National Teaching School
designated by

National College for
Teaching & Leadership

Warwickshire
Teaching School Alliance

Specialist Leaders of Education

Handbook 2020-2021

The Warwickshire Teaching School Alliance (WTSA) focuses on the foundations of education with a birth to 7 years specialism that supports Early Years and KS1. We firmly believe that by improving the quality of practice and approaches to learning across the EY sector, we improve the life chances for children beyond our school gates.

We have a range of Alliance partners, including Nursery, Infant and Primary Schools. We work in partnership with Warwickshire County Council to facilitate the objectives of the Warwickshire Education Strategy (in particular Priority 1 – fostering children's love of learning from birth through childhood into year 1 and championing the EYFS). Our range of activities includes a comprehensive training programme, an Initial Teaching Training course and involvement in research such as the integration of education and mental health projects. We also provide bespoke support and advice for schools and settings. This is based on a peer support model and allows support, challenge and shared practice to be applied effectively in all types of Early Years provision. Specialist Leaders of Education (SLEs) are a key element of this and this booklet provides all the information relating to their accreditation and deployment.

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What are Specialist Leaders of Education (SLE)?

SLEs are experienced middle or senior leaders in their own organisation who are interested in supporting others. They help raise standards by sharing expertise and working with others to develop their own capacity and knowledge within Early Years Education.

SLEs will work with a School or Early Years provider who have identified a need for development in their provision across the Early Years and possibly into KS1. They will get a sense of the context and stage the organisation is at and use a range of strategies to build knowledge, systems and capacity. Some of the work will be mentoring, coaching and supporting. Other aspects may be providing systems and documentation, building a knowledge base and sharing best practice. Deployments should leave those receiving support empowered and able to develop early education further themselves.

What is required to gain accreditation?
- Qualified teacher status (level 6 or above)
- 5 years' experience within the early years sector
- Proven impact in improving the quality of provision / outcomes for children and families
- Working at an EY provider with a good or better Ofsted inspection outcome

SLE Training and Support

Upon successful designation SLEs complete the mandatory core training requirements as set out by the National College for Teaching and Leadership (NCTL). This includes a day of training on the role of the SLE which covers expectations, deployment and recording impact.

There will be a follow up day of training with a more targeted focus. Access to other training events including opportunities to network and share practice with other SLEs will also be provided.

SLEs will be expected to attend training to keep up to date with their specialist areas.

Types of Deployment

Types of deployments will vary depending on the organisation needing support. There is no pre-defined time commitment and the capacity of SLEs to undertake outreach work will vary depending on their circumstances. The SLE (and their employer) will need to be able to commit up to 10 days a year, although the number of days of actual support may be a lot less.

There are several different types of deployment:

1. Offering support and advice to schools and early years providers via the WTSA, who act as the broker to arrange the support and monitor the outcomes and impact (see Appendix 6). Deployments are usually categorised as follows:

   - *Short term deployment* (1- 4 days), e.g. one INSET day.
     The objectives are agreed by completing the 'SLE Deployment Form' prior to deployment.
   - Longer term support (5 – 10 days), e.g. 5 days over 5-month period.
     An 'SLE Action Plan' will be agreed in a face-to-face meeting prior to work commencing.

2. Supporting the development of WTSA **Aspiration Networks**. These are 14 Early Years networks across Warwickshire Consortia areas which link schools and PVIs. Their aim is to support workforce development and quality improvement whilst also providing networking opportunities. The role of our SLE's in this context is to facilitate the smooth running of the networks and build engagement.
   SLE's can also be deployed by the Aspiration Network Lead to provide support where a need is identified.

3. Helping to develop materials and packages of support (and deliver training); to help the sector meet specific requirements and adapt to local and national reforms i.e. the new EYFS.

Deployment Process (see Appendix 1)

Any school or early years provider seeking support of an SLE must in the first instance contact the WTSA. The request for support may also come via Warwickshire's Education Challenge Board or Warwickshire LA. Requests may also come through the Early Years Aspiration Networks (EYAN.)

The deployment will need to be agreed between the organisation to be supported and the SLE employer and WTSA *(including focus, specific objectives, expectations for outcome and impact and timeframe.)*

WTSA Contact details for this purpose are: Tel: 01926 853394 or via the Teaching School Coordinator Michelle Hutton on Hutton.m2@welearn365.com

The Teaching School will:
- Provide effective communication channels.
- Maintain an accurate database of SLE expertise.
- Match requests to SLE expertise.
- Maintain accurate records of deployment and evaluations.
- Provide SLE support and professional development.

