preferably at a strategic level) or another TSA so that practice benefits from collaboration. The cost model for the ITT aspect of its work is sufficient to ensure it is at least cost neutral and therefore resilient to budget costs. Involvement in ITT makes a significant contribution towards recruitment across the alliance. The ITT infrastructure in the TS and across the alliance is growing the range of knowledge and skills to ensure that staff changes will not have a negative impact. Leadership across the TSA takes an active interest in the ITT. Its work is driven by a rigorous self-evaluation process. There is a successful strategic approach to recruitment for ITT places – with the TSA actively engaged in outreach activities to encourage routes into teaching as well as those wishing to return to teaching. There is a systematic approach to developing mentors – with a number of people engaged in ongoing developing of training and provision which covers the first 2 years of a teacher's career

Questions to support judgement

To what extent does the TS:

- Have systems in place to lead and manage change (e.g changes to allocation, changes to key members of staff within the school or HEI, changes to requirements) within the alliance schools with regard to ITT?
- Ensure high impact and meaningful communication with regard to ITT?
- Have robust and jointly owned processes that use a range of data to ensure an accurate supply of teachers in the medium to long term (3 – 5 years)?
- Exploit a range of routes (school direct / school direct salaried / PGCE/Teach First / Future Teaching Scholars/ SCITT) – according to need?
- Ensure the recruitment process is fit for purpose and fills workforce gaps?
- Cultivate a local and regional market for future ITT candidates who recognise and want to be part of the local ITT 'brand'?
- Grow capacity to match need?
- Ensure a supply of high quality mentors, lead teachers and SLEs for ITT?

- Shape its provision through a culture of partnership which is responsive to regional needs and priorities?
- Ensure the ITT programme is based on clear principles, references the National Teacher Standards and has regard for national guidance?
- Ensure robust QA across the partnership, the results of which are acted on?
- Ensure that the ITT experience is innovative, dynamic and creative?
- Have systems in place to ensure that their model and approach is future proofed?
- Ensure that ITT is the beginning of continuous workforce development for the individual?
- Ensure that children benefit from having contact with the trainees, and monitors the impact of this contact?
- Demonstrate that trainees experience a seamless transition to first post?
- Ensure high quality trainees take up the offer of employment demonstrating that the TSA brand is valued and the support package is of a consistently high quality?
- Provide support to both NQTs and RQTs that builds on the initial training and continues to offer the development they need into the first few years of teaching?

Possible sources of evidence

- Recruitment targets met.
- No shortage of teachers including shortage subjects.
- All vacancies are filled and staff retained, including schools in challenging circumstances.
- Adequate placements in good and outstanding schools
- Ofsted ITT / SCITT inspections
- Evidence of integration of ITT with professional and leadership development across locality
- Teacher workforce represents the regional pupil population (e.g. BME, gender
- Consistently good and outstanding teaching
- Collaborative plans for ITT across TSAs, HEIs and other providers
- High quality mentors, lead teachers, SLEs for ITT, enthusiastic about role and well supported
- Quality assurance processes in place and externally benchmarked

Area 3: Initial Teacher Training (ITT)

Best fit overall judgement Emerging (1), Expanding (2), Secure (3) or Sustainable (4)	

Evidence to support best fit judgement

Key actions to move Teaching school to next maturity level.

Peer challenge comments

Area 4: Continuing Professional Development (CPD)

