

Teaching School Council

<https://www.tscouncil.org.uk>

A self-improving school-led system

The Teaching Schools Council (TSC) is developing, improving and changing education in English schools through a self-improving school-led system, so that all children attend a good school.

It does this by representing and acting as an ambassador for the values and aspirations of teaching schools nationally and internationally.

With a network of over 700 teaching schools and with links to other key stakeholder organisations, the TSC has access to the nation's most effective leaders and so is uniquely placed to support Ministers and officials on policy formation and implementation.

The TSC also plays a key role in the development of a regional school-led strategy to improve outcomes in all schools, particularly those that are not yet good.

Members of the Council proactively build partnerships and broker collaborative working arrangements between teaching schools in their regions and with the regional schools commissioners (RSC), OFSTED, academy trusts, local authorities, Dioceses and other organisations in order to:

Support system improvement by ensuring teaching schools play a full role in initial teacher education, leadership development, and school to school support, particularly in areas of highest disadvantage contribute to the development of coherent and sustainable regionalised structures, within which teaching schools and their alliances can work effectively to ensure that all children attend a good school;

Build capacity in the system by working with partners to identify key regional priorities, direct resources to them and evaluate impact.

The Teaching School Council have the following Commissions: Strategic School Improvement Fund (SSIF), National Leader of Governance (NLG) Advocate, Support newly designated Teaching Schools and National Leaders of Education (NLE's), Leadership Coaching Pledge, Designation and de-designation panels.

The Early Years Grant (evolved through regional hubs of early years practice in 2014), developed Early Years Hubs during 2015 – 2016 (77 teaching schools), with some still working together now in 2017. The aim was to develop a network of early years hubs of early years teaching schools linking to pvi providers and enhancing practice across England. This led to the Early Years Workforce Strategy published in March 2017 highlighting a key role for teaching schools on p36, 37 and 38.

<https://www.gov.uk/government/publications/early-years-workforce-strategy>

Unfortunately the DfE are changing their direction with this pledge and now moving the £3 million for 2017/18 and 2018/19 and £1.5 million in 2019/20 to the Strategic School Improvement Fund with everyone (such as local authorities and academies) being able to apply for rather than just teaching schools. This funding is not for the early years workforce now but for applications that focus on the early years and the closing of the word gap. The exact wording is that they will fund activities that "improve the standard of language, literacy and numeracy in reception". This can include activities like improving the relationships between schools and their 'feeder' early years providers.

Strategic School Improvement Fund (SSIF)

<https://www.gov.uk/guidance/strategic-school-improvement-fund>

<https://www.gov.uk/government/publications/strategic-school-improvement-fund-eligibility-criteria>

Applications for round 2 of the Strategic **School Improvement Fund** are now open and will close at midday on Friday 20 October 2017.

The Education Endowment Foundation (EEF) has prepared a set of slides to support those preparing bids to the SSIF, as this is an important opportunity to bring evidence to national school improvement efforts. The slides give a comprehensive overview of the EEF approach, resources and effective implementation.

<https://educationendowmentfoundation.org.uk/>

Leadership Coaching Pledge

<https://www.gov.uk/guidance/women-leading-in-education-get-leadership-coaching>

Increasing the number of women in leadership positions remains a Government priority. Each region is responsible to increase the number of volunteer coaches, increase the take-up of free coaching amongst women leaders in each region and support the Women in Education Regional Networks in all levels of leadership re early years, primary, secondary, special and further education.

The regional areas are divided into the Regional School Commissioner (RSC) areas: South West, North, Lancashire and West Yorkshire, East of England and North East London, South East and South London, South Central and North West London, West Midlands, East Midlands and Humber. Nursery Schools are encouraged to be involved in both the Coaching Pledge and Women in Education Regional Networks.

The next application round to become a Teaching School is expected to open on Wednesday 1 November 2017

<https://www.gov.uk/guidance/teaching-schools-a-guide-for-potential-applicants>

Teaching schools are strong schools led by strong leaders that work with others to provide high-quality training, development and support to new and experienced school staff.