Quality Assurance

All SLE deployments will be subject to evaluations by the supported school. Evaluations will rate progress against agreed targets. WTSA will review the feedback, impact and quality of support provided after each deployment.

Cost of SLE Deployment –
- The table below outlines the agreed Coventry, Solihull and Warwickshire daily consultancy rates for all schools and settings**.** Charges are based on a full day rate . Please pro-rata the charges for twilights or half days.
- All rates are inclusive of travel within Warwickshire and Coventry and include visit report writing commitments

Deployment	Examples of the nature of the work	Client Pays	Commissioned School / Setting Receives	TSA Retains 15%
SLE Day Rate	• *NQT support* • *Moderation support* • *Leading School consortia meetings* • *Supporting staff with developing practice* • *Supporting development of the learning environment* • *Planning and Assessment* • *Supporting staff meetings* • *Middle Leader support* • *Delivery of CPD* • *Quality reviews*	£350.00	£297.50	£52.50
SLE Hourly Rate	As Above	£59	£50.15	£8.85

> *As a Teaching School Alliance we are very proud of our team of SLEs and the breadth of experience and expertise they hold between them. We are delighted to be able to deploy them across Warwickshire where they have potential to make a significant impact on EY practice and outcomes for children and families.*
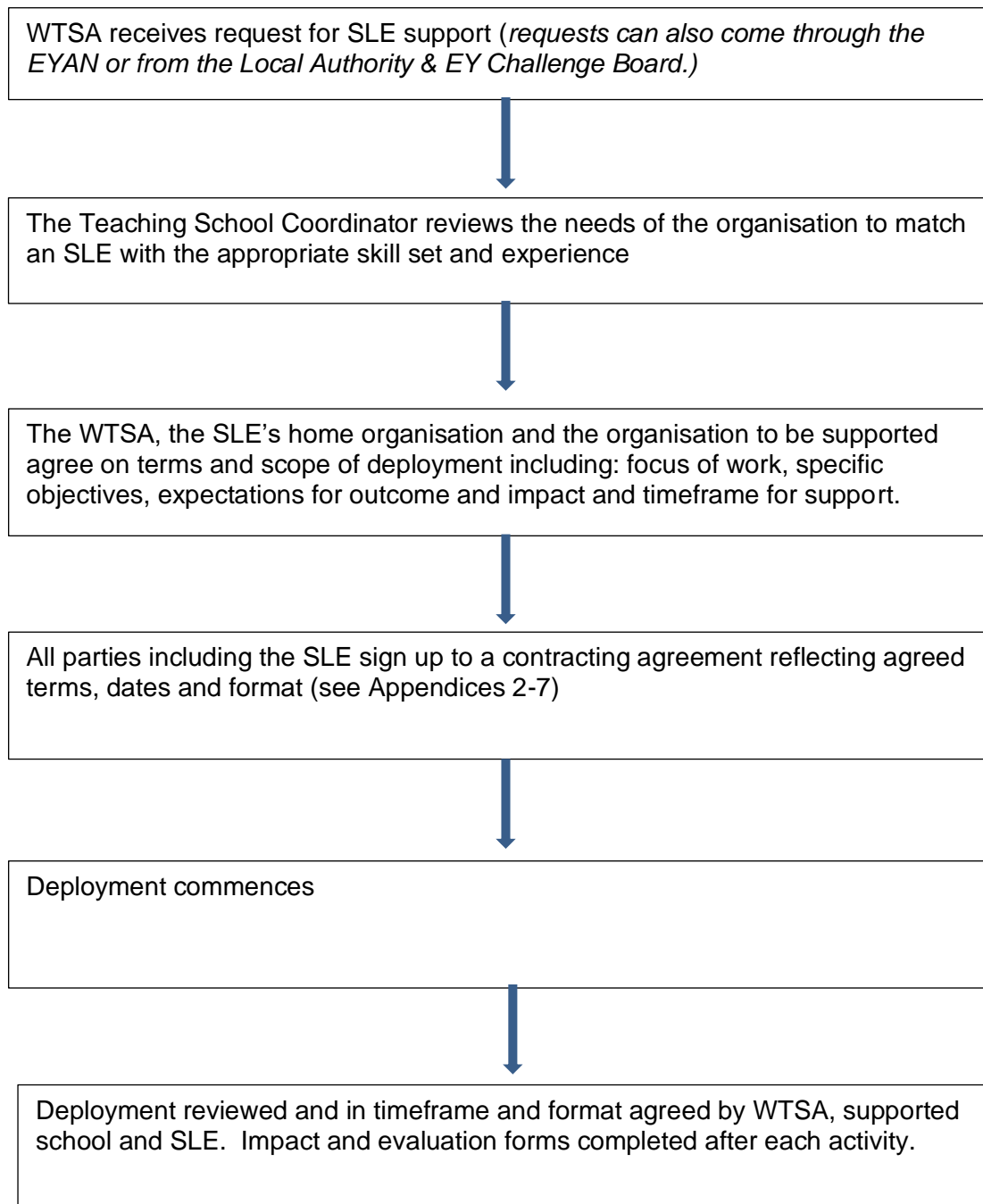
Warwickshire Teaching School Alliance
"Working in partnership, celebrating success, aiming for excellence"

