



National College for
Teaching & Leadership

Teaching Schools handbook

Autumn 2016

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Foreword from Roger Pope

It gives me great pleasure as the Chair of the National College for Teaching and Leadership to welcome you to the new edition of the Teaching Schools Handbook. I am equally pleased to congratulate the ninth cohort of teaching schools on their recent designation, and to welcome them as they join a group of schools that is leading the way on making the school-led system a reality.

Also joining me in offering this welcome is Andrew Warren, Director of Teaching School at Belgrave St Bartholomew's Academy in Stoke-on-Trent. Belgrave St Bartholomew's Academy was designated as a teaching school in 2012, and Andrew has worked tirelessly across the range of projects that teaching schools are leading. Andrew is now Chair of the Teaching Schools Council (TSC). The Council, which is made up of 17 teaching school leaders elected by their peers, has evolved to offer important leadership in our developing school-led system. Teaching schools lie at the heart of this system, and the Council ensures that their voice is heard as we shape the future together.



There are now over 700 teaching schools. They are providing leadership and generating new knowledge as we learn how to develop a unique school-led system. Modelled on teaching hospitals, it is no surprise that the training of teachers and improving the practice of all teachers are key parts of their work. They are central to the identification, nurturing and training of our next generation of school leaders. Where they differ from teaching hospitals is their role in supporting others, helping schools in challenging circumstances and taking responsibility for pupils across a group of schools and not just their own.

Schools have enthusiastically taken up the opportunity to design and run their own programmes for training new teachers. Over 850 schools now run school-direct schemes, and there are over 170 accredited as school-centred Initial Teacher Training (SCITT) providers. We know that we face increasing challenges in recruitment, and the training of over 12,500 teachers through these schemes in 2015/16 adds much needed diversity to the routes into our profession.

Teaching schools then offer those trainees a career path through to headship. They ensure rich professional development. Schools in an alliance create new knowledge about effective teaching and learning. By doing this together they ensure the collective improvement of all schools in their alliance. We have moved beyond the models where one teacher or school attempts passively to learn from another. Teaching schools make professional learning as dynamic as the learning in their classrooms.

Leadership is learned by leading. Teaching schools spot future leaders, give them opportunities to develop their leadership skills and provide them with the necessary training. Over 31,000 leaders have now participated in the various NPQH, NPQSL and NPQML programmes licensed by NCTL.

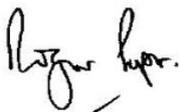
So there is ample evidence that schools are now leading the way in training new teachers, improving practice and developing leaders. They are also rising to the moral challenge of supporting schools which are doing less well than their own. Over 1150 National Leaders of Education (NLEs), many the heads of teaching schools, are leading the way, and of course the schools who provide the support find that they learn a lot through the process and from the practice of the schools that they are supporting.

The government is committed to the further development of the school-led system. It is an expression of confidence in the ability of teachers and leaders to know what works best, and to put that knowledge into action. Yet we also know that schools are more effective when they work in collaboration with others rather than as isolated units, and that is why the work of teaching schools is central to this. They provide the means by which schools can genuinely aspire to lead the system.

The profession has been given what it has always craved: the power to do what we know is right, the power to do what we know is best for young people. If we do not seize that opportunity and make it work, it will be a generation before we get that power again.

So thank you for rising to that challenge; and to our ninth and latest cohort of teaching schools – many congratulations.

Best wishes

A handwritten signature in black ink, appearing to read 'Roger Pope', with a small flourish at the end.

Roger Pope

Chair, National College for Teaching and Leadership

Foreword from Andrew Warren

Congratulations on becoming a national teaching school. I hope that this is for you, like it has been for me, the start of a very exciting journey!

You are joining a fast-growing and well established movement committed to building a world-class, self-improving and school-led system. Our over-riding goal is for all children to attend a good school. We are also committed to ensuring that all schools thrive as a result of the local partnerships and collaborations in which they engage. It is not incidental that the government places teaching schools firmly at the heart of a national drive towards excellence and equity:



Although underpinned by a shared set of values, there is no single model for how teaching school alliances work – each one is different because each one responds to local need in unique ways. What all teaching schools do have in common, however, is their dedication to improving outcomes for all children, and the promotion and practice of distributed system leadership.

Becoming a teaching school can feel a daunting prospect. The expectations on system leaders in a diverse school-led landscape are high. Schools, and in particular teaching schools, are leading the way in taking responsibility for initial teacher training, continuing professional development and school to school support.

