



Leading Learning Forward TSA

Strategic Plan

September 2018 to August 2021

LLF.TSA

[DRAFT Version 1: July 2018]



**Leading Learning Forward TSA Strategic Plan: September 2018 to August 2021
Led by St Hugh's School - A National Teaching School**

**DRAFT
PLAN v1**

Leading Learning Forward TSA	2018-19	2019-20	2020-21
<p>Initial Teacher Training</p> <p><i>Incorporating all forms of Initial Teacher Training including SCITT, School Direct and PGCE</i></p>	<ol style="list-style-type: none"> 1. Recruit required numbers of trainees and mentors in specific subject areas of need. 2. Increase the range of opportunities for the joint recruitment, training and employment of ITT trainees within the partnership and beyond. 	<ol style="list-style-type: none"> 1. Recruit required numbers of trainees and mentors in specific subject areas of need. 2. Evaluate the success of the ITT recruitment, training and employment programme over the past 3 years. 	<ol style="list-style-type: none"> 1. Recruit required numbers of trainees and mentors in specific subject areas of need. 2. Review the quality of recruitment, training and provision with all ITT providers and the impact of Government policy.
<p>Professional Learning</p> <p><i>Incorporating Continuing Professional Development (CPD) and Leadership Development (LD)</i></p>	<ol style="list-style-type: none"> 1. Match programmes annually to each career stage of Teaching, Support & Leadership to meet the needs and aspirations of partner and associate organisations. 2. Ensure events led by TSA and associate members, SLEs & LLEs are high quality, self-sustaining and based on evidence of best practice. 	<ol style="list-style-type: none"> 1. Match programmes annually to each career stage of Teaching, Support & Leadership to meet the needs and aspirations of partner and associate organisations. 2. Undertake impact study research derived from TSA work, working in partnership with a range of local, regional and national TSAs. 	<ol style="list-style-type: none"> 1. Plan, promote and deliver the next three year vision for Professional Learning which meets the needs and future aspirations of partner and associate organisations. 2. Review and develop further an accredited programme of events which includes leadership and support from NLEs, LLEs and SLEs.
<p>Professional Support</p> <p><i>Incorporating School-to-School Support (S2S) and System Leadership</i></p>	<ol style="list-style-type: none"> 1. Plan for, promote, manage and deliver professional support to all schools according to need. 2. Maintain and develop the impact of the system leadership by focusing on talent spotting and leadership succession planning. 	<ol style="list-style-type: none"> 1. Plan for, promote, manage and deliver professional support to all schools according to need. 2. Undertake and publish individual & comparative impact studies which focus on evaluating the success of Professional Support in schools. 	<ol style="list-style-type: none"> 1. Review and develop partnership working with all schools and system leaders hitting national KPIs. 2. Review and evaluate the impact of the system leadership by focusing on talent spotting and leadership succession planning.



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Leading Learning Forward TSA	KPI	2018-19	2019-20	2020-21
1. Initial Teacher Training <i>Incorporating all forms of Initial Teacher Training including SCITT, School Direct and PGCE</i>	1.1	30+ places allocated and recruited, 100% success rate for 2018-19 cohort (above regional and national outcomes) across partnership.	30+ places allocated and recruited, 100% success rate for 2019-20 cohort (above regional and national outcomes) across partnership.	30+ places allocated and recruited, 100% success rate for 2020-21 cohort (above regional and national outcomes) across partnership.
	1.2			
2. Professional Learning <i>Incorporating Continuing Professional Development (CPD) and Leadership Development (LD)</i>	2.1	20+ CPD events per annum with 200+ delegates delivered with 95% good or better approval rating.	20+ CPD events per annum with 200+ delegates delivered with 95% good or better approval rating	20+ CPD events per annum with 200+ delegates delivered with 95% good or better approval rating.
	2.2			
	2.1	3 licensed NPQML, NPQSL & NPQH programmes for 30+ school leaders designed and delivered successfully.	3 licensed NPQML, NPQSL & NPQH programmes for 30+ school leaders designed and delivered successfully	3 licensed NPQML, NPQSL & NPQH programmes for 30+ school leaders designed and delivered successfully.
	2.2			
	2.2	Annual evaluation report of training efficiency and effectiveness on course participants and pupil outcomes.	Annual evaluation report of training efficiency and effectiveness on course participants and pupil outcomes.	Annual evaluation report of training efficiency and effectiveness on course participants and pupil outcomes.
	3. Professional Support <i>Incorporating School-to-School Support (S2S) and System Leadership</i>	3.1	30 professional support days (10 per term) for schools in need, actioned and evaluated.	30 professional support days (10 per term) for schools in need, actioned and evaluated.
3.2				
3.1		Team of 30+ system leaders across partnership maintained, appointed and deployed with demonstrable impact according to KPIs.	Team of 30+ system leaders across partnership maintained, appointed and deployed with demonstrable impact according to KPIs.	Team of 30+ system leaders across partnership maintained, appointed and deployed with demonstrable impact according to KPIs.
3.2				

