



**Leading Learning Forward
Teaching School Alliance**

**Policies, Processes
& Protocols**

2020-21

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SB = Strategic Board

1. Action Group Meetings

Protocol for TSA Action Groups

1. Action Group Members will meet once a year (as a minimum) and adhere to the overall aims of the Alliance and the roles and remits of the Action Group that they belong to.
2. Each Action Group will appoint one person as the Leader of the Action Group.
3. Minutes will be taken by a member of the TSA Office at each Action Group meeting and sent to the Leader of the Action Group for approval. Minutes will be submitted to TSA Director within 5 days of the meeting who will arrange for the Minutes will be sent to the Action Group Members.
4. Action Group members are expected to make appropriate and meaningful contributions to drive the work of the Action Group forward.
5. Any Action Group member who is unable to attend a meeting is expected to inform the PA to the Teaching School Alliance and arrange for another representative of their organisation to attend the meeting.
6. Any member who does not attend two successive meetings without a valid reason or notification will be contacted by the TSA Director and asked if they still wish to attend.
7. If they do not attend the next meeting then the Strategic Board will decide whether to remove the person or their organisation from the Action Group.
8. One week before each meeting, the TSA Administrator will contact the Action Group Leader with a draft agenda and ask if there are any additional items to be added. The TSA Administrator will then send out the full agenda to all members of the Action Group at least five working days before the meeting.
9. Each Action Group will be formally constituted and made up of at least 6 people, representing different partner organisations within the Alliance. Any Alliance partner organisation taking the lead on a specific aspect of the operational plan and/or Key Performance Indicator will be required to designate an appropriate person/SLE to manage this work.
10. The TSA Director will meet with representatives, where appropriate, from other Teaching Schools to support the development of a coordinated and comprehensive model.

11. It will be the responsibility of Action Group members to communicate the work of the teams across the Alliance. The TSA Director will provide a termly progress report against the annual action plan to the Strategic Board.
12. The quorum for an Action Group meeting will be when representatives from a minimum of 3 Alliance partner organisations are present.
13. Action Groups may be formed linked to the individual aspects of the action plan and/or key performance indicators from time-to-time. For 2020-21, the Teaching School Alliance will have one Action Group and one Network Group, as follows:
 1. (Improvement) Planning Action Group
 2. System Leaders' Network Group (for LLE and SLE members)
14. The work of Local Leaders of Education (LLE) and Specialist Leaders of Education (SLEs) will be reviewed by the System Leaders' Network which will be coordinated by the Headteacher of the Teaching School.
15. Development projects will be established, monitored and evaluated by the Planning Action Group which will report to the Strategic Board each term.
16. The TSA Director will be able to access resources in order for aspects of the implementation plan to be delivered, working in partnership with the leader and members of each of the Action Groups.

2. Alliance Partnership Meetings

Protocol for attending Alliance Partnership Group meetings

It is expected that everyone attending meetings within the TSA will:

1. Arrive in good time for the start of the meeting
2. Read the agenda and papers provided in advance of the meeting
3. Contribute thoughtfully and respectfully to the business of the meeting
4. Share relevant information from the meeting with colleagues, where appropriate
5. Deliver responses to any action points promptly and before the date given

The Alliance Partnership Group (APG) will meet at least once a year, usually in September, to review decision making, the TSA's annual report, action groups and quality assurance arrangements and discuss the TSA's operational plans for the next twelve months. The 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 strategic and operational plans.

The Alliance Partnership Group will be chaired by the Headteacher of the lead Teaching School who will ensure that the agenda 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.

The Alliance Partnership Group will have representation from all organisations in the alliance drawn from post holders at an appropriate leadership level. This representation may include HEI and other potential public/private sector commercial partner(s).

1. Members of the APG will adhere to the overall aims of the Alliance and the roles and remits of the Group.
2. Minutes will be taken at each annual meeting by the TSA Administrator and sent to the Chairperson for approval. Once approved, the TSA Administrator will arrange, within 7 days of the meeting, for the Minutes to be sent to the Action Group Members.
3. APG members are expected to make appropriate and meaningful contributions to drive the work of the TSA forward.
4. Any APG member unable to attend the annual meeting should inform the TSA Administrator and, where possible, send a replacement person to that meeting.
5. If someone does not attend two successive annual meetings without a valid reason or notification then they will be contacted by the TSA Director and asked if they still wish to attend.

6. If, after this, they do not attend, then the Strategic Board will decide whether to remove the person or their organisation from the Group.
7. One week before the annual meeting, the TSA Administrator will contact the APG Leader with a draft agenda and ask for any additional items to be added. The TSA Administrator will then send out the full agenda to all members of the APG at least five working days before the meeting.
8. The APG will be formally constituted and made up of at least 6 people, representing different partner organisations within the Alliance. Any TSA Partner organisation taking the lead on a specific aspect of the operational plan and/or Key Performance Indicator will be required to designate an appropriate person/SLE to manage this work.
9. The TSA Director will meet with representatives, where appropriate, from other Teaching Schools to support the development of a coordinated and comprehensive model.
10. It will be the responsibility of APG members to communicate the work of the teams across the Alliance. The Teaching School Alliance Director will provide at least one termly progress e-mail and one annual report against the annual action plan to the Group.
11. The quorum for an APG meeting will be when representatives from a minimum of 3 Alliance partner organisations are present.

3. Applying to Join the TSA

Protocol for applying to join the TSA

Any organisation or individual within and beyond the geographical remit of the TSA may apply for membership.

1. Initial enquiries should be made to the TSA Administrator, who will refer them to the TSA Director.
2. Any organisation or individual seeking membership will be asked to complete a short application form.
3. The TSA Director will arrange to visit or speak to the organisation or individual concerned before the application is considered by the Strategic Board.
4. Applications for membership will be considered for approval by the TSA Strategic Board on a termly basis as a formal agenda item.
5. Once membership has been considered, the TSA Director will write to the organisation/individual concerned with the decision of the Strategic Board.
6. Membership will be provided, on an annual basis, once the relevant MoU and statement of commitment has been received and signed by the organisation/individual concerned.

Full membership

Full membership of the TSA is open to those schools and organisations which will be regularly working together to support each other's professional learning. Typically these schools and organisations will be located within the geographical remit of the TSA, although there may be exceptions where the TSA is building opportunities for collaborative learning.

Associate membership

Associate membership of the TSA is for schools or institutions such as HEIs which would like to be kept informed of events and in future may interact with the alliance in a limited way. Associate membership will entitle colleagues from those schools or organisations to attend events at the discounted TSA rate.

Individual membership

Individual membership of the TSA is offered to colleagues who are currently not working within a school or who may have an advisory role. Individual membership also allows for discounted attendance at events.

4. Attendance at Meetings and Events

Protocol for attending meetings within the TSA

It is expected that everyone attending meetings within the TSA will:

1. Arrive in good time before the start of the meeting
2. Read the agenda and papers provided in advance of the meeting
3. Contribute thoughtfully and respectfully to the business of the meeting
4. Share relevant information from the meeting with colleagues, where appropriate
5. Deliver responses to any action points promptly and before the date given

Protocol for attending meetings outside the TSA

It is expected that anyone attending meetings outside the TSA will:

1. Allow time for travel and arrive before the start of the meeting
2. Read the agenda and papers provided in advance of the meeting
3. Contribute thoughtfully and respectfully to the business of the meeting
4. Represent the interests, principles and values of the TSA with good faith
5. Share relevant information from the meeting with colleagues, where appropriate
6. Deliver responses to any action points promptly and before the date given

Protocol for representing the TSA at external events and functions

It is expected that anyone representing the TSA at external events and functions will:

1. Allow time for travel and arrive before the start of the meeting
2. Read any information provided in advance of the meeting
3. Represent the interests, principles and values of the TSA with good faith
4. Share relevant information with those attending, where appropriate
5. Ensure that contacts made and information received is shared, where appropriate

Attending TSA events (including courses, workshops and conferences)

It is expected that anyone attending TSA events (including courses, workshops and conferences) will:

1. Allow time for travel and arrive well before the start of the event
2. Read and engage with any papers or information provided in advance of the event
3. Contribute thoughtfully and respectfully to the event
4. Uphold the interests, principles and values of the TSA
5. Engage positively with other delegates attending the event
6. Provide an honest and considered evaluation of the event

5. Audit of Financial Accounts

Protocol for the Audit of Financial Accounts

It is expected that anyone auditing financial accounts within and on behalf of the TSA will:

1. Uphold the interests, principles and values of the TSA
2. Follow the protocol and processes determined by the Strategic Board
3. Provide a considered audit report and feedback to the Board

The Strategic Board will establish a rigorous process for the auditing of accounts to ensure that the vision, principles and values of the TSA are achieved, 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 protocols and processes for the auditing of financial accounts will be agreed and published by the Alliance. They will be reviewed annually and as the need arises.

