



Leading Learning Forward Teaching School Alliance

Leading learning, inspiring achievement

Partnership Agreement & Memorandum of Understanding

1st September 2020 to 31st August 2021

Review Date: July 2021

Lead Teaching School
St Hugh's National Teaching School

Lead Strategic Partner
North Lincolnshire Council

And

Partner Organisation
(Insert Name)

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1.1 Context

The aim of this document is to provide all members of this Teaching School Alliance (TSA) with an understanding of how the Teaching School Alliance is led and managed, how the common goals of the Alliance will be achieved as well as the commitment required from Alliance Partners. It is anticipated that this agreement will continue to develop over time as Alliance Partners develop their roles and as the national terms of reference for Teaching Schools are clarified and embedded.

1.2 Vision Statement

Leading Learning Forward Teaching School Alliance (LLF TSA), under the leadership of St Hugh's National Teaching School will work, in partnership with The Humber Teaching School and other key strategic partners, to deliver significant improvements in teaching, learning, leadership and governance across schools, colleges and academies in North Lincolnshire and beyond. LLF TSA, in partnership with The Humber Teaching School and other key strategic partners, will impact positively on the school improvement priorities of these schools, colleges and academies, by providing inspirational leadership and support for:

- **Initial Teaching Training (ITT):** the recruitment, induction, training, assessment & employment of trainees seeking to enter the teaching profession;
- **Professional Learning (PL):** the planning, co-ordination, delivery, assessment and evaluation of continuing professional development for teachers, teaching assistants, school staff, leaders and governors;
- **Professional Support (PS):** the planning, negotiation, commissioning, coordination, development and evaluation of school-to-school support for teachers, teaching assistants, school staff, leaders and governors by system leaders - *Specialist Leaders of Education (SLE)*, *Local Leaders of Education (LLE)*, *National Leaders of Education (NLE)* and *National Leaders of Governance (NLG)*.

LLF TSA will achieve success by:

- 1. Leading initial teacher training and development through**
 - Excellent school-based teacher training, induction and support
 - Excellent training, coaching and mentoring for leaders, teachers and support staff
- 2. Educating and engaging teachers, support staff and leaders through**
 - Targeted promotion of high impact professional learning opportunities
 - Excellent school practice, research and development within and beyond the classroom
- 3. Achieving excellent levels of progress and attainment through**
 - Provision of appropriate support and resources to drive sustained school improvement
 - Opportunities for developing and sharing expertise within and beyond the classroom
- 4. Delivering inspirational and sustainable professional support through**
 - Excellent system leaders providing appropriate professional support
 - Effective use of joint-observation, coaching, mentoring, practice and reflection

1.3 Values, Principles & Standards

The TSA values: aspiration – achievement – collaboration – education - excellence – experience - expertise – governance -innovation – impact - inspiration – leadership – learning – support - talent – teaching - trust

The Teaching School Alliance will:

- be outward facing, with honesty, trust and a shared moral purpose to get the best possible outcomes for all of our children and young people;
- recognise, aspire to, celebrate and achieve excellence for all of its members;
- be self-improving, with its focus on improving outcomes for all stakeholders that achieves excellent value;
- be committed to the most effective CPD and leadership development that has the most impact on classroom practice and progress of students;
- create a local, regional and national model of excellence which is innovative and impacts positively on educational landscape;
- be rigorously focused on quality assurance standards and progress.

2.1 Accountability, Strategic Governance & Decision Making

The Teaching School Alliance will be led by a Strategic Board which will meet at least three times a year, usually in December, March and July, to ensure:

- compliance with Department for Education (DfE) requirements
- compliance with DfE/North Lincolnshire LA financial management regulations
- the strategic plan of the Teaching School Alliance is implemented
- progress towards meeting all the Key Performance Indicators
- the development of a three year vision as well as for the future of the Alliance
- the development of application of appropriate standards and protocols
- oversight and governance of the Teaching School Alliance

The Strategic Board for 2020-21 will be constituted as follows:

- *Lead Teaching School:* the Headteacher of St Hugh's School (Chairperson)
- *Lead Teaching School:* a Governor representative of St Hugh's National Teaching School
- *Lead Strategic Partner:* one representative from North Lincolnshire Council
- *Strategic HEI Partners:* one representative from each partner Higher Education Institution
- *Strategic TSA Partner:* one representative from The Humber Teaching School
- *Alliance Partners:* up to three secondary school headteachers
- *Alliance Partners:* up to three primary school headteachers

The Strategic Board will be supported by the financial, operational and administrative officers of the Teaching School and Teaching School Alliance.

