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National College  
for School Leadership

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Schools and academies

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# National teaching schools

Prospectus

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September 2011

In partnership with



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# Foreword

One of the most exciting developments in schools in recent years has been the growth of school-to-school improvement and collaboration. School leaders across the country are recognising that by working with other schools, sharing their learning, excellent practice and innovative ideas, they and their school can continue to improve what they do, while supporting improvement in other schools at the same time. Many hundreds of thousands of children across our schools system are already benefiting from these developments. Initiatives such as national leaders of education and local leaders of education have demonstrated a strong trend of mutual benefit, where both those schools receiving support and those providing it are achieving higher standards and improved outcomes for their children. This has much to do with the influence that school-to-school partnerships have on staff CPD. In drawing upon high quality practice and thinking across schools, school-to-school partnerships are increasingly seen as the most effective context in which to grow and develop the next generation of leaders and teachers.

That is why I was delighted that last year's education White Paper proposed to build upon these developments. We know that where school-to-school improvement works best, it is led by schools and school leaders themselves, drawing on the support and input of others. Teaching schools will play a fundamental role in the future of school improvement, ITT, CPD, leadership development and talent management in this country. They will provide the impetus, co-ordination and focus that is so critical to achieving excellence through learning from and working with others. I am also pleased that the White Paper recognised the important roles that senior and middle leaders play in school-to-school improvement, by creating the new role of specialist leader of education. The expertise and moral purpose of these leaders will be critical to successful school improvement in the years ahead.

The bar is high and we expect teaching schools to be real champions of school-to-school improvement and collaboration, with an established commitment to working collaboratively as well as the resources and capacity to work with other schools to deliver. We need teaching schools to draw together the very best that the schools in their alliance have to offer and to ensure that more children in more schools experience the benefits of great teaching and leadership as a result. We have already designated 121 teaching schools and we hope to fund a further 100 to start in April 2012. In time, we hope every school will have the opportunity to contribute to a teaching school alliance and every school will have the chance to gain from it too.

This is a once-in-a-generation opportunity to shape the future. If, over the coming years, we can create a national network of teaching school alliances that draws on the very best practice the system has to offer and ensures that each and every child benefits from its influence, we will have achieved something unprecedented.

I hope you find this prospectus helpful and informative as you consider how you can play your part in shaping this future.



Steve Munby  
Chief Executive

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# Glossary

The following terms are in the context of the teaching school alliance model:

- A **teaching school** is an outstanding school that has a strong track record of collaborative working and has been designated by the National College to play a key role in the leadership of a teaching school alliance
- An **alliance** is a group of schools and other partners that commit to working collaboratively supported by one or more teaching schools. It includes all those schools that benefit from the alliance by receiving support, as well as teaching schools and strategic partners that offer support. Alliances may be cross phase and cross sector, work across local authorities and may include different types of organisations. As SLEs can come from any school, we anticipate that, over time, most schools will be receiving and offering support to the alliance in one form or another.
- **Strategic partners** are schools, universities and others (that could include the academy chains, private sector, diocese or local authorities) that deliver particular aspects of the alliance's activity such as initial teacher training (ITT), continuing professional development (CPD), leadership development or school-to-school support.
- Teaching school **networks** are formed when a teaching school alliance decides to work collaboratively with one or more other alliances to allow for a more flexible approach to meeting the needs of a much larger community of schools.

Note: In the first application round, we also defined a teaching school job-share where two schools could share the role of leading an alliance. This term is no longer needed as we have decided to remove the limit on the number of teaching schools that can be designated within any one alliance.

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# Background

In the autumn of 2009, following consultation with schools, the National College and the Training and Development Agency for Schools (TDA) drew up proposals for a new single designation for schools.

This vision was underpinned by a number of fundamental principles:

- a focus on the quality of teaching and leadership
- a progressive continuum of professional development provision from ITT to leadership
- a collaborative, school-led approach that sits within a more autonomous system
- a simple, non-bureaucratic and flexible approach
- a system that provides high quality training and development
- an outcome that provides value for money with the potential to become self sustaining
- an approach that needs to be an attractive and accessible proposition for all schools

Subsequently, the Schools White Paper (December 2010) outlined the government's plans to raise standards and improve the quality of teachers and school leadership through school-to-school support and peer-to-peer learning. As part of these plans we have been asked to develop and quality assure the designation of teaching schools. The first year of the programme, until September 2012, will be considered a design and development year.

This is a new designation and the first cohort of 100 teaching school alliances only officially began work in September 2011. However, working with the TDA, our aim is to ensure that the teaching schools concept is informed by and builds on the success of previous models. There are many schools that already work in partnership with other schools and play a key part in driving school improvement.

From 2009 to 2011, a Department for Education and National College project involving around 30 schools in London, Greater Manchester and the Black Country has helped to shape the teaching schools concept, particularly in relation to school-to-school support and system leadership.

The new teaching schools model also draws on the successes of the 242 TDA training schools across England that have developed ITT, professional and leadership development in their local areas. These schools have a significant contribution to make to the new designation through their experience of providing high quality, school-led initial teacher training and CPD.

There are, in addition, a number of leadership partner schools, designated as part of the High Performing Specialist Schools programme, whose work has contributed to the development of the model, particularly around how schools can help to develop the next generation of school leaders.

Not all schools that hold these existing designations will currently meet the new criteria for teaching schools.

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# The vision for teaching schools

The Schools White Paper (December 2010) proposed a new national network of teaching schools, modelled on the idea of teaching hospitals. This new designation has been designed to give outstanding schools the role of leading the training and professional development of teachers, support staff and headteachers as well as contributing to the raising of standards through school-to-school support.

Teaching schools will bring together provision for training and development from ITT through to headship under a single, school designation.

The teaching schools model aims to harness the practice of the best schools where:

- schools themselves are learning communities
- trainee teachers learn from the best teachers, supported by a culture of coaching and mentoring
- professional development is school-based and classroom focused – teachers, support staff and leaders improve through exposure to excellent practice within and beyond their immediate school, through observation, mentoring, coaching, practice, reflection and sharing with peers
- talent development and distributed leadership are the norm – staff demonstrating potential are encouraged to lead and given structured and stretching opportunities to grow and develop
- leaders have local knowledge and can identify where key resources and expertise lie

As well as offering training and support to their alliance, teaching schools will identify and co-ordinate expertise in partner schools, using the best leaders and teachers to:

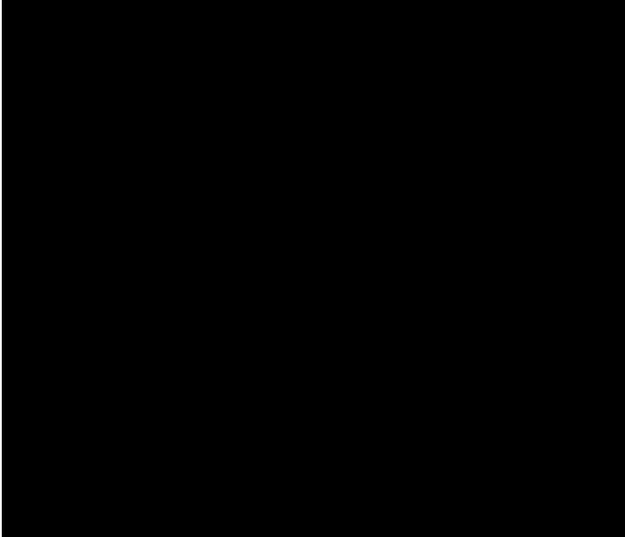
- work with other strategic partners, including universities, to train new entrants to the profession
- lead peer-to-peer learning
- spot and nurture leadership potential
- provide support for other schools when needed

## Building strategic alliances

To take on this role, teaching schools will need to be amongst the best schools in the country. They will not only be outstanding in their own performance, but have a track record of working with others to raise standards for children and young people beyond their own school. The quality of these alliances or partnerships will be critical to success. Ultimately, teaching schools will be accountable to their peers – to the schools who choose to partner with them to take advantage of the support they offer.

