



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

Teaching School Handbook



L.E.A.D. Equate 
Teaching School Alliance

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L.E.A.D. Equate Teaching School Alliance Policy

Overarching Vision

L.E.A.D. Equate Teaching School Alliance serves a reach across the East Midlands, Lincolnshire and South Yorkshire.

The Teaching School Alliance is a partnership working to inspire, motivate and empower every child and professional to embrace lifelong learning. Our vision is for all members to contribute to and benefit from exceptional levels of continuous professional development, high impact peer support and evidence informed practice.

We believe that sustainable, system wide improvements are achieved by building strong partnerships that operate in a culture of trust, openness and integrity. We acknowledge that everyone has something to offer and something to learn. It is through working together that practice can be tailored to need, shared and contributed to, a culture of mutual support can be established and exciting, new learning opportunities can be formed.

L.E.A.D. Equate Teaching School Alliance has numerous strategic partners in a number of key collaborations, working together to build a network of settings across all phases and specialisms. All aspects are delivered with the aim of creating a self-improving school system and one ultimate goal of impacting upon outcomes for all pupils within the alliance and beyond.

This has been summarised diagrammatically below:



Core Values	Meaning
Succession & Talent Management	Identifying and supporting professional development at every stage from Early Career entry to Executive Headship.
Impact Based	Holding ourselves to account with clear aims and targets that clearly link to children's outcomes. Refining our support and offer as a result of impact and outcomes as we understand that accountability & review is key to the continued success of any learning community.
Learning Collaboratively	Constantly understanding our needs and identifying best practice and research to generate a professional learning community. Learning from one another with a culture of transparency and respect.
Tailored to Need	Constantly striving for all provision to be of the highest quality and tailored to the needs of those in receipt of it, including the unique aspects relating to the context of the organisation or setting.
Strong Moral Purpose	Constantly striving for all provision to be of the highest quality and tailored to the needs of those in receipt of it, including the unique aspects relating to the context of the organisation or setting.
Research and Evidence Centred	All provision where possible should be grounded in research with proven evidence of impact and outcomes to underpin practise. Actively committed to new thinking and research within the education sector to future success.

Values

We believe that everyone in the Teaching School Community including staff, associates, delegates and partners have important contributions to make to the success and daily life of the academy.

Alongside the L.E.A.D. values, the following aspects are fundamental to the culture of success and are also disseminated by the Teaching School:

- Perseverance and Progression
- Trust, Honesty and Mutual Respect
- Empowerment
- Positive Wellbeing
- Commitment to High Quality and High Expectations
- Collaboration and Partnerships

Aims

- Raise attainment for all pupils within the Teaching School Alliance and beyond within all Lincolnshire and Trust based schools.
- Support Alliance Schools in pursuing their objectives.
- Seek out new and evidence proven practice that will lead to improved outcomes in schools.
- Ensure trainee teachers and newly qualified teachers are trained to the highest possible standard as they embark on their journey into the world of education.
- Establish exceptional professional development opportunities which meet the needs of individuals at each stage of their career.
- Provide bespoke, high impact school to school support, designating and brokering specialist, local and national leaders in education.
- Actively contribute new thinking and research to the education sector.
- Develop strong leadership across the Alliance; succession planning and talent management.
- Establish strong quality assurance, monitoring and reporting mechanisms that allow continuous review and improvement.
- Ensure that all work is conducted with integrity, transparency and to the highest professional standard.
- Collaborate with other Teaching Schools (LTT) in our relentless pursuit of excellence in every lesson, every classroom and in every school.