The Strategic Board will have formal accountability for the work, impact and finances of the Teaching School Alliance and will provide summary reports annually for the governing bodies of all partner organisations within this Teaching School Alliance. The quorum for Strategic Board meetings will be when representatives from a minimum of three partner organisations are present.

2.2 Operational Direction and Coordination

The Alliance Partnership Group (APG) will meet at least once a year, usually in September, to consider the decision making, annual report operational plans, financial management and quality assurance arrangements of the Teaching School Alliance for the forthcoming school year. This group will ensure that planned developments meet the needs of the Alliance schools and that Alliance partner organisations are actively involved in the implementation of the operational plans.

The Alliance Partnership Group will be chaired by the Headteacher of the Lead Teaching School who will ensure that agenda for the meeting is provided in advance and that action minutes are taken which can be shared at senior leadership level in each of the Alliance partner organisations. Representatives from all organisations in the alliance, at an appropriate leadership level, will be invited to attend. This representation may also include HEI and other public or private sector strategic partner(s).

Action Groups may be formed linked to the individual aspects of the action plan and/or to key performance indicators in the future. In 2020-21, the Teaching School Alliance will establish a **Planning Action Group (PAG)** to oversee the Big 3 priority areas of Initial Teacher Training (ITT), Professional Learning (PL) and Professional Support (PS) and the transition to Teaching School Hubs.

The appointment and success the work of System Leaders (LLE/SLE) will be overseen by the Strategic Board. Development projects will be the responsibility of the Planning Action Group and will be monitored and reviewed by the Strategic Board.

2.3 Strategic Partners

Strategic Partners, whether schools, universities or other organisations, will have the competence, capacity and commitment for delivery in particular areas of the teaching school role. They will have signed up to the Memorandum of Understanding, where applicable, in both intent and action.

The list of Strategic Partner Organisations for 2020-21 will include:

- *Lead Teaching School:* St Hugh's National Teaching School
- *Lead Strategic Partner:* North Lincolnshire Council
- *Strategic ITT Partner:* North Lincolnshire Initial Teacher Training (SCITT)
- *Strategic HEI/ITT Partner:* Bishop Grosseteste University
- *Strategic HEI/ITT Partner:* Hull University
- *Strategic HEI/ITT Partner:* York St John University
- *Strategic TSA Partner:* The Humber Teaching School (Healing Science Academy)

2.4 Alliance Partners

Partners will have expressed an active interest in the work of the Teaching School Alliance and will stand to benefit from it but may not have the capacity to contribute significantly to its delivery. They will have signed up to the Memorandum of Understanding. Organisations that access support from the Teaching School Alliance will need to pay for that support and agree to its impact being evaluated.

The current alphabetical list of Alliance Partner Organisations, effective from 1st September 2020, is:

1. *Alkborough Primary School*
2. *Bishop Grosseteste University (HEI Partner)*
3. *Brumby Junior School*
4. *Bushfield Road Infant School*
5. *Castledyke Primary School*
6. *Coritani Academy*
7. *Crosby Primary School*
8. *East Halton Primary School (Goxhill Partnership)*
9. *Frodingham Infant School*
10. *Fluent Coaching Limited*
11. *The Grange Primary School*
12. *Goxhill Primary School*
13. *Hull University (HEI Partner)*
14. *Huntcliff School*
15. *Lincoln Gardens Primary School*
16. *North Lincolnshire NHS Children's Therapy Service*
17. *North Lincolnshire Council (Lead Strategic Partner)*
18. *North Lincolnshire Initial Teacher Training (SCITT/Council)*
19. *North Lincolnshire Museum Service & Normanby Hall*
20. *Oakfield Primary School*
21. *Priory Lane Primary School (Westcliffe Federation)*
22. *St Barnabas C of E Primary School*
23. *St Hugh's National Teaching School*
24. *St Luke's Primary School*
25. *St Martin's C of E Primary School (Trentside Federation)*
26. *The Axholme Academy*
27. *The Humber Teaching School (Healing Science Academy)*
28. *The St Lawrence Academy*
29. *West Butterwick C of E Primary School (Trentside Federation)*
30. *Westcliffe Primary School*
31. *York St John University (HEI Partner)*

2.5 Alliance Associates

Any school or organisation which does apply for partner membership but which engages with the Lead Teaching School and/or LLF TSA will be deemed to be an Alliance Associate organisation.