Appendix 1

Brokering Process

Any organisation seeking support of an SLE must in the first instance contact the WTSA.

The deployment will then need to be agreed between the organisation to be supported and the SLE employer and WTSA under the following process:

WTSA receives request for SLE support (*requests can also come through the EYAN or from the Local Authority & EY Challenge Board.*)

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The Teaching School Coordinator reviews the needs of the organisation to match an SLE with the appropriate skill set and experience

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The WTSA, the SLE's home organisation and the organisation to be supported agree on terms and scope of deployment including: focus of work, specific objectives, expectations for outcome and impact and timeframe for support.

↓

All parties including the SLE sign up to a contracting agreement reflecting agreed terms, dates and format (see Appendices 2-7)

↓

Deployment commences

↓

Deployment reviewed and in timeframe and format agreed by WTSA, supported school and SLE. Impact and evaluation forms completed after each activity.

Appendix 2

SLE Deployment form

It is intended that this form will be agreed by all parties (the SLE, the supported organisation and the teaching school). The form sets out the contracted arrangements and the agreed objectives of the deployment.

Deployment details

Specialist Leader of Education details:	
Name:	
Organisation Name:	
Specialism:	

Supported organisation details		
Name:		
Local authority:		
Leader name:		
Name of leader(s) being supported:		
Main contact:		
Name of broker:		
Deployment Date:	Start date:	End date:
Type of support required		
No. of INSET Days? ☐	No. of Twilights? ☐	1 – 4 days. Short term support ☐	5 – 10 days Long term support ☐

For long term deployment/support an action plan is required.

Identification of key focus areas for the SLE

Identification of key focus areas for support (Please indicate below the main priorities of the deployment and any relevant contextual information).	
Name:	
Organisation Name:	
Agreed objectives/key impact expected at the end of the deployment	

For long term support, please state time commitment agreed (Please indicate time commitment in terms of days per week/fortnight).

Other arrangements agreed (This may include any funding agreed.)

Signed _____ (SLE)

_____ (Leader of supported organisation)

_____ (Coordinator on behalf of WTSA)

Date _____

All parties involved may want to keep a copy for their records.
The supported school will complete the deployment evaluation form, which should be returned to the Warwickshire Teaching School via the Teaching School Coordinator.

<u>Support Plan</u>

Focus	Actions	Actions for SLE	Time/ Resources	Success Criteria

SLE signature _____   **Headteacher signature** _____

SLE name _____   **Headteacher name** _____

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Record of Visit/Activity

Name of School/Setting:		Ofsted Grading:	
Date of Meeting:		Next Meeting(s):	

Context/Focus for support:

Key priorities to address & agreed intentions:

Success criteria:

Outcomes of the Meeting or Activity: *(Including any differences made/seen)*

Impact / What went well? *(Including any progress from last time)*

Next Steps:

Further Comments:

Signature: _____(Leader)　　　　Signature: _____(SLE)

Appendix 5

SLE Deployment Evaluation Form

Deployment details

Details for SLE	
Name:	
Organisation:	
Specialism:	

Supported organisation details	
Name:	
Local authority:	
Leader name:	
Main contact:	
Name of broker:	
Deployment start date:	
Time commitment agreed (eg length, number of days a week):	

Review of progress achieved during the contract

For each of the targets that were identified in the original contract for the deployment, please summarise the impact made by the SLE and the evidence to support this.

