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Funding opportunities for System Leaders

In this month's system leader newsletter there are a number of funding opportunities for system leaders to apply for.

- Funding to help an aspiring teaching school
- Funded programme to support schools facing the biggest recruitment and retention challenges
- University Technical Colleges and Studio's Schools support grant
- Funding for year 7 catch-up support

Please share these with system leaders in your local areas and encourage them to apply. Further details about each programme are available in the system leader newsletter. Contact National College for Teaching and Leadership on 0800 085 0984 for details on how to subscribe.

Teaching Schools data hub and new KPI & Quality Framework

A message from the Teaching Schools Programme Delivery team:

An opportunity to join a [live online event](#)

*"The [Teaching Schools Data Hub](#) ("the hub") is **now open** and you will need to provide information about your alliance's delivery for the 2016/17 academic year **by midnight on 14 January 2018**. Further information and guidance about how to access and complete 'the hub' can be found [here](#).*

As outlined above, we have been working with an expert group consisting of teaching school leaders, Teaching School Council members and a Regional Schools Commissioner (RSC), to develop a set of key performance indicators (KPIs) to provide clarity on the minimum expectations for each Teaching School Alliance in terms of ITT, CPLD and StSS delivery. This is a developmental year and the data collected through the hub for academic year 2016/17 will be used to further test out the KPIs. We will seek feedback from you to enable NCTL to finalise KPIs and enable full implementation from September 2018.

The KPIs are designed to ensure that all Teaching School Alliances are working at a consistent level as well as providing a platform for identifying alliances who are exceeding, so we can share their best practice to support other alliances.

You can view the [KPIs and further information here](#). You will see that we have also identified a number of additional expectations for alliances, which focus on continuous improvement and collaborative working. This will enable coherence and effective practice across the 3 priority areas (ITT, CPLD and StSS).

We will not be formally assessing Teaching Schools against these KPIs this academic year, however, we will be identifying, through analysis of 16/17 data, alliances who may not yet be in a position to meet these next academic year and where possible, we will work with those alliances, through their regional Teaching School Council representative, to provide support. As in previous years, we will continue to identify those alliances that are not delivering effectively across all 3 priority areas as outlined in the current Review of Designation policy.

We will be looking to collate feedback in the new year through an online survey, however, in the meantime if you have any questions please raise these initially with your teaching school council representative or contact us at teaching.schools@education.gov.uk

Repurposing of NCTL – April 2018

Message from Andrew Warren Teaching School Council Chair:

DfE statement: “On Tuesday 14 November, Minister Nick Gibb announced plans to bring most of the work of the National College for Teaching and Leadership (NCTL) within the Department for Education (DfE) to help better align our collective efforts to attract the best and brightest into the profession, and support teachers at every stage of their career.

NCTL and DfE have been investing more in teacher recruitment and development in recent years through programmes such as the Teaching and Leadership Innovation Fund (TLIF), the reformed National Professional Qualifications (NPQs) as well as more innovative approaches to recruitment and retention such as the recently announced Loan Reimbursement pilot for teachers in shortage subjects working in areas of the country where they are needed the most.

We will continue to work closely with the Teaching Schools Council as schools lead more of the recruitment, training, CPD and leadership training on offer to the teaching workforce, as well as our other ITT providers and CPD contractors who will continue to play a key role in training and development. We also welcome the launch and growing role of the Chartered College of Teaching which has launched its chartered teacher programme pilot in September.

There remains an important role for Government to play: creating incentives to encourage more people into teaching, working with schools to reduce or eliminate the factors that put people off teaching, establishing the standards, quality frameworks, and where appropriate funding opportunities that will deliver a stronger investment in the development of the teacher workforce. We are bringing this work into the heart of the Department, to ensure that our work with the teaching workforce is more effectively joined up with our investment in Opportunity Areas, in school improvement, to meet regional need.

Bringing these functions into the main DfE will unite policy development and operational delivery to improve the service we provide to teachers and, in turn, to children in schools. It will mean that we can focus on the end-to-end career journey of teachers and leaders to ensure that we offer them the best in recruitment, retention and career development.

This change is a positive step forward in response to feedback from the profession and builds upon the work of NCTL to empower schools and school leaders through establishing system leadership. Many of the functions associated with training leaders and supporting schools are now successfully led by school-led bodies such as the Teaching Schools Council and Teaching Schools themselves as well as NPQ providers, many of which are also school-led and in place across the country reducing the need for a separate executive agency.