2.6 Alliance Partnership Commitment

Leading Learning Forward TSA Partners will agree to:

- ✓ support the roles, responsibilities and groups within the Teaching School Alliance
- ✓ demonstrate commitment to all children and young people and to what they say
- ✓ share information and data to enable the Alliance to prioritise targets
- ✓ gain formal support for this partnership from my organisation's governing body
- ✓ share information about the role and remit of the Teaching School Alliance
- ✓ work together with Alliance partners, maintaining a spirit of mutual trust and respect
- ✓ adhere to the Teaching School Alliance quality assurance processes

2.7 Managing Expectations, Growth & Success

As the Teaching School Alliance has grown and developed in terms of experience, expertise, progress and success, other schools and organisations have sought to join the Alliance. Demands and expectations have grown as pressure to meet national KPIs, financial targets and deliverables increase. The Strategic Board will monitor these pressures and expectations closely and will ensure that decisions and actions are taken to manage growth as well as to confront potential barriers to success.

2.8 Provision for Review or Change of the Alliance Partnership

This Memorandum of Understanding will be reviewed annually by the Strategic Board. The level of involvement of partner organisations with the Teaching School Alliance will be agreed annually based on a review conducted by the Strategic Board having regard to each organisation's participation and effectiveness of involvement.

Any partner organisation will be able to change their partnership agreement upon request to the Strategic Board, which could involve partnership levels being revised, frozen or dissolved if circumstances change. If there is a change of circumstance within an alliance partner organisation, the Strategic Board reserves the right to revise, freeze or dissolve the partnership with that organisation.

3.1 TSA Directorship, Delivery and Implementation

The Strategic Board will appoint a Teaching School Alliance Director, who will meet regularly with the Headteacher of the Teaching School, strategic partners and representatives of North Lincolnshire Council to plan for and share responsibility for the development of teaching school policy and practice, including working towards a financially self-sustaining model.

The Teaching School Alliance Director will meet with representatives, where appropriate, from within the Alliance and from other Teaching Schools to support the development of a coordinated and comprehensive model. The Teaching School Alliance Director will provide a termly progress report against the annual action plan to the Strategic Board.

The Planning Action Group will be formally constituted and made up of representatives from at least three partner organisations within the Alliance. Any Alliance Partner taking the lead on a specific aspect of the implementation plan and/or key performance indicator will be expected to designate a suitably experienced and qualified member of staff to manage this work. The quorum for a Planning Action Group meeting will be when representatives from a minimum of three TSA partner organisations are present.

3.2 Role of the Teaching School

The Headteacher of St Hugh's National Teaching School, supported by the Governing Body, will lead the Teaching School Alliance and ensure that the Teaching School and the Alliance remain focused on the vision, principles and values outlined above and that a collaborative drive is maintained towards achieving the national and local Key Performance Indicators (KPIs) outlined below and in the strategic and operational plans.

3.3 Role of the Lead Strategic Partner

The Lead Strategic Partner, through the education and administrative staff of North Lincolnshire Council, will provide strategic leadership support ensuring that the Teaching School Alliance remains focused on the vision, principles and values outlined above and that a collaborative drive is maintained towards achieving the national and local Key Performance Indicators (KPIs) outlined below and in the strategic and operational plans.

3.4 Role of Strategic Partners

The nominated representative of each Strategic Partner organisation, as a member of the Strategic Board, will ensure that the Teaching School Alliance remains focused on the vision principles and values outlined above and that a collaborative drive is maintained towards achieving the national and local Key Performance Indicators (KPIs) outlined below and in the strategic and operational plans.

3.5 Role of Alliance Partners

The nominated representative of each Alliance Partner organisation, as a member of the Alliance Partnership Group, will ensure that the Teaching School Alliance remains focused on the vision, principles and values outlined above and on maintaining a collaborative drive towards achieving the national and local Key Performance Indicators (KPIs), as outlined below and in the strategic and operational plans.

3.6 Responsibilities of Partners

It is the responsibility of the nominated representative of each partner organisation to ensure that the Teaching School and the Alliance remains focused on the vision, principles and values outlined above and maintains a collaborative drive towards achieving the national and local key performance indicators (KPIs) outlined below and in the strategic and operational plans.

