



LINCOLNSHIRE
TEACHING SCHOOL ALLIANCE



BETTER TOGETHER

LEADERSHIP HANDBOOK

2019/2020



Better Together

The aim of this publication is to provide information for school leaders, in one place, with “that will enable them to get the maximum possible benefit from their membership of the Lincolnshire Teaching School Alliance. It complements the LTSA Programme Guide.

The Alliance exists to:

Improve the quality of education for young people by providing a collaborative community for the sharing and development of professional capital.

The purpose of this handbook is to explain how the LTSA collaborative community can and will function most effectively. The structure follows that of the Programme Guide and also links to the Headteacher Annual Evaluation Report, which captures details of each school’s involvement in LTSA activity.

It is important to start off with clarity around our beliefs.

What we believe

- All pupils have a right to a high quality education
- All schools and all staff members have the capacity to improve
- All staff have the right to be supported to improve

These beliefs have to be implemented within the specific educational context of our county.

THE LINCOLNSHIRE LANDSCAPE

In order to understand LTSA, it is important to have an understanding of the local, regional and national school improvement picture.

NATIONAL

The school-led system has been the approach for some time. MAT development remains a priority, and **Teaching Schools (TS)** are a significant part of the improvement strategy. Funding for school improvement comes through: TS funding; **Teaching and Leadership Innovation Fund (TLIF)** and the **DFE School Improvement Offer** (delivered by NLEs), which replaced the Strategic School Improvement Fund (SSIF). There is also a free market for other organisations to operate. A pilot will occur next year for Teaching School Hubs. English and maths hubs already exist and more are planned.

REGIONAL

The TS operate within the Ofsted/RSC regions. These regions are sub-divided and we work with Leicester City, Leicestershire and Rutland. Our Lincolnshire representative leads this sub-region in its dealings with Ofsted, DFE, LAs and RSC. The TS work within the remit of the TS Council. TS in Lincolnshire have some long-standing partnerships with TS in other counties, e.g. George Spencer Teaching School Alliance.

LOCAL

Lincolnshire operates in a more joined up way than the system expected. This is in order to increase the chance of having a positive impact on outcomes for young people. To achieve this, three groups have been formed:

- **Lincolnshire Learning Partnership (LLP)** – all the schools in county are part of LLP. They elect representatives to sit on the Lincolnshire Learning Partnership Board.
- **Lincolnshire Teaching Schools Together (LTT)** – all the teaching schools in county are part of LTT. It meets regularly, in both a strategic and operational manner. Many joint projects have been formed, and common workstreams exist which all teaching schools promote, e.g. Mobilise, Moderation, NQT Induction, Stronger Governance, NPQs.
- **The Strategic Education Group (SEG)** – this group is comprised of: the Interim Director of Children's Services (representing MATs); the Chair of LTT; the Chair of LLP and the Interim Assistant Director of Children's Services (representing the Local Authority).

Increasingly, the local offer is delivered through Teaching School Alliances. The Central LTSA team represents LTSA schools, liaising at local, regional and national levels to bring support into the county.

GOVERNANCE

In addition to the Headteacher and Deputy Headteacher networks, (see the Programmes booklet for dates) LTSA has a Strategy Committee which meets from 3.30pm-5pm at The Priory Academy LSST on the following dates:

- **Wednesday 18 September 2019**
- **Thursday 28 November 2019**
- **Tuesday 17 March 2020**
- **Tuesday 30 June 2020**

The Strategy Committee represents LTSA schools and guides LTSA's strategic approach in order to support members. The Central Team reports to this committee.

HEADTEACHER EVALUATION REPORT

Each year, around May half term, LTSA will send out a Headteacher Evaluation form. This will summarise, on 2 sides of A4, the school's engagement with LTSA during that academic year. This will enable school leaders to:

- see where they have made good use of LTSA
- help you to identify potential ways to develop involvement in sector-lead school improvement in the future
- provide both the school and LTSA with important information on how we can most effectively work together to improve the quality of education for young people.