Just as teaching hospitals know where there is particular expertise in other hospitals, teaching schools will build strong alliances with other schools, some of whom will be strategic partners. We also expect that teaching school alliances will maintain and build on existing relationships with other organisations and institutions such as universities and, where appropriate, local authorities or chains of schools. These partnerships will be particularly important for smaller schools or those in a rural setting who may feel they don't otherwise have the capacity to take on the teaching school role.

There will be an important role too for national leaders of education (NLEs) and local leaders of education (LLEs) in supporting and complementing the teaching schools approach. We expect many national support schools (NSSs), training schools and leadership partner schools will be interested in becoming teaching schools and, from September 2011, there will be a combined process for schools wishing to apply for NLE or teaching school status. The White Paper also introduced the concept of specialist leaders of education (SLEs) (see [Annex D](#)), outstanding middle and senior leaders who have the capacity, skills and commitment to support others in similar positions beyond their own school. SLEs may come from any school and this is one way in which teaching schools will be able to encourage all schools to contribute to their alliance.



It will be important to make sure that the teaching school model supports local school improvement and recognises local contexts and the evolving role of local authorities. The aim is to ensure a coherent provision of training and development for new and experienced teachers and leaders, which supports school improvement and meets the needs and context of the local area. Where appropriate, we hope that local authorities, working with the National College, will play a part in helping to identify potential teaching schools, informing the judgements on the suitability of schools to become teaching schools. As suggested earlier, teaching schools may also want to work with local authorities in developing provision for ITT, CPD, leadership development and school improvement, where appropriate.

Of course, many potential teaching schools are already involved in creative and effective partnerships that lead and manage training and development opportunities in their locality. Nevertheless, the White Paper's vision of a national network will not be achieved immediately. We anticipate a developmental stage which enables us to learn from existing experience and expertise, helps schools to build capacity in a way that is manageable for them and reflects the high standards to which we aspire. We expect that the number of schools involved in any given teaching schools alliance will evolve and grow over time.

## How will we know if the teaching schools concept has been a success?

If the teaching schools model has been a success, by 2014, we will have established a network of around 500 outstanding teaching school alliances that will have driven significant improvement in the quality of professional practice, improving the attainment of every child.

Teaching school alliances will have helped to:

- provide a strong supply of high quality new teachers
- significantly improve the quality of serving teachers
- develop great leaders and the next generation of headteachers
- support schools in need of support, and particularly have reduced the number of schools in special measures, notice to improve or below floor standard

This will have led to:

- better results for pupils
- fewer poorly performing schools
- more good and outstanding schools
- a self-improving and sustainable system that is recognised as world class

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# The role of teaching school alliances

Teaching schools and their strategic partners will need to plan and manage a coherent, school-led approach to teacher and leadership training and development, linking this to the priorities of their alliance and their own school improvement planning. This will include the designation, brokerage and, if needed, the review of designation of SLEs on behalf of schools in the teaching school alliance. It will also include the brokering of school-to-school support.

Teaching school alliances will also be responsible for assuring the quality of the work that they, their strategic partners and SLEs undertake on behalf of the alliance and the impact it makes. The National College and the TDA will make available guidance on self-evaluation and quality assurance but it will be up to schools to decide how they undertake this important role.

Through their work, teaching schools will contribute to a national research and development network, sponsoring practitioner research, co-ordinated by the College and involving universities.

## Initial teacher training (ITT)

As the White Paper suggests, ITT offers a particular opportunity for teaching schools to build on the teaching hospital model; training current and future generations of teachers while also providing an excellent educational experience for their pupils. They will need to plan their role in ITT as core business in itself, as well as a way to deliver their other development responsibilities and raise standards for pupils.

All designated teaching schools will already be involved in ITT, either as part of a training partnership with a university, or as part of, or leading, school-centred initial teacher training (SCITT) or employment-based initial teacher training (EBITT).

For some schools, this might involve working towards becoming a fully accredited ITT provider on behalf of its alliance of schools (if not already accredited), thereby taking responsibility for the governance, financial arrangements and quality assurance of ITT as set out in the Secretary of State's Requirements for ITT.

For others, it might involve taking responsibility for the strategic leadership of ITT across the alliance, strengthening their work with university partners to create innovative arrangements that provide outstanding experiences for trainee teachers.

Whatever the approach, teaching school alliances will take responsibility for:

- assessing trainee teachers' needs and ensuring the appropriate provision to meet them
- managing a range of high-quality school experiences for trainees and making sure they have excellent mentoring and coaching support
- assessing trainees against the qualified teacher status standards
- demonstrating a clear commitment and capacity to respond to local, regional and national priorities in training
- encouraging greater involvement in ITT across their strategic partners and supporting their partners in improving the quality of their ITT provision
- ensuring progression and coherence with other programmes in these schools such as newly qualified teacher (NQT) induction, early professional development and the preparation and support of coaches and school-based tutors

We envisage a continuing role for Ofsted in quality assuring ITT provision, through whichever approach it is provided.

This approach also requires a long-term commitment within the alliance of schools to the training of an agreed number of trainees.

The government set out its proposals to reform ITT in training our next generation of outstanding teachers: an improvement strategy for discussion (June 2011). This envisaged an important and growing role for teaching schools in leading ITT partnerships and bringing schools together with others to develop teachers. A plan for implementing these proposals, in light of responses to the discussion paper, will be published in autumn 2011 and we will then issue further information about how teaching schools will fit into the broader landscape of ITT provision and funding.

[Annex C](#) sets out more information about the role of ITT and the requirements for the design and development year.

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## Continuing professional development (CPD)

Teaching schools will already be undertaking a significant amount of CPD activity as this is part of the eligibility criteria. This may, for example, be as part of Master's level development programmes for CPD and school leadership, the TDA's strategic leadership of CPD module embedded within the National College Leadership Pathways Programme or by delivering the former City Challenge Improving and Outstanding Teacher Programmes.

Working with their strategic partners, teaching schools will offer a range of professional development opportunities for teachers and support staff that work in schools. It will be important that this is linked and builds on provision for ITT and induction, as part of an integrated continuum of support.

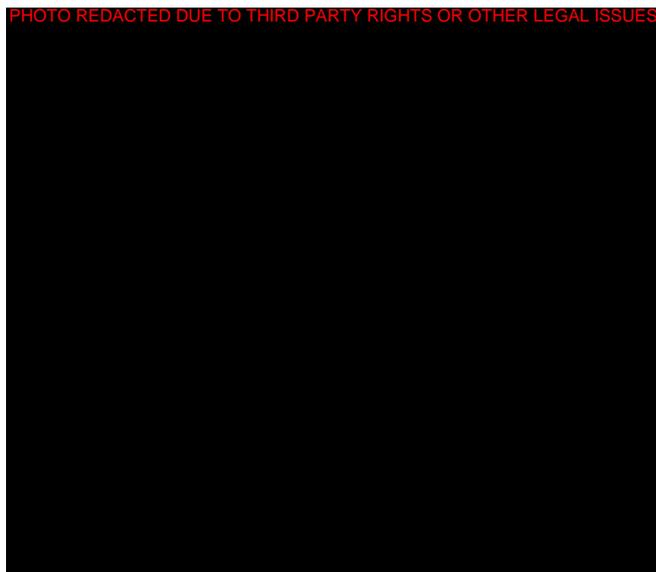
Teaching school alliances will be expected to identify other schools and individuals that have the skills, capacity and willingness to work outside their own school to deliver bespoke or generic taught programmes as well as coaching and peer-to-peer support. We expect that the scale and range of provision will grow as a teaching school alliance evolves.