Also announced today, are plans to re-purpose NCTL as the Teaching Regulation Agency, which will continue to lead on the regulation of the teaching profession, including misconduct hearings and the maintenance of the database of qualified teachers. The Teaching Regulation Agency will continue to be an executive agency of the DfE and will begin to operate from 1 April 2018.

I wanted to take this opportunity to assure you, as system leaders, that this change will not affect your designation. The work you lead on improving schools, training and developing teachers remains imperative to the SoS plans and you are already playing an important role in key programmes such as the Strategic School Improvement Fund.

This change is a positive step in providing a closer link to central government, allowing a more streamlined decision making process and a stronger platform for your feedback to be heard.

This change does, however, have implications for the way system leaders are branded and we will provide further advice and guidance on what this means, including new logos to be used on your digital communications and marketing materials. This guidance will be made available in the Spring term.”

South Yorkshire Network Meeting (Barnsley, Doncaster, Sheffield and Rotherham)

Teaching School colleagues from across South Yorkshire came together earlier this week to begin their discussions around an infrastructure that can support the development of the school-led system and can strengthen collaborative arrangements across Teaching Schools and the wider system.

A number of potential models were proposed and the network will convene again on the 12th December to agree effective ways of moving forwards.

Please contact Pat.Dubas@hotmail.co.uk if you have any questions.

Governor Clerking

We are pleased to announce that a regional TSA-led consortium has been successful in obtaining a DfE contract for the delivery of a Clerking Development Programme. A group of TSAs in Derby, Leicester, Rotherham, Scunthorpe and York and bid together to deliver a ‘sector-led’ programme that builds upon their existing work and extends it across and beyond the region. More information will be available as soon as contract initiation has been completed but plans are well underway for two first cohorts (one EM and one SYH) to start early in 2018 with a gradual wider roll-out over the next few years.

The contract provides a significant bursary making the programme extremely good value for money and highly affordable.

Unfortunately, the same consortium also bid unsuccessfully for a Governor Development Programme. We await news of how this might be offered by the successful bidders in our region.

Watch out for further information in future updates and on the portal otherwise please contact Ellen.Lee@sdsa.net.

Workload Reduction Toolkit

As part of the Department’s action to remove unnecessary workload for teachers, they are developing a workload reduction toolkit, developed with the profession and containing advice, tools and effective practice.

The aim of this toolkit is to provide practical support to help governors, leaders, teachers and training providers remove unnecessary workload throughout their schools and provision.

To make this toolkit as effective as possible it needs to include practical examples of how workload is being managed effectively, such as:

- Staff surveys to track and monitor workload

- Impact assessment tools

- Work-life balance, wellbeing or flexible working policies

- Well-established and clearly understood systems/routines/school rules for behaviour, such as classroom expectations, sanctions, consequences which have reduced teacher workload associated with behaviour management

- Policies related to marking/feedback, planning and data management which have been streamlined to remove unnecessary workload

- Protocols for use of email or staff meetings which have been designed to reduce workload

- Use of technology to reduce workload (e.g. marking/homework tools)

- Support for teachers – particularly trainee teachers and NQTs which helps them manage workload

- Effective timetabling and staff deployment practice e.g. to enable blocks of joint PPA time; flexible working timetabling; use of INSET days/twilight sessions

- Any other policies, protocols or systems your schools have put in place in order to streamline practice and remove unnecessary workload.

To help inform this toolkit, DfE would be very grateful if you could share examples of effective practice, by sending them to workload.solutions@education.gov.uk by Monday 4 December 2017. They want to make sure this process is not time consuming so please send this in whatever format you use. Please also include your name, school/organisation and contact details in the email so DfE can get in touch with you if necessary. All schools, organisations or individuals contributing to the toolkit will receive recognition in the final publication.

DfE is also holding regional events on reducing teacher workload that will provide opportunities for schools to hear about practical solutions and share their own practice. Follow the links for details of how to sign up for the first two events in London<<https://www.eventbrite.co.uk/e/removing-unnecessary-teacher-workload-london-event-tickets-39448938838>> and Birmingham<<https://www.eventbrite.co.uk/e/removing-unnecessary-teacher-workload-birmingham-event-tickets-39477499263>>. There will be further events in the Spring term.

Regional opportunities

Please [click here](#) to visit the portal to view the latest regional opportunities.

All the best,

Ellen Lee

On behalf of Chris Wheatley, TSC Representative East Midlands, South Yorkshire and Humber and Chris Abbott, TSC Representative for South Yorkshire and Humber

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