

Hillmorton Teaching School Alliance

Successful outcomes for all through empowerment and collaboration

Memorandum of Understanding

Purpose and Scope

This document is designed to clarify for partners the common goals of the Alliance, how these will be achieved and the commitment required from Alliance Partners. By signing the Memorandum, schools will be agreeing to the management structure and governance of the group, and accepting the aims of the Alliance which include working collaboratively and supporting other schools. The document is not a contract, so schools are not entering into any legally binding arrangement, but it is hoped that – by signing – schools will indicate a commitment to engage with the Alliance and help it achieve the stated aims.

Teaching School Lead: Hillmorton Primary School

Aims:

- To be an outward facing partnership, committed to developing and improving conditions for learning so that schools get the best possible outcomes for all children and young people.
- To recognise and celebrate excellence for all its members and aspire to even greater achievement.
- To effectively quality-assure school-led ITT to ensure a positive impact on trainee progression, pupil performance and the professional development of teachers.
- To provide strategic opportunities for the CPD of all staff in schools to address their career needs.
- To encourage staff to engage in innovative approaches to school-based research and development.
- To provide significant support to schools in challenging circumstances, demonstrating a capacity to develop leadership and improve teaching and learning measured by increased pupil performance and/or improved Ofsted judgments.
- To improve the life chances of all children and young people across the Partnership through the exposure of them to new opportunities and possibilities.

Responsibilities under this MOU: Hillmorton Primary School/Teaching School

- i. Leading the Alliance;
- ii. Growing the Alliance;
- iii. Disseminating new information and bid for funding development opportunities;
- iv. Encouraging partner schools to take a coordination or lead role to strengthen the Alliance;
- v. To ensure that ITT recruitment and new models of practice are understood and contributed to by each academy and school;

- vi. To act as a channel for communication so that information and ideas from the teaching school partnership group are communicated to all alliance partners;
- vii. To ensure that 100% of School Direct ITTs gain employment in schools and 100% of schools participating in Schools Direct programme, feedback to us on the progress of the NQTs at the end of their first year in teaching;
- viii. To ensure that trainee teachers get an outstanding experience wherever they are placed, so that their development is supported by exposure to a range of different schools experiences and contexts;
- ix. To ensure that the Alliance CPD programmes meet the needs of the academies in the HTSA (Hillmorton Teaching School Alliance) and the needs of other schools in the alliance;
- x. To ensure that the Alliance CPD programmes are of high quality, recruit and retain delegates and that the evaluations meet the Key Performance Indicators (KPIs);
- xi. To ensure that Specialist Leaders in Education are designated and deployed in a way that improves student outcomes for schools in the locality; and
- xii. To be accountable with the Management Board and alliance partners for the national teaching school KPIs. (Key Performance Indicators).

Accountability and Governance

The Teaching School will be led by a management board of the alliance strategic partners, chaired in the first instance by the head teacher of Hillmorton Primary School to ensure:

- setting appropriate targets and formulating an Alliance action plan.
- compliance with National College and Department for Education requirements.
- progress is made towards meeting all the Key Performance Indicators.
- appropriate confidentiality is secured.

This group will have formal accountability for the work, impact and finances of the Teaching School Alliance and will provide summary reports annually for the governing bodies of all alliance schools.

They will:

- work pro-actively with other Partnership members to facilitate and support the work of the alliance.
- plan and review teaching school activities.
- review progress towards the **teaching school key performance indicators** (see below):

Key Performance Indicators

National KPI Intent

National KPI Intent 1 Pupil attainment and closing the gap	The improvement each year in attainment at key stages 2, 4 and 5 for pupils attending schools in alliances is greater than the national average. The reduction in the achievement gap for pupils in receipt of free school meals and/ or in care in teaching school alliances is greater than the national average.
National KPI Intent 2 Overall effectiveness of schools	Schools in alliances show a greater than national average improvement in Ofsted judgements*, resulting in fewer poorly performing schools and more good and outstanding schools
National KPI Intent 3 Quality of teaching	As a result of effective initial teacher training and continuing professional development, schools in alliances show an improvement in Ofsted judgements for teaching and learning that is greater than the national average.
National KPI Intent 4 Quality of leadership	As a result of effective leadership development, schools in alliances show an improvement in Ofsted judgements for leadership and management that is greater than the national average.
National KPI Intent 5 Number of trainees trained **	The number of initial trainees trained in teaching school alliances increases year on year (in total and for each teaching school cohort)
National KPI Intent 6 Supply of leaders	As a result of effective talent spotting and succession planning, schools in alliances show an improvement in headship vacancy rates that is greater than the national average.
National KPI Intent 7 Number of schools in teaching school alliances	The number of schools in teaching school alliances increases year on year (in total and for each teaching school cohort)
National KPI Intent 8 The number of SLEs designated, trained and deployed	The number of SLEs designated and trained by teaching schools is in line with targets agreed with DfE. 50% of SLEs are deployed within 3 months of designation.

* Outstanding schools will not be subject to routine Ofsted inspections. Measures that refer to Ofsted judgements, therefore, will not include schools already judged 'outstanding'

** Subject to change

All Alliance Members

All members will:

- Work collaboratively and inclusively to achieve the aims and objectives of the alliance.
- Adopt, where appropriate, any policies developed.
- Consider the involvement of the alliance in school improvement planning.

- Subject to capacity, supply system leaders to support the alliance.
- Explain and promote the work of the alliance to non-alliance schools and providers. • Respect the sensitive nature of some of the alliance's work and maintain confidentiality.
- Understand the need to work with strategic partners to quality assure the work of the alliance.
- Work to integrate new members.

All alliance members will be invited to attend a termly meeting. Members are encouraged to attend the meeting, send a representative in their place, or send apologies. If a member does not attend two consecutive meetings, the board will consider the circumstances and take a decision regarding their continued involvement.

Role of Specialist Leaders of Education (SLEs)

To be considered at the Partnership Meetings

Financial management

Periodic budget updates will be shared as required.

Benefits of being part of the Teaching School Alliance

Benefits include:

- Opportunities for trainee teachers, newly qualified teachers and recently qualified teachers in partner organisations to learn from some of the best teachers locally, supported by a culture of coaching and mentoring.
- School-based, classroom focused professional development tailored to the specific needs of staff in your organisation.
- Talented staff within your partner organisations have increased offers opportunities to develop and share their practice, building their leadership skills and professional expertise.
- Designation and brokering of leaders at all levels who are capable of providing specific dedicated coaching, mentoring and professional development.
- Contributions to the development of local succession planning arrangements to ensure a future supply of highly skilled leaders in local schools.
- Leadership and co-ordination of the provision for school-to-school support including working informally with other schools to address specific issues identified by Ofsted or the school.

Commitment as an Alliance School

By entering into this memorandum, Hillmorton Teaching School Alliance and your school have committed to work collaboratively.

Ending the Agreement

Either party may end the negotiations in relation to any matter referred to within this memorandum.

Confidentiality

Each member of the Alliance agrees that it will not use any information unless agreed by all parties concerned.

Signed by the Head teacher

PRINT NAME

School Name

Date.....

Signed on behalf of Teaching School Alliance

PRINT Name

Designation

Date.....

Provision for review or change

This Memorandum of Understanding will be reviewed annually by Alliance Partner School’s Head teachers. If there is a change of Head teacher and/or school circumstances within an Alliance Partner School, the Alliance reserves the right, in consultation with the school concerned to revise, or dissolve the partnership with the school.

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