

Welcome to the third North West Regional Delivery Partner (RDP) update from the Great Heights Academy Trust team as part of our contracted work to match and monitor system leaders for the current Trust and School Improvement Offer (TSIO) for 2022/23.

This and future newsletters plus other TSIO information/guidance can be found on [our webpages](#).

This TSI offer is a core aspect of a sector-led School Improvement strategy and the Department of Education's work with schools and trusts through the RSC regional teams. As the contracted body supporting the matching of System Leaders in the NW, we will be your first point of contact during matching and when matched - a.bennett@greatheightstrust.org.uk

Kindest regards

Amanda Bennett OBE

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NLE Updates

Following our update in newsletter 2 we understand that a new cadre of NLEs have received confirmation details and we await national release of information following their acceptance of their new awards. Congratulations to those who have been successful and we look forward to sharing the new list of NLEs which replaces all current NLEs whose designations finished as of August 2022. We will share links and information to ensure LAs/ Diocese/ MATs and individual schools are aware of those sponsor MATs and the current designated NLEs they can commission.

[The current Academy Sponsor list as of August 2022.](#)

New NLE Development Programme

The department has commissioned the brand-new [National Institute of Teaching](#) to create a bespoke development programme for our new cadre of National Leaders of Education. The programme has been created to develop the skills and knowledge to deliver the Trust and School Improvement Offer and it will begin with a conference at Birmingham University on 18 January. Following this, the training will include a number of self-directed study modules and a chance to share experiences with peers. We currently have a limited number of places available and will be on a first come first serve basis. If you know of any trust CEOs or members of their senior leadership team who would be interested in participating in this opportunity, please send their names and email addresses to system.leaders@education.gov.uk by Friday 9 December. The training is fully funded by the DfE.



Feature – Teaching School Hubs

What is the role of TSHs and how can they support system leaders in their delivery of the TSIO offer for 22-23?

Fundamentally, the role of a Teaching School Hub is to support and deliver the DfE's Recruitment and Retention Strategy reforms by enabling there to be an excellent teacher for every child.

Who are they?

The teaching school hub programme created a network of 87 centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country. This programme replaced the previous network of around 750 teaching schools, which ended in August 2021.

Teaching school hubs provide high-quality professional development to teachers at all stages of their careers.

They play a significant role in delivering:

- [school-based initial teacher training \(ITT\)](#)
- the [early career framework](#) when it is available nationally from September 2021
- the new [specialist national professional qualifications \(NPQ\)](#)
- [leadership NPQs](#)
- [appropriate body services for early career teachers](#)

Teaching school hubs also promote and deliver other high-quality evidence-based professional development to school leaders and teachers.

How can they help?

The teaching school hub programme is part of a comprehensive strategy dedicated to supporting teachers throughout their teaching career. It forms part of the implementation of the recruitment and retention strategy to raise teacher quality and effectiveness.

Therefore, TSHs can help system leaders by helping them connect to the current reform offers of the Early Career Framework (ECF) and suite of NPQs including:

- Specialist NPQs: NPQs in Leading Teaching (NPQLT), Leading Behaviour and Culture (NPQLBC), Leading Teacher Development (NPQLTD) and Leading Literacy (NPQLL)
- Leadership NPQs: NPQs in Senior Leadership (NPQSL), Headship (NPQH), Early Years Leadership (NPQEYL) and Executive Leadership (NPQEL)
- Additionally, of interest could be the connectivity to the new SENCO National Professional Qualification (replacing the National Award in SEN Co-ordination as the mandatory qualification for new SENCOs) via their local Teaching School Hub.

Where are they?

To find your local teaching school hub, download the list of teaching school hubs by area and search column A for the local authority district of your school. If you're unsure of your local authority district, you can find this on the 'location' tab of your school's record on [get information about schools](#).

[List of teaching school hubs by area.](#)

EEF new guide: Making A Difference With Effective Tutoring

[This guide](#), shaped by insights from school leaders, aims to help tutoring have the biggest impact on pupil attainment.

High-quality tuition presents a significant opportunity to make a long-term contribution to closing the socio-economic attainment gap in classrooms across the country. The best evidence tells us that this gap has only widened as a result of the pandemic.

This Teaching and Learning Toolkit shows that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress. It can be particularly effective for socio-economically disadvantaged pupils too.

[It focuses on three central principles:](#)

1. Selecting pupils and scheduling sessions effectively

How to identify those pupils who will benefit the most, as well as how frequent sessions should be and when they should take place.

2. Aligning tutoring with curriculum and assessment

How to align tutoring with a pupils' current curriculum, so that they can reinforce learning from tuition sessions in their classroom practice.

3. Creating a sustainable tutoring model

How to monitor and evaluate the impact of tutoring so schools can track progress and refine their approach over time.

Making a difference with effective tutoring



TSIO System Leader Matching & 10-Day Planner

Once system leaders are matched to a school via our RDP co-ordinators and central team and have signed the Grant Funding Letter they should follow the [TSIO 22-23 system leader guidance](#) which includes a suggested 10-day planner overview as below.

In order that the recipient school/trust can experience the scale and scope of working with system leaders and trusts with a diversity of personnel and expertise, the offer includes deployments of up to ten days duration. This is to allow time for system leaders to go further than diagnosing areas for improvement within the school/trust and beginning to deliver bespoke support.