3.7 Role of the Chairperson & Planning Group Leader

The Chairperson/Planning Group Leader will ensure that the business of meetings is conducted efficiently so that they run on time, decisions are made as required and the importance of relevant information is considered. The Chairperson/Planning Group Leader will take an impartial business view of proceedings and facilitate appropriate discussion by members on agenda items. The Chairperson/Action Group Leader will ensure that strategic and operational planning is robust, timely and delivered, and that monitoring activity informs ongoing evaluation. Chairperson(s) and Planning Group Leader(s) will be confirmed annually.

3.8 Role of the Secretariat

This role will be provided by St Hugh's National Teaching School. Agendas, associated papers and materials are circulated at least one week in advance of meetings and will be treated as confidential. Minutes will be circulated within one week following each meeting. All communications outside of meetings will be conducted in person or by email or telephone.

3.9 Role of System Leaders

Each partner organisation will agree with the Lead Teaching School to support and develop System Leaders who have the skills and experience to enhance the work of the Teaching School Alliance. Local Leaders of Education (LLE) and Specialist Leaders of Education (SLE) will be appointed by the Teaching School Alliance, where appropriate, following a local application and assessment process. National Leaders of Education (NLE) and National Leaders of Governance (NLG) will be appointed by NCTL/DfE, where appropriate, following a national application and assessment process. Detailed guidance for the appointment of System Leaders is contained within the National Teaching Schools Handbook and the TSA's documentation for System Leaders. The actual and potential number of System Leaders, especially LLEs and SLEs, in the Alliance will be reviewed annually and as the need arises.

3.10 Role of Outside Organisations

The Strategic Board and the Alliance Partnership Group will give due consideration to the involvement of outside organisations in achieving the desired outcomes of the strategic and operational plans. The role and responsibilities of any outside agency invited to work with the Teaching School Alliance will be discussed and agreed by the Alliance Partnership Group and/or the Strategic Board. The Alliance will review the role of outside agencies annually and as the need arises.

4.1 Teaching School Funding

The Teaching School was initially funded by the Department for Education/National College for Teaching & Leadership for a period of four years. This is the final year of annual grant funding before the transition to the DfE's new Teaching School Hub model.

Payment of an annual grant

The annual grant is paid directly to the teaching school with the purpose of enabling the teaching schools alliance to build the necessary leadership and administrative capacity to undertake its work in leading the alliance, including designating and brokering the deployment of System Leaders sponsoring practitioner research and quality assuring all the activity undertaken by an alliance. This is

known as the core funding. Core funding was £60,000 for the first year. This funding decreased to £50,000 in the second year and was set at £40,000 for subsequent years.

This reduction reflected the expectation that alliances will develop more of their own income as they develop. Funding for System Leader deployment may come from additional DfE grant funding.

Additional funding for specific activities

Once designated, teaching schools can receive additional funding if they are commissioned or licensed to deliver activity relating to the three core areas of the teaching schools role i.e.: initial teacher training (ITT), continuing professional development (CPD) or school-to-school support. There are three ways in which a school can receive additional funding:

- *as a licensed provider*
- *commissioned directly by a school*
- *commissioned directly by an organisation (i.e. DfE) to complete a set activity*

In summary, the annual grant pays for the capacity to manage the teaching schools alliance and to carry out research and quality assurance, while funding for the delivery of services and support will come from whoever wishes to provide or purchase such activity. The sustainability of the alliance will, in part, be the result of its ability to generate funding on the basis that the alliance is offering high quality provision.

The collaborative fund process

Teaching schools are issued funding via the collaborative fund process. Following designation, teaching schools are asked to complete a set of collaborative fund terms and conditions, which shall be renewed at the start of each financial year. At the end of each financial year teaching schools will be asked to complete a collaborative fund evaluation in which they will be asked to clearly demonstrate how they have spent the funding issued to them to achieve the objectives stated within their action plans.