Protocol for internal audit of accounts

1. All invoices and financial accounts must be sent for approval, action and recording to:
 - i. The Headteacher of the lead Teaching School
 - ii. The TSA Finance Officer
2. All monitoring & evaluation reports must be sent for approval, action and recording to:
 - i. The TSA Director
 - ii. The TSA Administrator
3. Invoices and requests for payment should be submitted within 14 days following an event or completion of the work commissioned.
4. The TSA Director will sign off all reports and commissioned work before passing to the TSA Administrator and TSA Finance Officer for action and recording.
5. An internal audit of accounts will be undertaken by the TSA Director together with the Headteacher of the lead Teaching School at the end of each term.

Protocol for external audit of accounts

1. The TSA Strategic Board will appoint an external auditor to review and approve the accounts at the end of each financial year. The auditor appointed will provide a written report for the Board, confirming that the accounts have been audited and outlining any matters which need dealing with.

6. Charging for Events

1. Purpose

The purpose of the TSA's Charging Policy is to provide clear guidance to alliance partner organisations regarding the application of charges for consultancy, training, CPD and school-to-school support events which are run on behalf of and within the geographical remit of the Alliance.

2. Roles and Responsibilities

The Strategic Board of Leading Learning Forward TSA led by St Hugh's National Teaching School and North Lincolnshire Council, in consultation with the Alliance Partnership Group, will agree and determine the Charging Policy for the Teaching School Alliance on an annual basis and will review the policy, from time-to-time, as required. The TSA Finance Officer, in association with the Director, is responsible for the day-to-day application of the policy.

3. Charging for Services

The **maximum** charges which may be made for consultancy, training, CPD and support services provided on behalf of and within the remit of the TSA during 2020-21:

<u>Services provided by</u>	<u>1-2 hours</u>	<u>Half day</u>	<u>Full day</u>
TSA Headteacher/NLE/LLE	£150	£200	£500
Specialist Leader of Education (SLE)	£100	£200	£400
TSA Business Leader/Manager	£100	£200	£400
Accredited Assessor/Teacher	£100	£175	£350
Teaching Assistant/Support Staff	£100	£150	£300
Event Facilitator	£100	£150	£300

Charges will be agreed with the Headteacher of the Teaching School and may be subject to negotiation depending on the time, location and requirements of the event or support being provided. An administration fee of 10% (minimum charge: £50) will be applied to each negotiated activity to cover the administrative costs involved with delivering support. Charges will be confirmed by the Teaching School before any event or support is provided.

4. School-to-School Support Charges for Whole School Events

The charges listed above will apply to School-to-School Support **except** when a whole organisation support package has been requested and determined, in which case the package will be negotiated, on a pro-rata basis, according to the number of staff involved, the nature of the support and the number of days required. Charges will be applied on a group basis, as follows:

Table showing differentiation of group charges for whole school events

<u>Group</u>	<u>No. of staff</u>	<u>Min. charge per half day</u>	<u>Min. charge per day</u>
A	1 - 10 staff	From £150 per day	From £300 per day
B	11 - 30 staff	From £175 per day	From £350 per day
C	31 - 50 staff	From £200 per day	From £400 per day
D	51 - 100 staff	From £250 per day	From £500 per day
E	Over 100 staff	From £300 per day	From £600 per day

1. Charging for Events (Briefings, Conferences, Courses, Seminars and Workshops)

5.1. The cost per person for an event, organised on behalf of or within the remit of the TSA, will be determined by the Teaching School Alliance Finance Officer in discussion with the TSA Director (with reference to TSA Code of Conduct & Practice as well as protocols for organising an event).

5.2. Failure to attend an event, when a booking has been made in advance, will incur the full course fee, irrespective of the reason given.

5.3. When prior notice of non-attendance is given by the event delegate to the TSA Events Office and a substitute attendee is available then no charge will be made, providing that the substitute meets the event application criteria.

5.4. If prior notice of non-attendance is given by the event delegate to the TSA Events Office within 48 hours of the event and a substitute attendee is not available, then 90% of the event charge will be made.

5.5. If prior notice of non-attendance is given by the event delegate to the TSA Events Office within 2 weeks of the event and a substitute attendee is not available, then 80% of the event charge will be made.

5.6. If prior notice of non-attendance is given by the event delegate to the TSA Events Office within 4 weeks of the event and a substitute attendee is not available, then 50% of the event charge will be made.

5.7. If prior notice of non-attendance is given to the TSA Events Office 4 weeks or more in advance of the event and a substitute attendee is not available, then an administrative fee of 20% of the event charge will be made.

5.8. Any surplus generated as a result of each event will be retained by the Teaching School Alliance as a working fund for investment. The margin set for each event will vary depending upon costs and circumstances.

5.9. Bespoke packages can be negotiated and provided on request.

7. Code of Conduct & Practice (Roles & Responsibilities)

Leading Learning Forward Teaching School Alliance, under the leadership of St Hugh's National Teaching School and North Lincolnshire Council, supported by key strategic partners, will drive forward and achieve significant progress in teaching, learning, leadership and governance with every partner and associate partner school, college and academy by:

- **Leading** the professional learning and development of teachers, support staff and leaders from initial teacher training (ITT) to newly qualified teachers (NQTs), subject-specific, middle and senior leadership across the alliance and beyond;
- **Educating** and engaging teachers, support staff and leaders, by providing access to excellent school-based and classroom focussed practice, across the alliance and beyond, which impact positively upon the specific and holistic needs of every learner;
- **Achieving** excellent levels of progress, attainment, professional learning and talent development within classrooms, schools and partnerships across the alliance and beyond;
- **Delivering** inspirational and sustainable training and support, underpinned by innovative research and development projects, in schools across the alliance and beyond.

Roles and responsibilities

1. The **Strategic Board** of Leading Learning Forward TSA is responsible for approving and monitoring the Code of Conduct & Practice and for consulting with alliance partner organisations.
2. The **Alliance Partnership Group** is responsible for implementing the Code of Conduct & Practice on behalf of and within the remit of the Teaching School Alliance. Leaders and representatives of Alliance partner organisations are responsible for ensuring that the Code of Conduct & Practice is adhered to by everyone working on behalf of or within the remit of the TSA.
3. The **TSA Director**, in association with the leader of each partner organisation, is responsible for managing the day-to-day implementation of the Code of Conduct & Practice.
4. Leading Learning Forward TSA has a set of key values and principles and values which underpin its work:
 - To be outward facing, working with honesty, trust and a shared moral purpose to get the best possible outcomes for all of our children and young people;
 - To recognise, aspire to, celebrate and achieve excellence for all of its members;
 - To be self-improving, focused on improving outcomes for all stakeholders and achieving best value;
 - To be committed to delivering the most effective CPD and leadership development that has significant impact on classroom practice and progress of students;
 - To contribute to the creation of a local, regional and national model of excellence which is innovative and impacts positively on educational landscape;
 - To be rigorously focused on quality assurance standards and progress.

8. Communications

Each partner organisation will support the vision, values and standards of the Teaching School Alliance and agree with the Lead 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.

Statement of Commitment & Signatures

By signing, each 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 the Memorandum of Understanding:

- ✓ actively undertake the roles, responsibilities and remit of the groups we are working with
- ✓ 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 Teaching School Alliance role and how it relates to us
- ✓ work together with Alliance partners, maintaining a spirit of mutual trust and respect
- ✓ adhere to the Teaching School Alliance quality assurance processes

TSA Communications Policy & Protocols

The Strategic Board will agree the policy and protocols for communicating within and beyond the TSA 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. The communications policy and protocols will be reviewed annually and as the need arises.

Protocol for communications with and between Partners

1. Communications with and between partners will be conducted by phone, e-mail or in person, as appropriate.
2. The TSA Administrator will maintain an up-to-date computer-based resource bank of TSA agendas, documents and minutes.
3. Meeting agendas, documents and minutes will be sent out by email to partner organisations (please refer to the relevant meeting protocols).
4. Minutes, once approved, will be posted on the TSA website by the TSA Administrator.

Protocol for communicating news, reports and events within and beyond the TSA

1. The TSA Director assisted by the TSA Administrator will produce a termly newsletter, in which news, reports and events will be detailed.
2. This newsletter will be sent out by email to all partner organisations and to external organisations, when requested.