Trust and school improvement support for the 2022 to 2023 academic year

**Guidance for system leaders
September 2022**

The focus of the support, therefore, should be to:

- help schools/trusts identify the right short-term priorities
- begin delivering bespoke support/implementing an improvement plan
- put actions in place to secure sustained improvement, including the longer-term capacity to deliver continuing improvement through a strong trust family.

We expect that support will primarily be delivered face-to-face but can be done remotely where this is more valuable.

Early into the deployment dynamic, the system leader should assess the strength of the recipient school/trust's current improvement approach and determine whether to spend time to support them to develop new strategies or reflect on and update their existing strategies. These improvement strategies should address leadership, governance and financial management alongside the curriculum, behaviour, attendance, pedagogy, workload, and wellbeing through the signposting of DfE approved programmes ([see Annex B](#)). This [system leader checklist](#) is a useful tool to assess programme coverage. This is also a helpful overview for others when supporting improvements generally in our settings.

Suggested 10-day planner overview:

System Leader TSIO 10-day Support Offer 2022-23 - Recommendations for stepped / collaborative support from a Multi Academy Trust. Recommendations 1-10 can be mapped into the 10 days with 1 & 10 non-negotiable and flexibility within the 'blue' MAT support offers to respond to differing circumstances.										
System Leader Actions	1. START-UP Pre-engagement agreements	2. SCOPING Engage in joint identification of potential causes and barriers	3. EXPLORE Enable dialogue on climate for change & triangulation of evidence	4. DELIVERY	5. DELIVERY	6. DELIVERY	7. DELIVERY	8. DELIVERY	9. SUSTAINED IMPROVEMENT Capacity and capability future proofing	10. CLOSURE Quality assurance reporting & next steps agreements
	Recommendation Action 1: Start-Up Activities	Recommendation Action 2: Scoping Activities	Recommendation Action 3: Exploration & Diagnostic Tasks	Recommendation Action 4: Delivery	Recommendation Action 5: Delivery	Recommendation Action 6: Delivery	Recommendation Action 7: Delivery	Recommendation Action 8: Delivery	Recommendation Action 9: Capacity & Capability Focus	Recommendation Action 10: Closure & Next Steps
	Engage in post-matching confirmation calls and setting of timelines. Confirm leadership connectivity between school and trust & objectives of the relationship. Connect MAT structures. Set safe ways of working - Nolan principles . Use the suggested pre-engagement checklist.	Enable a reflective positioning conversation. Create a safe environment for the school leaders to share any perceived barriers to improvement. Jointly explore what has already been initiated - unpick fidelity of offers, capacity to deliver & any expertise gaps. Explore past, current or potential future national audit tools & any outcomes of note to date. Inc: NLG, Financial Benchmarking, Pupil Outcomes & Behaviour and Attendance. Check effective use of data/EEF tools	Connect school leaders to MAT continuous quality assurance networks. Set up shadowing opportunities for school leaders to experience challenge and support offers. Assign Improvement Team/s with linking coaching offers. Model MAT evaluation processes and linking leadership, teacher, pupil and community support offers.	Following scoping and diagnostics teams to deliver bespoke support ... <i>Useful resources:</i> model effective use of guidance & research . Use of EEF implementation guidance to frame.	Teams to deliver bespoke support ... <i>Useful resources:</i> See nationally approved programmes (page 20) to add connectivity capacity - connect for leaders ...	Teams to deliver bespoke support ... <i>Useful resources:</i> See mid-TSIO engagement checklist and complete return to RDP.	Teams to deliver bespoke support ... <i>Useful resources:</i> Use of EEF 'Effective Professional Development' is promoted. Implementation of leadership and management support – EEF PD characteristics .	Teams to deliver bespoke support ... <i>Useful resources:</i> Building Strong Academy Trusts	Engage in support for planning for the school's sustained improvement. Investigate the school's capacity & capability to bring about change. Celebrate successes of the offers given - success matters. As a result of the actions to date - ensure clarity & reality of the school's trajectory for sustained improvement is shared. Check flexibility to deal with unexpected issues. <i>Strategic Capacity + Pace - Improvement</i>	Joint offer evaluation, agreement on next steps. Agreed plan for sustaining and scaling up development in the target areas. What does a future partnership look like? Enable an exit plan for a full record. Use deployment form final tabs and submit to your RDP.
	Deployment Form tab 1: pre-plan	Dep. Form tab 2: areas of support Programme checklist	MAT Assurance Framework	Using evidence for implementation	Nationally approved programmes	Deployment Form tab 3: mid-review	EEF Effective Professional Development	Building Strong Academy Trusts	Deployment Form tab 4: closure & next steps	Deployment Form tabs 5-8: submit
	Additional Support Elements & Nationally Approved Programmes. They will link and bring to life support options and connectivity to approved programmes ensuring that KEY ACTIONS and OUTCOME EXPECTATIONS are clearly exemplified.									
	System Leader Recommendations – activities – support offers – models – expectations...									
	Linking SL guidance									

Regular Updates on the TSIO

We hope you, your colleagues and those you work in partnership with find this newsletter supportive of your work. You can find copies of previous and future editions on our [RDP pages on the Great Heights website](#).

Thanking you for your continuing support, *Great Heights Academy Trust Regional Delivery Partner (RDP) Team*

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