## Leadership development and talent management

With one-in-four headteachers eligible to retire in the next four years, ensuring the supply of high quality headteachers is critical. Although the College will continue to play a key role in supporting succession planning, teaching school alliances will increasingly have a role in identifying and developing the leaders of the future.

Alliances will, in many cases, already be delivering significant leadership development opportunities for teachers and support staff in their own and other schools. This may be through one of the College's existing middle leadership development clusters, or by offering placements, mentoring and coaching to trainee heads as part of the National Professional Qualification for Headship (NPQH). Teaching schools or their strategic partners may also have well-established links with a university or local authority that involve shared delivery of leadership development programmes or succession planning initiatives.

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Teaching school alliances will work with all schools in the alliance to identify potential leaders from the start of their careers and help them on their career journey and may include developing leadership talent pools. The College will make additional funding available for alliances to support and reward schools that are successful in recruiting heads onto the NPQH programme for the areas of greatest need. Teaching school alliances may also wish to work in partnership with local authorities or with the College to determine the likely demand for new headteachers in their area. At the heart of this approach will be the brokerage of high quality school-based coaching and mentoring support, often from outside a leader's own school. Alliances may also have a role in the delivery of the re-designed NPQH once the new approach is agreed.

## Support for schools

We know from the work of NLEs and LLEs that school-to-school support can lead to real success. Support for schools usually means working with a school identified by Ofsted or by a local authority (or equivalent body) as in need of significant improvement or special measures. The teaching school could be expected to work in the following ways:

- working to further improve a school so that it is no longer regarded as in need of significant improvement or special measures
- supporting a school that is currently performing below performance floor standards to improve pupil performance

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- raising attainment and standards and/or closing the gap at a vulnerable school
  - providing an acting headteacher in a challenging school
  - working as an executive headteacher of a federation or similar organisation of schools
  - acting as the sponsor for a school becoming an academy
  - supporting a school in challenging circumstances or in transition to sponsored academy status
  - leading a chain of schools or academies

Given that the eligibility criteria for teaching schools include a requirement to demonstrate capacity to undertake such work, many of the first cohort of teaching schools are led by headteachers who are already NLEs. Headteachers who have not come through the NLE route have the option to be designated as NLEs and their schools as national support schools.

Teaching school alliances will work closely with their local network of NLEs and LLEs and, over time, will be well placed to take on a role in brokering school-to-school support, including that provided by LLEs. In many parts of the country, brokerage of LLEs is currently undertaken by local authorities. The extent and pace of change and scope for partnership between teaching schools and other agencies, such as local authorities, will need to be determined through discussions at local level and may be an opportunity to build on existing strong and effective relationships between schools and LAs.

## Coaching and mentoring

It is clear that all aspects of the teaching school model will involve staff in supporting other teachers' and leaders' professional learning. This will, of course, provide opportunities for these members of staff to reflect on and develop their own practice but the teaching school will also need to make sure that professional learning is led by demonstrably excellent practitioners, and that all coaches and mentors receive the preparation and support they need to be highly effective in the role. Each alliance will need to manage and coordinate this activity to avoid duplication of effort and ensure continuity and coherence. All this will be underpinned by the alliance consciously identifying and nurturing a coaching culture as part of its identity as a learning community.

A key element of coaching and mentoring support for headteachers is funded by the National College through the LLE or Professional Partner programme that offers support for new heads.

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# Teaching schools application and designation process

## Application and designation

We expect to fund a further 100 teaching school alliances to start in April 2012 in the second application round, with numbers gradually building to around 500 by 2014-15. We believe it is important that schools of all types have the opportunity to share their skills, expertise and knowledge to support the wider school system.

For this reason, the teaching schools designation will be open to:

- primary, middle, secondary, all-through and special schools
- academies, schools in chains and once well-established, free schools
- faith schools
- independent schools \*
- sixth form colleges \*
- pupil referral units (PRU) and short-stay schools \*
- nursery schools \*

The eligibility criteria for teaching schools, approved by the Secretary of State for Education, can be found in [Annex A](#).

As indicated, many of the first teaching schools are also national support schools (NSSs) with an NLE as the headteacher. With this in mind and due to the similarity of the two application processes, a decision has been taken to align the application round for the next cohort of teaching schools and tranche 10 of NLEs (NSS). Applicants will now be able to apply for both designations using one application form. This alignment should not be taken as an indication that the two programmes are joining but an acknowledgement that school to school support is an important part of the teaching school's role.

Schools will need to assess whether they want to apply for one of the three designation options:

- National Leader of Education (NSS)
- Teaching school
- Teaching school and National leader of Education (NSS)

Applications are made online. We have published an application guidance document for all schools applying to become a teaching school. This will also enable schools to see the way their application will be assessed. In undertaking the designation role on behalf of the profession, it is very important to us that the process is seen to be fair and transparent.

Independent schools interested in applying will need to show that they meet equivalent criteria. These are set out in [Annex A](#). In order to receive funding, they will also need to demonstrate evidence of how they have worked in effective partnership with maintained schools, and how this work would be further enhanced through the teaching school designation.

The assessment process will involve contacting schools nominated by the applying school to ask for anonymous feedback on their suitability to be a teaching school.

Any school that applies may be subject to a visit to explore and verify information provided in the application form. Please see [Annex B](#) for the timing of the designation process for the second application round.

In all cases, designation will usually be for four years, subject to schools continuing to meet the criteria and carrying out the role effectively. The term is also dependent upon continuation of government funding. It will not automatically be the case that if the headteacher of a teaching school leaves that the teaching school will lose its designation. However, in all such cases, the College will undertake an assessment to evaluate the capacity of the school to continue to support the work of the alliance. In order to ensure momentum in a teaching school's work (for example initial teacher training), the timing of re-assessment and re-designation, where appropriate, will also need to be carefully managed.

We envisage the application round for cohort three will be in autumn of 2012, with designation of teaching schools likely to commence in April 2013.

\*For a number of reasons relating to the size, capacity and context of some types of schools, we suggest that these schools consider joining with another potential teaching school when applying to set up an alliance.

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Schools that do not currently meet the three grade 1 Ofsted criteria cannot be designated. Should a school wish to be considered for an early inspection to demonstrate they now meet the criteria, they should contact [karen.pilkington-steele@ofsted.gov.uk](mailto:karen.pilkington-steele@ofsted.gov.uk) for more information about what options are available. Requests for early inspection will be considered by Ofsted in the context of their current statutory commitment to inspect all schools over a 3–5 year period and inspections will be prioritised accordingly. It may not be possible to arrange an early inspection but Ofsted will do their best to accommodate these requests. Inspections will be made under the existing Ofsted framework with the standard 48 hour notice.

## Prioritisation of applications

If the number of applications that meet the eligibility criteria exceed the number of places available, schools will be selected for designation following a fair and transparent process that will take into consideration the following factors:

- geographic coverage and representation of rural and urban contexts
- the representation of different types and phases of school
- the need to reflect the broad socio-economic mix of schools nationally as measured by receipt of the pupil premium/free school meals

## Keeping the model flexible

During the first application round we tried to keep the teaching school model as simple as possible so that schools were able to adapt it to suit their own context. This included allowing schools the option of making a job-share application as well as being able to name strategic partners who wished to contribute to the work of the alliance. However, in response to feedback from schools, we have decided to make two changes to the way schools can apply to establish teaching schools alliances. We hope to make the model even more flexible without lowering the quality of the teaching schools we designate.