3. The monthly newsletter and other news and reports once approved, will be posted on the TSA website.

Protocol for marketing events within and beyond the TSA

1. The TSA Director assisted by the TSA Administrator will produce a termly newsletter, in which news, reports and events will be detailed.
2. This newsletter will be sent out by e-mail to all partner organisations and to external organisations, when requested.
3. The termly newsletter and other news and reports, once approved, will be posted on the TSA website.

Protocol for communicating with event applicants

1. The TSA booking office will communicate with event applicants by phone, email and post, as appropriate.
2. Registration and joining instructions will usually be sent out, following the closing date, at least 7 days before an event by e-mail or, in exceptional cases, by post.
3. Please refer to the TSA booking terms and conditions for further details.
4. Details of all TSA events will be posted on the TSA website, once confirmed.

9. Continuing Professional Development (CPD)

Scope/Jurisdiction

The Planning Action Group will focus specifically on leading professional learning and development as well as the education and engagement of teachers, support staff and leaders within the Teaching School Alliance, according to these terms of reference and the requirements of the TSA's strategic and operational plans, as determined by the TSA's Strategic Board and Alliance Partnership Group.

Objectives

To deliver the aims of the Teaching School Alliance, the Improvement Planning Action Groups will:

- **Lead professional learning and development through:**
 - Excellent school-based initial teacher training and support
 - Excellent newly qualified teacher induction and support
 - Excellent training, coaching and mentoring for leaders, teachers and support staff
- **Educate and engage teachers, support staff and leaders through:**
 - Targeted marketing and promotion of learning opportunities
 - Joint-observation and development of excellent school practice within and beyond the classroom
 - Effective use of joint-observation, coaching, mentoring, practice and reflection
- **Achieve excellent levels of progress and attainment through:**
 - Provision of support and resources to drive school improvement
 - Opportunities for developing teaching and leadership experience
 - Collaboration and sharing of expertise within and beyond the classroom
- **Deliver inspirational and sustainable training and support through:**
 - Appropriate school-to-school support
 - Excellent specialist leaders of education (SLEs)
 - Innovative and impactful research and development

Principles and Standards

The TSA's Planning Action Group 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 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.

10. Creation of Presentations & Resources

Protocol for Creating Presentations & Resources

1. All presentations (including PowerPoint presentations) and resources should be created using the PowerPoint proforma which can be obtained from the TSA Administrator and from the Resources section of the TSA website.
2. All presentations and resources should be approved by the Director and then copied to the TSA Administrator, prior to being presented and/or photocopied.
3. All event presentations and resources will remain the intellectual property of the Teaching School Alliance and should not be distributed in any format*.

*Copyright

Work undertaken on behalf of the TSA is created for the benefit of the wider educational community. However, professional courtesy of intellectual rights should be adhered to. Therefore, if presentations and resources are to be disseminated then permission from the TSA needs to be sought.

11. Dealing with Complaints

Protocol for dealing with complaints from TSA partners

Any disagreement between or a complaint received from one or more partners of the Teaching School Alliance should be reported, in writing, to the Chairperson of the Strategic Board who will arbitrate.

Where the Chairperson is involved in the disagreement, another member of the Strategic Board may 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.

Protocol for dealing with complaints from event participants and/or event leaders

Any complaint made orally or in writing by an event participant should be reported to the event leader in the first instance, who should seek an early resolution of the matter, ideally on the day of the event.

If the complaint cannot be resolved or is received after the event, the complaint should be passed to the TSA Director who will seek to resolve the matter, by discussing the matter with the event leader and reaching a quick decision. Where the event leader makes a complaint or is the subject of the complaint, the TSA Director will seek additional witness reports, where possible, and reach a decision independently.

All complaints will be dealt with as promptly as possible, usually within five working days of receipt of the complaint. Written records will be kept of the complaint and the outcome of the complaint. The final decision should be communicated to the person making the complaint, in writing, within a further five working days.

Protocol for dealing with complaints from organisations or individuals outside the TSA

Any complaint made orally or in writing by an organisation or individual outside the TSA should be reported to the TSA Director in the first instance, who should seek an early resolution of the matter.

If the complaint cannot be resolved or is made about the TSA Director, the complaint should be reported to the Chairperson of the Strategic Board who will arbitrate who will seek to resolve the matter, by seeking additional witness reports, where possible, and reaching a decision independently

All complaints will be dealt with as promptly as possible, usually within five working days of receipt of the complaint. Written records will be kept of the complaint and the outcome of the complaint. The final decision should be communicated to the person making the complaint, in writing, within a further five working days.

12. Deployment and Contracts

Deployment of staff and issuing contracts within and on behalf of the TSA

It is expected that anyone deploying staff and issuing contracts within and on behalf of the TSA will:

1. Uphold the interests, principles and values of the TSA
2. Ensure that deployment of staff and the issuing of contracts is approved by the Strategic Board
3. Provide considered proposals, reports and feedback, when and where required, by the Strategic Board

The Strategic Board and the Alliance Partnership Group will establish a rigorous process and protocols for the deployment of staff and the issuing of contracts, where and when required, to ensure that the vision, principles and values of the TSA are achieved, 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 protocols and processes for deploying staff and issuing contracts will be agreed and published by the Alliance. They will be reviewed annually and as the need arises.

Protocol for the deployment of staff

1. The Strategic Board will determine the strategic deployment of staff, advised by the Headteacher of the lead Teaching School and the TSA Director.
2. The Headteacher of the lead Teaching School in consultation with the Director of the Teaching School Alliance will make decisions regarding the day-to-day operational deployment of staff.
3. The TSA Director in consultation with the relevant Action Group Leader(s) will make decisions regarding the deployment of staff, event leaders and school-to-school support.

Protocol for issuing contracts

1. The Headteacher of the lead Teaching School in consultation with the Director of the Teaching School Alliance will make arrangements with the TSA Administrator and Finance Officer for the issuing of contracts, with the approval of the Strategic Board.
2. The TSA Director in consultation with the relevant Action Group Leader(s) may issue contracts for work to be undertaken by event leaders and those involved in school-to-school support, with the approval of the Headteacher of the lead Teaching School and the Strategic Board.

13. Equal Opportunities

The Strategic Board of LLF TSA is committed to providing all partner organisations and individuals involved in any aspect of the TSA's work (including Initial Teacher Training, Professional Learning and Professional Support) 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.

The TSA Director and TSA Administrator will ensure that every event has open access and that places are allocated on a first come-first served basis only.

Event leaders and TSA partners will provide fair and open access to events without discrimination, in line with UK and County Council Equal Opportunities legislation.

14. Evaluating Progress and Delivery

Evaluating progress and delivery within and on behalf of the TSA

It is expected that anyone evaluating progress and delivery within and on behalf of the TSA will:

1. Uphold the interests, principles and values of the TSA
2. Undertake effective and informative evaluation activities
3. Provide considered evaluation reports and feedback, when and where required

The Strategic Board with the Alliance Partnership Group will establish a rigorous system of progress and delivery evaluations, in line with national/regional guidelines and protocols, to ensure that the vision, principles and values of the TSA are achieved, 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 protocols and processes for evaluating progress and delivery will be agreed and published by the Alliance. They will be reviewed annually and as the need arises.

Protocol for evaluating progress and delivery

1. TSA event applicants and participants will be asked to complete an evaluation report form at the end of each event they attend.
2. TSA event leaders and those who are contracted to provide school-to-school support will be required to complete an evaluation report form at the end of the event or support period.
3. The TSA Administrator will collate and record summary reports from each event.
4. The Headteacher of the lead Teaching School, Action Group Members and the TSA Director will review these evaluation reports, from time-to-time and at least on a termly basis.
5. The Strategic Board will receive reports at each meeting from the Headteacher of the lead Teaching School, Action Group Leader(s) and the TSA Director in which progress and delivery are evaluated.
6. This will be based on a summary of evaluation reports, compiled by the TSA Administrator and taken from:
 - Event applicants and participants
 - Partner organisations
 - TSA data records
 - DfE data records
7. The summary report, once approved by the Strategic Board, will be posted on the TSA website.

15. Financial (Day-to-Day) Management

Managing and engaging with the finances of the TSA

It is expected that anyone managing and engaging with the finances of the TSA will:

1. Uphold the interests, principles and values of the TSA
2. Be scrupulously honest and manage all financial matters to time and to budget
3. Respond promptly to requests for invoices, payments and accounts

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

1. Appointing a Financial Officer based at the Lead Teaching School to take day-to-day responsibility for fund allocations and payments.
2. Appointing a Director to allocate funds to activities as stated in the TSA strategic and operational plans.
3. Appointing Leaders for each of the strategic and operational Action Groups.
4. Appointing an Auditor to undertake an annual audit of the TSA accounts.
5. Receiving regular financial updates in relation the TSA's strategic and operational plans.
6. Receiving relevant communications to stakeholders on key issues, concerns and recommendations.
7. Monitoring and evaluating the effectiveness of the financial plan.