The purpose of this handbook is to support you as you get to grips with your new role, by providing you with advice, tools and sources of further support. However, it is important to emphasise that you are not alone. You will be supported by existing teaching schools in your region, who will be keen to bring you into their collaborative partnerships and networks as well as by your TSC regional lead, who will help you to play your part in making a difference in your locality. I would strongly encourage you to get involved, and to play your part in these regional groups. They need you as much as you need them.

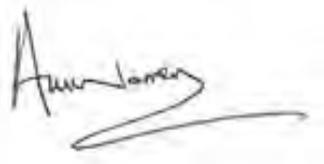
It is the richness of your local partnerships and your skills in facilitating new partnerships and collaborations that will secure your success and ensure our programme fulfils its potential – that of improved outcomes for all, with minimal regional variation.

Existing teaching schools will all bear witness to the contribution that becoming a teaching school has made to the professional development, recruitment and retention of staff at all levels. Your new status will bring unparalleled professional development opportunities to teachers and leaders in your school and wider alliance as they further develop their skills in showcasing their outstanding practice and in coaching and mentoring colleagues in other schools. But there is more to that than this. For years,

school leaders have urged policy makers to allow them to be involved in shaping the profession. We have that opportunity now, and it is a responsibility that we all take very seriously. Future generations of school leaders, staff and children depend on us. It is that important.

I wish you all the very best and look forward to getting to know you throughout the year.

Andrew Warren

A handwritten signature in black ink, appearing to read 'Andrew Warren', with a long horizontal flourish extending to the right.

Director of Britannia Teaching School Alliance and Chair of the Teaching Schools Council

Introduction

Welcome to the autumn 2016 edition of the teaching schools handbook.

The aim of this handbook is to provide you with 'need-to-know' material and, wherever possible, signpost users to further information published elsewhere.

We are always trying to improve what we do, so please let us know if you have any comments on the handbook. You can contact the teaching schools team at teaching.schools@education.gov.uk.

The Teaching Schools team

Funding

Annual core grant funding

Teaching school alliances receive core grant funding annually. This is to enable alliances to build leadership and administrative capacity to undertake its work as a teaching school and is generally used to cover staffing costs. For alliances with more than one designated teaching school, core grant funding is paid to one lead teaching school on behalf of the alliance.

Annual core grant funding is as follows:

- £60,000 in year 1
- £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 2019-20 is subject to future spending reviews.

All grant funding for teaching schools is paid under the Department for Education (DfE) grant funding agreement and it is important that you take time to read the terms and conditions of grant funding, in particular section 6.3. Please note that the teaching school funding is not a capital grant and therefore should not be used to fund fixed assets for example building improvements, IT equipment, rent, furniture.

How funding is paid

Funding is paid to newly designated teaching school alliances on receipt of signed conditions of designation and 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 DfE terms and conditions and payment systems.

Funding for additional activities

There are sometimes opportunities for teaching schools to apply for grant funding to deliver particular projects funded by the DfE.

These opportunities will be communicated via the monthly teaching schools newsletter. Details of the application process will be provided in each case and will involve an open, fair and transparent competed expression of interest or application process followed by the development of an action plan. Funding will be paid to the named lead teaching school and evaluated on an annual basis.

Financial assurance

The DfE is required to monitor the financial assurance of grants that teaching schools receive on an annual basis, as detailed below. If teaching schools have any questions or concerns regarding any aspect of grant assurance they should contact grant.assurance@education.gov.uk.

External assurance certificate Annex G of the grant funding agreement

Schools in receipt of high value grant funding (currently set at £40,000 and above) will be required to obtain external assurance by getting an annual certificate of expenditure (Annex G). The Annex G template should be completed by an independent external qualified auditor/accountant. The request for this return usually takes place in the autumn term.

School audit visits

A sample of schools will be selected for a financial assurance compliance review. The DfE will visit these schools and conduct the review which covers financial management and governance aspects of the provider.

Statements of expenditure

A 10 per cent sample of schools in receipt of low value grant funding (currently set at below £40,000) will be selected to provide a statement of expenditure. Schools will be required to provide a breakdown of expenditure for each grant and provide supporting documentation to evidence the expenditure. Statements of Expenditure will be requested at the same time as the annual evaluation.