Firstly, we will continue to ask each school which applies to name the strategic partners within its proposed alliance. However, when making their applications, smaller schools and special schools will have the option of citing the capacity and track record of one of their strategic partners in support of their application.

Secondly, we have decided to remove the cap on the number of teaching schools that can be designated in any one alliance. Rather than offer the job-share option where only two schools could be designated, we will now allow any number of teaching schools to be designated within one alliance. Each teaching school designated in this way will still need to demonstrate that it meets all of the eligibility criteria set out in [Annex A](#), and will need to have a track record of delivering on all aspects of the teaching school model.

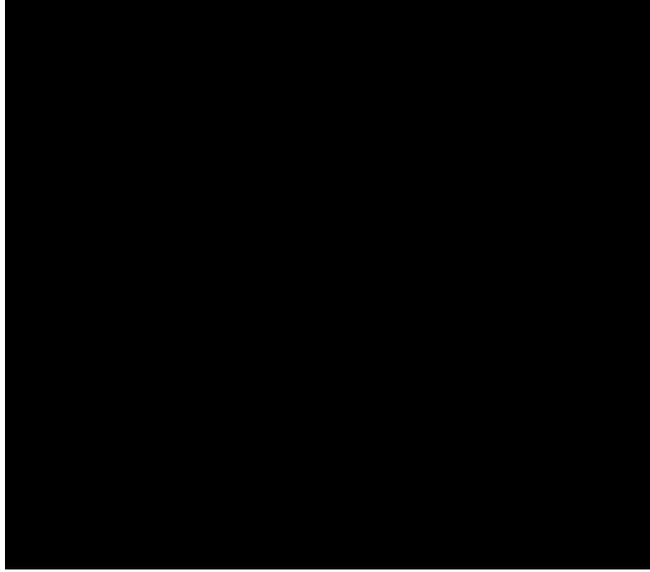
In submitting an application where more than one school is applying to become designated as a teaching school, the alliance will need to decide which school makes the application on its behalf. This school will also be the school that the National College will hold accountable, in the first instance, for any funding that is granted to the alliance. Each alliance will be funded on the basis of one core grant, as set out later in this prospectus. In the event that one of the teaching school applicants is not designated, the unsuccessful school will still be able to work as a strategic partner within any funded alliance.

To support potential alliances, we will publish a resource that sets out a number of governance models that alliances may wish to consider.

It will be up to each alliance to decide on its name and applicants will be asked for this information as part of the application form.

In addition, existing alliances that wish an additional school to be considered for teaching school designation within its alliance should contact us at [teachingschoolsenquiries@nationalcollege.org.uk](mailto:teachingschoolsenquiries@nationalcollege.org.uk) for further information.

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## Strategic partners

Strategic partners, whether schools, universities or other organisations such as chains of schools, will have developed the competence and capacity for high quality delivery in a particular area or areas of the teaching school role. The opportunity to name these partners may be particularly attractive to smaller schools who wish to develop their own capacity to deliver the teaching school role while working with others. It will be up to the teaching school alliance to decide who these partners are and, in the case of schools, if they wish to allocate them any share of the core teaching school funding. All teaching school alliances are required to name at least one university partner. It will also be up to the teaching school alliance to ensure that the work that all partners undertake meets the high standards expected of a teaching school strategic partner.

To be designated as a teaching school, each school must meet all the criteria. However, each strategic partner does not have to meet all of the eligibility criteria, but in the judgement of the alliance, they must have the capacity to make an outstanding contribution in the area in which they are asked to work. Applicants will be expected to show that the strategic partners they name have agreed to the role set out for them.

## Teaching school networks

Applicants may also wish to name other teaching school alliances that it would like to join with to form a larger network of teaching schools that would offer support to an even larger community of schools.

These may be existing teaching school alliances or those that are applying in the same application round. Such an arrangement brings the benefits of greater flexibility to broker the type of support that a particular school or individual might be seeking. Each teaching school alliance will still be funded separately and will be responsible for the quality and impact of the work it undertakes. The College would encourage all potential teaching school alliances to consider whether this would be a worthwhile option in the light of their particular context.

## The model in practice

Following requests from schools at the time of the first application round, we have created two fictitious examples of how particular teaching school alliances might have developed by 2014 in two different contexts. These are included in [Annex E](#) and [F](#).

Applicants are strongly advised, however, that these are just examples – each teaching school will be different, reflecting the context of the alliance and its identified needs.

Applications will not be judged in relation to these exemplars. We are also conscious that in attempting to describe the role of teaching school alliances in delivering ITT, our fictitious examples may well need adjusting once the ITT implementation plan is made available in the autumn.

The National College website now also lists the first 100 teaching school alliances and we suggest that schools thinking about making an application may well wish to contact an existing school to find out more about what is involved.

## Support for potential teaching schools in under-represented areas

Our initial investigations tell us that there are some parts of the country where there appear to be fewer schools that match the teaching school criteria. To address this, we hope to have funding to support schools in building the capacity to meet these exacting requirements.

We will be pro-active in seeking out other schools that, with support, might be designated at a later date. This will not mean that we lower the bar for designation; quality will remain at the heart of the process. The process for awarding this funding will be published on our website. As with teaching school designation itself, it will be important that we establish an open and equitable process.

In addition, we will be implementing an interim solution to enable designation and deployment of SLEs across the country while teaching school designation builds up gradually over the next three years. In areas where teaching schools have not yet been designated, we hope to be able to select national support schools which will be assigned to act as an outpost strategic partner for a teaching school alliance. This will enable the designated national support school to adopt the brokering role for SLEs in that area.

## Ongoing review of designation

The White Paper states that the National College will be responsible for quality assurance and will remove the teaching schools designation from any school not meeting the standards. A process to review and, if appropriate, remove designation has been developed and will be published on the National College website. This includes the de-designation criteria for teaching schools.

It will be important for us to ensure that a teaching school designation is not just seen as a badge for schools to collect. Teaching school alliances will need to demonstrate clearly that they are undertaking the role expected of them in terms of working with and on behalf of other schools and the wider system.

We will visit teaching school alliances to make sure they are working well. We also plan to commission an external organisation to moderate a peer review of each teaching school alliance by school leaders from another alliance.

It is also important to note that teaching schools will primarily be accountable to their peers, as other schools will choose whether or not to take advantage of the provision and support that they offer. The level of participation from schools in the partnership will be a good indicator of the success of a teaching schools alliance.

## Quality assurance and continuous improvement

Whilst the College, working with the TDA, is responsible for quality assuring the work of teaching school alliances, we see each alliance being responsible for specifying and developing its own approach to quality assurance within the context of a simple framework that is maintained by the College. Teaching schools will also play a part in reviewing the quality of provision made by other teaching school alliances.

We have already begun to work with teaching schools from the first cohort to develop an overall approach to quality assurance. This will provide us with key learning for the continual improvement of the teaching schools model and we will share this across the system.

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# Funding and support

## Funding for teaching schools

Each teaching school alliance will be funded in two ways.