Emerging	Expanding	Secure	Sustainable
TS Lead school is the sole deliverer of CPD. Initial CPD programmes are in place or planned. Yet to undertake evaluation of impact. Needs and capacity of Lead school largely inform CPD programme content and delivery. Quality Assurance processes are being developed. CPD meets the needs of the Lead TS school and external participants.	A needs analysis of the TSA and region has been carried out and has informed the CPD offer. The alliance has identified strategic partners to assist it to expand its offer – including both other schools within the alliance and external bodies. The CPD offer is sustainable. At this stage, the CPD offer may focus on teachers rather than wider staff roles or Governors. Participant evaluation is embedded	TS Lead school is main deliverer of CPD. Evaluation of impact undertaken in planning and delivery of CPD. Local and national needs are considered in CPD programme content and delivery. Quality Assurance processes are in place. CPD meets the needs of the main groups of staff in schools. There is a clear model (or culture) underpinning the delivery of all CPD.	Delivery of CPD is distributed within the TS Alliance according to strengths. This is reviewed annually. Evaluation of impact built into planning and delivery of CPD. Local, national and international needs are considered in CPD programme content and delivery. Clear scanning of the horizon informs planning of CPD offer. Quality Assurance is fully integrated. CPD meets the needs of the full range of staff in schools. Clear and consistent model (or culture) underpinning the delivery of all CPD.

Questions to support judgement

To what extent does the TS:

- Make the ongoing professional development of identified members of the workforce (e.g SLEs, LLEs, lead practitioners, programme facilitators) a core part of the culture of the alliance?
- Base their professional and leadership development on the identified learning needs of pupils, the curriculum and resulting pedagogy across the Alliance?
- Have a team approach to delivery that ensures the right people with the right skills set and knowledge can deliver the professional learning required and in a manner that impacts positively on outcomes?
- Have a sustainable model in place based on sound financial planning?
- Draw on other partnerships to sustain and enhance their offer?
- Base its provision on evidence of what works?
- Build opportunities for the workforce to lead, engage in and learn from research?
- Enable the workforce to regularly plan, teach and review collaboratively?
- Balance learning on the job, feedback, coaching and mentoring, with specific programmes and events?
- Have a robust and coordinated system of talent identification and management in place?
- Collect, analyse and act on data and intelligence to inform the supply, quality and diversity of the workforce at all levels?
- Monitor the impact and quality of the provision?
- Record outcomes for individuals and their practice as a result of specific development opportunities?
- Ask for feedback on its provision and act on the findings?

Possible sources of evidence

- Audit of need analysis
- Locality provision/pathways map.
- Analysis of QA outcomes linked to a range of identified KPIs.
- CPD portfolios for all staff
- External and internal   accreditation for facilitators   and participants.
- Business planning based on best   value evidence.

- CPD identified and evaluated in performance management process.
- The impact of CPD on pupil outcomes analysed and assessed
- Demonstration of Joint Practice Development within and between schools.
- Culture of coaching and mentoring
- Culture of shadowing, placement opportunities and job swaps

- Data shared and accessible on temporary filled
- posts, number of applications to teacher and
- leadership positions, and forecasting
- retirements
- Data available on career progression
- Robust supply of quality leaders at all levels and
- across all diversity indices and high quality field for
- leadership positions

- A rich programme of provision demonstrably addressing specific challenges as well generic development skills

Area 4: Continuing Professional Development (CPD)

Best fit overall judgement Emerging (1), Expanding (2), Secure (3) or Sustainable (4)	

Evidence to support best fit judgement

Key actions to move Teaching school to next maturity level.

Peer challenge comments

Area 5: Improvement through School to School Support (S2SS)

Emerging	Expanding	Secure	Sustainable
The TS has some experience of supporting other schools. The focus of this support may be comparatively limited e.g. the release of 1 SLE or Middle or Senior Leader to support a school. Supported schools are likely to be ones with which the TS has local or historic links.	The TS has growing experience of supporting other schools. The focus of this support has developed to be either a recognised and effective model for support in a particular area or the TS has a growing experience of different models for school to school support. The deployment of SLEs and leaders and S2S work is reactive to need or in response to requests. The bank of available SLEs and Leaders has grown in parallel with the increase in School to school work undertaken.	The TS has an established and growing history of S2S – it may work as a strategic partner with an LA, MAT, academy chain to identify and carry out support. It has a team of SLEs – based across the alliance and has a strong understanding of local/ regional priorities supported by a strategic plan to develop the capacity to meet them. It is able to sustain support when SLEs etc move schools or change responsibilities. S2S is seen both as a moral responsibility and as a means of school improvement for the TSA. The SLT of the TS support S2S and some are engaged in it. All S2S is evaluated and the TSA is able to demonstrate its effectiveness.	The HT/ Executive HT of the TSA is an NLE or in the process of becoming one. The TSA is able to call upon NLE/ LLE support from across the alliance to support schools within and outside of the TSA. The broader TSA has the capacity to release staff for S2S including but not exclusively SLEs at short notice. The impact of S2S work is evaluated rigorously and is effective. S2S work is understood and supported by the GB who support it because they see it as a moral responsibility, an opportunity for CPD and understand the power of a self-improving school led system.