To help you to prepare for starting an application, you should gather the following information:

- evidence of providing support into published cold spot areas and what your plans are to continue to grow that support
- evidence of how your school has engaged in leading, managing and quality assuring the training of teachers
- evidence of collaborating with other schools and partners, in the planning, design, development, delivery and evaluation of continuing professional and leadership development provision (beyond that expected of a normal school)
- evidence of providing significant formal support to over the past 3 years (including details of the schools, the headteacher names, URNs and local authority districts) and an overview of that support and the impact it has had
- supporting narrative in relation to your school's performance data

Target areas

Cohort 12 is a targeted application round focusing on areas of greatest need to ensure that all schools can access effective support, whether in professional development, school-led initial teacher training or support for those schools in challenging circumstances.

Your application should demonstrate the work you are already doing to support schools in the target areas, and if you are successful, how you will expand that work to provide even more expertise to improve schools and children's lives.

If you're situated outside a target area, you are still able to apply as long as you can demonstrate how you are already working in target areas and your capacity to continue to expand this support. (Please note that target areas will be published shortly). Each application will be considered on an individual basis by the designation panel.

All successful applicants will be measured against their work in target areas and will be required to report yearly on the impact this support is having. Failure to do so may result in a review of the designation.

Who can apply

To apply, you will need to:

- be judged to be a good serving headteacher (or equivalent) with at least 3 years' headship experience
- provide evidence of successful partnerships
- show excellent leadership with a proven track record of school improvement
- have a leadership team with the capacity to lead the core areas of the teaching school role

Teaching school status is open to all schools in England regardless of type or phase, such as:

- nursery schools
- primary, middle, secondary, all-through and special schools
- pupil referral units and short-stay schools
- faith schools
- independent schools
- academies, chains and free schools
- sixth-form colleges

There can be more than one teaching school in an area. However, if there is a high supply of teaching schools within your locality, we would encourage you to work with the existing teaching schools or have clear rationale of why another teaching school is required.

Read the full [teaching schools eligibility criteria](#) for further information.

Please note NCTL is not currently accepting applications for multi-academy trusts (MATs) to be designated as teaching schools. This is because there needs to be an accountable school that we can use to ensure that the headteacher and the school continue to meet the eligibility criteria.

It is possible to apply as a multiple alliance, but each school will need to apply individually and must meet all of the eligibility criteria. This allows continued eligibility, delivery and funding to be tracked against the accountable school.

Working with teaching schools

If your school does not meet the eligibility criteria, you may be interested in working with a teaching school to help them deliver elements of their role.

Alliance deliverers do not have to meet the teaching school eligibility criteria but do need to show that they have the competence and capacity to provide high-quality support in a particular area. This might include initial teacher training, continuing professional and leadership development or capacity to support schools in challenging circumstances.

Find teaching schools in your area using the [school-to-school support directory](#) or by contacting the [Teaching School Council regional representative for your area](#).

Teaching school alliances

A teaching school alliance is led by a teaching school and include schools that are benefiting from support, as well as alliance deliverers who lead some aspects of training and development. Alliance deliverers may include:

- other schools from any phase or sector
- universities
- academy chains
- local authorities
- dioceses
- private sector organisations

A teaching school alliance may decide to work with other alliances to share knowledge and resources as a teaching school network.

Types of teaching school alliance

Alliances can be set up in 3 different ways. They are:

- single alliance – 1 teaching school leading 1 teaching school alliance
- job-share alliance – 2 small or special schools jointly leading 1 teaching school alliance
- multiple alliance – 2 or more teaching schools leading 1 alliance

Alliances with more than one teaching school will agree between them:

- the roles and responsibilities for each teaching school and their alliance deliverers
- who is accountable for the success criteria and performance against each of the teaching school delivery areas
- the governance arrangements

We require evidence that all the teaching schools within an alliance make an appropriate level of contribution. This makes it possible to identify the individual efforts that make up the alliance's performance whenever its activity is reviewed.

As a teaching school, you will identify, develop and co-ordinate expertise for the benefit of pupils across a network of schools, resulting in:

- better results for pupils
- fewer poorly performing schools
- more good and outstanding schools
- a self-improving and sustainable system

Role of teaching schools

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

- co-ordinating and delivering high quality school-based ITT
- providing high quality school-to-school support to spread excellent practice, particularly to schools that need it most

- providing evidence-based professional and leadership development for teachers and leaders across their network

School-led initial teacher training

You are expected to develop opportunities to provide school-led initial teacher training.