Annual evaluation

The annual evaluation begins in April/May each year. All schools in receipt of grant funding are required to complete an evaluation. Headteachers and chairs of governors will be required to confirm expenditure against all grants, provide impact evidence and sign financial assurance documentation.

Quality assurance

The quality assurance of teaching schools currently consists of 3 areas to provide ongoing confirmation of the quality of teaching schools, which helps to ensure that the programme retains its credibility.

- Annual review of grant funding
- Key Information Form (KIF)
- Review of designation

Annual review of grant funding

Teaching schools will be asked to provide a financial breakdown of how they have spent their grant funding appropriately in line with the grant terms and conditions. Evaluations are audited and assured in line with the NCTL audit and assurance policy. Schools that are not delivering in line with the grant terms or that have not fully spent their grant may have funds clawed back.

Key Information Form (KIF)

The KIF is an online document that teaching school alliances are required to complete to provide NCTL with important data about the schools and organisations who contribute to the delivery of their alliance and also those that are benefiting from support. The data is collected annually and is used to analyse the reach and impact that alliances are having across their region and beyond.

Review of designation

A review may take place where a teaching school appears to no longer meet the criteria that led to its designation, or where concerns are identified that a teaching school is not carrying out the role as intended.

Teaching schools are identified for a review for one or more of the following reasons:

- **Eligibility:** This could mean that an Ofsted inspection results in lower than the required judgements, school performance falls below minimum expectations or there is a change in headship.
- **Misconduct:** The headteacher or a member of staff has behaved in a way that brings the teaching school designation or NCTL into disrepute.
- **Delivery:** The teaching school has failed to demonstrate that it has delivered the teaching school role effectively.

NCTL carries out monthly reviews of Ofsted inspection outcomes and in addition an annual analysis of performance data. If a possible issue is identified then the teaching school will be contacted by a representative from NCTL who will provide information about the process.

Change in headship

Teaching schools should notify NCTL when they have an upcoming change in headship. Whilst any significant change in circumstances initiates the review process, NCTL is keen to stress that each case is reviewed on an individual basis and that wherever possible designation will be retained.

NCTL will seek information about the successor's headship/SLT experience and their school-to-school support track record alongside evidence that the structures are in place to enable continued delivery of activity such as other significant staff, e.g. teaching school director remaining in post. We would look for confirmation that the new headteacher and governing body are committed to the continuation of the teaching school.

Where the former headteacher is staying on at the teaching school, or associated multi-academy trust, in some capacity then continued designation is usually agreed in a timely manner.

Since the start of the programme only 10 teaching schools have been de-designated due to the headteacher leaving without good succession arrangements being put in place.

Review panels

External review of designation panels convene on a termly basis and consist of appropriate individuals selected from a pool of senior educational professionals and include, on a rotational basis, three teaching school headteachers (who are also members of the TSC). Each review will result in designation being either retained, removed or placed under review for a certain period of time with set conditions.

You can find more information about the process on our [web pages](#) or by contacting the team at Designation.REVIEW@education.gov.uk

The role of teaching schools

Teaching schools have an important role to play in a school-led system and in school improvement going forward. Teaching schools will be centres of excellence, taking on 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

In addition, teaching schools will also adopt an important role as brokerage ‘hubs’ for other system leaders, co-ordinating the supply and activity of national leaders of education (NLEs), national leaders of governance (NLGs) and specialist leaders of education (SLEs). They will be responsible for providing or delivering effective support for schools that need extra help.

More information about each of these priorities is detailed below.

Co-ordinating and delivering high quality school-based ITT

Teaching schools will already be actively involved in training teachers and we expect they will, through School Direct, take an increasing role in the leadership of ITT. This does not necessarily involve creating new partnerships; teaching schools can join existing School Direct partnerships and play a leading role in ITT through other established lead schools where that makes local sense. Teaching schools can take a lead in recruiting the best possible trainees and in improving the quality of training that they receive. Teaching schools can lead ITT by:

- managing School Direct places on behalf of the alliance
- seeking accreditation as a SCITT provider in their own right
- establishing themselves in a leading role in an existing School Direct partnership

More information for schools on the School Direct programme, including on funding, can be found on [GOV.uk](https://www.gov.uk)

Providing high quality school-to-school support to spread excellent practice, particularly to schools that need it most

One of the most exciting developments in schools in recent years has been the growth of school-to-school support. School leaders across the country recognise that by working

with other schools, and sharing their learning, practice and ideas, they can support sustainable, system-wide improvements, while continuing to improve their own schools.