What is expected of teaching schools?

In order to ensure a self-improving, school-led system, teaching schools are required to operate by the following principles:

Effective Delivery	Each teaching school alliance effectively delivers across all three areas of core activity: ITT; CPD & leadership development (CPLD); school-to-school support. KPIs set out the minimum requirements for a teaching school alliance to achieve.
Accountability	In order to ensure credibility and high impact of all teaching schools, they must adhere to requirements set by NCTL and co-operate with necessary reporting processes.
System leadership and engagement	Teaching schools build an effective alliance of schools, and work strategically with other schools and providers within their regional and sub-regional networks to ensure every school can engage in school-led improvement.
Continuous Improvement	Each teaching school is required to pursue continuous improvement supported by the peer review process in order to develop and achieve/sustain maturity of provision.

Delivery area	TSA ¹ Key Performance Indicator
School-led Initial teacher training (ITT)	1.1. <u>At least 15</u> teachers trained ² per year 1.2. Percentage of trainee teachers who have secured a teaching post within 6 months is at or above national averages ³
Continuing Professional Development and Leadership Development (CPLD)	2.1. <u>At least 50 evidence based</u> CPLD ⁴ days delivered per academic year 2.2. At least 90% of participants believe ⁵ that the CPLD activity they attended has or will help improve practice in their school and agree that the benefits of the CPD activity outweighed any short term impact on workload
School to school support (StSS)	3.1. Provide at least 30 days of deployment ⁶ per academic year, to schools identified as in need of support ⁷ 3.2. <u>At least 90%</u> of support provided is rated as good or better by the supported school.

The tables above have been extracted from the DfE publication: Teaching school expectations and key performance indicators (KPIs): November 2017



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Role of teaching schools:

Teaching schools have an important role to play in a school-led system and school improvement. Teaching schools are centres of excellence, taking a focused role that prioritises:

- co-ordinating and delivering high quality school-based ITT
- providing high quality school-to-school support to spread excellent practice, particularly to schools that need it most
- providing evidence-based professional and leadership development for teachers and leaders across their network

School-led Initial teacher training (ITT)

Teaching schools are expected to provide school-led ITT through School Direct (as a lead or partner); by running a SCITT or by offering placements working in partnership with a SCITT and achieve positive impact on trainee outcomes. In addition, drive improvement externally by ensuring newly qualified teachers are recruited to schools in areas of need.

Continuing Professional Development and Leadership Development (CPLD)

Teaching schools are expected to ensure participants are engaging in a range of evidence-based CPLD which:

- focuses on improving and evaluating pupil outcomes;
- is underpinned by robust evidence and expertise;
- includes collaboration and expert challenge;
- be sustained over time; and
- be prioritised by school leadership.

School to school support (StSS)

Teaching schools are expected to diagnose and provide high quality support to schools in need, by quickly matching supply and demand including identification of individuals with appropriate skills to provide high quality support.

The text above have been extracted from the DfE publication: Teaching school expectations and key performance indicators (KPIs): November 2017