The **Alliance Partnership Group** will contribute to the financial management of the Teaching School Alliance by:

1. Liaising with the TSA Finance Officer with day-to-day responsibility for fund allocations and payments
2. Supporting the Director as well as the Leaders of the Action Groups in delivering the funding for activities as stated in the TSA strategic and operational plans
3. Providing and receiving regular financial updates in relation the TSA's strategic and operational plans
4. Providing and receiving relevant communications to stakeholders on key issues, concerns and recommendations
5. Monitoring and evaluating the effectiveness of the delivery of the operational financial plan.

The **TSA Finance Officer** will contribute to the financial management of the Teaching School Alliance by:

1. Working with the Headteacher of the lead Teaching School, the TSA Director and the TSA Administrator(s) in relation to financial allocations, contracts, deployment, invoices and payments.
2. Supporting the TSA Director as well as the leaders of the operational Action Groups in delivering the funding for activities as stated in the TSA strategic and operational plans.

3. Providing and receiving regular financial updates in relation the TSA's strategic and operational plans.
4. Providing and receiving relevant communications to stakeholders on key issues, concerns and recommendations.
5. Reporting on the effectiveness of the delivery of the operational financial plan.

16. Governance

Scope/Jurisdiction

The Planning Action Group will focus on leading and developing governance. The Action Group will also focus on quality assurance processes and protocols within the Teaching School Alliance, according to these terms of reference and the requirements of the TSA's strategic and operational plans, as determined by the TSA's Strategic Board.

Objectives

To deliver the aims of the Teaching School Alliance, the Strategic Board through the Planning Action Group will:

- **Lead professional learning and development through:**
 - Excellent school-based initial teacher training and support
 - Excellent newly qualified teacher induction and support
 - Excellent training, coaching and mentoring for leaders, teachers and support staff
- **Educate and engage teachers, support staff and leaders through:**
 - Targeted marketing and promotion of learning opportunities
 - Joint-observation and development of excellent school practice within and beyond the classroom
 - Effective use of joint-observation, coaching, mentoring, practice and reflection
- **Achieve excellent levels of progress and attainment through:**
 - Provision of support and resources to drive school improvement
 - Opportunities for developing teaching and leadership experience
 - Collaboration and sharing of expertise within and beyond the classroom
- **Deliver inspirational and sustainable training and support through:**
 - Appropriate school-to-school support
 - Excellent specialist leaders of education (SLEs)
 - Innovative and impactful research and development

Principles and Standards

The TSA's Strategic Board and Planning Action Group 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.

17. Health & Safety Risk Assessments

Undertaking health & safety risk assessments within and on behalf of the TSA

It is expected that anyone organising an event within and on behalf of the TSA will:

1. Uphold the interests, principles and values of the TSA
2. Undertake effective and informative risk assessments
3. Maintain proper records and provide access to these records if required
4. Provide considered evaluation reports and feedback, when and where required

The Strategic Board and the Alliance Partnership Group will establish a rigorous system of health & safety risk assessments to ensure that the vision, principles and values of the TSA are achieved, that every TSA event has been properly risk assessed, that the 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 protocols and processes for undertaking risk assessments will be agreed and published by the Alliance. They will be reviewed annually and as the need arises.

1. TSA event leaders and partner organisations hosting events will be asked to complete a comprehensive health & safety risk assessment form in advance of the of each event they are leading and hosting.
2. TSA event leaders will be required to complete a evaluation report form at the end of the event or support period, including a record of any health & safety issues.
3. The TSA Director and the host organisation must be informed of any health & safety issues encountered during the event.
4. All health & safety issues must be recorded and reported in writing to the TSA office.
8. The TSA Administrator will collate and record summary reports from each event, including any reported health & safety issues.
9. The Headteacher of the lead Teaching School, Action Group Members and the TSA Director will review these evaluation reports, from time-to-time and at least on a termly basis.
10. The Strategic Board will receive a termly report from the Headteacher of the lead Teaching School, Action Group Leaders and the TSA Director in which health & safety issues are evaluated.
11. This will be based on a summary of evaluation reports, compiled by the TSA Administrator and taken from:
 - Event applicants and participants
 - Partner organisations
 - TSA health & safety records

18. Induction for New Members of TSA

Protocol for inducting to join the TSA

The Strategic Board in association with the Alliance Partnership Group will ensure that the following induction arrangements are made for any organisation or individual taking up membership, within and beyond the geographical remit of the TSA.

1. The TSA Administrator will send a “welcome” email to the new member individual or organisation, on behalf of the Headteacher of the lead Teaching School and the Strategic Board, attaching the Memorandum of Understanding and the Statement of Commitment, where applicable.
2. The TSA Director will ask the member/leader of TSA partner organisation to provide support for the first month.
3. Once the Statement of the Commitment has been signed, dated and returned, the TSA Administrator will send a further email confirming receipt of the MoU, where applicable, and providing the name and contact details of the member/leader of the TSA partner organisation providing induction support and links to the TSA website/resource bank.
4. The TSA Director will arrange, where possible, to speak with or visit the new member individual/organisation at the end of the first month’s membership.
5. The Strategic Board in association with the Alliance Partnership Group will review these arrangements from time-to-time, as required.

19. Initial Teacher Training (ITT)

Scope/Jurisdiction

The Planning Action Group will focus specifically on leading and developing initial teacher training and support within the Teaching School Alliance according to these terms of reference and the requirements of the TSA's strategic and operational plans, as determined by the TSA's Strategic Board and Alliance Partnership Group.

Objectives

To deliver the aims of the Teaching School Alliance, the Planning Action Group will:

- **Lead professional learning and development through:**
 - Excellent school-based initial teacher training and support
 - Excellent newly qualified teacher induction and support
 - Excellent training, coaching and mentoring for leaders, teachers and support staff
- **Educate and engage teachers, support staff and leaders through:**
 - Targeted marketing and promotion of learning opportunities
 - Joint-observation and development of excellent school practice within and beyond the classroom
 - Effective use of joint-observation, coaching, mentoring, practice and reflection
- **Achieve excellent levels of progress and attainment through:**
 - Provision of support and resources to drive school improvement
 - Opportunities for developing teaching and leadership experience
 - Collaboration and sharing of expertise within and beyond the classroom
- **Deliver inspirational and sustainable training and support through:**
 - Appropriate school-to-school support
 - Excellent specialist leaders of education (SLEs)
 - Innovative and impactful research and development

Principles and Standards

The TSA's Planning Action Group 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.

Initial Teacher Training is one of the Big 3 priority themes for 2020-21.

20. Information & Data Management

Receiving and sharing TSA information

It is expected that anyone receiving and sharing TSA information will:

1. Uphold the interests, principles and values of the TSA
2. Share information with a sense of openness and trust
3. Treat the information received with respect and confidentiality, where appropriate
4. Provide thoughtful and considered responses to the information received, when required

Protocol for information sharing with Alliance or Action Group Members

1. Leaders of Action Groups to e-mail key documents, i.e. minutes, agendas or monitoring forms and dates of meetings, to PA of the TSA.
2. TSA Administrator to place in 'Items to be sent' folder and notify the TSA Director.
3. Subgroup meeting minutes and agendas to be approved by Leader of each Action Group. TSA Administrator to send out to appropriate Action Group members.
4. TSA Director to read all other documents and check for factual and grammatical accuracy.
5. TSA Director to clarify any points as necessary.
6. TSA Director to pass to the appropriate Action Group Leader for final checking.
7. TSA Administrator to send document out to appropriate group of people.
8. All items to be sent separately.
9. All items must have the National Teaching School logo on.
10. Item to be saved in appropriate folder and deleted from 'Items to be sent' folder.

Copyright

1. Work undertaken on behalf of the Alliance is created for the benefit of the wider educational community. However, professional courtesy of intellectual rights should be adhered to. Therefore, if materials are to be disseminated then permission from the Alliance needs to be sought.
2. The Teaching School Alliance takes the privacy of its users seriously. The TSA is committed to safeguarding the privacy of its users while providing a personalised and valuable service. This Privacy Policy statement below explains the data

processing practices of the Teaching School Alliance. If you have any requests concerning your personal information or any queries with regard to these practices please contact us by e-mail as listed on the TSA website.