Teaching School Work Streams

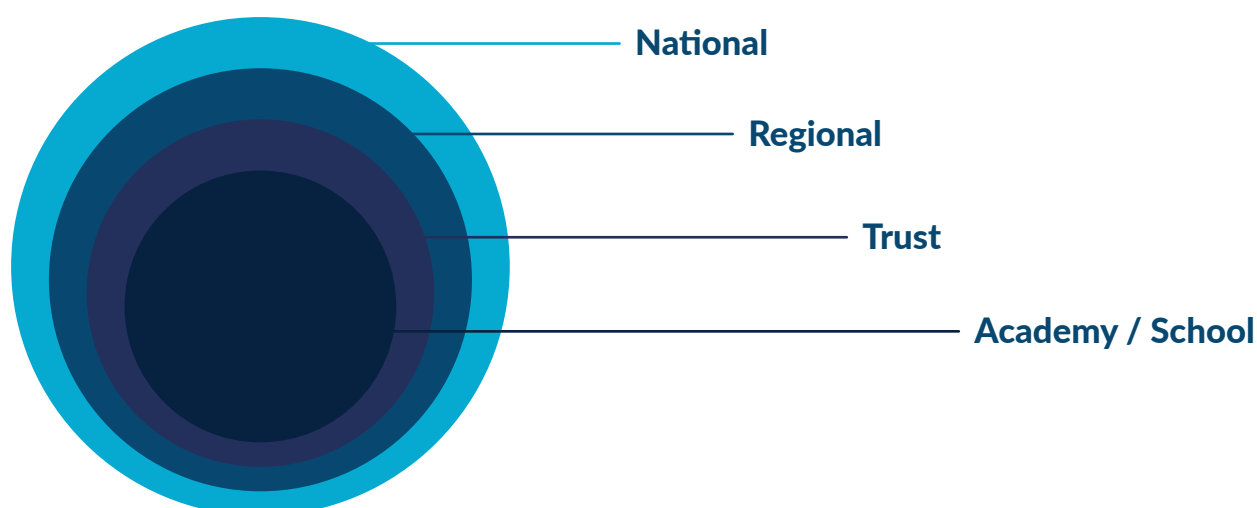
L.E.A.D. Equate Teaching School Alliance works hard to comprehensively ensure highly quality professional development via a range of key areas or work streams. This is to guarantee that every layer of a school workforce has access to professional development. These areas can be summarised in this diagram:



Core Work Streams	Further Detail
CPD Programmes	This relates to CPD programmes on offer via the Teaching School. These programmes can be delivered on site directly within a setting, online remotely or face to face at one of our training centres or schools. These programmes are heavily based upon research and needs locally, nationally and within the Trust. This CPD can be either outsourced to external associates or delivered by our Teaching School team. All CPD is heavily quality assured against the Teaching School Quality Assurance Policy to ensure the highest outcomes and value for money.
Commercial Programmes	This relates to programmes which have been created, written and published by the Teaching School. These aspects are sold commercially to Schools and Academies under the 'Active' brand.
Early Career Framework ITT/NQT/RQT	Striving for excellence in the provision for staff, we believe that the quality of professional development in the early stages of a teacher's career can be crucial. This strand relates to the high quality framework and provision which the Teaching School offers in relation to this strand.
School to School Support	Peer Support can have a significant impact according to numerous sources of research which have been conducted. Therefore we work hard to up skill a workforce of NLE's, LLE's and SLE's so that they can be accurately deployed within Trust and beyond. We ensure that they constantly strive for all provision to be of the highest quality and tailored to the needs of those in receipt of it, including the unique aspects relating to the context of the organisation or setting.
Local School Improvement Projects	Locally or within the Trust, collective needs present themselves or are commissioned by the local authority. Projects relating to this may be then instructed, designed and implemented to meet the need which has been identified. Clear intent, implementation and impact measures will be in place to ensure successful outcomes.
The English Hub	The English Hub is one of 34 centres nationally, identified by the Department for Education to impact upon outcomes in English across the East Midlands. The English Hub has been primarily designated to support schools in developing: Early Language Development, Age Appropriate Phonics Provision, Promoting a Love of Reading.
Research	Where possible Equate Teaching School Alliance will be involved in active research projects and outcomes will be further disseminated via the Teaching School so that all schools can benefit.