This Leadership Handbook and the Leadership Evaluation Report share a common structure:

- Networks
- Programmes: Attendees, Facilitators
- Commissioned Support
- Curriculum Network Meetings
- School to School Support
- SCITT

IMPACT

We have adopted Guskey's Evaluation Model to help schools to clarify the impact of the CPLD they engage in.

- For each of the elements of provision, LTSA will provide schools, through the LTSA Annual Headteacher Report, with details of the evaluations completed by both the participants and the facilitators.
- This will provide school leaders with a wealth of information about their involvement with LTSA.
- This will facilitate the sophisticated analysis of impact, the embedding of effective training and the refinement of future plans.

KEY QUESTIONS FROM EIF

- **How is your school able to demonstrate that the practice and subject knowledge of staff are being built up and improved over time?**

THE EDUCATION INSPECTION FRAMEWORK

Ofsted provides a key justification for school improvement. Under each element outlined below are key questions, derived from the EIF (May 2019), against which involvement in the provision could provide useful evidence.

PROGRAMMES

- The Early Career Teacher programme provides a strong platform for the development of teachers' professional capacity, in the vital early years of their career. The programme is based on the new Early Career Framework, a major development in the national scene - see pages 10-11 of the Programme Guide for more details.
- The Embedding Excellence in Teaching and Learning programme provides developmental support for more experienced teachers. The aim is to create a community for the development of inspirational, collaborative learning. See pages 12-13 of the Programme Guide for more details.
- Alongside this are the Introduction to Middle Leadership, Senior Leadership and Aspiring to Headship programmes. See pages 14-16 of the Programme Guide for more details. These programmes prepare colleagues for the National Professional Qualification (NPQs), details of which can be found on pages 18 and 19 of the guide.
- Teachers can personalise these programmes by attending the Knowledge Toolkit sessions on Wellbeing, Advanced Workplace mentoring, Implementation and the Diploma in Training and Facilitation (available at a discounted rate to teachers who are signed up to one of the programmes above). The combination of these programmes and individual sessions will enable participants to build themselves a bespoke course, developing the highly relevant skills they will need to become better leaders and teachers and also prepare them to meet the requirements of the SLE role.

KEY QUESTIONS FROM EIF

- How can schools encourage teachers to present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching?
- Do teachers adapt their teaching as necessary, without unnecessarily elaborate or differentiated responses?
- What work is the school involved in which indicates that teaching is designed to help learners remember, in the long term, the content they have been taught and to integrate new knowledge into larger concepts?

SUBJECT OFFER

LTSA provides a coherent offer to develop both the leadership and teaching elements of subject provision. This offer is devised, delivered and led by our team of Specialist Leaders of Education (SLEs) to ensure that it is up to date, relevant and contextualised for Lincolnshire. Thus our SLEs have a central role in leading subject development.

Details of the three Subject Leader development meetings scheduled for art, mathematics, English, science, geography, history, MFL and DT leaders are on page 26 of the guide. These meetings provide opportunities for leaders to work together to develop their knowledge and understanding of how to lead and develop a departmental team. They are also a chance to learn about and consider the local implications of national initiatives. Our aim is to foster well-informed, well-connected and collaborative groups of middle leaders who learn together formally and liaise together informally."

In parallel to these SLDMs, LTSA also offers additional subject-based provision, designed and delivered by SLEs, that is open to all subject teachers. These meetings provide opportunities to discuss approaches to key topics, to share learning and resources and are a forum for the sharing and development of the social and decisional capital which form such a large part of a teacher's professional capital. These could include workshops on pooling resources for a specific aspect of a specification, events to bring new and more experienced colleagues together to discuss pedagogy or moderation exercises."

KEY QUESTIONS FROM EIF

- How do leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment?
- How are the practice and subject knowledge of staff built up and improved over time?
- How can schools ensure that teachers have good knowledge of the subjects and courses they teach?

NETWORKS

LEADERSHIP NETWORKS

LTSA organises a number of leadership networks with the aim of building capacity across the system.

