

Appendix 1 Halton Strategic System Leadership Group

Working together to deliver School Improvement in Halton.

Terms of Reference

Context

The decision to develop the Strategic System Leadership Group was made in January 2014. It was recognised that there was a necessity to establish a strategic group to co-ordinate the contribution of the LA and Teaching Schools to improving the quality of teaching, learning and leadership in Halton schools to ensure the best possible outcomes for children and young people in the Borough. This is reflected in Halton's Learning and Achievement Strategy. It was also paramount that any available resources be deployed effectively to ensure value for money (as measured by educational outcomes) with an aim that all schools in Halton are judged as good or better as a result of high standards of teaching and learning and improving standards of achievement.

Purpose

Teaching schools have a key role in school improvement. As well as offering training and support for their alliance themselves, teaching schools will identify and co-ordinate expertise from their alliance, using the best leaders and teachers to:

1. play a greater role in training new entrants to the profession
2. lead peer-to-peer professional and leadership development
3. identify and develop leadership potential
4. provide support for other schools
5. designate and broker specialist leaders of education (SLEs)
6. Research and development

The LA will work in partnership with Teaching Schools and other system leaders at a strategic level to increase and secure school improvement capacity across the local area. The LA will work with Teaching Schools in the following areas:

- developing school leadership and succession planning
- school to school support
- professional development for teachers and leaders

Through collaboration and partnership we will:

- support each other to improve the educational outcomes of Children & Young People
- facilitate the development and on-going implementation of a strategy for school-to-school support strategically that recognises both the statutory responsibilities and system role expectations of partners
- develop activities to support sector-led improvement / system leadership to raise the quality of leadership and management and teaching & learning to improve outcomes for children and young people
- enable the formulation and execution of joint responses to the fast changing school improvement agenda

- identify and share 'best' practice around school-to-school support and explore the possibility of common approaches.

Roles and responsibilities

- To gather, analyse and share the data around areas of expertise and need to inform the effective development of school-to-school support.
- To support and inform school-to-school support networks through the production and sharing of information.
- To share strategic plans (LA and Teaching Schools) ensuring clarity of targets and success criteria.
- To establish the necessary protocols to broker and deliver effective sector-led improvement.
- To establish a quality framework to evaluate school-to-school support.
- To enable smart targeting of support according to need.

Outcomes and outputs

- Data sets that inform appropriate and effective support, including a Halton analysis, with priority areas identified and informing actions
- Protocols agreed and established regarding how support is brokered and delivered
- School-to-school support impacting upon improvements for children by raising standards of leadership and teaching & learning
- Teaching Schools meeting the requirements of the 'Big 6'

Reporting and Communications

- The group will report jointly to Halton Head teachers through existing channels
- Good practice will be shared across a range of existing networks including HASH, HAPH, LTP SIG (LA Heads of School Improvement), Learn and Lead

Membership

- NLEs
- LLEs
- LA – Divisional Manager Education Halton, Head of Education Cheshire West and Cheshire
- Teaching School representatives (maximum of 3 per TS not including NLEs)
- Other colleagues, including NCTL, LA and SEPs, by invitation.

Frequency of meetings At least termly.

Administration Agenda and minutes will be prepared and circulated by the LA rep.

Calendar of activities:

- Data sharing and identification of priorities
- Learning Matters Publication – September, January, April
- Review of SEP deployment – termly
- QA of SEPs - termly