Agreed Objective / Targets	Progress made and evidence of impact

Please evaluate the following using a RAG rating	(RED/AMBER/GREEN)
The SLE knowledge and skills	
The SLE's role in facilitating support and influencing change	
The overall success of the deployment	
If *RED* rating given please provide further detail:	

Please state how you can continue to make improvements in the focus area and the requirements for any additional support:

Signed _____ **(SLE)**

_____ **(Leader of supported school)**

_____ **(WTSA Coordinator)**

Date _____

On completion, please copy for each partner and return to the WTSA via the Teaching School Coordinator.

WTSA Terms and Conditions
These terms & conditions apply to the booking of SLE deployment by Warwickshire Teaching School Alliance (WTSA).

Confirmation of booking
Bookings can be made by email, telephone or in writing on the SLE Deployment form. Confirmation of the deployment will be emailed to the address provided.

Cancellations
The organisation to be supported will give at least 5 days' notice of any cancellation of deployment. The Supported organisation will ensure that key staff are available during each visit. If key staff are unavailable the Supported organisation will let WTSA know as soon as possible.

WTSA reserves the right to amend the terms of any booking or to cancel the booking if the SLE deployment is prevented by reason of an unexpected event that crucially affects the SLE's ability to carry out the terms of agreed for the deployment.

Payment
Invoices will be issued on completion of deployment and must be paid in full within 30 days of the invoice date.

Time commitment agreed
The SLE deployment is required to start and finish on the specified date and at the time agreed in the SLE deployment form.
SLEs will meet with Senior Leadership in the Supported organisation at the end of each day to discuss progress and outline the agenda for the next visit.

Equipment
The SLE may only bring additional equipment, articles or substances onto the premises with the prior agreement of the organisation to be supported and such equipment, articles or substances must be specified. Any equipment, articles or substances must comply with safety regulations and WTSA does not accept any liability for any loss or damage arising out of the bringing of any additional equipment, articles or substances onto the premises.

Personal Property
All goods are left at the owner's risk and WTSA do not accept liability for any loss or damage to goods so left. WTSA advise SLEs to keep personal property with them at all times and not leave them unattended.

Obligations of WTSA
WTSA shall procure the removal from the premises of any person acting in a manner, which, in the reasonable opinion of WTSA, may be inappropriate.

Safeguarding and Health & Safety
SLEs are required to comply with all Safeguarding and Health & Safety regulations and all general instructions issued by the staff of the organisation to be supported.

Signed _____ (SLE)

_____ (Leader of organisation to be supported)

Date _____

Appendix 7:

WTSA – SLE Memorandum of Understanding

This agreement outlines the nature of the relationship between the Warwickshire Teaching School Alliance (WTSA), Specialist Leaders of Education (SLE), the school/academy/Early Years provider directly employing the SLE (hereafter described in this document as the home school), and the client school, and clarifies the expectation and responsibility of each party.

WTSA Responsibilities and Protocols

The Warwickshire Teaching School Alliance will adhere to the following responsibilities and protocols:
- Provide training and support to SLEs as required by the funding agent and in line with other TSAs
- Widely advertise the services of each SLE
- Deal with requests for support in a particular area of expertise in a fair and equitable manner. Headteachers/Managers will be copied into communications of requests for support to SLEs to ensure all are aware of the nature and scope of the proposed deployment
- Act as a broker between the 'home' and the 'client' organisation and ensure that all parties are clear from the outset what the nature of the deployment is
- Ensure clear and explicit communication re the financial infrastructure and systems around SLE deployment - to all parties
- Provide a QA system to monitor SLEs, deployment and impact
- Ensure SLEs are supported in their roles and are given the opportunity to engage in a professional and supportive network with other TSA SLEs
- Have a clear understanding that they are not required to deal with any wider significant concerns (i.e. Safeguarding) outside the scope of their role as SLEs and these need to be reported to the TSA.

SLE Responsibilities and Protocols

To ensure the quality and effectiveness of each SLE deployment, the SLE will:
- Be willing to undertake SLE outreach work up to 5 days per annum
- Be prepared to attend any training as required by the WTSA
- Maintain strict levels of confidentiality at all times (including data) outside of the WTSA and follow GDPR guidelines
- Record visits and impact of deployments on proformas provided by the WTSA and ensure these are returned to the WTSA Coordinator to collate
- Ensure clear and consistent communication with the WTSA and their own Headteachers regarding activities
- Have a full understanding and recent training (i.e. within the last 3 years) of Safeguarding and Child Protection issues
- Be aware of the client school's Health and Safety procedures and policies
- Report significant concerns to the WTSA which are outside of the remit/scope of their role as SLE