Questions to support judgement

To what extent does the TS:

- Create a culture of support that is proactive rather than reactive and avoids schools falling into a category?
- Create a culture of reciprocity in the giving and receiving of support so all the strengths across the Alliance can be used for the benefit of all schools?
- Create an ethos where asking for support is encouraged?
- Create a system where school to school support is the dominant and proven effective model for improvement?
- Assess local or national need, then analyse and act on the evidence?
- Encourage schools to approach them for support?
- Encourage schools who want to provide support to approach them?
- Encourage schools to provide support to the wider work of the Teaching School

- Respond proactively and with due diligence to requests for support from other stakeholders e.g LA, RSCs and schools outside the Alliance who may not be known to them
- Build capacity to support schools through identifying talent and capacity across the Alliance and promoting a team based approach?
- Support and train system leaders (SLEs / NLEs/ lead practitioners)?
- Ensure system leaders at all levels are engaged in school to school support?
- Access appropriate and varied sourced of funding?
- Ensure that the support provided is sensitive to context?
- Match needs with expertise?
- Ensure that all schools and individuals within them, including governors know how to both access and offer support?
- Encourage innovation in school to school support, assess its impact and reassess if it not seen to be effective?
- Ensure that its approach is based on evidence of what works in school improvement?
- QA the work of system leaders that have been brokered?
- Assess the impact of school to school support?
- Ensure the S2S support model is sustainable and changes as the TSA matures?
- Grow the leadership and teacher capacity required to lead and teach in particularly vulnerable schools once the support has ceased?
- Build a culture where collective responsibility for outcomes remains part of the culture once the period of support has ceased?

Possible sources of evidence

- Variety of school level data shared across partnerships
- Info on all system leaders widely available and used
- % of active SLEs, LLEs, NLEs, NLGs and other system leaders
- Plans across TSAs, LAs and other school partnership s for future support
- Evidence of support leading to sustainable improvements
- Tools' to support system leaders used widely
- Ofsted gradings improve
- Schools perform well in comparative data sets
- Achievement gap closes
- De-designation does not stop   school to school support
- Competitiveness is genuinely   balanced with collaboration (data shared and strengths recognised)
- Embedded systems in place for measuring impact.

Area 5: Improvement through School to School Support (S2SS)

Best fit overall judgement Emerging (1), Expanding (2), Secure (3) or Sustainable (4)	
Evidence to support best fit judgement	
Key actions to move Teaching school to next maturity level.	
Peer challenge comments	

