Leading Learning Forward

Teaching School Alliance

System Leadership Protocols & Guidance 2019-20

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Introduction

As an integral part of the Teaching School initiative, the designation of SLE recognises the important role that many senior and middle leaders play in school improvement. The Leading Learning Forward TSA or its delegated lead school representative is responsible for the designation, brokerage, deployment and quality assurance of System Leaders. The following information seeks to clarify the systems and protocols between a partner school and the Leading Learning Forward TSA for the deployment and evaluation of System Leaders and their work on behalf of the Teaching School Alliance.

Aims of Guidance

This document aims to provide understanding and clarity about:

- the role of the System Leader in supporting the development of effective leadership to bring about sustained school improvement
- the role of the System Leader in relation to Teaching School's responsibility to provide support for schools in relation to need
- the responsibility of the Teaching School for the professional well-being of System Leader
- how the System Leader will be deployed within and outside of TSA
- management of the System Leader's introduction to and exit from schools in which they are deployed
- how the System Leader will be remunerated

Professional (School-to-School) Support

Leading Learning Forward TSA, led by St Hugh's National Teaching School in association with North Lincolnshire Council as the lead strategic partner, will be responsible for appointing Specialist Leaders of Education (System Leaders), ensuring their professional development in this role, brokering deployment and monitoring performance.

What are System Leaders?

System Leaders are **Specialist Leaders of Education (SLE)**, **Local Leaders of Education (LLE), National Leaders of Education (NLE**) and **National Leaders of Governance (NLG).**

SLEs are outstanding middle and senior leaders in positions below Headteacher, including deputy and assistant Headteachers, subject leaders, pastoral leaders and school business managers, with at least two years' experience in a particular field of expertise and a successful track record, supported by substantial evidence of impact, of working effectively within their own school and/or across a group of schools.

LLEs are headteachers with at least 3 years' experience in a good or outstanding school who have completed successfully a local application and assessment process. NLEs are headteachers and executive headteachers who have completed successfully a national application and assessment process. NLGs are Chairs of Governors who have also completed successfully a national application and assessment process.

System Leaders have the capacity, skills and commitment to support other individuals or teams in similar positions in other schools and have the ability to use high levels of emotional intelligence to work sensitively and collaboratively with peer colleagues. They understand what outstanding leadership practice in their area of specialism looks like and have an appreciation of how their specialism and skills can contribute to the wider school improvement agenda.

System Leaders will be deployed to work with other leaders, share resources and skills to bring about improvement in their own and other organisations, grow leadership capacity in others and influencing policy and practice, to have a positive impact on the lives and chances of all children and young people.

The System Leader role and who it is for:

System leaders support leaders, teachers and staff in other schools. System Leaders will:

- have excellent interpersonal skills
- work sensitively and collaboratively with others
- have a commitment to outreach work
- understand what outstanding leadership practice looks like and help other leaders to achieve it in their own context.

The System Leader role focuses on building the leadership capacity of middle and senior leaders in other schools so that they can lead their own teams and improve practice within their own schools.

This may be done in a variety of ways such as:

- one-to-one peer coaching
- facilitated group support
- data analysis
- coaching
- joint action-planning.

Specialist Leaders of Education (SLE) can come from any school or academy, including nursery, primary, secondary, special, pupil referral unit, independent and free schools, and sixth form colleges. Whilst the individual must be outstanding, his or her school does not have to be.

System Leaders bring with them:

- a desire to make a difference to student learning
- a deep commitment to professional learning
- a profound and unshakeable belief in the abilities of teacher colleagues
- a total commitment to developing the emotional ethos of the school in which they are working.

Designation

- System Leader applications are organised locally by the Teaching School and nationally by the Department for Education (DfE). System Leaders will be interviewed and designated through a process using national guidelines. This is to ensure that the process is robust, fair and consistent and that the designations complement each other.
- Headteachers and senior leaders from the Teaching School Alliance will support the process, manage the application and feedback for the applicants linked to their Teaching School Alliance.
- Leading Learning Forward TSA's website contains the list of designated System Leaders so that the range of expertise available across the Alliance can be shared. This information will also be shared with the LA and other partners to ensure that System Leaders can be available as a local resource for school-to-school support.

Networking and Development of System Leaders

A professional network of System Leaders has been established across the TSA and beyond so that the System Leaders can learn and share practice together. The System Leaders Professional Network meets 2-3 times per year and is led by the Headteacher of the Lead Teaching School. In addition, an induction and in-service programme for new and existing System Leaders is published annually.

What is deployment?

The commitment to a period of deployment within another school is the distinctive feature of the System Leader programme and will involve System Leaders spending time in other schools to work with and for the benefit of staff and students in that school.