Privacy Policy & Protocol

Information Collected

The TSA will collect personally identifiable information about applicants and delegates (their "data") through:

- the use of enquiry and registration forms
- when you purchase any of our products or services
- the provision of details to the TSA either online or offline

Data that the TSA collects may include:

- Name
- Job title
- School/College/Academy name
- School/College/Academy address, phone and fax number
- Additional School/College/Academy contacts
- Mobile/telephone numbers
- E-mail address
- Payment information
- Information for market research
- The TSA also collects information automatically about visit to the website. Please see the Use of Cookies section for more details.
- The TSA does not store credit card details nor does it share customer details with any third parties

Use and Disclosure of Personal Information

The TSA will use data for purposes which may include:

- providing a personalised service
- processing orders, registrations and enquiries
- conducting market research surveys
- providing information about events offered (with agreement)

To receive information about courses from Leading Learning Forward TSA, the consent boxes should be ticked. The TSA may also use information in aggregate form (so that no individual user is identified):

- to build up marketing profiles
- to aid strategic development

- to audit usage of the site

Cookies Policy

The TSA uses cookies to help personalise use of the website. A cookie is a small piece of information which is sent to a computer's hard drive by the web server so that the website can remember who the user is. This information may include information relating to use of our site, information such as the computer's IP address and browser type, demographic data and, arrival at the website via a link from third party site, the URL of the linking page.

The TSA will use information from cookies for purposes which may include:

- identifying returning users and applicants, and to allow registered users to be presented with a personalised version of the site
- enabling users to move more easily around the website
- tracking use of the website
- building up a demographic profile
-

The TSA may at some point use Google Analytics, a web analytics service provided by Google, Inc. ("Google"). Google Analytics uses cookies to help analyse how users use the Teaching School Alliance website.

User Access and Control of Data

If the user wishes to amend any of their personal data, or update their marketing preferences, the user should visit the contact page of the TSA website.

In accordance with the Data Protection Act 1998 and GDPR 2018, the user may request a copy of the personal information we hold about you by contacting the Data Controller by e-mail as listed on the TSA website.

The Privacy Notice of St Hugh's National Teaching School and Leading Learning Forward TSA is published on the TSA website and reviewed annually.

21. Leadership Development (LD)

Scope/Jurisdiction

The Planning Action Group will focus on achieving excellent levels of progress and attainment within the Teaching School Alliance according to these terms of reference and the requirements of the TSA's strategic and operational plans, as determined by the TSA's Strategic Board and Alliance Partnership Group.

Objectives

To deliver the aims of the Teaching School Alliance, the Planning Action Group will:

- **Lead professional learning and development through:**
 - Excellent school-based initial teacher training and support
 - Excellent newly qualified teacher induction and support
 - Excellent training, coaching and mentoring for leaders, teachers and support staff
- **Educate and engage teachers, support staff and leaders through:**
 - Targeted marketing and promotion of learning opportunities
 - Joint-observation and development of excellent school practice within and beyond the classroom
 - Effective use of joint-observation, coaching, mentoring, practice and reflection
- **Achieve excellent levels of progress and attainment through:**
 - Provision of support and resources to drive school improvement
 - Opportunities for developing teaching and leadership experience
 - Collaboration and sharing of expertise within and beyond the classroom
- **Deliver inspirational and sustainable training and support through:**
 - Appropriate school-to-school support
 - Excellent specialist and local leaders of education (SLEs)
 - Innovative and impactful research and development

Principles and Standards

The TSA's Planning Action Group 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 professional learning 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.

22. Leadership Support

Protocol for initial visits to a school requesting leadership support

1. Initial discussion with the TSA Director and Head of the Client School or Senior Leadership Team Member of Client School.
2. Set up initial meeting with the Head of the Client School with appropriate Teaching School Alliance representative, assigned to the project.
3. Assigned person to be given appropriate paperwork relevant to the request of the school.
4. Assigned person to audit the focus area of the school, benchmarking the current situation, with the appropriate leader
5. Assigned person to agree a set of initial broad actions with the Head of Client School, identifying best fit support for the school across the pool of talent in the Alliance.
6. Agree the financial costs of the support in line with the TSA Charging Policy.
7. Costings to be agreed with the Teaching School Alliance Business Manager.
8. Establish an initial starting point and agreed amount of time with Head of Client School.
9. Send the Action Plan and Audit to appropriate Action Group Leader for discussion and copy to TSA Director.
10. Action Group Leader(s) and TSA Director to analyse and approve Action Plan and ensure relevant support is available.
11. If at any time the person leading the support has any concerns these must be raised with the TSA Director and the Headteacher of the school receiving support.
12. Discussion and investigation into the issue may lead to further action being taken (i.e. a full audit).

23. Monitoring Progress and Delivery

Monitoring progress and delivery within and on behalf of the TSA

It is expected that anyone monitoring progress and delivery within and on behalf of the TSA will:

1. Uphold the interests, principles and values of the TSA
2. Undertake effective and informative monitoring activities
3. Provide considered monitoring reports and feedback, when and where required

The Strategic Board and the Alliance Partnership Group will establish a rigorous system for monitoring progress and delivery, in line with regional guidelines and protocols, to ensure that the vision, principles and values of the TSA are achieved, 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 protocols and processes for monitoring progress and delivery will be agreed and published by the Alliance. They will be reviewed annually and as the need arises.

Protocol for monitoring progress and delivery

1. TSA event applicants and participants will be asked to complete an evaluation report form at the end of each event they attend.
2. TSA event leaders and those who are contracted to provide school-to-school support will be required to complete a monitoring report form from time-to-time during a series of events or during a period of support.
3. The TSA Administrator will collate and record a summary of the monitoring reports, at least once a term.
4. The Headteacher of the lead Teaching School, Action Group Members and the TSA Director will review these monitoring reports, from time-to-time and at least on a termly basis.
5. This will be based on a summary of evaluation reports, compiled by the TSA Administrator and taken from:
 - Reports from event leaders and quality assessors
 - Partner organisations
 - TSA data records
 - NCTL and DfE data records

Protocol for monitoring progress and delivery in school-to-school support

1. All providers of school support should complete the relevant form for each visit made to a school. The forms can be downloaded from the website.
2. The provider of school support should use one of the following forms:
 - Initial Visit Form – for the first visit made to a school
 - Monitoring Report Form – for each visit made to a school
 - Evaluation Report Form – at the end of the piece of work to evaluate impact
3. The reports must be succinct, 1 page long and must evidence actions, impact, issues and future actions and dates.
4. Before leaving the supported school, the provider of support should try to meet with the Headteacher to share what is going into the form.
5. The completed form should be sent to the TSA Director and to TSA Administrator overseeing the support.
6. Once approved, the form will be sent to the Headteacher of the supported school and the Action Group Leader. The report will be filed by the TSA Administrator.
7. The TSA Administrator & Finance Officer will require a copy of each form in order for reimbursement of supply cover, where applicable, to be paid.
8. The Client School, if in a category, will write a short monitoring report to show what they are doing with the identified issues, this report should be sent to the TSA Director and TSA Administrator.

24. Organisation of Events

Protocol for Organising an Event (Briefing/Course/Conference/Seminar/Workshop)

1. All events should reflect the key priorities of the Teaching School Alliance.
2. The Action Group or Partner organising the course should have it detailed in their Action Plan or approved by the Leader of the appropriate Group.
3. The Action Group should determine the following:
 - Principles of the event and event format
 - The preferred leader(s)/speaker(s)/facilitator(s)
 - Date(s)/timings of the course
 - The preferred venue(s)
 - The minimum number of event delegates required for the event to run
 - Target audience
 - Quality assurance and quality assessor of the course
4. The Action Group or Partner should complete an event proposal form which should be approved by the Action Group Leader or the TSA Director.
5. The proposal form should be submitted to the TSA Administrator who will liaise with the TSA Finance Officer and Director.
6. The TSA Finance Officer in discussion with the TSA Administrator & Director will determine the cost for each attendee bearing in mind the following:
 - Cost of the venue and refreshments
 - Event leader/speaker/facilitator charge
 - Administrative costs (e.g. photocopying, attendee packs)
 - Staffing costs
 - Maximum number of attendees who can be accommodated
 - Contingency costs (e.g. additional attendees, venue charges etc)
 - Funding sources
7. The TSA Administrator/Finance Officer will arrange the booking of the venue.
8. The TSA Administrator will arrange for details of the event to be publicised.
9. The TSA Administrator will receive event applications and issue confirmation of attendance, joining instructions etc.
10. The TSA Finance Officer will arrange for invoices to be issued, event fees to be levied and event leader fees, venue costs etc to be paid.

25. Professional Learning

Scope/Jurisdiction

The Planning Action Group will lead the development of Professional Learning with a focus on achieving excellent levels of progress and attainment according to these terms of reference and the requirements of the TSA's strategic and operational plans, as determined by the TSA's Strategic Board and Alliance Partnership Group.