The Teaching School Reach and Associated Partners

The Teaching School works collaboratively with a range of strategic partners and associates to meet the needs of Schools and Academies as identified within each sector of the diagram below. This is coordinated strategically to ultimately impact upon pupil outcomes.



Professional Development at all Stages and Layers of the Workforce:

Within this model, it is important to identify that each strand of the workforce is of equal importance. Underpinning the CPD offer, we aim to impact upon all roles outlined below:

Teaching Staff

Early Career	Middle Leaders	Senior Leaders	Deputy/Assistant Head teacher	Head teacher	Executive Head teacher
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Supporting Staff

Teaching Assistant Leader	Midday Leader	School Business Manager/Finance /HR	Cleaning Staff	Site Manager
Teaching Assistant/ 1:1	Midday	Administrator	Kitchen Staff	Family Support/ Safeguarding

The Teaching School Approach/Philosophy

Our approach to CPD is based upon research and a thorough understanding of needs locally, regionally, nationally and within the Trust. Our belief in achieving sustained impact is based upon research and theory by David Western. Within this, it is identified that high quality leadership within each setting is fundamental in sustaining the CPD which has been accessed by staff.

To support this, all of our training follows this model:



All CPD programmes will have a clear intent within regards to impact, outcomes and sustainability.

CPD programmes, where possible, will be implemented with a gap task to support the focus upon achieving an impact over time- Please refer to **Appendix 1**. This will be shared with leaders to monitor the impact of any CPD which has been accessed. Our approach to delivering CPD will focus heavily upon the Trust based values and the overarching strategy to educational provision. This can be seen within the diagram below. Each element will be clearly highlighted during training so that delegates are aware of their purpose within the wider context of CPD.

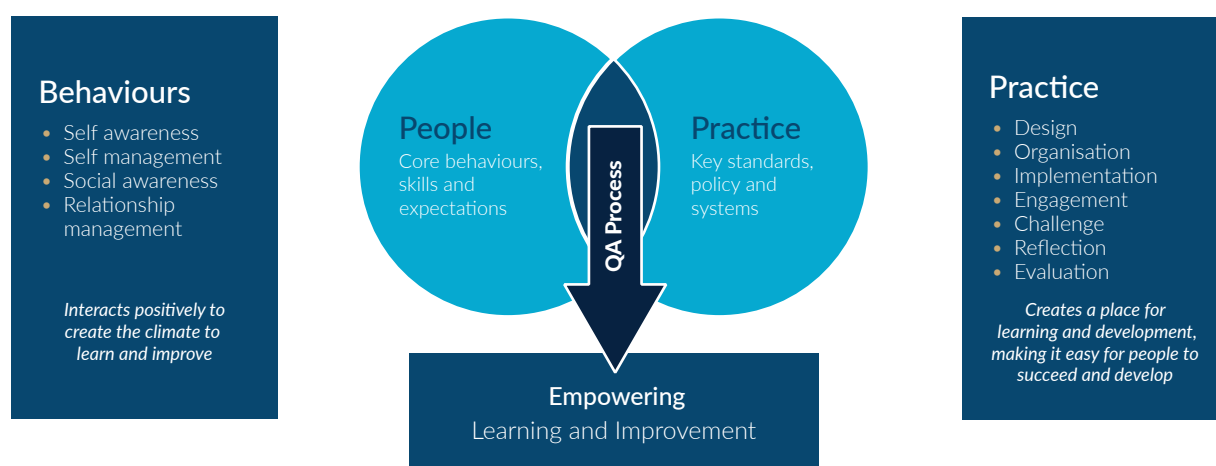
Impact will be recorded as a result of the gap task and the Academy will have the opportunity to consider how this will be sustained over time. This will be recorded via process and system sheets. Please refer to Appendix 1 to access this format.



Quality Assurance Processes / Value for Money

Our Quality Assurance processes are thorough to ensure value for money, a positive impact and alignment with the Trust values. Prior to any training or development taking place on behalf of L.E.A.D. Equate, we have a detailed process via which we analyse these aspects. In most cases, we work closely with the facilitator prior to the training; observe their practice and a request to see documents which will be implemented with delegates. If the training is bespoke and tailored to one setting, we also ensure that we have completed a full audit of needs with the school or academy in receipt of the training. This is via discussion with the Head teacher and/or Senior leaders.