You will:

- lead the development of school-led initial teacher training through [School Direct](#) or by gaining accreditation as an initial teacher training provider
- take an active role in the recruitment and selection of trainee teachers
- have a clear plan for teacher training, including:
 - access to outstanding lessons and teachers for observation and planning
 - mentoring
 - quality assurance
- co-ordination of initial teacher training with professional development opportunities

Continuing professional development and identifying and developing leadership potential

You are expected to offer a range of professional development opportunities for teachers and school support staff, extending your strong learning culture to schools you work with. These must build on initial teacher training and induction. You will:

- identify the best teachers and leaders from across the alliance to provide school-based professional development
- tailor development to meet the specific needs of schools
- offer coaching and mentoring
- evaluate the impact of professional development across the alliance
- offer opportunities for formal accreditation or school-based research

You are expected to develop successful succession planning strategies to identify and develop people to fill leadership positions in the future.

To meet this responsibility, you will:

- develop future headteachers to help meet the most pressing national needs in primary, small rural, special, challenging urban/coastal and faith schools
- help more women, and leaders from black and minority ethnic backgrounds to become senior leaders
- put processes in place to identify potential leaders in areas of need
- develop potential leaders within and across your schools
- build strategic governance and partnerships in order to make decisions about developing and placing potential leaders

Supporting other schools

This includes designating and brokering specialist leaders of education.

You are expected to lead the co-ordination of school-to-school support, including brokerage of national leaders of education (NLE), specialist leaders of education (SLE) and national leaders of governance (NLG) when required. This usually involves working with a school or academy in challenging circumstances to bring about improvement.

You'll need to identify priorities in your area and support under-performing schools and academies. Regional Schools Commissioners, Teaching Schools Council, local authorities, dioceses and multi-academy trusts may also work with you to support schools in need of improvement.

You'll ensure that the best leaders are working to improve the quality of teaching and leadership where it is most needed.

This includes deciding how to use the services of system leaders to provide support to other schools, such as:

- middle and senior leaders working as [specialist leaders of education](#)
- headteachers working as local and [national leaders of education](#)
- chairs of governors working as [national leaders of governance](#)

You'll recruit and manage the placements of SLEs. This involves:

- identifying subject area priorities within your alliance
- setting up a panel of headteachers to assess applicants
- using eligibility criteria to select SLEs
- ensuring that the recruitment process is fair
- notifying us of outcomes and confirming them to applicants
- dealing with applicant appeals
- organising training for SLEs
- negotiating SLE work within your alliance
- ensuring that specialist leaders of education are providing high-quality support that is having a positive impact

Funding

Teaching schools currently receive an annual grant known as core funding. This is paid directly to your school. It will enable you to build the leadership and administrative capacity to lead your alliance. At this time funding is allocated as follows:

- £60,000 for the first year
- £50,000 in year 2
- £40,000 in subsequent years

Funding in years 1 and 2 is higher to reflect the additional costs associated with the startup process. Core funding for teaching schools has been confirmed for the remainder of this parliament. Funding beyond 2019 to 2020 is subject to future spending reviews.

Funding is paid to newly designated teaching school alliances on receipt of signed grant funding terms and conditions. Payment in subsequent years is made on an annual basis following the completion of an evaluation in the summer term and the return of signed terms and conditions relating to the current financial year. When funding is issued schools will also be sent a grant offer letter.

Teaching schools should note that all funding will be issued under the Department for Education terms and conditions and payment systems. The Department for Education is required to monitor the financial assurance of grants that teaching schools receive on an annual basis.

There are 36 Nursery School Teaching Schools. 5 designated in round 3 (2013), 8 in round 4 (2014), 2 in round 5 (2014), 6 in round 6 (2015), 9 in round 7 (2015), 1 in round 8 (2016), 1 in round 9 (2016), 2 in round 10 (2017) and 2 in round 11 (2017).

<https://nurseryschoolteachingschools.com> for more information on the above teaching schools.

Contact: everton-ht@evertoncentre.liverpool.sch.uk if you require anymore information about becoming an early years teaching school or how to link to an existing teaching school.