1. They will receive an annual grant from the National College to enable the teaching schools alliance to build the necessary leadership and administrative capacity to undertake its work in leading the alliance, including designating and brokering the deployment of SLEs, sponsoring practitioner research and quality assuring all the activity undertaken by an alliance. This will be known as the core funding. Core funding will be £60,000 for the first year. This funding will decrease to £50,000 in year two and £40,000 in year three and in subsequent years. This reduction reflects the expectation that alliances will develop more of their own income as they develop. Funding for SLEs' deployment will come from additional funding.
2. Teaching schools will receive additional funding if they are commissioned or licenced to deliver activity such as ITT, CPD, middle leadership development support for the development of headteachers (particularly in areas of greatest challenge) and specific school-to-school support. Some of this work such as ITT, CPD and leadership development may be funded in the usual way by universities, the TDA or the College either directly or indirectly. Some may be commissioned from funding made available by the Department for Education or Local Authorities to support schools below the floor standards. Teaching schools alliances may also agree to pool funding from others in their group of schools to facilitate shared provision of professional development across their alliance.

To summarise, the annual grant pays for the capacity to manage the teaching schools alliance and to carry out research and quality assurance, while funding for the delivery of services and support will come from whoever wishes to provide or purchase such activity. The sustainability of an alliance will, in part, be the result of its ability to generate funding on the basis that the alliance is offering high quality provision.

## Support for teaching schools and their partnerships

The College will provide a national induction for each cohort of teaching schools as well as a number of other events each year. We are keen that teaching schools themselves will quickly take on the role of leading these events, with the role of the College to provide high quality support to organise them. Once a year, a College associate, working with one of the TDA's regional leads, will visit each teaching school to offer any support or guidance they may request, as well as to report back on how the work of each alliance is developing. Where appropriate, these associates will also have the role of initiating links between teaching schools and brokering NLE and LLE support until a network of alliances is doing this for itself.

The teaching school's capacity for business planning will be an important factor in its success. We think there may be scope to deploy school business managers across the alliances to help manage the financial and administrative aspects of teaching schools' activities and ensure cost-effective ways of transferring expertise and excellence within and between schools. The cost of creating these posts could be shared by schools, making this a viable solution to ensuring effective business planning.

We will also have an ongoing role in co-ordinating a national research and development network for teaching schools and their strategic partners. This will enable the sharing of effective practice and provide the opportunity for teaching school alliances to inform and shape national policy.

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## Next steps and further information

Please see [Annex B](#) for the timelines of the designation process for this application round.

For more information on teaching schools, please visit: [www.nationalcollege.org.uk/teachingschools](http://www.nationalcollege.org.uk/teachingschools).

You can find a full copy of the White Paper, The Importance of Teaching, on the Department for Education website at [www.education.gov.uk](http://www.education.gov.uk).

For more information on SLEs, please visit [www.nationalcollege.org.uk/sle](http://www.nationalcollege.org.uk/sle).

For more information on ITT and CPD please visit [www.tda.gov.uk/training-provider.aspx](http://www.tda.gov.uk/training-provider.aspx).

For more information on the NLE (NSS) programme please visit [www.nationalcollege.org.uk/nle](http://www.nationalcollege.org.uk/nle).

To download our frequently asked questions please visit: [www.nationalcollege.org.uk/teachingschools](http://www.nationalcollege.org.uk/teachingschools).

If you have any further queries that are not addressed by this prospectus or the website, please email [teachingschoolsenquiries@nationalcollege.org.uk](mailto:teachingschoolsenquiries@nationalcollege.org.uk).

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# Annex A: teaching schools eligibility criteria - cohort 2

**Definition of terms:** The terms listed below are used throughout the criteria. The use of terms is solely for ease of readability, and does not in any way imply that our assessment process doesn't take into account the differing contexts of those organisations which are eligible to apply.

- **School** also represents academy, nursery, sixth-form college and PRU/short-stay unit.
  - **Governing body** represents the body appointed to be accountable for the management of the school, federation or trust including the board of trustees or equivalent.
  - **Headteacher** also represents principal, chief executive or executive headteacher.
  - **Strategic partners** are schools, universities and others (including private sector organisations or local authorities) that deliver particular aspects of the alliance's activity such as initial teacher training (ITT), continuing professional development (CPD), leadership development or school-to-school support.
5. Applications which include more than one proposed teaching school will be subject to school visits to explore in more detail the quantity, quality and future capacity within each of the schools. This may also be the case where a strategic partner is cited in the way described in point 3 above.
  6. In the descriptions below, where a range is given on a particular source of evidence, this is to allow for the size of a school to be taken into consideration when judging an application to ensure smaller schools are not unfairly disadvantaged.

## Please note:

1. Each teaching school needs to demonstrate that it meets all of the criteria below, including a track record which demonstrates its capacity in all three areas listed under Part A:d.
2. Where there is more than one teaching school applicant within an alliance, applications will be assessed on the combined track record and capacity of the proposed teaching schools.
3. In certain circumstances (such as where a smaller school or special school is applying to become a teaching school) the applicant school may cite capacity and track record from one strategic partner.
4. However in points 2 and 3 above, all proposed teaching schools must still individually have a track record that demonstrates its capacity in all three areas listed under part A:d.

## Criteria for teaching schools

Criteria	How this should be demonstrated
<p><b>Part A</b></p> <p>To be considered as a teaching school your school <b>must</b>:</p> <p>a. have a clear track record of long-standing collaborative relationships with a significant number of partner schools based upon trust and mutual respect, resulting in substantial school improvement across a locality or group of maintained schools</p>	<ul style="list-style-type: none"> <li>— The school has been involved in collaborations with at least 5 schools, for at least the past 3 years, <b>and</b></li> <li>— There is clear evidence that the collaborations have had a positive impact on performance across your own and supported schools</li> </ul> <p>Please note that evidence for this criterion will be further substantiated through the collation of anonymous feedback from the headteachers of schools which your school has supported and collaborated with.</p>
<p>b. be judged to be outstanding</p>	<p><b>School inspected under the 2005 - 2012 framework:</b></p> <ul style="list-style-type: none"> <li>— Most recent Section 5 Ofsted inspection has judged the school to be 'Outstanding' for 'Overall Effectiveness', 'Leadership and Management' and 'Teaching and Learning' or 'Quality of teaching'</li> </ul> <p><b>Schools inspected under the pilot for the new framework:</b></p> <ul style="list-style-type: none"> <li>— Most recent Section 5 Ofsted inspection has judged the school to be 'Outstanding' for 'Overall Effectiveness', 'Leadership and Management' and 'Teaching'</li> </ul>
<p>c. show consistently high levels of pupil performance or continued improvement over the last 3 years, and in addition be above current floor standards (as evidenced in published Department for Education data)</p>	<ul style="list-style-type: none"> <li>— Department for Education performance data shows a clear upward trend, or consistently high levels of attainment, <b>and</b></li> <li>— latest performance data demonstrates that the school is above the current floor standard* and in addition</li> <li>— if attainment is not significantly above the current floor, pupil progress is above the national median for both English and maths</li> </ul>
<p><b>d. The proposed teaching school(s) have outstanding senior and middle leaders who have the capacity to:</b></p>	
<p>1. make significant and high quality contribution to the training of teachers</p>	<ul style="list-style-type: none"> <li>— have trained on average at least 4–10 trainee teachers per year, over the past three years, <b>and</b></li> <li>— there is clear evidence in your application of the high quality of training and quality assurance processes, <b>and</b></li> <li>— if the school is a named lead school in the management of an existing SCITT or EBITT, the last Ofsted inspection rated the provision as at least 'good'</li> </ul>
<p>2. provide highly effective professional development for teaching and/or leadership</p>	<ul style="list-style-type: none"> <li>— supported an average at least 4–10 teachers/leaders per year, over the past 3 years, in engaging with accredited CPD, <b>and</b></li> <li>— delivered an average at least 40–100 teacher/leadership CPD days per year, to other schools, over the past 3 years, <b>and</b></li> <li>— the application can demonstrate clear evidence of highly effective CPD which has impacted positively on the strategic leadership and performance of the school</li> </ul>