There are three **Full Alliance** meetings per year. These involve an inspirational speaker who leads a workshop session on a topical educational matter. Last year we featured talks on

- assessment issues by Daisy Christodoulou
- curriculum by Mary Myatt.

Headteachers are invited to bring a relevant member of their leadership team to these meetings. **Headteacher and Deputy Headteacher networks** are based on the topics covered by the speakers and colleagues have found that the informal networking opportunities that this provides have great benefits. See page 30 of the Guide for more details.

The **CPLD Leads Network** which could be seen as the 'engine room' that 'drives' school improvement planning within LTSA, is an opportunity for colleagues to meet regularly to contribute to the design of the LTSA CPLD offer and share good practice in the effective use of the offer. Through these meetings, the nature of the offer evolves and, LTSA gains useful information about uptake which makes the booking of potential venues more efficient, see page 32 of the Guide for more details.

The **New Headteacher Network** is a specific network for those who are new in post or new to the county and provides vital opportunities to share experiences, knowledge and insights about this demanding role with colleagues who are wrestling with similar issues and concerns. See page 31 of the Guide for more details.

KEY QUESTIONS FROM EIF

- How can school leaders demonstrate that they have constructed a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life?
- How can schools show that their curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment?
- How can leaders demonstrate that they understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff and learners?



LEADERSHIP WORKSHOPS AND INNOVATION GROUPS

This initiative is described in detail on pages 34 and 35 of the Guide. LTSA Innovation Groups bring together teachers and leaders who are interested in exploring small-scale, innovative approaches to teaching and learning.

These areas of shared interest may well emerge from workshop discussions following from inputs by our inspirational speakers. These groups are a great way to develop your school's practice in a specific area and to involve innovative leaders and teachers in creative school improvement work with their peers in other schools. Given the current high priority of work around the curriculum it is likely that one of the first to be set up will focus on this area and this would provide a great opportunity for senior and middle leaders to collaborate on developing new answers to some of the questions posed by the new Ofsted framework.

For information about getting involved in an Innovation Group, email Andy Chisholm – see page 19 for contact details.

KEY QUESTIONS FROM EIF

- How can the school show that teachers are working to create an environment that allows the learner to focus on learning?
- How is it made clear that the resources and materials the teachers select reflect the school's ambitious intentions for the course of study?

ADDITIONAL PROVISION OR COMMISSIONED SUPPORT

ADDITIONAL SUPPORT – SCITT

SCITT

The Lincolnshire Teaching School Alliance (LTSA SCITT) provides a dynamic and supportive environment in which to learn to teach. We offer a high-quality school-based training programme tailored to meet the needs of trainees and schools alike.

Trainees benefit from working closely alongside experienced and committed staff who are eager to share their skills, experience and practice with the next generation of teachers.

Mentors benefit from the opportunity to reflect on their practice and articulate their approach to pedagogy. Schools benefit from increased capacity and access to a supply of well-trained job applicants.

Type of meeting	Purpose	Venue/Time	Term 1	Term 2	Term 3
Partnership Board meetings	Governance of SCITT	Keyworth 2-3.30pm	Wednesday 16 October 2019	Wednesday 4 March 2020	Wednesday 1 July 2020
Secondary Mentors	Development	Keyworth 3.45- 5pm	Wednesday 11 September 2019, Tuesday 19 November 2019 – Main & second school mentors	On-line mentor training week w/b 3 February 2020	W/b Monday 27 April 2020 – joint mentor training in a range of hubs
SCITT Co-ordinators	Steering group for secondary SCITT	Keyworth 3.45- 5pm	Wednesday 3 October 2019	Tuesday 4 February 2020	Thursday 20 May 2020
SCITT Subject Leaders	To develop trainees SKfT	Keyworth 3.45- 5pm	Wednesday 11 September 2019	Thursday 13 February 2020	

SCHOOL-INITIATED EVENTS

LTSA schools can benefit from economies of scale either by initiating an event, and spreading the costs of it by inviting other schools to take part, or by getting involved in events put on by other schools. By working together, schools might be able to bring in a speaker with a national profile to speak on a key topic and then encourage their staff groups to work together on initiatives arising from the input.