This will provide System Leaders with the opportunity to impact on the wider educational community and to share their skills and expertise to raise overall standards of education and enhance learning opportunities for pupils. There is no predefined time commitment for a deployment and the capacity of System Leaders to undertake outreach work will vary depending on their circumstances.

The deployment will be dependent on the agreed need of the client Headteacher and school. It will form part of the deployment contract and briefing paper. As a guide the partnership will be no less than one term and no longer than six terms.

How does a deployment work in practice?

A deployment involves a System Leader being released from their own school or organisation to spend a negotiated period of time working with and developing staff at another school to agreed aims and objectives. Models and types of deployments will vary, depending on the needs of the school receiving support. For example, one deployment might be a two day diagnostic exercise and another might involve half a day's support each week for two terms.

The Teaching School will work in partnership with the System Leader and supported Headteacher to determine the initial numbers of days required but this will be open to negotiation between the System Leader, the System Leader's School and the Teaching School if the school needs less or more time to secure an improvement.

A contract will be agreed at the start of any deployment between the System Leader, Leading Learning Forward TSA, the supported school and the System Leader's home school. Progress of the deployment will be evaluated at dates and in a format agreed at the start of the deployment.

The System Leader will be expected to provide regular feedback on the deployment to the System Leaders' Coordinator, to record work done on a System Leader Deployment Log and to provide a report at the end of the deployment summarising work done and evidencing impact achieved.

Deployment:

- The Lead Teaching School will work with the LA and with other partners locally and across the partnership to identify the need and to ensure that the work of the System Leader is linked to planned improvement priorities commissioned and brokered with clear measurable outcomes.
- The cost of the System Leader's work will be paid for directly to the TSA by the school receiving System Leader support.
- Charges for System Leader work start from: £350 for a full day (£150 for a half day or twilight) – please refer to the TSA's Charging Policy
- A minimum fee of £300 per day will go to the school releasing the System Leader and a fee of up to £50 per day will be paid to TSA/LA for administration and operational fees.
- Where a package of support is being planned over a number of days and with a range of support for a given school the costs will be identified within the bespoke package of support for that school taking the context and the nature of the work into account. The charges for outreach work must take into account the costs of backfill arrangements, materials, travel, planning and reporting.
- Where possible the work will be planned well in advance to allow for System Leaders to be released from their schools.
- All System Leaders will be expected to record their outreach work and report back to the Headteacher/Senior Leader/Chair of Governors in the school they have been supporting.
- Every school with a System Leader will be asked to release their System Leader(s) for up to a maximum of 15 days per annum. System Leader time commitment will be negotiated with the System Leader's school on an annual basis.

Brokering a System Leadership deployment

Any school or organisation seeking support of a System Leader must in the first instance approach the Head of the Teaching School or System Leaders' Coordinator within the Teaching School Alliance. The deployment will then be negotiated on behalf of the Teaching School Alliance by the lead school, between the school to be supported and the System Leader's home school under the following process.

The Lead School on behalf of the Leading Learning Forward TSA will:

- Maintain and communicate an accurate database of System Leader's expertise.
- Liaise with the LA and/or other Teaching Schools when support is requested.
- Match school/departmental requests to System Leader expertise.
- Maintain communications with System Leaders and the hosting school to check progress with their work.
- Maintain accurate records of deployment and evaluations, providing appropriate summaries on request.
- Provide System Leaders with induction, effective communication channels, supervision and professional development.

System Leadership: Training and Support

All new System Leaders are invited to complete Core Training requirements as provided on behalf of the National College by TSA locally prior to any deployment. System Leaders will be given the opportunity to attend optional enrichment training to further their learning. All core and optional enrichment training for System Leaders will be facilitated within the Teaching School Alliance as detailed below:

Session Attendance Objectives

An introduction to professional (school-to-school) support

Core Training
- Equip System Leaders with the tools and techniques for effective school-to-school support.
- Enable System Leaders to support change and ensure impact when supporting leaders in school.
- Leading teaching & learning.

Optional
- Equip System Leaders with a toolkit of strategies to support and improve the quality of teaching and learning in client schools.
- Coaching and its impact on the development of others.
- Enable leaders to develop a culture of coaching across the school and give strategies for getting the best out of a team.
- Access to other training events including opportunities to network and share practice with other System Leaders will be provided by Teaching School Alliance within the Alliance but across the region. NCTL/DfE and the Teaching Schools Council may also facilitate networking events and support.

System Leaders are expected to attend training to keep at the forefront of their specialist areas. Full support will be provided to System Leaders by the designated lead Teaching School representative throughout any deployment.

System Leaders will be invited to termly review meetings with the designated lead school representative to review overall role and deployments and assess any training and development needs and will participate in inception meetings and reviews of specific deployments.

