ITEM NO: 9

Report to: EDUCATION ATTAINMENT IMPROVEMENT BOARD

Date: 1 July 2014

Reporting Officer: Heather Loveridge, Head of Education

Subject: TRAINING AND PROFESSIONAL DEVELOPMENT FOR SCHOOL LEADERS

Report Summary: Through the termly monitoring visits with schools, a programme of training and professional development will be agreed which specifically addresses areas where a school has some shortcomings. This will apply to all schools including those who are high performing who need to maintain consistency of standards across all teaching and learning or who have some very specific needs for training e.g improving the quality of teaching across the maths department, improving behaviour and attendance etc. Some training therefore will need to be bespoke whereas other programmes can be delivered to groups of teachers/clusters where a common need has been identified e.g. recording and analysing data. The report sets out the approach which is being adopted to meet the training needs of Headteachers and other staff in schools.

Recommendations: Members are asked to note the report and endorse the approach which has been adopted.

Links to Sustainable Community Strategy: The work to support school leadership will help to raise standards and increase outcomes for young people.

Policy Implications: Much of the training to be delivered will closely relate to the School Performance and Standards Policy.

Financial Implications: It is essential that the cost of all training provided to schools by the Council includes all associated expenditure. The Council will ensure that this arrangement is scrutinised and monitored throughout the duration of this strategic initiative. It should be noted that schools finance the cost of any training via their delegated section 251 budget allocations. Schools which require additional intensive support due to their associated Ofsted rating of ‘Requiring Improvement’ will be supported on an individual school basis by Council officers where capacity allows. Any additional specialist support required will be procured from external providers and will be financed from the dedicated schools grant funded ‘Schools Causing Concern’ budget.

Legal Implications: This report sets out the evidence to demonstrate that the council is complying with its statutory duty.
Risk Management: The role of the Local Authority in relation to school improvement is set out very clearly in the Ofsted Framework for inspecting Local Authority Support Services. If the appropriate arrangements are not in place to support schools, there is a risk that schools will not have the capacity to address a wide range of issues which will continue to impact on the standard of education they provide.

Access to Information: The background papers relating to this report can be inspected by contacting Garry White, School Performance and Standards Officer by:

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1. INTRODUCTION

1.1 During the summer term of 2014, the School Performance and Standards team have been developing a range of training opportunities to support the leadership of schools. The need for this training has been identified over a number of months and particularly as a consequence of the key messages which have been emerging from inspections including the Focused Inspection process. Using the recommendations from those reports as well as our own hard and soft intelligence, there are some key areas which if addressed early, can make a significant impact on a school's progress and overall effectiveness.

2. TRAINING STRANDS

2.1 Alongside the Newly Qualified Teacher (NQT) and Recently Qualified Teacher (RQT) training portfolio, the School Performance and Standards Team are currently delivering and developing a wide range of professional development activity to support school leadership across Tameside. This training falls into two strands.

2.2 The first strand is the bespoke training that is delivered largely by the School Performance and Standards Team and developed in consultation with a school. These schools are likely, but not exclusively, to be schools that Require Improvement or at risk of Requiring Improvement. This training will take place in the school setting. Examples of such bespoke training that is currently being delivered to schools are:

- Improving behaviour and attendance in secondary schools
- Improving the quality of teaching across the English department.
- Middle leadership development in 4 primary schools
- Supporting the Deputy Head Teacher with the use of data in a school requiring improvement.

2.3 The termly visits to schools made by the School Performance and Standards Team will identify such bespoke training needs and how best the officer can support such a need.

2.4 The second strand is training and professional development offered to groups of teachers / schools or clusters of schools. Here the training will be less bespoke and offer the opportunity not only to develop knowledge understanding and skills, but also to network with colleagues across Tameside schools. Some of this training will directly relate to the implementation of the school standards and performance policy. For example recording and analyzing data and measuring the progress of children in year and over time. Such training will closely align with training offered to Chairs of Governors and Governing Bodies. Other training is being developed following analysis of OFSTED reports and discussions with Head Teachers and clusters.

2.5 Training for Head Teachers will be developed as a priority. The School Performance and Standards team will improve the induction offered to new Head Teachers as well as support their early Headship period with a range of opportunities. New heads are being brought together before September so that they have an early opportunity to meet the School Performance and Standards team, each other and important officers in the wider team. Training is currently being developed around issues of dealing with capability, the new Special Educational Needs and Disability legislation, and strategic leadership. The School Performance and Standards team will develop and deliver these in conjunction with HR and Inclusion services. This training will also support the continued development of Deputy and Assistant Head Teachers.

2.6 We are also in receipt of a National Leader of Education / Special Leader of Education grant from the teacher’s alliance. Each school has £5000 and this will be pooled together to encourage collaboration. A memorandum of understanding has been signed with the
Alliance. Oversight and evaluation of the impact of the grant will be undertaken by external facilitators.

2.7 Training for aspiring Deputy Head Teachers and Assistant Head Teachers will emerge from opportunities offered around working towards the National Professional Qualification for Headship. The first session will take place in early July and we already have 14 Deputy Heads and assistant Head Teachers signed up to attend. This will also be offered beyond Tameside so that aspiring school leaders can network wider with their colleagues in school.

2.8 A year-long Middle Leadership Programme has been developed and is currently being offered to Secondary Middle Leaders at a cost of £300 per participant. This programme will support the development of subject and phase leaders in Tameside schools. It will focus on implementing a whole school leadership project agreed with their line managers. In this way both the school and the individual benefits from the development opportunity. We already have 7 middle leaders signed up to do the first programme and will be offering the programme to primary middle leaders shortly.

2.9 Training opportunities are also being developed for the Early Years Leads in consultancy skills. This will support the Leads who work with other schools to develop provision and practice in the Borough’s early years settings.

2.10 Opportunities for lead practitioners or teachers in school, who have a role in developing Teaching and Learning are also currently being designed. This training will be for outstanding practitioners in the Borough providing them with training in improving teaching through developing a coaching approach in school.

3. EVALUATION

3.1 The evaluation of training will take place at a number of levels. Ultimately the success of the more bespoke training with RI schools and those schools at risk of becoming RI will be judged on the number of schools getting to good.

3.2 Longer term training like the National Leader of Education expenditure and middle leader training will be carefully evaluated not only at the end of training sessions (for satisfaction) but also through the impact of the training on their learning and how this is then transferred to the school setting. A number of case studies will be produced to evidence wider impact. The impact of training will be picked up by School Standards and Performance officers in their termly visits.

4. FUNDING THE TRAINING

4.1 The support offered to schools by the School Standards and Performance officer is limited by the capacity of that officer to provide the training required. Officers are therefore avoiding providing similar training to individual schools if groups of schools can come together to make it more cost effective. The current cost of a day’s training is £95 per delegate. Longer term training is currently charged at £300 per delegate. The cost of training delivered includes all related expenditure. Any residual income arising from the training will be utilised to procure additional training and professional support as appropriate.

5. RECOMMENDATIONS

5.1 As stated on the report cover.