To discuss involvement in school-initiated events, email [Myles Pustelnik](mailto:Myles.Pustelnik@lincstsa.co.uk) – see page 19 for contact details.

PUPIL PREMIUM CO-ORDINATORS EVENT

Following the revision of DfE guidance on pupil premium reviews and the continued focus on the progress of disadvantaged learners, this is an opportunity for teachers with responsibility for disadvantaged pupils to get together and hear about the latest local and national developments in this area. There will also be opportunities to network and discuss approaches to writing and implementing effective Pupil Premium Statements. For more details see page 17 of the Guide.

SCIENCE (SLP/IOP)

LTSA is able to provide science in an increasingly bespoke manner. We have contacts with a number of specialist organisations, such as STEM Learning, the Institute of Physics, the Geographical Association and the Association for Science Education, which enable us to tailor bespoke support packages for schools, minimising costs and maximising impact. In some cases this CPLD is completely free of charge.

GOVERNANCE

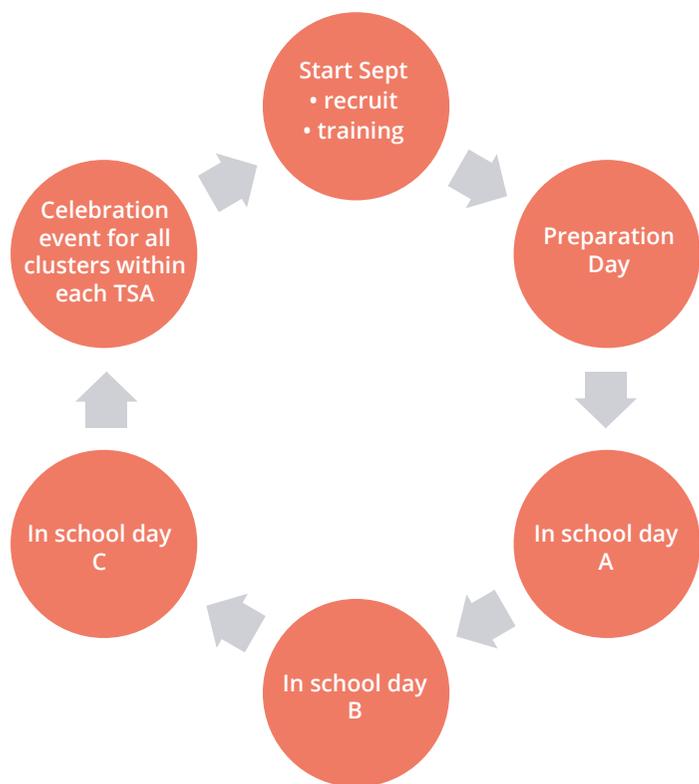
LTSA has recently produced for Education in Lincolnshire 2019-20, Stronger Governance, which provides all the information you will need about the support available to strengthen the governance of your school. “Pages 4 and 5 of this guide outline the wide range of support available, in partnership with the National Governance Association, and the ways in which you can make cost savings by liaising with other local schools. Later pages list the wide range of courses on offer, from training on the Ethical Leadership Framework to safeguarding as well as providing details of the LCC Governor Support Line and other initiatives.

KEY QUESTIONS FROM EIF

- Do leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all, that is realised through strong, shared values, policies and practice?

The **Peer Improvement Pathway (PIP)** is the revitalised, robust and accountable model of **Peer Review** that has been put together Lincolnshire Teaching Schools Together (LTT). The model has two elements, **Peer Review** and a school improvement-focussed **Collaborative Enquiry Cluster**. Getting involved will enable your school to benefit from the powerful school improvement impetus that working with a trained Enquiry Lead in a collaborative cluster provides.

Linked to Peer Review are our Collaborative Enquiry Clusters. These groups of schools, whose peer reviews identify as having common development priorities, are grouped together by the Hub Lead. They will work through a cycle of preparation days and showcase visits, building towards a Cluster celebration event.