Teaching School Peer Review Framework

Area	Emerging	Expanding	Secure	Sustainable
Leadership	The lead school has clear vision that is yet to incorporate the Teaching School element. The understanding of the Teaching School remit and the work of the TS is confined to a small group of school leaders. Governors have little or no awareness of the work of the TS. Action planning is focused on establishing the infrastructure for the TS. There is little understanding of the financial and human resources costs of TS and an effective model for collaboration with other TSs/TSAs is yet to be established. The Lead school is the focal point for all Alliance work.	There is a clear vision for the lead school and for the Teaching School Alliance. There is a broad understanding from the senior leadership and others directly involved of the nature and value of the work of the Teaching School. A link governor is established who is aware of the work of the Teaching School. Action planning is focused on delivery of ITT, CPD and S2S Support and securing the infrastructure of the TS. There is a growing understanding of the financial and human costs of the TS and the TS is beginning to develop an effective model for collaboration with other TSs/TSAs. The lead school and key partners are the focal point for Alliance work.	The vision and mission for the Teaching School and the Lead School are clear, effective communicated and complementary of each other. The senior leadership of the school and the majority of leaders in the school know and are committed to the vision and mission of the TS. Governors are aware and understand the work of the Teaching School and its impact. Action planning is focused on delivering ITT, CPD and S2S Support in a sustainable way that does not deplete the capacity of the lead school and key partners. The financial and human resources costs of the TS are understood by the leadership of the TS. There is effective collaboration with other TSs/TSAs. There is growing use of the capacity across the TSA schools beyond the lead school and key partners.	Vision and mission for Teaching School and Lead School are fully aligned. Commitment to Teaching School vision and mission runs through leadership at all levels. Governors are knowledgeable and engaged in the work of the Teaching School. Action planning includes a real focus on sustainability and capacity building. There is a detailed understanding of the financial and human resources costs of TS. There is an effective and established model for collaboration with other TSs/TSAs There is strategic/deliberate utilisation of capacity across the TSA Schools (not just the Lead school and key partners)
Infrastructure	There is no business model yet established. The infrastructure to deliver the TS vision is in the process of being established. Systems to track the TS budget and plan are being developed. The organisational needs of the fully realised TS are not yet known. A costing structure is being developed for TS work. Clear roles and responsibilities are being developed.	There is a business model in place for the TS. The infrastructure to deliver the TS vision is established. Systems for budget tracking and planning are developed. The organisational needs of the fully realised TS are understood and are largely met. A costing structure is developed. Clear roles and responsibilities within TS infrastructure are developed.	There is a well-established business model for the TS. The budget is well managed to deliver the TS vision. The organisational needs of the fully realised TS are met by the TS infrastructure. There is a clear and effective costing structure. There are clear roles and responsibilities within the TS infrastructure that are understood by key leaders.	Business model well established, refined and sustainable. (Costs of TS infrastructure met by the TS core grant) Clear budget tracking and planning in place. Administrative staffing meets organisational needs. Clear costing structure that is reviewed and refined systematically. Clear roles and responsibilities within TS infrastructure agreed, reviewed and refined and understood by all.
ITT	The TSA is engaged with ITT – though at this stage this may consist of giving places to ITT trainees from SCITTs/ HEIs/ SD Lead schools. However, it has a strategic plan in place and is actively developing its capacity to take a leadership role in local provision so that it can increase expertise, increase capacity and develop ITT strategically to meet local needs. It has a good knowledge of what these needs might be	The TSA contains at least a Lead School for SD which is developing the capacity of the TSA to support the local teacher supply issues. Plans are in place to enable this role to grow and to support more schools to engage. This includes the identification and resourcing of key roles. Members of the TSA have identified ITT leads and are seeking to establish parity and high quality ITT experience across the alliance. Allocation of the trainees may balance the needs of the school with the needs of the trainee – they are seen as common resource and support for the development of trainees comes from across the alliance. The TSA plays an active role in recruiting teachers and developing the training programme so that they are best equipped to work in alliance schools All mentors are trained to support trainees and there is a check on the quality of their support for trainees	The number of schools engaged in SD is growing at both primary and secondary levels. The SD system is 'secure' – key roles have been identified and appropriate personnel are in place. Schools engaged in SD may go beyond the alliance but all have an ITT lead