Our quality assurance processes are documented fully within the 'Teaching School Quality Assurance Policy'. This is based upon the following model:



Creating a climate for learning	Engagement of learners
<ul style="list-style-type: none"> • Pre-programme information • Car parking • Reception arrangements • Room and furniture • ICT / AV arrangements • Catering • Initial set-up / Room layout • Planning of session • Group organisation • Time management • Management of resources • Use of PowerPoint / technology supports learning 	<ul style="list-style-type: none"> • Clarity of delivery • Listening skills • Confidence and presence • Voice modulation • Position for delivery • Clarity of roles assigned in group activities • Flexible in managing responses • Use of professional knowledge / experience • Is enthusiastic, encouraging and involved • Creates open and honest dialogue • Sensing / responds to individual needs • Values others' input • Recognise possible tensions within the group
Challenging Learners	Encouraging Reflective Practice
<ul style="list-style-type: none"> • Questioning strategies - use of open/closed questions to check and challenge understanding • Challenges and probes • Enables candidates to lead challenge to each other safely • Initiates thought provoking questions • Initiates debate • Knows which candidate contributions to build into the learning process • Organisation / re-organisation of sub groups • Empowers candidates to take on leadership roles within the session • Challenges mediocrity and coasting 	<ul style="list-style-type: none"> • Time is created for effective reflection and consolidation of key learning • Links learning back to the objectives at all times • Encouragement to evaluate own and group outcomes • Ensures individuals can link theory and learning to own circumstances

School to School Support

Teaching schools and system leaders support the Department for Education's goal to provide every child and young person with access to high-quality provision, achieving to the best of their ability regardless of location, prior attainment and background. As a result of this L.E.A.D. Equate recruits and deploys a number of members to fulfil each aspect within the Trust and beyond:

- National Leaders of Education and Governance
- Local Leaders of Education
- Specialist Leaders of Education

These members rigorously undergo a thorough interview, induction and professional development process throughout the year to ensure that they remain capable of offering the most current advice and support. Each deployment has clear accountability and progress measures so that impact can be tracked and evidenced. This is then returned to the DfE via the Annex G reporting process.

Early Career

L.E.A.D. Equate is dedicated to supporting teaching staff in the early stages of their career. The Teaching School is therefore an Appropriate Body for the induction of NQTs. Training consists of high quality provision and support for both NQTs and their Induction Tutors. The Teaching School also completes the relevant administration and paperwork in order to monitor, support and record outcomes.

In addition to this, L.E.A.D. Equate works closely with a range of providers to ensure that I.T.T (Initial Teacher Training) trainees are placed within either Trust or Alliance based settings. This is to ensure that we have the highest quality teachers entering the profession. During their training year, I.T.T trainees are nurtured, supported and provided with high quality CPD via the University and Teaching School partnership collectively.

Teaching School Accountability Measures

The Teaching School is held to account and is responsible for its impact both financially and educationally. This is therefore achieved in the following ways:

- Clear KPI's are in place for each aspect. These are tracked closely and presented termly to the Trust Board. These are Government based Teaching School targets and Trust based targets.
- The Teaching School team has clear lines of accountability and performance measures for each staff member. These are reviewed termly and staff are held to account in relation to these areas. This is in accordance with the Appraisal and Performance review Policy.
- Each work stream has individual targets and tracking processes to ensure that each aspect is held to account rigorously.

- The English Hub has financial and educational monthly DfE returns. These include clearly identified KPI's. This is held to account by the Teaching School and Government directly.
- One measure of success includes the feedback from delegates following any training. An example of this can be seen in Appendix 3.