Designated teaching schools will already have demonstrated their capacity to support other schools, particularly those in special measures or requiring improvement. Many teaching schools will have demonstrated a strong track record of providing such direct support through their role as a National Support School (NSS), led by a NLE.

The school-to-school support model recognises that this is not about one school doing it all, but that the greatest impact is realised when alliances of schools work together towards system-wide school improvement. Therefore teaching schools may not themselves be supporting other schools directly but will still be expected to play a major role in the support of other schools by brokering the services of NLEs, NLGs and SLEs. To achieve this, teaching schools can engage in activity that may include supporting schools in difficulties, developing a systematic understanding of the issues faced by schools across their alliance, locality and region and creating a school-to-school support strategy that addresses school improvement objectives. This will involve sustainable improvement that builds capacity across alliances so that progress can be maintained in future. NCTL and the TSC are working with teaching school alliances to support the development and strengthening of regional and sub-regional networks. Teaching schools are encouraged to speak to their regional TSC representative about the networking opportunities in the regions / sub-regions.

Role of teaching schools in brokering school improvement

The overall ambition is for every child to attend a great school. To help achieve this, we are creating a system in which schools themselves are in the driving seat of school improvement and professional development, working together to spread evidence based practice, knowledge and experience to the benefit of all schools. This will mean those who have experience of realising high standards and turning schools around are positioned to drive change across the system.

Teaching schools can play an important role as brokerage 'hubs' for other system leaders, facilitating access to improvement support by coordinating the supply and activity of NLEs and SLEs. They will be responsible for providing or brokering effective support for schools that need extra help.

Teaching schools should join sub regional networks working closely with local networks of NLEs, NLGs and SLEs to provide support to schools in the most challenging circumstances.

National leaders of education and national support schools

Teaching schools should link with NLEs in their area to enable effective brokerage and deployment of system leaders.

NLEs are outstanding headteachers who, together with the staff in their NSS, use their skills and experience to support schools in challenging circumstances. In addition to leading their own schools, NLEs work to increase the leadership capacity of other schools to help raise standards.

NLEs can be deployed in a number of ways and each deployment can be tailored to suit the needs of the school receiving support. NLEs are expected to support schools in the most challenging circumstances such as those in an Ofsted category, facing closure or amalgamation or falling below the floor standards.

Teaching school alliances are encouraged to link with the NLEs in their local area for additional system leader support; and to link with them for school-to-school support deployments.

Characteristics of NLE deployments are that they are time-limited, that they build leadership capacity, and that they support school improvement.

Examples include:

- NLE working with an SLE to share expertise from the teaching school alliance so that teaching and learning can be improved, developing leadership throughout the school, and reviewing the curriculum to ensure it meets the needs of all children.
- NLE and NSS colleagues providing structured support to teachers, senior and middle leaders including: classroom observations, effective data management and providing further bespoke training opportunities.
- NLE deploying NSS colleagues to help plan and deliver high quality and challenging lessons so that pupils make better progress, by providing observation, feedback and bespoke development for teachers, so that all teaching becomes outstanding.
- NLE and NSS colleagues working with senior leaders to help them develop strategies to identify pupils that are progressing well, and those that need more support, to improve outcomes of pupils.
- NLE working with schools to raise standards in numeracy and literacy including, 'excellence visits' to alliance schools and bespoke workshops for classroom teachers.

Specialist Leaders of Education

Teaching schools are responsible for recruiting, designating, training, brokering, deploying and quality assuring SLEs. They recruit and manage SLEs by:

- identifying subject area priorities within their alliance and across their sub-region

- using eligibility criteria to select SLEs
- assessing and confirming applicants, notifying NCTL of outcomes
- ensuring the recruitment process is fair
- arranging appeals
- organising training
- negotiating deployments
- ensuring SLEs are providing high-quality support.

SLEs are outstanding middle and senior leaders with at least two years' experience and expert knowledge of their field. With circa 8,000 SLEs nationally, covering 99 per cent of local authority areas, they support colleagues in other schools and help them to achieve outstanding leadership in their area of specialism.

Although SLEs must be outstanding in their field, they don't need to be from outstanding schools. They should / must understand what outstanding leadership practice looks like and be skilled in helping achieve this.