Objectives

To deliver the aims of the Teaching School Alliance, the Planning Action Group will:

- **Lead professional learning and development through:**
 - Excellent school-based initial teacher training and support
 - Excellent newly qualified teacher induction and support
 - Excellent training, coaching and mentoring for leaders, teachers and support staff
- **Educate and engage teachers, support staff and leaders through:**
 - Targeted marketing and promotion of learning opportunities
 - Joint-observation and development of excellent school practice within and beyond the classroom
 - Effective use of joint-observation, coaching, mentoring, practice and reflection
- **Achieve excellent levels of progress and attainment through:**
 - Provision of support and resources to drive school improvement
 - Opportunities for developing teaching and leadership experience
 - Collaboration and sharing of expertise within and beyond the classroom
- **Deliver inspirational and sustainable training and support through:**
 - Appropriate school-to-school support
 - Excellent specialist leaders of education (SLEs)
 - Innovative and impactful research and development

Principles and Standards

The TSA's Planning Action Group 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 professional learning 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.

Professional Learning is one of the Big 3 priority themes for 2020-21.

26. Professional Support

Scope/Jurisdiction

The Headteacher of the Teaching School will lead Professional Support for LLF TSA. The Planning Action Group will plan for the development of Professional Support with a focus on achieving excellent levels of progress and attainment according to these terms of reference and the requirements of the TSA's strategic and operational plans, as determined by the TSA's Strategic Board and Alliance Partnership Group.

Objectives

To deliver the Professional Support aims of the Teaching School Alliance, the (Improvement) Planning Action Group will:

- **Lead professional learning and development through:**
 - Excellent school-based initial teacher training and support
 - Excellent newly qualified teacher induction and support
 - Excellent training, coaching and mentoring for leaders, teachers and support staff
- **Educate and engage teachers, support staff and leaders through:**
 - Targeted marketing and promotion of learning opportunities
 - Joint-observation and development of excellent school practice within and beyond the classroom
 - Effective use of joint-observation, coaching, mentoring, practice and reflection
- **Achieve excellent levels of progress and attainment through:**
 - Provision of support and resources to drive school improvement
 - Opportunities for developing teaching and leadership experience
 - Collaboration and sharing of expertise within and beyond the classroom
- **Deliver inspirational and sustainable training and support through:**
 - Appropriate school-to-school support
 - Excellent specialist leaders of education (SLEs)
 - Innovative and impactful research and development

Principles and Standards

The TSA's Planning Action Group 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 professional learning 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.

Professional Support is one of the Big 3 priority themes for 2020-21.

27. Quality Assurance

Quality assuring work within and on behalf of the TSA

It is expected that everyone quality assuring work within and on behalf of the TSA will:

5. Uphold the interests, principles and values of the TSA
6. Undertake effective and informative monitoring activities
7. Provide considered quality assurance reports and feedback, when and where required

The Strategic Board and the Alliance Partnership Group 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, 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.

NB: Please also refer to the sections on monitoring and evaluating progress and delivery

28. Research & Development

Scope/Jurisdiction

The LLF TSA Planning Action Group will focus on leading Research and Development (R&D) projects which benefit the work and reputation of the TSA, the education and engagement of teachers, support staff, leaders and governors, the achievement of learners and the delivery of inspirational training and support.

Each R&D project will be established according to the Planning Action Group's terms of reference and the requirements of the TSA's strategic and operational plans, which are determined by the TSA's Strategic Board and Alliance Partnership Meetings.

Any R&D project, established or approved by the Planning Action Group, will be conducted on a "Test & Learn" basis with the intention of "improving practice and improving the attainment of every learner" (ref: LLF TSA vision statement).

Objectives

To deliver the aims of the Teaching School Alliance, Research & Development projects for 2020-21 will be focused on improving practice in one or more of the following areas:

- **Teaching**
- **Learning**
- **Leadership**

Each project will be undertaken for the benefit of all learners within the schools, colleges and academies of North Lincolnshire and beyond.

Principles and Standards

The TSA's Research & Development projects will be conducted and delivered in a professional manner in line with the policies, processes & protocols of Leading Learning Forward TSA namely to:

- 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, focused on improving outcomes for all stakeholders and achieving excellent value;
- be committed to effective CPD 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.

Annual Plan

The Teaching School will:

- Invite ideas and suggestions for R&D projects from the leaders and members of partner organisations and action groups
- Establish an annual TSA programme of R&D projects and impact studies
- Ensure that the Planning Action Group maintains a programme of R&D projects

Content and format of LLF TSA case studies

The case study projects will be presented in the following format:

- A **presentation** of excellent or outstanding strategies and practice within the identified schools which have contributed to improvements in the effectiveness of the teaching, leadership and/or governance and school achievement
- A **summary report** written by the researcher/presenter of the project title/question/issue, methodology, project outline, recommendations and conclusions including contact details for further information or event bookings

Each case study presentation & summary will be organised into four sections:

1. Title of the case study to include:

- Question/issue/theme of the case study
- Name and context of organisations involved
- Name of presenter/author
- Date and purpose of case study

2. Organisation and main content of the case study to include:

- How the case study was undertaken
- Which groups and individuals were involved in the study
- Relevant research, literature, data sources
- Description of what was witnessed, observed, reported, analysed

3. Highlights and recommendations from the case study to include:

- Highlights , quotations or observations from the study including lessons learnt/future plans
- Recommendations for teachers, leaders and/or governors relating to the promotion of excellent practice in their organisation(s)

4. Conclusion section to include:

- Concluding paragraph summing up the findings and focus of this case study
- TSA contact details for further information
- TSA contact details for future event bookings
- Date and copyright terms

How to Undertake a Research & Development Project for Leading Learning TSA

Introduction

Research & Development projects are important to the TSA because they can support current educational practice or lead to new approaches to teaching, leadership & governance which, in turn, can improve attainment of learners.

All research begins with an idea or question based on experiences and ends with a conclusion that may change the experience in the future. Research is a systematic investigation, involving the collection of information (data), to solve a problem or contribute to knowledge about a theory or practice (case study).

Steps in research for LLF TSA

1. Identify the question or issue
2. Conduct a review of the question or issue
3. Frame a hypothesis
4. Develop the project design
5. Complete the research
6. Analyse the data
7. Generate conclusions

The paragraphs below will guide you through the process.

1. Identify the question or issue

It is very important that the question being asked is well understood and that the issue has been well defined. Selecting the right question and identifying the issue is crucial, otherwise unreliable results may be produced.

The four most common sources for finding a question or problem are reviewing:

- Our experiences
- Previous research
- Current theories
- Ideas from others

Rethinking or asking the following questions may help to define and develop a research question:

- What if this situation was approached in a different way?
- What would be the outcome if we taught, led or governed differently?

It is important that the research being performed has an outcome that is meaningful to the TSA and the wider educational community.

Consider:

- Is the issue an important one?
- Will the results change current practice?
- Will the results lead to better outcomes?
- Will the findings broaden knowledge or understanding?
- Will the results have relevance?

Not all questions posed may be researchable although they may be thought-provoking. Factors that should also be considered are time, cooperation of others, resources, experience of the researcher and educational values. If any or all of these factors pose a problem, then it may be necessary to rethink the question.

Once the question has been clarified, convert it to a definitive statement. A good statement will serve as a guide to developing the study design. The two most common types of statements used are:

- Declaration (states the issue as a declaration)
- Interrogation (states the issue as a question).

2. Conduct a review of the question or issue

You will need to determine what previous research has been undertaken in relation to the question. This will help clarify the value of the question and the sources of knowledge available. Primary sources include articles and books written by the person(s) who conducted the research. Secondary sources that may be used include review articles that summarize previous research, usually written by someone other than the original researcher.

3. Frame a hypothesis

The general purpose of a hypothesis is to help guide enquiries. It helps provide direction to the research design and assists in the collection, analysis and interpretation of data. A hypothesis is a tentative prediction or explanation of relationship between two or more variables. This statement describes the results the researcher expects to obtain. The nature of the hypothesis will help determine the sample group for study, study design, measures and procedures as well as any statistics to be used.

4. Develop the project design

The project design is the researcher's overall plan to obtain answers to the question being asked and the hypothesis being tested. It spells out strategies to develop information that are accurate, objective, and meaningful, and explains the methods that will be used to collect and analyse data. This also should include the time frame necessary or allowed to conduct the project. Questions to be asked to assist with project development include:

- What type of comparisons will be made?
- What processes will be used to control variables?
- When and how many times will data be collected?
- Where will the study take place?