Evaluation & Quality Assurance

- At the outset of a piece of work to be undertaken by a System Leader, an evaluation strategy and clear planned outcomes will be agreed.
- The Headteacher and/or designated person commissioning the work will record an evaluation of the work of the System Leader that will be shared, their Headteacher and sent to the Teaching School Alliance
- The Leading Learning Forward TSA and partner schools will have a named contact for System Leader work so that the System Leader co-ordinators are able to share and develop practice across partnerships and agree the quality assurance strategy for System Leaders.
- Evaluations will be shared with the Teaching School and will be used to inform the review process as outlined by the National College.
- System Leaders will reflect on and evaluate their own practice and may link their work to their performance management in school.
- It is good practice to keep a professional portfolio which may be used as part of their evaluation.
- Where there is clear evidence that the System Leader does not meet the required standard, then they may be de-designated following the National College guidelines.

Payment for Deployment of System Leaders

Direct payment will not be made to System Leaders for time spent on or preparing for deployments which will be incorporated in to their usual working hours. However payment will be made to the specific System Leader's school in order to help the System Leader's school cover the cost of backfill or supply cover.

Any such payment will be agreed and managed by the leads within the Teaching School Alliance and will be negotiated prior to the deployment commencing.

From 1st September 2019, the agreed payment to a System Leader's school, as determined by LLF TSA's Charging Policy, will be costed at a minimum of £350.00 per day including a £50 administrative fee. System Leadership fees and charges are reviewed annually by the LLF TSA Strategic Board.

Roles and Responsibilities

- The Governing Body of the System Leader must agree to support and release the teacher to carry out the System Leader role in another school.
- The System Leader will primarily engage in a coaching role but they will use mentoring and coaching skills to work with colleagues enabling them to identify improvement needs and act upon these, strengthening and developing their leadership, and improving the school outcomes.
- The System Leader will be expected to work to achieve improvement against impact measures which are agreed and brokered with the client Headteacher, the System Leader and the Teaching School.
- The impact measures will be summarised in the form of a System Leader partnership briefing paper, written in partnership with the Headteacher and Teaching School.
- The briefing paper must be completed by the client Headteacher prior to System Leader placement. It will reviewed by the Teaching School Lead and the System Leader at least once a term. This will enable the production of a System Leadership impact report. All documentation must be shared between the client Headteacher's governing body and Teaching School.
- The System Leader is responsible for making initial contact with the client Headteacher on completion of the brokering process and to arrange the first meeting.
- The Teaching School is responsible for leading the contracting process with the client Headteacher and the System Leader to ensure that the agreed support is appropriate, timely and that it will secure school improvement.
- The support provided by the System Leader will be driven by the need to improve the client's school through credible, transparent, confidential, reflective, challenging and mutually beneficial coaching dialogue.
- The System Leader must convene a termly progress meeting with the Headteacher involved in the System Leader placement to review the impact of the placement. When appropriate they will agree revised or new impact measures.
- If the System Leader considers that the partnership arrangement is in difficulty they must share these concerns with the Teaching School Lead and, if appropriate, engage in a managed exit from the partnership.

Client Headteachers

Through a process of self-evaluation, client Headteachers will work in partnership with the designated System Leader and the TSA to identify a range of school improvement impact outcomes which would benefit from the support of a System Leader.

The client Headteacher will contribute to writing the partnership briefing paper which summarises the improvement priorities and inform the contracting process. The client Headteacher will also actively engage in the contracting process to ensure that she/he has understanding and ownership of the identified needs and process.

Following the initial contact with the System Leader and the first meeting, the client Headteacher is responsible for managing the frequency and times of System Leader partner meetings.

The client Headteacher will be responsible for:

- Agreeing the impact measures intended to secure school improvement.
- Providing the System Leader with a range of relevant documentation which will support them in understanding the context of the school and its leadership, where agreed (*this is not a requirement of the partnership*)
- Working to establish a relationship of trust with their designated System Leader.
- Working in partnership with the System Leader and the TSA to produce a termly report on progress against the agreed impact measures.
- Sharing the objectives with the staff involved with the System Leader as appropriate.

If the client Headteacher considers that the partnership arrangement is in difficulty they must share these concerns with the TSA operational leader/manager and if it is considered appropriate, engage in a managed exit from the partnership.

The next pages contain examples of the proformas and agreements which will be used as part of System Leadership Professional Support Programme for schools in 2019-20.

LLF TSA and System Leadership Support: School Agreement 2019-20

The strategic objective for the deployment of a System Leader (SLE/LLE/NLE/NLG) is to:

- provide outreach work which supports identified schools
- improve teaching and learning in order to raise standards and enable vulnerable children to meet age related expectations
- provide network opportunities for schools and individuals to share good practice.