SLE applicants must evidence they meet the SLE eligibility criteria and are outstanding in at least one of the approved SLE areas of expertise. These areas are available on [GOV.uk](https://www.gov.uk)

More information regarding the application process, assessment, brokerage and quality assurance of SLEs is available in the [application guidance](#) and the [SLE toolkit](#).

Training

Although training is not mandatory, it is strongly recommended as an effective and central aim of the programme.

The TSC engage with newly designated teaching schools and determine the approach taken in training SLEs at a regional level. Collaboration between teaching schools is essential in delivering a sustainable training model. More information about SLE training in each region can be found on the [TSC website](#).

Payment

Although no central funding is provided, SLEs may receive payment for specific deployments to help towards the cost of backfilling a post. The payment structure is usually agreed up front when the support is brokered. However, there a number of different approaches that have been adopted to fund deployments. For example,

swapping SLEs on a cost-neutral exchange basis, or jointly agreeing a day rate for SLE time within a teaching school alliance.

Data and information

Teaching schools will be expected to keep records of:

- how applications were assessed, including names of panel members and how applications were prioritised
- designated SLEs within their alliance and their areas of expertise
- SLEs whose designation has been reviewed, including decisions made and panel members
- deployments, including details of schools involved, deployment length and area of focus

National Leaders of Governance

NLGs are highly effective chairs of governors who use their skills and experience to provide coaching and mentoring support to another chair of governors to improve school and academy performance. Effective governance is a significant factor in sustainable school improvement and teaching school alliances are encouraged to deploy NLGs as part of their school-to-school support offer. NLG advocates are experienced NLGs with an additional leadership role within a geographical area. The advocates are a valuable local contact and can help TSAs make links with NLGs in their area. For details of the advocate in your area please email governors.mailbox@education.gov.uk.

All NLGs commit to provide school-to-school support to at least one school during the financial year. In addition to coaching/mentoring, NLGs undertake external reviews of governance and can take on interim chair of governors roles to support a school if necessary. The first 10 days of support (whether to one or more schools) each financial year is offered on a voluntary basis. NLGs may charge for support over and above 10 days voluntary commitment and are responsible for agreeing any payment with the commissioning organisation or client school in advance of the deployment.

Pupil Premium Reviewers

A pupil premium review looks at how a school is spending its pupil premium funding. As a reviewer, system leaders will work with the school to improve the school's pupil premium strategy so that they spend the funding on approaches shown to be effective in improving the achievement of disadvantaged pupils. They carry out a focused review of a school's current provision and work with them to put in place an improved strategy, including planned spend, on specific evidence-based approaches.

[A guide to effective pupil premium reviews](#) has been developed by the TSC in partnership with teaching schools, the DfE and the Education Endowment Foundation for reviewers and schools to use.

Teaching schools which meet the criteria to be a pupil premium reviewer will automatically be designated and added to the school improvement directory.

Further information

Further information on teaching schools and their contribution to system leadership can be found on [GOV.uk](#).

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

Teaching schools have experience of working in collaboration with other schools, and with other partners, in the design, development, delivery and evaluation of CPD and are increasingly taking an evidence-based approach to addressing professional development needs.

Teaching schools may choose to develop their own CPD offer to address professional development needs locally alongside delivering nationally funded programmes. NCTL has published a number of resources which teaching schools may find useful when developing their CPD offer. These include open access modules in core and advanced facilitation skills and core and advanced mentoring and coaching.

The content development handbook (written primarily to support content creation for the leadership curriculum and three national professional qualifications), provides guidance on writing and assuring the quality of materials and activities. Slides/notes from workshops delivered to NPQ licensees and teaching schools in November 2014 on topics such as writing an engaging case study, keeping up with policy and educational developments and drawing on research and evidence are also available.

To access these resources please go to the [leadership development webpages](#).

Other resources that are available include:

[RCUK School-University Partnerships Initiative](#): Research Council UK (RCUK) has invested over £1.7million in its School-University Partnerships Initiative. The three-year initiative aims to create structured and strategic mechanisms for higher education institutes (HEIs) to work in partnership with secondary schools and further education colleges. This partnership working will support researchers' direct engagement with students and bring contemporary and inspirational research contexts into formal and informal learning to enhance and enrich the curriculum. Projects will last for 3 years and began on 1 January 2013.

[Teacher CPD - Bringing Cutting Edge Science into the Classroom](#): RCUK's Teacher CPD programme is designed to help secondary school teachers deliver some of the more challenging aspects of the curriculum in a way that captures and retains the interest of their pupils. It is also designed to support teachers' development of specialist knowledge and to facilitate links between teachers and contemporary research.