<p>3. the capacity to provide significant and successful support to under-performing schools within a school to school partnership, federation or chain</p>	<ul style="list-style-type: none"> <li>– provided significant support to at least 1 underperforming school over the past 3 years, <b>and</b></li> <li>– evidence that the support has had a positive impact resulting in improved pupil performance, <b>in addition to</b></li> <li>– evidence that the support has involved, and has capacity to continue to involve senior leaders in the support of underperforming schools</li> </ul> <p>Please note that evidence for this criterion will be further substantiated through the collation of anonymous feedback from the headteachers of schools which your school has supported and collaborated with.</p>
<p>e. provide evidence of improvement supported by self-evaluation, coaching, mentoring, quality assurance and engagement in practitioner-led research with strong links to higher education</p>	<ul style="list-style-type: none"> <li>– the application contains clear evidence of how coaching and mentoring capacity has been developed and used to support CPD within and beyond the school(s), <b>and</b></li> <li>– the application contains clear evidence of strong engagement in school-based practitioner-led research and support for teachers gaining academic and professional awards</li> </ul>

## Criteria for the head of a teaching school

Criteria	How this should be demonstrated
<p><b>PART B</b></p> <p>To be considered as a teaching school the headteacher of that school <b>must</b>:</p> <p>a. be judged to be an outstanding serving headteacher with at least 3 years experience and expect to remain at current school for at least two years after designation **</p>	<ul style="list-style-type: none"> <li>– Headteacher has been a substantive headteacher for 3 years or more in which they have been legally responsible for the management of a school and accountable to the governing body, <b>and</b></li> <li>– Headteacher is named*** on a recent Ofsted Section 5 inspection report where the Leadership and Management has been judged as outstanding either at current school or at their previous school if the applicant has changed headship within the last three years and has yet to receive an Ofsted inspection, <b>and</b></li> <li>– Confirmation in the application that the headteacher expects to remain head of their current school for at least two years after designation</li> </ul>
<p>b. be accountable for one of more schools(s) which meet the teaching school criteria in <b>part a</b> above</p>	<ul style="list-style-type: none"> <li>– Headteacher is accountable for at least one or more schools(s) that meet the criteria in <b>part a</b> above, <b>and</b></li> <li>– Confirmation in the application that the headteacher has the authority to deploy staff from this school and enter into contractual arrangements to undertake teaching school activity</li> </ul>
<p>c. have the full support from the school’s Governing Body, and Local Authority or Senior Educational professional</p>	<ul style="list-style-type: none"> <li>– A declaration within your online application, that your Chair of Governors (or equivalent) supports the application, <b>and</b></li> <li>– A supportive reference from a Local Authority DCS or a Senior Educational Professional</li> </ul>

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## Notes for Annex A

\* Should the floor standards change during the application round, the new floor standard will be applied

\*\* In exceptional circumstances, applications may be accepted from those who expect to remain in headship for less than two years if they can clearly demonstrate that a strong succession plan to manage the delivery of the teaching school. E.g. the head of a strategic partner or another teaching school within the alliance with sufficient experience, will remain in post.

\*\*\* If the applicant is not named on the current school's Ofsted report but has been head at the school for 2 years or more and meets all other criteria, emphasis will be placed on the school's performance data and further evidence collated through a school visit.

### Notes for independent school applicants

Independent schools must have been judged 'excellent' by ISI in regards to:

- the quality of the pupils' achievements
- their learning, attitudes and skills
- the contribution of teaching
- the quality of leadership and management

Alternatively, if the school is inspected by Ofsted, then the school has been judged 'outstanding' for overall effectiveness, teaching and learning, and leadership and management or equivalent.

Floor standards are not applicable to independent schools. Independent schools will nevertheless have to show consistently high levels of performance or continued improvement over the last three years.

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## Annex B: designation process for the second round

September/October 2011	The application round to identify the next cohort of up to 100 teaching schools opens on Monday 23 September and closes at midnight on Friday 21 October 2011.
October 2011	An experienced group of educational assessors will undertake a process of sifting, review and evaluation of applications based upon the evidence presented. During this time, further feedback will be gathered from other schools that are referenced in the application.
January/February 2012	Some schools will be selected for a verification visit.
March 2012	Decisions will be communicated by 22 March. Detailed feedback will be provided to unsuccessful schools at a later date.
April 2012	Successful schools will attend an induction event at the National College in Nottingham from 25-26 April; timings to be confirmed.
April/May 2012	Once designated, teaching school alliances will need to consider their key areas of focus for the coming year. They will then receive a visit from College and TDA representatives to discuss and agree this. This will then enable the College to authorise the release of the core funding.

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# Annex C: teaching schools as centres of excellence for ITT

To fulfil their role in ITT, teaching schools will need to commit to:

- delivering outstanding teaching and professional practice across a wide range of phases and subjects, either within the teaching school, or in partner schools
- ensuring that all trainee teachers observe this outstanding teaching, working alongside the best teachers in an apprenticeship role
- ensuring all trainee teachers have the opportunity to undertake detailed discussion and reflection with those outstanding teachers, on the observed teaching, and on their own teaching
- ensuring a wide range of professional development activities (including those at Masters level) into which trainee teachers will be fully integrated – such as peer learning sessions and demonstration lessons
- developing new and existing teachers to be part of the wider academic, research and subject communities by having close links with a university, with an expectation that university tutors will participate in professional development activities undertaken in the network, and network staff will contribute to university-based elements of teacher training and development
- ensuring the school has enough outstanding teachers to take a leading role in teacher training, across a range of phases, year groups and subject departments within the wider network, and infrastructure (learning resources and facilities), to accommodate substantial numbers of trainees (in principle the numbers will relate to the size of the school)
- ensuring all teaching staff working with trainees across the network provide high quality school-based tutoring and coaching, including by providing appropriate training and ongoing support linked to other coaching and mentoring roles, and are helped to use these roles to develop their own practice
- playing a major role in recruiting high quality teachers

## Expectations for the development year, 2011-12

Teaching schools in the first two cohorts will be expected to already have an active engagement in the provision of high quality ITT. This engagement may or may not be as a lead school in a SCITT or EBITT and different schools will bring different levels of experience in the leadership and management of ITT to the teaching school role. There is an expectation that teaching schools will build on existing ITT arrangements rather than replace them completely. The level of work that they undertake in the development year should reflect that. For instance it is unlikely that a teaching school could become an accredited ITT provider (if that is what is desired) in less than a year. What is described below is intended to outline a minimum expectation in their first year.

To fulfil their role in the delivery of high quality ITT teaching schools should:

- begin to work strategically with an accredited provider on the management and leadership of the partnership, including the selection and recruitment of trainees
- develop an active involvement with an accredited provider on the content and design of training programmes
- provide trainees with the opportunity to work with and observe outstanding teachers
- ensure that demonstrably excellent practitioners take responsibility for and lead each trainee teachers' training programme
- work with an accredited provider to prepare and support most members of school departments, subject areas or key stages to take a role in supporting trainee teachers' learning
- embed ITT and school based tutoring in professional and leadership development opportunities for teachers across the partnership
- commit to provide placements for a substantial number of trainees
- ensure that, in principle, trainees are deployed in pairs or multiples for all placements
- ensure that the assessment of trainees against the QTS standards is shared equally by the school and other partners

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## Annex D: specialist leaders of education (SLEs)

SLEs are outstanding middle and senior leaders in positions below the headteacher, for example assistant headteachers, subject leaders or school business managers, with at least two years experience in a particular field of expertise and in leadership. SLEs have the capacity, skills and commitment to support other individuals or teams in similar positions in other schools. They understand what outstanding leadership practice in their area of specialism looks like and are skilled in helping other leaders achieve it in their own context. This new designation is intended to recognise the significant contribution that all leaders within a school can provide in leadership development and improvement of standards within the system.