4.2 Financial Management

The Strategic Board will oversee the financial management of the Teaching School Alliance by:

- *Appointing a financial officer based at the Lead Teaching School to take day-to-day responsibility for fund allocations and payments*
- *Appointing an TSA Director to allocate funds to activities as stated in the TSA strategic and operational plans*
- *Appointing leaders for each of the strategic and operational action groups*
- *Appointing an auditor to undertake an annual audit of the TSA accounts*
- *Receiving regular financial updates in relation the TSA's strategic and operational plans*
- *Receiving relevant communications to stakeholders on key issues, concerns and recommendations*
- *Monitoring and evaluating the effectiveness of the financial plan.*

The Chairperson of the Strategic Board will oversee to the financial management of the TSA by:

- *Liaising with the financial officer who holds day-to-day responsibility for fund allocations and payments*
- *Supporting the TSA Director as well as the leader of the Planning Action Group in delivering the funding for activities as stated in the TSA strategic and operational plans*
- *Providing and receiving regular financial updates in relation to the TSA's strategic and operational plans*
- *Providing and receiving relevant communications to stakeholders on key issues, concerns and recommendations*
- *Monitoring and evaluating the effectiveness of the delivery of the operational plans.*

4.3 Benefits, Rewards & Resources

The Strategic Board and the Alliance Partnership Group will plan, discuss and agree the benefits, rewards and resources required to allow the Teaching School Alliance to work together effectively, therefore ensuring that the vision, principles and values outlined above as well as the key performance indicators outlined below are achieved. The Teaching School Alliance will publish a list of benefits, rewards and resources on a regular basis and in the Annual Partnership Report.

Benefits include:

- ✓ *Opportunities for trainee teachers in partner organisations to learn from some of the best teachers locally, supported by a culture of coaching and mentoring*
- ✓ *School-based, classroom focused professional development tailored to the specific needs of staff in your organisation*
- ✓ *Talented staff within partner organisations have increased offers opportunities to develop and share their practice, building their leadership skills and professional expertise*
- ✓ *Designation and brokering of System Leaders who are capable of providing specific dedicated coaching, mentoring and professional development*
- ✓ *Contributions to the development of local succession planning arrangements to ensure a future supply of highly skilled leaders in local schools*
- ✓ *Leadership and co-ordination of the provision for school-to-school support including working informally with other schools to address specific issues identified by Ofsted or the school*

Rewards include:

- ✓ *Grant-funded financial support for the TSA from the Department for Education*
- ✓ *Being part of the development of ITT, Professional Learning & Professional Support in N. Lincs.*
- ✓ *Being part of an extended network of Teaching School Alliances in the region and beyond*
- ✓ *Discounted rates and opportunities for training as part of the TSA's annual programme*

Resources include:

- ✓ *A designated Teaching School Alliance website*
- ✓ *Government funding to support the development of the Teaching School Alliance*
- ✓ *Materials to support the delivery of ITT, Professional Learning & Professional Support*

4.4 Deliverables (Minutes, Plans & Reports)

The specific outputs required of the Strategic Board, Alliance Partnership and Planning Action Group will include:

- *Minutes of meetings*
- *A Strategic and Operational Partnership Plan outlining key development points*
- *An annual Partnership Report*
- *Communications to stakeholders on key issues, concerns and recommendations*

5.1 Teaching School Networks & Wider Collaboration

LLF TSA will take the opportunity to work with other Teaching School Alliances where appropriate. This will be done where there will be benefits due to economies of scale or where working together will improve the quality of outcomes for young people. It is also acceptable for partners to work collaboratively with more than one alliance, either as a strategic or an associate partner.

5.2 Levels of Engagement and Support

Each partner organisation will sign an initial statement of commitment, as outlined above and provided at the bottom of this document, when joining the TSA. The organisation will support the vision, values and standards of the Teaching School Alliance and agree with the Headteacher of the Lead Teaching School the level of engagement and support which can be committed to, given the size, context and circumstances of the partner organisation. This commitment will be reviewed annually and as the need arises.

5.3 Cross-Phase Working & Wider Collaboration

Each organisation will support the vision, values and standards of the Teaching School Alliance and agree with the Lead Teaching School and Lead Strategic Partner how cross-phase working and collaboration can be achieved and supported. Each Action Group will commit to developing cross-phase working and collaboration between partners when working towards the delivery of the operational plan.

5.4 Methods of Working

Each partner organisation will support the vision, values and standards of the Teaching School Alliance and agree with the Lead Teaching School how flexible and joint methods of working can be achieved. Each Action Group will commit to developing such methods of working in delivering the key outcomes of the operational plan.

5.5 Time & Project Management

The Strategic Board, Alliance Partnership Group with each partner organisation will work to ensure that effective time and project management protocols are agreed and established for planning, meeting, delivering, monitoring and evaluating the work of the Teaching School Alliance. Each organisation will agree with the Lead Teaching School how best to manage time and projects taking

into account the size, context and circumstances of the partner organisation. Time and project management protocols will be reviewed annually and as the need arises.