[Researcher Career Case Studies](#): Aimed at young people, parents and teachers, RCUK Careers in Research hosts an online suite of career case studies which provide an insight about life as a researcher and the different career paths which researchers' take. The case studies feature researchers from all seven Research Councils and cover a broad range of disciplines.

[National networks for collaborative outreach](#)

[National STEM \(science, technology, engineering and maths\) Centre – eLibrary](#): The Research Councils have been working to include all their resources on the National STEM Centre's eLibrary. The National STEM Centre works with partner organisations to facilitate collaboration that improves STEM education. The eLibrary collections feature both contemporary materials, including print, multimedia and practical activities, and archive resources from recent decades.

Nationally funded programme

Examples of programmes funded by the DfE are detailed below. Teaching schools can apply to deliver these programmes and information regarding future application rounds will be communicated via the monthly teaching schools newsletter.

Teacher subject specialism training

A number of teaching schools have been involved in designing courses to deliver teacher subject specialism training (TSST) in secondary maths, physics and modern foreign Languages (MFL). The languages covered by the MFL training are French, German, Spanish and Mandarin. The TSST training aims to:

- improve the subject knowledge of non-specialist teachers by offering school-led TSST opportunities. This includes those who could potentially teach these subjects in addition to their main subject and teachers who want to retrain within these areas
- provide greater support to teachers wishing to return to the profession through access to subject specialism training courses

Schools throughout England are now beginning to recruit participants onto their maths, physics and MFL courses. There are 50 schools delivering MFL training and 101 schools delivering training in maths and physics.

More information about TSST training, including course directory is available on GOV.uk. Alternatively you can email us at: tsst.mailbox@education.gov.uk

Leadership Targeted Support Fund

The targeted support fund provides grants via the nine TSC regional representatives to design and deliver leadership development programmes in areas where it can be difficult to recruit middle and senior leaders. In the first two years of the fund (between 2014 and 2016) activity was targeted at either recently qualified teachers (RQTs) or those close to headship (assistant headteachers) from priority groups/areas that included faith, special and primary schools and coastal areas. During that time schools ran 115 leadership programmes for over 2,000 participants.

This year is the third year of the fund. The application round closed on 27 September 2016. Each TSC regional representative has been invited to submit a regional application and we have removed the requirement for those taking part in the programmes to be RQT or AH. We've also changed the target areas. Teaching schools should contact their TSC regional representative for more information about what is happening in their region.

NCTL is also keen to support initiatives to increase the diversity of those teaching in, and leading, schools. There are two particular programmes which are pro-actively seeking to do this.

Equality and Diversity Fund

Schools are invited to apply for funding to help teachers from underrepresented groups (as defined by the Equality Act 2010) to gain leadership roles. Against a clear audit of need they design leadership development activity which helps teachers to build confidence, close development gaps and apply for promotion. Over 1000 teachers have benefited the first two years of the fund. The application round for 2016-17 closed on 21 September 2016. Please read the [leadership equality and diversity fund guidance](#) for further information or email college.diversity@education.gov.uk

Women Leading in Education and Leadership coaching pledge

NCTL is strengthening the work with schools to raise aspirations and chances of successful promotion among people with leadership potential from under-represented groups, as defined by the [Equality Act 2010](#).

NCTL is supporting the creation of a Women in Education network to further support women with career progression, helping to overcome unconscious discrimination, sharing effective practice and coaching and mentoring. Work is ongoing with sector organisations, such as the Association of School and College Leaders, #WomenEd, and schools already leading the way to ensure that this provision does not duplicate existing support for women in education.

The leadership coaching pledge has been developed in consultation with women teachers and leaders to make it easier for women teachers to access coaching opportunities. The coaching pledge was launched on 7 March 2016 just ahead of International Women's Day. The premise is simple - school leaders are invited to pledge their time, passion and expertise to coach at least one woman to progress in her career. Our ambition is to have 1,000 system leaders coaching 1,000 women teachers by March 2017. Please read the [women leading in education guidance](#) for further information or email women.leaders@education.gov.uk

Support available

Teaching Schools Council (TSC)

The TSC plays a key role in ensuring every child in every part of the country has access to a good school. It does this by working with regional and national partners to ensure high quality ITT, high quality professional and leadership development opportunities and effective school-to-school support. Just as no school is an island, the TSC strongly believes that no teaching school should be an island.