Teaching School Finance and Sustainability

The Teaching School Alliance works tirelessly in the pursuit of financial security and sustainability. Currently it is financially supported by government investment, local authority work streams and a commercial income. We therefore have a rigorous approach to analysing the financial outcomes against each work stream and ensure that stringent financial benchmarking has taken place. Detailed financial planning and risk assessments are in place to ensure that the budget is strategically planned and accounted for. Overall, the Trust Board equally evaluates the financial and educational impact of the Teaching School. All practice is conducted in line with the Financial Regulations and Policies upheld by the Government and Academy Trust.

Cancellation Policy

Our cancellation policy rigorously adhered to so that costs can be covered for training. This can be viewed within **Appendix 2**.

Teaching School Policies

The Teaching School has a range of policies which are to be used in conjunction with this one. Please refer to the following for further information:

- Data Protection
- Equal Opportunities
- Confidentiality
- Safeguarding
- Cancellation Policy
- Whistle Blowing
- Grievance Policy

Appendix 1

Training and Development

Intent – Implementation - Impact

Event Title:	Input by course leader
Date:	Input by course leader
Name:	
School:	
Role:	

1. Pre-Training – Intent (to be completed by the training provider - bullet points)

Course leader Input the focus/ intent (oertype this)

2. Post-training / Gap task – Intent

- **Course Leader Input Gap Task from the powerpoint prepared**

Questions for the delegate to consider:

- What do you intend to take back to school from this workshop? Does the gap task need to be adapted for your setting?
- What is the intended impact? Do you know the starting point to measure the impact? e.g. data/ pupil discussion/ lesson feedback/ Work scrutiny?
- How will the workshop change your practice / the practice of others in school?

Take a paper copy away to refer to between sessions 1 and 2. Share with your SLT.

3. Impact since the first part of the training: (to be completed electronically by the delegate attending session two of the training)

- What did you do/ implement?
- What has been the impact so far? Consider pupils, staff, school community.
- How could this be sustained?
- What are the successes?
- What are the remaining barriers?

Whilst on the training , email to the HT and Course leader

Appendix 2 - Cancellation Policy

L.E.A.D. Equate TSA

Terms and conditions of booking

- Completing Eventbrite commits you to pay the attendance or cancellation fee.
- L.E.A.D. Equate TSA reserves the right to make changes to its events, including content, timings, dates and the venue.
- If L.E.A.D. Equate TSA has to cancel a course or event you will be offered a place on an equivalent course/event within a 12 month period. If no suitable course/event is available a full refund will be issued if the programme has been paid for in advance.

Payment

- Courses and events will be charged at the price shown on Eventbrite at the time of booking.
- Academies within the Trust will have this fee deducted from their subscription, providing they have opted in and have funding remaining. All other delegates will be expected to complete the payment process within Eventbrite.

Cancelling or changing your booking

- If you need to cancel your booking please inform us by email or telephone immediately.
- A substitute delegate may attend at no extra charge but please inform us that this will be the case ahead of time.
- Cancellations will incur the following charges:

• 15 or more working days prior to the event	<i>no charge</i>
• Cancellation less than 15 working days prior to the event will apply	<i>full charge</i>
• Non-attendance at the event (except in exceptional circumstances) will apply	<i>full charge</i>

Appendix 3

Evaluation of Impact Form: Completed by Delegates Training

Event Title:	
Date:	
Name:	
Email:	
School/Academy:	
L.E.A.D. Academy Trust School (please circle an option):	<div>YES</div> <div>NO</div>
Role:	
Where did you hear about the training?	