This information will also help to eliminate the possibility of omitting valuable resources or other essentials needed to produce a reliable outcome.

Well-designed projects will be:

- Accurate
- Relevant
- Clear
- Objective
- Powerful

5. Complete the research

Several different research methods are available for data collection. It is important to choose a method that will most accurately reflect the question being asked. Research methods that are commonly used to collect data include:

- interviews
- questionnaires
- observations
- records
- reports

The selected research methods and protocols should not be changed once the project has started.

6. Analyse the data

Once the research project has been completed, the data collected should be analysed and measured for quality to ensure that the data is relevant, accurate, clear, objective and powerful. Analysis may be **qualitative**, enabling the researcher to test the reliability and validity of the data or **quantitative**, enabling the researcher to reduce, summarise, organise, evaluate interpret and communicate the numerical data collected.

7. Generate conclusions

The final stage of the research project involves organising the data in order to interpret and communicate the results of the study. Aspects that should be considered when interpreting the results include the accuracy, meaning and importance of the findings, the extent to which the results can be generalized and the implications the results will have on currently accepted practices and theories.

29. Safeguarding

Safeguarding Policy

Leading Learning Forward Teaching School Alliance (TSA) views the safety and welfare of all its children as of paramount importance. It takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care. The Teaching School recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

In Leading Learning Forward TSA all children have the right to be safeguarded from harm or exploitation whatever their:-

- Race, religion, first language or ethnicity
- Gender or sexuality
- Age
- Health or disability
- Political or immigration status

We recognise our legal duty to safeguard all our children under Section 175 Education Act 2002. The school has in place safeguarding and child protection policies that are agreed by the governing body and known to all staff.

Duty of Partner Organisations

Each partner organisation will ensure that the:

- Safety and well-being of children are paramount.
- Children will be listened to.
- Children will be respected.
- Children will be understood within their own culture and racial origin.
- Children feel secure and are valued.
- School has a range of adults that children can approach for help.
- Staff recognise the signs and symptoms of suspected abuse.
- Procedures and lines of communication are clear.
- School works closely with parents and other agencies.
- Children at risk are monitored and supported.
- Curriculum is used to raise children's awareness and build confidence.
- Child Protection training is regularly updated for all staff.

TSA partner organisations will appoint a Designated Senior Person (DSP) for Safeguarding to take responsibility for:

- implementing the Safeguarding Children (Child Protection) policy within the establishment

- supporting other staff in their understanding of child protection issues and ability to recognise the signs and symptoms of abuse
- managing the establishment's response to a disclosure of abuse.

Procedures

The Strategic Board oversees the implementation of the policies and procedures aimed at safeguarding children within the remit of Leading Learning Forward Teaching School Alliance. The TSA's policies, processes and protocols are reviewed annually, or as required, ensuring that weaknesses and deficiencies are remedied at once.

The TSA will ensure that the key commitments of the Alliance Safeguarding Children Policy are met.

Safeguarding Protocol for TSA Events & School-to-School Support

1. All providers of school support should be aware of general safeguarding practices.
2. The school being supported should provide details of their safeguarding procedures in line with current legislation to the Teaching School Alliance prior to the provision of any support e.g. sign-in procedures.
3. If required by the school being supported, providers of school support should be able to produce proof of identity and an up-to-date certificate.
4. If the provider of school support becomes aware of a safeguarding issue, this should immediately be discussed with the Headteacher of the school/Designated Senior Person (DSP) with responsibility for safeguarding.
5. If the provider of school support becomes aware of a safeguarding issue with the Headteacher, this should immediately be discussed with the relevant Local Authority Designated Officer.

30. School-to-School Support (S2S)

Scope/Jurisdiction

The Planning Action Group will focus on leading and developing school-to-school support according to these terms of reference and the requirements of the TSA's strategic and operational plans, as determined by the TSA's Strategic Board and Alliance Partnership Group.

Objectives

To deliver the aims of the Teaching School Alliance, the Planning Action Group will:

- **Lead professional learning and development through:**
 - Excellent school-based initial teacher training and support
 - Excellent newly qualified teacher induction and support
 - Excellent training, coaching and mentoring for leaders, teachers and support staff
- **Educate and engage teachers, support staff and leaders through:**
 - Targeted marketing and promotion of learning opportunities
 - Joint-observation and development of excellent school practice within and beyond the classroom
 - Effective use of joint-observation, coaching, mentoring, practice and reflection
- **Achieve excellent levels of progress and attainment through:**
 - Provision of support and resources to drive school improvement
 - Opportunities for developing teaching and leadership experience
 - Collaboration and sharing of expertise within and beyond the classroom
- **Deliver inspirational and sustainable training and support through:**
 - Appropriate school-to-school support
 - Excellent specialist and local leaders of education (SLEs)
 - Innovative and impactful research and development

Principles and Standards

The TSA's Planning Action Group 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.

Protocol for delivering School-to-School Support for the TSA

It is expected that everyone delivering school-to-school support for the TSA will:

1. Maintain communication with the office in advance of delivery
2. Respond promptly to phone calls and emails
3. Adhere to the principles, charging policy and protocols of the TSA
4. Undertake to visit or speak to the headteacher of the school in advance
5. Allow time for travel and arrive well before the start of support
6. Be well prepared and practised for delivering appropriate support
7. Uphold the interests, principles and values of the TSA
8. Engage and provide positive encouragement from those being supported
9. Provide an honest and considered evaluation of the support delivered
10. Respond promptly to any comments or requests following delivery of support

Protocol for Auditing Whole School Support Requirements

1. Assigned person to be given prior to visit:

- Raise online report
- School Improvement Plan
- Self-Evaluation Form
- Ofsted (latest report)
- Latest external adviser report
- Internal monitoring reports, e.g. phase leader, curriculum, assessment leader reports, position statements
- Any other appropriate information which may include LA categorisation

2. Assigned person to audit the School with the Headteacher and appropriate Senior Leadership Team (SLT) members and Local Authority, where appropriate.

3. Read any further relevant documentation that is provided, e.g. school year data analysis, pupil questionnaires, parent questionnaires.

4. Generate questions and trails for the audit based on initial reading and meetings with Headteacher, SLT and Chair of Governors.

5. Liaise with TSA Director, TSA Administrator and Local Authority re initial findings and resourcing.

6. Plan the audit with the Headteacher, SLT and any other appropriate Teaching School Alliance Partner(s) and Local Authority, where appropriate.

7. Agree the financial costs of the audit in line with the TSA's Charging Policy and Teaching School Alliance TSA Administrator/Finance Officer.

8. Carry out the audit to include lesson observations, planning scrutiny, book scrutiny, pupil discussions and any other activity deemed appropriate

9. Write a report with current situation, key actions and timescales and liaise with Local Authority, where appropriate.

Protocol for Lead Person Supporting a Whole School

1. The Lead Person will be an NLE or LLE unless designated otherwise by the Alliance Partnership Management Team.
2. The Lead Person together with the TSA Director will liaise with the appropriate Action Group Leader(s) to select a team of people to work within a school based on school needs and matched to the issues raised.
3. The Lead Person will pull together the team and share broad Action Plan with them.
4. Initial Meetings will be set up for appropriate personnel working within the school to meet the Headteacher and relevant Teachers and share the Action Plan.
5. NLEs/LLEs/SLEs/Lead Practitioners will produce a more detailed Action Plan with the people they are working with based on the broad Action Plan and send to the Leader of appropriate Group.
6. Agreed work will commence and the appropriate monitoring proforma will be completed and submitted to the Action Group Leader who will submit a report to Alliance Partnership Group at least once a term.
7. Monitoring reports will be collated by TSA Director for the Alliance Partnership Group.
8. The Lead Person will liaise weekly (as a minimum) with the Head of the Client School and will coordinate all work.
9. If the Head of the Client School wishes to discuss the quality/level of support they are receiving from the Teaching School Alliance contact should be made with the TSA Director.

Protocol for Monitoring Progress and Delivery in Whole School Support

1. All providers of school support should complete the relevant form for each visit made to a school. The forms can be downloaded from the website.
2. The provider of school support should use one of the following forms:
 - Initial Visit Form – for the first visit made to a school
 - Monitoring Report Form – for each visit made to a school

- Evaluation Report Form – at the end of the piece of work to evaluate impact
3. The reports must be succinct, 1 page long and must evidence actions, impact, issues and future actions and dates.
 4. Before leaving the supported school, the provider of support should try to meet with the Headteacher to share what is going into the form.
 5. The completed form should be sent to the TSA Director and to TSA Administrator overseeing the support.
 6. Once approved, the form should be sent to the Headteacher of the supported school and the Action Group Leader. The report will be filed by the TSA Administrator.
 7. The TSA Finance Officer should be sent a copy of each form in order for reimbursement of supply cover, where applicable, to be paid.
 8. The Client School, if in a category, will write a short monitoring report to show what they are doing with the identified issues, this report should be sent to the TSA Director and TSA Administrator.