This concept is very closely linked to the teaching schools vision as teaching schools will hold the core responsibility for the designation and brokering of SLEs. The model provides an exciting way to support a school-led improvement system which recognises and engages all types of school leaders to drive forward school improvement, and ensure the best possible outcomes for children. Many leaders are already working in this way, including colleagues in national support schools who are working alongside their headteacher to support leaders in another school, or specialists in training schools who are leading high quality professional development for leaders across a group of schools.

SLEs may be designated from any type of school, not just schools holding particular designations. SLEs will, however, be outstanding in a particular specialist area, for example:

- a subject specialism
- literacy or numeracy
- specialist educational needs and disability
- performance management
- behaviour/discipline
- school business management

In addition to their specialist area of outstanding practice and their outstanding leadership, they will also have very strong skills in coaching and facilitation. In brokering the deployment of SLEs, teaching schools will give priority to supporting the local needs of underperforming schools and the most challenged schools in an area. SLEs will utilise their coaching and facilitation skills to support capacity building of peer leaders within these schools to make improvements in their specialist areas. On occasion, SLEs may also be deployed to support an NLE or other system leader who has been appointed as an executive headteacher in the direct implementation of leadership practice.

Within the development year (2011-12), we aim to designate up to 1,000 SLEs and then build up to 5,000 designations in line with the expansion of the teaching schools model. Ultimately, we would like to aim for the designation of 10,000 SLEs to ensure national coverage.

While teaching school designation builds up gradually over the next three years, we will be implementing an interim solution to enable designation and deployment of SLEs across the country. In areas where teaching schools have not yet been designated, selected national support schools will be assigned to act as an outpost strategic partner for a teaching school alliance. This will enable the designated national support school to adopt the brokering role for SLEs in that area.

Further information on SLEs including the criteria for the development year, along with a list of frequently asked questions, has been published on our website [www.nationalcollege.org.uk/sle](http://www.nationalcollege.org.uk/sle).

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# Annex E: case study – a rural primary teaching school alliance

This fictitious example of a teaching schools alliance in 2014 shows how the model of a hard federation that has built its capacity over four years might work in a rural primary context where a small school is able to lead an alliance by working with a range of strategic partners.

## The East Rowdown and Beesley teaching school alliance

A hard federation of two very small church schools of 50 and 70 pupils lies over 15 miles from the nearest large town. Ofsted judged the federation as outstanding in all areas. They formed a teaching school alliance with 15 good or outstanding rural primary schools as strategic partners who between them provide a full range of professional development for all those working in very small schools both within their LA and nationally. They do this by providing excellent training for teachers and leaders at all stages of their careers from ITT to leadership development. The school models the best practice and helps others to emulate it. Through co-ordinating their work with a wide network of strategic partners, the school has spread its practice far and wide. This last year, 35 schools have visited the federation and engaged with the unique challenge of very small schools. A further 60 schools have been supported through the strategic partner schools allied to the teaching school.

Recently an outstanding special school has joined the alliance to provide wider opportunities for all staff to improve the provision across the full ability range. Each strategic partner is responsible for the development of one aspect of the teaching school's programmes and their role within the alliance is described within a memorandum of understanding. The teaching school and strategic partners have formed an executive board for the alliance, chaired by the executive headteacher of the federation. The executive headteacher and business manager ensures the work of the alliance is well co-ordinated. He speaks with passion and commitment at a large number of regional network events to encourage leaders and teachers to take on the challenge of working in small schools. His well-trained and well deployed school business manager has provided the necessary skills in finance, HR management, procurement and contracting and has freed up time for the executive headteacher to work beyond his federation.

Four year groups in one class is a challenge and this specialist teaching school alliance has ensured that novice and experienced teachers can observe the best practice and discuss how they can achieve the same stunning results in their schools. The work has been at all levels and even includes support from the cook who has helped other schools to deliver independent catering and better food. Sometimes, whole school training days provide intensive study days and spread the best practice through all the schools. The alliance delivers the improving and outstanding teacher programmes each term and these courses are oversubscribed. Careful programming with partner schools ensures the intensive programme of observations required for these courses, can be facilitated. They use a mixture of external facilitators from other schools and their own teachers.

Many very small schools are also church schools and the diocese has been active in brokering and commissioning the school-to-school work. Headteachers have also approached the school directly. The LA, with whom there has been an historically strong partnership, uses the teaching school alliance as their 'preferred provider' and commissions provision for underperforming schools from the teaching school. A small core group of headteachers match and deploy LLEs to support other small schools in the area. To support this work, the teaching school has designated and brokers support from 18 SLEs. One of these is from the federation itself; three are from key strategic partner schools. The rest are from other schools in the alliance where the alliance has identified outstanding practice. The teaching school has found that being able to recognise the important contribution that middle and senior leaders can make from all schools has helped to build the strength of the alliance as it means schools feel they all have a role in contributing to the success of the project.

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The school has a strong strategic partnership with a well-respected local university to grow the teachers of the future. Annually, 40 student teachers undertake part of their training within the federation and the strategic partner schools, both in short sessions/problem-based learning and in longer placements. A lead teacher and headteacher from one of the partner schools are involved in shaping and managing the ITT programme, while teachers from the alliance teach on some of the university based elements of the course and are involved in the annual recruitment process. Students become inspired by the opportunities and challenges of small school communities and this feeds the market for inspirational teachers for these communities. They observe and participate in the necessarily creative approach to curriculum planning and learn the complex skill of managing many adults in the class. Some trainees are offered support into their next jobs through the NQT training programme delivered by the federation.

The federation is a lead succession school for the LA. The alliance hosts internships each year for aspiring headteachers. These colleagues undertake action research to increase the knowledge about what works in small school federations. Some of this work is accredited through the university strategic partner. They form part of a wider talent pool, originally developed by the LA that is now maintained and extended by the teaching school. Over 20 participants have now moved on to headship, successfully supported by the teaching school alliance. The federation and other partner schools also act as NPQH placement schools with eight placements this last year. There are now more aspiring leaders ready for headship than posts available encouraging a healthy competition, reversing the previous serious recruitment problems in such a large rural area.

Within a year of designation, the alliance helped instigate a formal link with another teaching school in the area and have created a teaching school network that has enabled them to broker services even more flexibly. This has extended the range of opportunities available for purchase for schools right across the network. The network shares knowledge about the capacity in the area and provide peer challenge to ensure the quality of the provision remains high.

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# Annex F: case study – an urban secondary teaching school alliance

This fictitious example of a teaching school alliance, also set in 2014, shows how a complex urban secondary school, formerly a training school, has built the capacity to create an alliance of 12 secondary schools.

## The Sunnyside teaching school alliance

The school is currently supporting a school below floor standard to improve. This has involved a number of SLEs from three of the alliance's schools being deployed alongside Sunnyside's headteacher to provide coaching support for the partner school. It looks as if results in the supported school for 2015 will have improved by 12 per cent on 5 A-C with English and maths and Sunnyside's results are also expected to rise by 3 per cent.