System Leader: _____

Name of host school: _____

Name of TSA lead: Headteacher of St Hugh's Teaching School (Tracy Millard)

Monitoring arrangements

- System Leaders must complete the **School-to-School Support Agreement** form on behalf of Leading Learning Forward TSA and the school which is to receive support.
- After every visit the SLE must fill in the **Record of Support** form and email it to LLF.TSA@northlincs.gov.uk and to the headteacher of the school receiving support.
- The SLE must keep a record of all work done using the **Deployment Record** form. This needs to be shared with the TSA and the Headteacher each term.
- The school receiving support must complete the **Feedback on SLE Support** form and email it to LLF.TSA@northlincs.gov.uk at the end of each term.
- The school receiving support must complete the **End of Support Evaluation** form and email it to LLF.TSA@northlincs.gov.uk at the end of the support period.

Changes to the agreement

Changes may be made in the following circumstances:

1. Where a System Leader leaves the school
2. Where a System Leader cannot provide outreach
3. Where the work of the System Leader is not making sufficient impact

Signed _____ **System Leader**

_____ **Headteacher of Supported School**

_____**For LLF TSA**

_____**Headteacher of SLE (where applicable)**

System Leader Deployment: Contract between Partner School(s) and Leading Learning Forward TSA 2019-20

System Leader: Home School Details

Name of System Leader   Role:

School: Headteacher:

Contact phone number/email address:

Supported School Details

School: Headteacher:

School contact name: School contact role:

School contact phone number/email address:

Deployment

Agreed start date: Agreed time commitment: (length, number of days, intervals etc.)

Intended end date:

Overall aim(s) of deployment:

1.   2.   3.

Agreed objectives and outcomes: (to be reviewed by/when)

1.   2.   3.

Total cost of deployment: £

Amount payable by supported school (if outside Leading Learning Forward TSA): £

Cost to TSA: £   Cost to SLE's School: £

Signed _____**System Leader** _____**System Leader's School Headteacher (where applicable)**

Signed _____**Headteacher of Supported School**

Signed _____ **Headteacher of Lead Teaching School on behalf of TSA**

Specialist Leader of Education (SLE): School-to-School Support Agreement 2019-20

Date: _____ 201__   *Copies to: LLF TSA office, System Leader, Headteacher of Supported School*

To be completed by the System Leader in agreement with Leading Learning Forward TSA and the headteacher of the school receiving support

System Leader:	TSA :	
Name of school being supported:	School senior leader contact:	
Working with (teachers or staff to be supported)	Work in school to be managed by: Email of school manager: Email of school headteacher:	
Agreed timescale of support Start date: End date:	Frequency:	Agreed time(s) in school:

Purpose of support: **Staff involved:**

Baseline Measure(s)	Actions to be carried out	Improvement to be made	Impact

Signed: System Leader: _____   **Leading Learning Forward TSA**

Headteacher of school receiving support: _____

Specialist Leader of Education (SLE): Deployment Record 2019-20

Name of SLE: _____

Supported School: _____

Date	Time (in hours)	Actions	Outcomes	Comments

Signed _____ **System Leader** _____**Headteacher**

This record sheet must be completed by the SLE and emailed to LLF.TSA@northlincs.gov.uk at the end of each term.

Specialist Leader of Education (SLE): Record of Support Form 2019-20

Name of Supported School: _____

System Leader: _____

Date	Focus of visit	Progress made	Action points for SLE (with dates)	Action Points for school personnel (identified with dates)	Points/Issues arising during visit

This record sheet must be emailed after each visit to LLF.TSA@northlincs.gov.uk and to the Headteacher of the school receiving support

System Leadership: Professional Support Feedback Form 2019-20

This feedback form is to be completed at the end of each term by the headteacher of the school receiving support.

Name of school:	
Work in school managed by:	
Name of System Leader:	
Days in school (including preparation time):	
State the agreed objectives of the work undertaken by the System Leader in the school:	
Agreed action within the school as a result of the work:	
Agreed action by System Leader as a result of the work:	
What has been the impact of the System Leader's work?	
Signature of Headteacher of school receiving system leadership support:	

Email form to LLF.TSA@northlincs.gov.uk   Copies to: System Leader, Headteacher

Leading Learning Forward TSA: System Leadership Deployment: End of Support Evaluation Form 2019-20

Name of System Leader: **Name of school supported:**

Start date: **End date:**

Overall aim of support:

No.	Evaluation	Your comments and evidence: then please RAG rate the support	Red	Amber	Green
1	**Progress made**				
2	**Evidence of impact**				
3	**Satisfaction with support**				
a	Objectives set for support work				
b	Information and reports provided				
c	Outcomes of work and future priorities set				
4	**Experience of support**				
a	From headteacher's perspective				
b	From supported staff perspective				
5	**Quality of system leadership support**				
6	**Overall success of support**				

Future improvement/support priorities	
Future support requested	

Signed _____ **Headteacher of school receiving support**

This form should be sent by email to LLF.TSA@northlincs.gov.uk immediately following the period of support.