5.6 Recognition of Circumstances, Context & Provision

The Strategic Board and the Alliance Partnership Group will give due consideration to the circumstances, context and provision of each partner organisation. Each organisation will agree to inform the Lead Teaching School of any changes to circumstance, context or provision which may impact on meeting the Key Performance Indicators outlined below and/or in the effective delivery of the strategic and operational plans.

6.1 Key Performance Indicators

The Teaching School Alliance will achieve its goals by working towards the current key performance indicators (KPIs), as set out by the Department for Education:

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 teachers trained</u> 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 CPLD</u> 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.

These Key Performance Indicators and related baseline data are recorded in the strategic and operational plans of the Alliance. They are reviewed regularly and are published in the format of a performance dashboard for consideration by the Strategic Board, Alliance Partnership Group and the Planning Action Group at their respective meetings.

6.2 Ofsted: Current & Future Judgements

The Strategic Board will give due consideration to the latest Ofsted judgements for schools when determining how best to in achieve the desired outcomes of the strategic and operational plans. The Alliance will review Ofsted judgements as the need arises and provide support for partner organisations when appropriate.

6.3 Quality Assurance: Protocols & Processes

The Strategic Board will establish a rigorous system of quality assurance, in line with regional QA guidelines and protocols, to ensure that the vision, principles and values of the TSA are achieved and that the strategic and operational plans of the Teaching School Alliance are delivered on time and within budget, thus ensuring that all KPIs and associated targets are met. The quality assurance protocols and processes will be agreed and published by the Alliance. They will be reviewed annually and as the need arises.

7.1 Fair Access

The Strategic Board of the Teaching School Alliance is committed to providing all partner organisations and individuals involved in any aspect of the TSA's work, including Initial Teacher Training (ITT), Professional Learning (PL) and Professional Support (PS), with fair and open access to any event or activity. Access to events and activities as well the names of those involved will be recorded, monitored and evaluated regularly.

7.2 Disputes

Any disagreement between partners of the Teaching School Alliance should be reported to the Chairperson of the Strategic Board who will arbitrate. Where the Chairperson is involved in the disagreement, another member of the Strategic Board will be selected to arbitrate. Arbitration will be held as promptly as possible at a time and place agreeable to all parties involved. Written records will be kept of the dispute and the arbitration process and will be available to parties involved

8.1 Glossary of Terms

APG	Alliance Partnership Group
CPD	Continuing Professional Development
DfE	Department for Education
ITT	Initial Teacher Training
LLF	Leading Learning Forward
LA	Local Authority
LD	Leadership Development
HEI	Higher Education Institution
KPI	Key Performance Indicator
KS	Key Stage (1-5)
MoU	Memorandum of Understanding
Ofsted	Office for Standards in Education
PL	Professional Learning
PS	Professional Support
QA	Quality Assurance
SLE	Specialist Leader of Education
SB	Strategic Board
SPTM	Succession Planning & Talent Management
S2S	School-to-School Support
TSA	Teaching School Alliance

9.1 Statement of Commitment for 2020-21

By signing below, *(insert name of partner organisation)* is committing itself to working in partnership as part of Leading Learning Forward Teaching School Alliance, according to the values, principles and standards outlined in this Memorandum of Understanding.

As the nominated representative of the partner organisations named above, I agree to:

- ✓ support the roles, responsibilities and groups within the Teaching School Alliance
- ✓ demonstrate commitment to all children and young people and to what they say
- ✓ share information and data to enable the Alliance to prioritise targets
- ✓ gain formal support for this partnership from my organisation's governing body
- ✓ share information about the role and remit of the Teaching School Alliance
- ✓ work together with Alliance partners, maintaining a spirit of mutual trust and respect
- ✓ adhere to the Teaching School Alliance quality assurance processes

I understand that this commitment is valid from 1st September 2020 to 31st August 2021.

[An updated copy of the Memorandum of Understanding will be published on the TSA website and sent to each partner organisation annually (usually in September or when significant changes are made). In order to confirm future membership of Leading Learning Forward TSA, a further Statement of Commitment on behalf of your organisation will only be required in exceptional circumstances or when substantive changes are made to this Memorandum of Understanding.]

Lead School:

Signed by Tracy Millard (Headteacher)

On behalf of St Hugh's National Teaching School

Date: *(insert date)*

(Strategic/School) Partner:

Signed by _____ *(Lead Representative)*

On behalf of *(insert name of partner organisation)*

Date _____ *(insert year)*