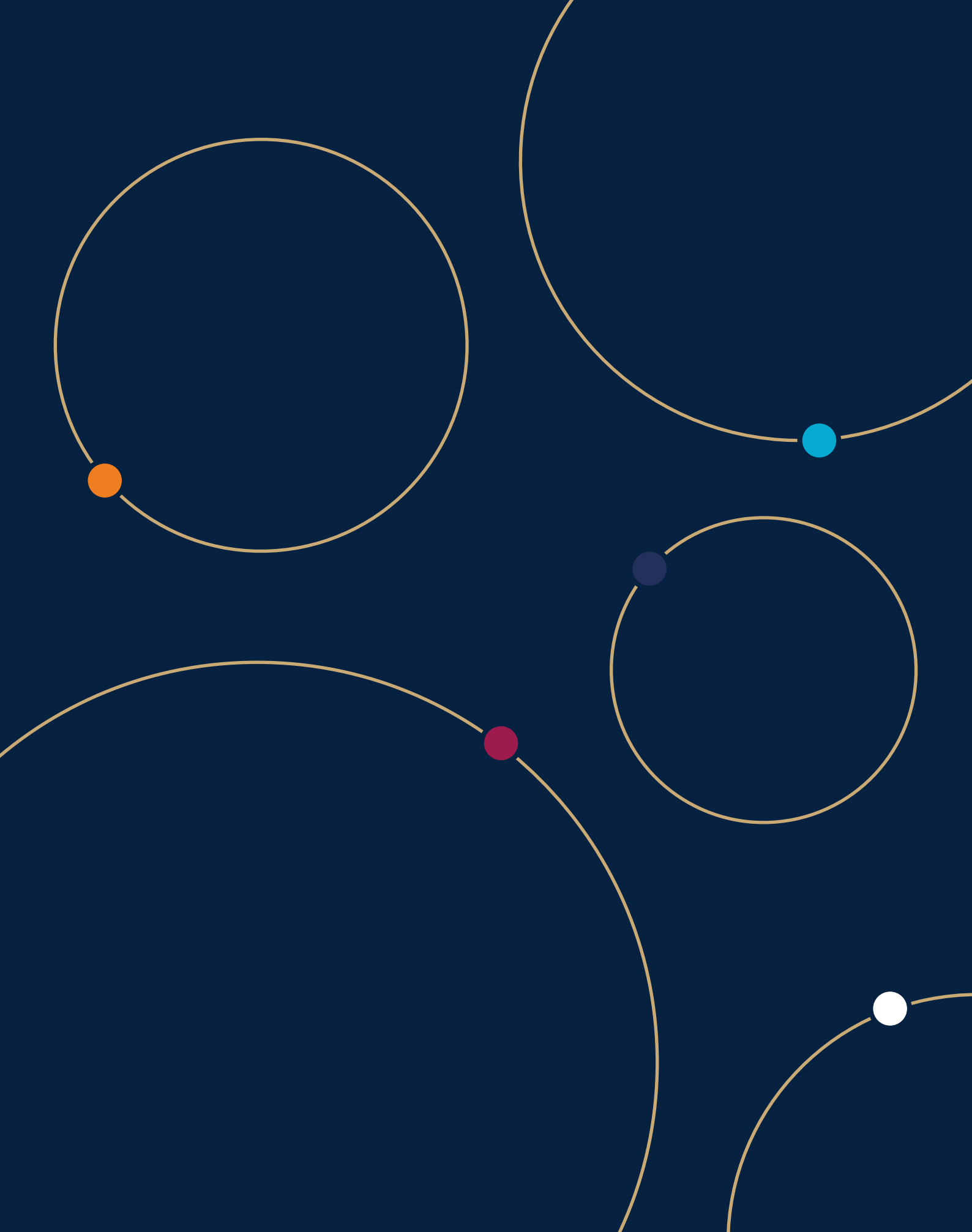
Please indicate how you found the following areas:

How good was the quality of the session overall?			
Excellent	Good	Satisfactory	Unsatisfactory
Did the workshop meet your expectation?			
How well was it presented/facilitated?			
Excellent	Good	Satisfactory	Unsatisfactory
Comments:			
What were the particular highlights of the session?			
Explain how this training will impact on your work in your own school setting, What difference will you make as a result of today?			
Will you do anything differently as a result of this session? Give at least one action that you will take from today.			
Any additional comments (we occasionally publish comments on our website/in our newsletter - if so we'd like to include your name with it - but tell us if you'd rather we didn't)			

Thank you for your feedback. Please hand this directly to the Programme leader

Notes





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