in place and meet regularly. Provision supports new appointments. A growing number of schools are engaged in the selection and recruitment of trainees. A strategic recruitment plan for trainees is in place and is engaged with sub-regional and pan London events. The TSA may include at least one school which is 'RI'. The Lead SD school play a formative role in planning training either with providers or as a provider so that trainees have access to best practice in target areas e.g. behaviour, SEND, phonics Mentoring is securely in place for all those who mentor – this prepares trainees securely for the role and includes ongoing moderation and support	The TS may be a SCITT or be very closely connected to a SCITT. It is at least a Lead School on School Direct. The TSA works closely with at least one HEI (preferably at a strategic level) or another TSA so that practice benefits from collaboration. The cost model for the ITT aspect of its work is sufficient to ensure it is at least cost neutral and therefore resilient to budget costs. Involvement in ITT makes a significant contribution towards recruitment across the alliance. The ITT infrastructure in the TS and across the alliance is growing the range of knowledge and skills to ensure that staff changes will not have a negative impact. Leadership across the TSA takes an active interest in the ITT. Its work is driven by a rigorous self-evaluation process. There is a successful strategic approach to recruitment for ITT places – with the TSA actively engaged in outreach activities to encourage routes into teaching as well as those wishing to return to teaching There is a systematic approach to developing mentors – with a number of people engaged in ongoing developing of training and provision which covers the first 2 years of a teacher's career
CPD	TS Lead school is the sole deliverer of CPD. Initial CPD programmes are in place or planned. Yet to undertake evaluation of impact. Needs and capacity of Lead school largely inform CPD programme content and delivery. Quality Assurance processes are being developed. CPD meets the needs of the Lead TS school and external participants.	A needs analysis of the TSA and region has been carried out and has informed the CPD offer. The alliance has identified strategic partners to assist it to expand its offer – including both other schools within the alliance and external bodies. The CPD offer is sustainable. At this stage, the CPD offer may focus on teachers rather than wider staff roles or Governors. Participant evaluation is embedded	TS Lead school is main deliverer of CPD. Evaluation of impact undertaken in planning and delivery of CPD. Local and national needs are considered in CPD programme content and delivery. Quality Assurance processes are in place. CPD meets the needs of the main groups of staff in schools. There is a clear model (or culture) underpinning the delivery of all CPD.	Delivery of CPD is distributed within the TS Alliance according to strengths. This is reviewed annually. Evaluation of impact built into planning and delivery of CPD. Local, national and international needs are considered in CPD programme content and delivery. Clear scanning of the horizon informs planning of CPD offer. Quality Assurance is fully integrated. CPD meets the needs of the full range of staff in schools. Clear and consistent model (or culture) underpinning the delivery of all CPD.
S2S Support	The TS has some experience of supporting other schools. The focus of this support may be comparatively limited e.g. the release of 1 SLE or Middle or Senior Leader to support a school. Supported schools are likely to be ones with which the TS has local or historic links.	The TS has growing experience of supporting other schools. The focus of this support has developed to be either a recognised and effective model for support in a particular area or the TS has a growing experience of different models for school to school support. The deployment of SLEs and leaders and S2S work is reactive to need or in response to requests. The bank of available SLEs and Leaders has grown in parallel with the increase in School to school work undertaken.	The TS has an established and growing history of S2S – it may work as a strategic partner with an LA, MAT, academy chain to identify and carry out support. It has a team of SLEs – based across the alliance and has a strong understanding of local/ regional priorities supported by a strategic plan to develop the capacity to meet them. It is able to sustain support when SLEs etc move schools or change responsibilities. S2S is seen both as a moral responsibility and as a means of school improvement for the TSA. The SLT of the TS support S2S and some are engaged in it. All S2S is evaluated and the TSA can demonstrate its effectiveness.	The HT/ Executive HT of the TSA is an NLE or in the process of becoming one. The TSA can call upon NLE/ LLE support from across the alliance to support schools within and outside of the TSA. The broader TSA has the capacity to release staff for S2S including but not exclusively SLEs at short notice. The impact of S2S work is evaluated rigorously and is effective. S2S work is understood and supported by the GB who support it because they see it as a moral responsibility, an opportunity for CPD and understand the power of a self-improving school led system. The TSA has a clear but flexible model for S2S support. This includes the strategic identification and development of SLEs to meet known and anticipated priorities and a range of identified staff with experience of system leadership The TSA is engaged with the Collaborative Fund for wider system support and actively seeks this area of work