The TSC is made up of 17 teaching school leaders, elected by their peers, and represents all regions nationally. Each council member has a national and regional role with some members focussing on specialist areas such as early years, special educational needs, ITT and pupil premium. A list of current TSC representatives is available on the [TSC website](#) and teaching schools are encouraged to make contact with their TSC regional representatives for advice, guidance and support.

TSC regional networks

The TSC regional representatives have recently developed regional and sub-regional networks to enable coherence and effective practice for school based ITT, evidence-based professional development and school-to-school support. TSC regional representatives and their networks provide essential support to all teaching school alliances and system leaders including supporting the brokerage of support particularly to schools that need it most. They work collaboratively with other key players in the regions, including RSCs, Ofsted, local authorities and dioceses to help deliver school improvement on the ground and ensure effective communication links across the regions.

Each network will support newly designated teaching school alliances particularly in their first few weeks of designation, providing an overview of regional teaching school activity and key priorities. Further support can be provided to help new alliances consider their governance structures and arrangements to enable effective delivery against priorities. TSC regional representatives will contact new alliances at the regional induction event with an expectation that they will join the regional network.

Peer review

Some of the best examples of quality assurance within the school-led system involve schools working together to peer review their provision. Peer review has been shown to provide teaching school alliances with structured opportunities to evidence, share and challenge practice in order to drive improvement.

Peer review is separate from formal accountability arrangements and works best when used to further develop the alliance. Teaching schools should make their choice of peer

review partner according to their circumstances, which may build on established relationships between schools or contribute to the development of new partnerships.

Feedback from teaching schools suggests that peer review is considered as good practice and teaching schools are encouraged to take part in peer review annually. Teaching schools are encouraged to adopt a flexible approach but also to agree from the outset the procedures including when and how reviews will take place and the format for capturing information.

NCTL is currently gathering case studies from teaching schools to evidence the success of peer review practice. These will soon be published via the monthly teaching schools newsletter and on the teaching school council website.

School-to-school support directory

The school-to-school support directory provides searchable information for users looking for local and national support for teachers and schools. It contains details of:

- Teaching Schools
- National Leaders of Education

Communication

NCTL and the TSC engage with teaching schools through a range of channels. If a teaching schools needs to contact NCTL or the TSC directly they should email teaching.schools@education.gov.uk or hello@tscouncil.org.uk

NCTL

Teaching schools newsletter

The teaching schools newsletter is the main point of communication with teaching schools. It is circulated each month during school term time. The newsletter contains articles with operational information and key messages that teaching schools will need to know about to support their role alongside funding opportunities, links to resources and more general updates. It is important for teaching schools to read the newsletter so they do not miss out on opportunities available.

Newly designated teaching schools will be added to the newsletter circulation list, using email addresses provided at the time of application. Teaching schools that wish to change the email address the newsletter is sent to, or to be added to the circulation list, should email teaching.schools@education.gov.uk

NCTL blog

The NCTL blog provides a platform for schools and leaders to showcase their work as a teaching school and regularly features the work of system leaders. If teaching schools have a story they would like to share please email teaching.schools@education.gov.uk

Teaching School Council

TSC website

The [TSC website](#) showcases the impact that the TSC, teaching schools and other system leaders are having on the school-led system. The website contains both national and regional content.

TSC Twitter

[@TeachSchCouncil](#) has an active community of followers on Twitter and seeks to support, promote and celebrate the work of the TSC, teaching schools and their alliances, and other system leaders.

In addition, regional Twitter accounts promote and share the work of teaching schools and system leaders on a local basis:

- [@TSCNorthWest](#)

- [@TSCNorthEast](#)
- [@TSCYorksHumber](#)
- [@TSCWestMidlands](#)
- [@TSCEastMidlands](#)
- [@TSCEast](#)
- [@TSC London](#)
- [@TSCSouthWest](#)
- [@TSCSouthEast](#)

TSC newsletter

The newsletter is published following meetings of the TSC, with the purpose of communicating the information that arises to the wider TSC community of schools and system leaders.

Regional TSC newsletters are published alongside the national newsletter at regular intervals.

Those who are signed up to receive the NCTL newsletter will automatically be added to the circulation list for the TSC newsletter.



National College for
Teaching & Leadership

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Reference: [NCTL-20070-2016]



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