

1. Outline the rationale and role of teaching schools within the current and changing educational landscape.

- The government is driving a vision of a school-based, self- improving school system.
- The role of the LA is changing- moving towards facilitating and procuring rather than delivering
- Funding is moving away from the LA to schools, overseen by the Regional Schools Commissioner. Teaching school funding takes the form of annual grant funding paid directly to the school.
- Teaching schools are a critical part of this landscape.

2. Provide an overview of the role and work of teaching schools in East Sussex

'Teaching schools are strong schools led by strong leaders that work with others to provide high-quality training, development and support to new and experienced staff' (DfE 12/17).

Core activities:

- Initial teacher training
- Continuing professional development and leadership development
- School to school support

This might include:

- Co-ordinating and delivering in-service training for serving teachers
- Initial school-based initial teacher training (ITT)
- Providing early career teacher training (NQT/RQT)
- Providing evidence-based professional and leadership development for teachers and leaders across their network
- Leadership training including accredited training (NPQs)
- Developing system leaders (SLE)
- Co-ordinating the supply and activity of national leaders of education (NLEs), national leaders of governance (NLGs) and specialist leaders of education (SLEs).
- Providing high quality school-to-school support to spread excellent practice, particularly to schools that need it most.
- Helping to prevent underperformance by supporting vulnerable schools, and where needed, help tackle underperformance in coasting schools and lead improvement in good schools

How to become a teaching school:

- Outline of the criteria and process

Teaching Schools in East Sussex

Teaching schools help build the capacity and effectiveness of Education Improvement Partnerships (EIP)

EIP	Teaching school
Ashdown	Newick Primary
Eastbourne	One primary school has submitted an application
Hastings	Robsack Wood Primary (ARK) Blacklands Research School (ARK)
Lewes	Priory School (Secondary)
Rother	St Richards Catholic College (Secondary)
Wealdon	St Marks Primary
Post 16	Beacon Academy (Secondary and 6 th form)
Special Schools	Cuckmere House

Detail here the work of TS within EIPs

3. Benefits to becoming a teaching school or being part of a teaching school strategic alliance

- More experienced staff have the opportunity to work collaboratively with other schools and colleagues, developing skills sets and bringing ideas back into school.
- Reputation. The school is regarded as a centre for excellence in professional practice.
- Access to additional funding, can help develop capacity and help support key priorities to improve outcomes at their own school.

4. Implications for schools that become teaching schools

- Additional staffing/overstaffing is a requirement so that the impact on the school of additional work commitments for the Headteacher, Deputy Headteacher are lessened
- Large increase in workload for school administrative staff - additional support required in the office to support the School Business Manager
- Governor commitment and support is essential.

5. For each Local Area Forum a local teaching schools will showcase their work

- o **Hastings** meeting – Joanne-Calladine Evans from the St Richards teaching school
- o **Wealden and Lewes** meetings - Claire Rivers from St Marks teaching school and Sophie Thomas from Newick teaching school
- o **Eastbourne** meeting - ask Cuckmere House teaching school, and suggestion that we also ask the Eastbourne EIP to present on the work that they have been doing

6. Consideration for governors

General

- How is our school involved in teaching school strategic alliances
- Are we receiving any support from a teaching school
- How does our involvement link to our school development plan
- What impact is our involvement having on pupil outcomes?

Management

- Need to consider and ask questions around building capacity in the leadership team

- What impact does this have on the staffing structure?
- Understand that this may mean the deployment of strongest teachers outside of the school
- Ensure the benefits are communicated to the wider school community to gain their support.

Commitment

- Requires a standing agenda item on the school's governing body meetings.
- Identification of a link Governor for the teaching school on the Governing body.
- Additional time and commitment for one governor to attend the Teaching School Strategic Board meetings.
- Governors must incorporate teaching school finance in their finance meetings to ensure an overview of what is being spent and how much the teaching schools is costing to run and so help with final reporting.
- Annual external audit must be undertaken of teaching schools funds.
- Additional staffing costs and possibly a more complex staffing structure.

7. Discussion and questions

To create a self-improving school system that is able to drive school improvement and raise standards requires a system founded on true moral purpose. To be effective it must be truly collaborative and inclusive, collectively accountable and committed to ensuring no child is left behind.

Do good schools have a duty to support improvement in other schools and build capacity within the system?