School-to-School Support Pledge

Leading Learning Forward TSA has clear protocols for the work of all system leaders in their commissioned School-to-School support work. The TSA will ensure that these protocols are adhered to at all times. Quality assurance systems are in place to ensure that all system leaders (senior leaders, SLEs, Lead Practitioners) are of the highest quality. Their work is systematically monitored and the impact of all their commissioned work is evaluated.

When working in schools, system leaders will at all times:

- maintain strict confidentiality and show sensitivity where required
- treat peers and other colleagues with whom they work with respect, acknowledging work that is already in place
- consult with peers and colleagues with whom they are assigned to work and maintain a non-judgemental approach when working with them
- clarify the proposed activity at the start of the commissioned piece of work, along with goals and outcomes, both verbally and in writing
- establish a baseline picture against which impact can be evaluated at the end of the piece of work
- record and provide evidence of actions and meetings
- clearly define reporting lines, and frequency of reporting at the start of the work and ensure these are adhered to throughout
- ensure schools are accountable for carrying out agreed actions as well as SLEs & LPs
- plan actions and systems to ensure sustainability

31. Strategic Board Meetings

Protocol for the TSA Strategic Board

1. The Strategic Board will meet three times a year (as a minimum).
2. Leaders of the TSA Action Groups will maintain regular contact with the TSA Director prior to the termly meeting in order to discuss monitoring trails, deployment progress and ensure that the Board is kept informed.
3. Leaders of Action Groups will provide update reports to the Strategic Board and Alliance Partnership Group.
4. The Strategic Board will be kept informed of key deployments and outcomes for whole school work by relevant Action Group Leaders.
5. The Strategic Board will provide challenge where appropriate.
6. The Strategic Board will be kept informed of the progress of the Strategic and Operational Plans and will consider a RAG rated plan at each meeting.
7. The Strategic Board will evaluate work within Schools via the monitoring of the TSA Operational Plan.
8. The Strategic Board will receive reports of evaluations and review outcomes.
9. Minutes will be taken at each group meeting by the TSA Administrator and submitted to the Chairperson of the Strategic Board within 5 days of meeting. After approval, they will be sent to Strategic Board members
10. One week before each meeting the TSA Administrator will contact Strategic Board members with details of core Agenda items and invite requests for additional items to be added. The TSA Administrator, with the approval of the Chairperson, will send the agenda out to whole Strategic Board.
11. The Strategic Board will appoint a Teaching School Alliance Director, who will meet regularly with the Headteacher of the Teaching School and representatives of the Local Authority to plan for and share responsibility for the development of teaching school policy and practice, including working towards a financially self-sustaining model.

32. System Leadership

System Leaders are Specialist Leaders of Education (SLEs), Local Leaders of Education (LLE), National Leaders of Education (NLEs) and National Leaders of Governance (NLG). SLEs and LLEs are assessed, appointed and inducted by each Teaching School through a local application and assessment process.

1. SLEs and LLEs will be deployed by the Teaching School Alliance. They will work directly under the guidance of the Headteacher of the School being supported and/or the appointed NLE or LLE (or designated Lead Person).
2. There will be an initial meeting with the NLE/LLE/SLE and Headteacher of the School being supported (and/or designated Lead person) to agree the work required.
3. System Leaders will commence the agreed work and complete the appropriate monitoring proformas. These should be shared with the Headteacher of the School being supported and the NLE or LLE (and/or designated Lead Person) before being submitted to the Teaching School Alliance Group Lead.
4. Monitoring reports will be collated by Teaching School Alliance Director for evidence of impact.
5. If an issue arises that is not relevant to the work commissioned, this must be discussed with the Headteacher of the School being supported and the NLE/LLE (and/or designated Lead Person). This should not go in the Monitoring Report as the report should only comment on the focus of the commissioned work.
6. If a System Leader is unable to complete the work then the Alliance will agree next steps with the Headteacher of the School being supported and/or the NLE/LLE (and/or designated Lead Person).
7. The Headteacher of School being supported and/or NLE/LLE (and/or designated Lead Person), together with the SLE, will assess whether an interim review of the commissioned work is required.
8. At the end of the System Leader's commissioned work, the Headteacher of the School being supported and the NLE/LEE (and/or designated Lead Person) will meet and review the impact of the work.

**At any time, the Headteacher of the School being supported and the NLE/LLE (and/or designated Lead Person) can contact the Headteacher of the lead Teaching School to discuss any aspect of the work.*

9. Each partner organisation will agree with the Lead School and Lead Strategic Partner to support and develop System Leaders who have the skills and experience to enhance the work of the Teaching School Alliance. SLEs will be appointed by the Teaching School Alliance, where appropriate, following an application and interview process. Detailed guidance for the appointment of SLEs is contained within the National Teaching Schools' Handbook. The actual and potential number of SLEs in the Alliance will be reviewed annually and as the need arises.

33. Training and Induction Support

Delivering training and support for the TSA

It is expected that everyone delivering training and support for the TSA will:

1. Maintain communication with the office in advance of delivery
2. Respond promptly to phone calls and emails
3. Adhere to the charging policy and protocols of the TSA
4. Allow time for travel and arrive well before the start of delivery
5. Be well prepared and practised for delivering training and support
6. Uphold the interests, principles and values of the TSA
7. Engage and encourage positive contributions from those attending
8. Provide an honest and considered evaluation of the training and support delivered
9. Respond promptly to any comments or requests following delivery

NB: please refer also to Protocol 18 (page 25): “Induction of New TSA Members”

34. TSA Website Management

Management of the TSA website

It is expected that the person(s) responsible for managing the TSA website on behalf of the Teaching School Alliance will:

1. Uphold the interests, principles and values of the TSA
2. Ensure that the structure of the website is approved by the Strategic Board
3. Ensure that the content and resources available on the website are approved by the Alliance Partnership Group
4. Ensure that the structure and content of the website are reviewed annually
5. Provide proposals, reports and feedback, when and where required, by the Strategic Board and Alliance Partnership Group

The Strategic Board and the Alliance Partnership Group will establish a rigorous process and protocols for managing the website and for monitoring and evaluating use of the website (refer to information and data management), where and when required, to ensure that the vision, principles and values of the TSA are achieved, 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 protocols and processes for managing the TSA website will be agreed and published by the Alliance. They will be reviewed annually and as the need arises.

Protocol for managing the TSA website

1. The TSA website developer will ensure that the initial plan for the website is approved by the Strategic Board in consultation with the Alliance Partnership Group.
2. The Strategic Board will appoint a TSA website manager.
3. The TSA Administrator will ensure that information and documents are sent promptly, within 48 hours of receipt, to the TSA website manager for posting on the website.
4. The TSA website manager will ensure that the website is kept operational at all times and that the information on the website is accurate and up-to-date. Information and documents for the website must be posted within 48 hours of receipt.
5. The Headteacher of the lead Teaching School, Action Group Leaders and the TSA Director will review the content and structure of the website on at least a termly basis.
6. The TSA website manager will keep the Strategic Board informed with a termly data report detailing the number of visitors to the site, usage, activity and storage.

35. Use of TSA Facilities

Acceptable use of facilities

Leading Learning Forward TSA will enforce the following conditions in relation to the use of facilities for TSA work and events:

1. Leading Learning Forward TSA facilities may not be used to locate, display or transmit any material which is illegal or offensive;
2. Software may not be downloaded nor installed on any computing equipment unless under the explicit direction of the Leading Learning Forward TSA event leader;
3. Data may not be imported unless it has been checked for viruses under the explicit direction of the Leading Learning Forward TSA event leader;
4. Food and drink may NOT be brought into the training rooms, unless otherwise stated by the Leading Learning Forward TSA event leader or the venue.
5. All premises are non-smoking and all delegates are required to adhere to this policy.
6. Leading Learning Forward TSA reserves the right to remove any delegate as a result of disruptive or inappropriate behaviour; such decisions being made at the sole discretion of the event leader. In such circumstances, Leading Learning Forward TSA will not offer any alternative dates or refunds of monies already paid.
7. Leading Learning Forward TSA and its partners reserves the right to refuse access to an event, event facilities and premises where there is reason to believe that a delegate is in breach of these conditions or where a delegate uses threatening, bullying, harassing or disruptive behaviour.

**Leading Learning Forward
Teaching School Alliance**

**Policies, Processes
& Protocols**

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END PAGE

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