Collaborative Enquiry clusters, which will be piloted in 2019-20, will be facilitated by a trained Enquiry Lead, following the event cycle shown above.

For more details on any aspect of PIP, please contact Myles Pustelnik

HEADTEACHER PERFORMANCE MANAGEMENT

In response to a request from member schools, LTSA has devised a research-informed HTPM process and trained a cadre of experienced school leaders to enable them to fulfil the role of external adviser in this process, which aims to:

- provide schools, governing bodies and headteachers with a clear, rigorous and effective process which maximises the potential for school improvement and staff development
- develop opportunities for system leadership across the Alliance
- establish beneficial expectations around rigour and transparency
- provide clear and effective paperwork which embodies good practice
- augment the Alliance's existing procedures for School to School support.

A list of the advisers can be found on the LTSA website and headteachers are encouraged to discuss this with their governors in order to choose the most appropriate person to guide them through this important aspect of school improvement. See page 36 of the Guide.

KEY QUESTIONS FROM EIF

- How does the school demonstrate that it has a clear vision and strategy and that resources are well managed?
- How do leaders show that they have a clear and ambitious vision for providing high-quality, inclusive education and training for all?
- Does the school have strong, shared values, policies and practices and how are these realised?

PUPIL PREMIUM REVIEWS

LTSA has an experienced Pupil Premium Review team, who have carried out reviews in a number of LTSA schools and beyond. We have a three day model which involves preparation and report writing and a five day model which incorporates, in addition, post-review action planning and evaluation of the impact of this action planning six months on. Through questioning and dialogue, these reviews have enabled schools to improve their provision for disadvantaged pupils in clear and demonstrable ways and enable them to show that their [practices are in line with current DfE guidance. See page 36 of the Guide for more details.



SCHOOL TO SCHOOL SUPPORT

LTSA has a cadre of System Leaders which includes, Specialist Leaders of Education (SLEs), Local Leaders of Education (LLEs) and National Leaders of Education (NLEs).

Within LTSA we believe that students have the right to be taught by skilled teachers.

We believe teachers should be supported to develop the skill set and knowledge they need to meet the needs of their learners.

In some cases a generic programme focussed on leadership, pedagogy or subject knowledge is not as effective as individual bespoke support.

Alliance schools have nominated staff with the skill set to support colleagues. They have been trained and accredited as SLEs in order to ensure the quality and consistency of the support they can offer.

Schools can either **identify specific needs** and then **commission** support through the S2S support process or, commission support to identify areas of need and then provide a package of support.

Bespoke support allows for individualised support of sustained duration which is likely to generate the greatest impact. Early identification and request for support ensure the maximum amount of time is available across an academic year for an impact to be realised.

Support from LLEs and NLEs generally comes through national and locally funded initiatives to support schools, although it can be commissioned by schools as and when it is needed.

Conversations and support for headteachers who want to become an LLE / NLE are ongoing, with county-wide recruitment opportunities taking place in each academic year. Gaining LLE/NLE accreditation can provide useful professional development, increase your input to the local education community and provide your school with a useful source of additional income.

Agreement between headteachers has meant that SLEs are available for deployment without charge for 3 days each academic year. Their deployments are likely to link to subject specific support in schools but may also involve design and facilitation of other LTSA programmes. This mechanism could provide vital support for subject areas within your school around areas of work such as curriculum development, pedagogical coaching or assessment.

Additional support from SLEs, beyond their 3 days, is chargeable at the agreed LTSA rate of £250 per day and is dependent upon headteacher agreement for additional release time.

Recruitment and accreditation for SLEs is available throughout the year and takes place following nomination and sponsorship by their Head teacher. Any staff looking to become SLEs do need to meet the nationally agreed criteria and engage with continuous professional development to maintain their area of specialism. Training in the provision of school to school support is part of the accreditation process. Opportunities can be identified to support staff gaining the experiences and expertise needed in order to meet the criteria for accreditation.

A meeting is held in the summer term to give schools the opportunity to match up deployments to commissions. Schools wanting to commission support have the opportunity to request support for those areas and a matching exercise will then take place.