Sunnyside contributes to the training of those working towards QTS standards on many routes:

- Each department offers a placement every year to trainees on the traditional postgraduate certificate in education (PGCE) route led by a university which is a member of the alliance. Core departments offer paired placements through both blocks as do their outstanding departments. Each term they will provide placements for up to 15 PGCE trainee teachers. In addition, the alliance delivers training (around inclusion – including specifically English as an additional language) on the ITT programmes led by a range of other local universities at both cohort and subject level. Sunnyside staff work with universities on course development for the PGCE and to support mentors in schools. The teaching school alliance also guarantees a number of places for its partner university – thus ensuring sufficient capacity in all core subjects.
- It works with two other schools to deliver training focusing on areas of inclusion and school based training for its regional graduate teacher programme (GTP) provider for 12+ days a year. These days are co-planned across schools and the GTP provider. In addition, from within the alliance it offers approximately five placements each for GTPs needing a contrasting second school placement.

- It offers subject support and second school placements for approximately five teachers on the Teach First route – especially where their own schools have a limited capacity to support them.
- It has an open offer to its local community wishing to gain school based experience when considering a career in teaching. It has found that, to widen the range of new entrants to the profession, just getting into a school for some time is an obstacle that defeats many.

Sunnyside also builds on its ITT role by acting as a hub for local NQT support. It hosts and organises meetings of local NQT induction tutors to aid problem-solving sessions and shared systems. Its own outstanding departments support NQTs from other schools where the capacity to support is limited – often by temporary staffing issues. It hosts an annual conference for NQTs in core subjects to continue to develop subject knowledge and pedagogy. This subject-focused NQT support is something it wishes to develop in future in line with its university strategic partner, capitalising in particular on the opportunity to make links between novice teacher, ITT and induction experience. Its own NQTs benefit from work with external agencies such as the Institute of Physics. It plans to develop an NQT support system in which its alliance of 12 secondary schools share subject support according to both the strengths of individual departments with outstanding practice and the capacity of these departments to support others.

Sunnyside also acts as an 'open laboratory' for experienced teachers in the alliance. It offers two programmes:

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1. **The improving teacher programme** supports up to 12 teachers from 4 schools. This facilitated programme which the school usually runs three times a year aims to move participants from a satisfactory or lower grading to 3+ or a good. The programme involved lesson observation and shared practice in our school.
  2. **The outstanding teacher programme** supports up to 15 teachers from 5 schools. Once again, lesson observation and evaluation within their own school along with facilitated workshops support teachers to move towards being outstanding practitioners. Coaching is a key element of this programme, allowing participants to lead improvement in their own schools – often as the key members of a teaching and learning group. This is usually run twice a year.

In addition to designating and brokering SLEs across the alliance, they have a number of their own SLEs who are released to work regularly with other schools in the alliance. Each one is a specialist in their field with a proven record of personal expertise, leadership and the ability to coach others. Some are experienced in leading a particular subject, while others specialise in wider aspects of school leadership such as inclusion, behaviour, attendance or a particular key stage.

For those staff whose identified needs are for leadership training, the alliance has a range of provision which aims to give its own staff and visitors the opportunity to explore and learn from each other's practice:

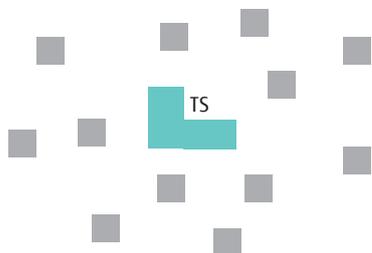
- It works with the National College as a hub school for middle leadership programmes for local schools. The facilitators for these programmes are shared across schools in the alliance in order to develop leadership across the schools.
- It works with a university strategic partner on leadership education so that emerging middle leaders can visit the school and access the teaching school's most successful middle leaders. In addition, members of their leadership team act as coaches on this programme for middle leaders from other schools.
- It acts as a hub school for Masters provision – so that staff from local schools can access a local Masters programme that is sited in a school and develops their own practice. The programme will develop with their university partner the capacity of teachers to deliver the Masters programme themselves.

- It is establishing with other teaching schools a network of subject leaders across the region so that it can access national leaders within their fields as well as working together to develop best practices in curriculum development and pedagogy.
- The alliance has identified strong leaders at all levels so that it co-ordinates the hosting of 'informal' placements and work shadowing. This applies both to middle and senior leadership levels and placements can be up to two weeks. It is also offering more formal placements for talented senior leaders and NPQH participants.

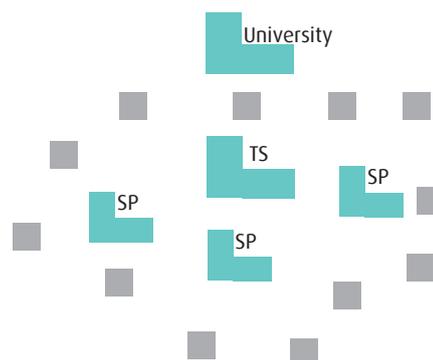
Sunnyside's alliance has joined with ten other teaching school alliances to create a teaching schools network of over 130 secondary schools that covers a much wider area. This makes the sharing of good practice and the brokerage of services more flexible. It also means that colleagues can access support from beyond the immediate local area, which is often advantageous. Each year they agree together the areas to focus on in terms of practitioner research and peer evaluation. The alliance is also working with 42 good schools across the network on a 'good to great' programme involving visits and focused development work.

# Annex G: teaching school alliance model

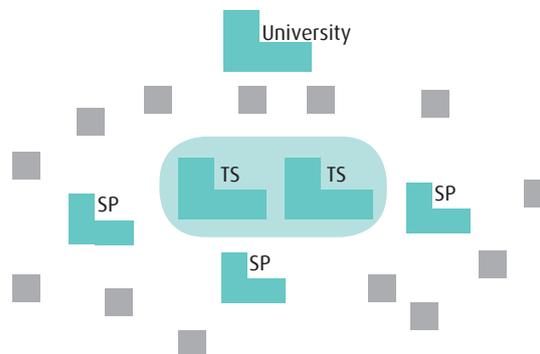
A teaching school will work together with its alliance schools to deliver training and professional development for teachers, support staff and headteachers, and contribute to the raising of standards through school-to-school support. The alliance may be cross-phase, cross-LA, cross-region – the model is flexible and it will be important to build on existing strong local partnerships where appropriate.



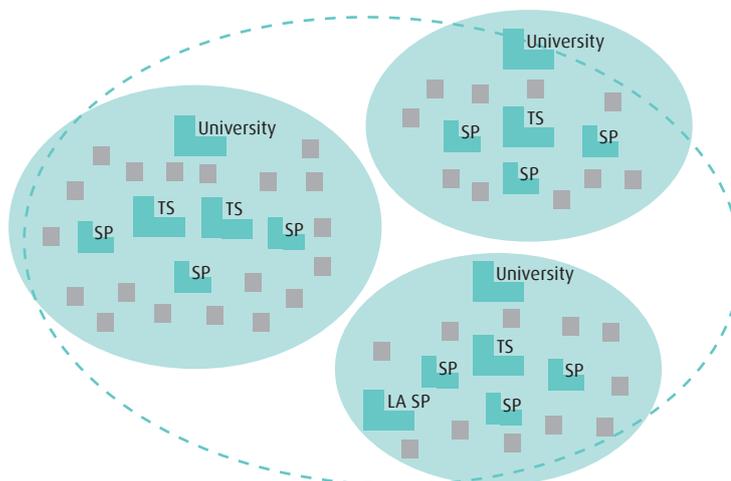
Some alliance members are strategic partners that take responsibility for some delivery. Most strategic partners will be schools, but they may also be other organisations. All alliances will include at least one university partner.



More than one school in an alliance can become a teaching school if they meet the eligibility criteria, including a track record in the three key areas. The application will be judged on the combined track record and capacity of all the teaching schools and the strategic partner.



A number of teaching school alliances may decide to work together to form a network to share services and knowledge.



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