Support can be requested via the central team at any point across the academic year, although it is expected that the capacity of the SLEs will reduce as the year goes on.

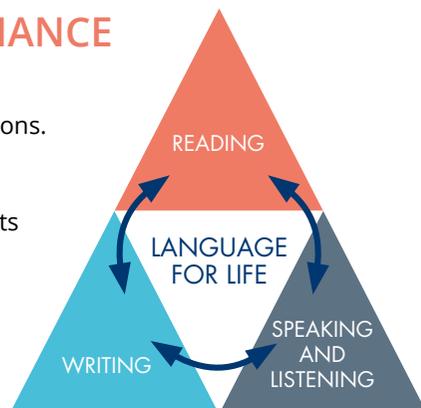
ROOTED IN READING

Rooted in Reading is a flexible reading for pleasure promotion programme that is written, printed and distributed by LTSA. It encourages students of all ages, from pre-school to A level, to read widely and then to spend a little time reflecting on what they have gained from their reading. It is used by all types of schools across the UK and beyond. The social, economic and academic advantages of reading for pleasure are widely documented and the Education Standards Research Team (2012) found that, when using *Rooted in Reading* 'both teachers and pupils reported the amount of time the children spent reading, and their enjoyment of reading had increased since the reading passports had been in use'. *Rooted in Reading* is owned, written and published by LTSA and member schools benefit from a 25% reduction on the already low cost of these resources. Contact Steve Willshaw for more details.



THE LANGUAGE FOR LIFE ALLIANCE

The Language for Life Alliance brings together 3 organisations, with mutually complementary missions. *First Story*, *The English-Speaking Union* and *Rooted in Reading* all share a commitment to helping young people to discover themselves through literacy in its widest sense. The aim is to engage and motivate teachers, foster collaboration and creativity and provide schools with a coherent approach to literacy enrichment and development



KEY QUESTIONS FROM EIF

- How does the school ensure that those responsible for governance understand their role and carry this out effectively?
- How can school leaders be confident that there is a rigorous approach to the teaching of reading which develops learners' confidence and enjoyment in reading?

I found the event really great: very well organised, full of ideas and just a pleasure to attend. I particularly enjoyed Mary's presentation, and the faculty and I came away very inspired (before the end of the whole programme, my head of faculty had secured a 'yes' from our Principal to devote an hour of English per week to Telling Tales in Latin and Latin teaching in term 1 of next year for y7 and 8!)

LTSA CHAMPION

Want to learn more about how to make best use of LTSA?

We have a cadre of LTSA Champions. This is made up of experienced headteachers who can talk to other headteachers about how to make best use of LTSA. They provide an opportunity for you to gain a headteacher's perspective on an aspect of LTSA support that they either deliver or have received.

How we communicate

Our aim is to make our communication as transparent and clear as possible. To this end, we have written a number of pieces of core text, relating to LTSA's beliefs and values and ways of working and we plan to add consistency to our literature by using these across all platforms. The LTSA website is clearly our main conduit for information. In addition we publish a half-termly newsletter which goes out to all schools and aims to feature comments from participants in LTSA events, highlight upcoming events and inform school leaders about other local and national news and activity that we think will be of interest. We often include details of national and local opportunities, updates on a range of relevant projects and issues and details of free training.

Building on the Account Manager role used in other sectors, we have simplified and personalised communication between schools and LTSA.

For schools contacting LTSA we have identified a small number of key contacts who will be able to deal with all of your enquiries.

KEY CONTACTS

Your role/acting on behalf of	Contact	Contact details
Headteacher	Andy Chisholm	achisholm@lincstsa.co.uk
CPLD Lead/ Teaching & Learning Lead	Myles Pustelnik	mpustelnik@lincstsa.co.uk
SCITT School-based Co-ordinator	Moira Bradshaw	mbradshw@lincstsa.co.uk
Finance Officer	Emily Wilson	ewilson@lincstsa.co.uk

Information coming from LTSA to schools will be through the following communication channels:

ANDY CHISHOLM • NEWSLETTER • MYLES PUSTELNIK



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