

United Learning Teaching School Alliance

**United Learning
Teaching School Alliance**

United Learning Leadership Conference

16th March 2016



Teaching School Alliance
The best in everyone™



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For more information please visit:

TSA Website:

www.teachingschoolalliance.org.uk

TSA on United Learning Hub:

<https://hub.unitedlearning.org.uk/teaching-learning/support/Pages/default.aspx>

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1. United Teaching (ITT)

United Teaching is United Learning's Schools Direct initial teacher training programme, run in partnership with University College London's Institute of Education, who award the PGCE. The course structure is as below.



- Trainees are assessed against professional standards and have a weekly observation and feedback discussion / target setting with a mentor.
- They also attend Friday afternoon hub training session throughout their school placements.
- Mentors are celebrated with honorariums, blogs and 'Mentor of the year' award.
- Those who achieve the United Teaching quality assurance mark, by qualifying rated good or better, are **guaranteed work** at a United Learning school.

Costs to schools per trainee vary significantly as United Teaching offers salaried and unsalaried routes, and the financial support available from the Government depends on route, location and subject. In all cases schools cover travel and mentoring costs. Please see the separate United Teaching Guidance for Schools booklet for details.

Please visit www.unitedteaching.org.uk for more details about the scheme.

United Teaching Update

2014/15 cohort – how did we do?

- All measures that we are accountable for are in line with national averages.
- 100% of the trainees are good or better in the majority of areas.
- 95% trainees in education employment within 6 months of completing their course.
- We have an 86% completion rate.
- 75% of trainees completing stay within the group. This is high compared to other groups.
- 88% of trainees would recommend United Teaching as an ITT provider.
- 100% of primary trainees and 95% of secondary trainees agreed they went through a rigorous selection process.
- 95% of secondary and primary trainees agreed their training would lead them to secure employment
- 95% of secondary trainees and 93% of primary trainees felt their placement experiences had taken place in different types of settings.
- Trainees also fed back positively on course quality, course delivery, and host schools' effective mentoring and target setting.

2015/16 cohort progress update

- 78 trainees (28 North, 50 South) / 20% primary
- On track to maintain high standards on key measures
- This year, following school and trainee feedback we are focusing on:

You said	We did
Clarity of communication between IoE and UT is not as strong and consistent as it could be	We hold monthly meetings to ensure that we have communicated all key events. We met with the IoE and ensured a robust, well planned calendar. We have tracked and monitored all communication and have an EBI list which we share with the IoE.
Ensuring support is consistent in host and placement schools	We have a half-termly webinar training for all mentors. Schools have a financial incentive to meet the training requirements. We RAG rate mentors so that we have rigorous tracking of all mentors.
More subject specific training with a focus on how to teach certain topics and more sessions for primary trainees	This year we are having joint planning meetings with the UCL IoE.
Additional support with the assignments from the university partner	Planning and feedback meetings are being held to address these issues.
Longer in the second school placement	Rigorous guidelines for the second school placement have been published to schools and extra training on robust mentor and target setting is in place. We are also planning a second summer term set of options and included in this is the chance to spend longer in an alternative setting.
Being more responsive to individualised pathways.	The United Teaching tutor team meet half-termly to review each half-term and make adjustments to the training plan for the next term to reflect verbal feedback gathered by trainees during the Monday training sessions.

2016-17 cohort

- 76 offers made so far, three main hubs plus two primary
- Three secondary hubs – Stockport, Sheffield Park and Paddington
- Three primary hubs – Guildford High School, Corngreaves and Cravenwood
- 9 schools contributing members of the United Teaching national team
- Piloting a regional hub at Shoreham for live streaming of training
- Also working with researchers in schools

Next steps:

- Improve quality and consistency of mentoring - we have judged mentors this year after observations with VPMs and we would like a greater proportion of mentors to be judged as outstanding than the current 50%.
- Improve quality of IoE provision and QA. In the EXIT interviews in 2014 and 2015 the area that we were told was the one thing that could be better was communication and QA of IOE part of provision.
- Second School Placement – we are providing an information pack for supporting this placement. In 2016, we are trialling a week's placement prior to starting the course so that trainees are only out of schools for 2 weeks not 3.
- Introducing United Teaching Year 2 for 2016 start, with UT graduates choosing from bespoke development opportunities within the group, PTI subject courses and Masters.

This is how the ITT Ofsted works and what our narrative is for an outstanding provision

Outcomes for Trainees

- **Attainment and how well trainees teach** are in line with national benchmarks of often outstanding and never less than consistently good.
- **Completion rates** are 95% or more.
- **Employment rates** are 96% for 2014/15 compared to a national benchmark of 95%.
- There are no significant variations in outcomes achieved by different groups.

Quality of Training across the partnership

- **Consistency, coherence and quality of training**
 - All aspects of the training were written by leaders at PA and the trainers across the country have either been ITT trained at PA or taught there first. In primary there is an 80/20 rule that exists to accommodate the difference between the two sectors.
 - **High quality training programme** available and moderated both regionally, internally and externally by two other SCITTS and a university provider (Brunel)
- **Quality of placement /Mentor Quality Assurance**
 - Regular conversations and meetings take place at leadership level with all schools participating.
 - Mentor training for one day in the summer term and follow up webinars (100% attendance required).
 - Paperwork checked weekly, VPM joint observation. Feedback weekly from trainee.
 - Any cause for concern invokes a second joint observation of lesson and feedback, head is spoken to and improvements must be seen or mentors are replaced.
 - All 57 schools in the group are part of United Teaching, though sometimes for geographical reasons full participation is not possible.
 - Training placements – list provided with details of level of challenge in the school – OT will need to provide this for every school.
- **Subject specific / phase mentoring**
 - Completed by observation by UT team and feedback from trainees.
- **Accuracy of assessment**
 - See tracker quality assured internally, by two other SCITTs and by external moderator.

Leadership and management of the partnership

- **Vision for excellence**
 - The importance of the SCITT to the group is evidenced by the level of individuals within the team.
 - The SCITT is led by an outstanding school which is also a National Support School.
- **Engagement**
 - All schools across the group participate with United Teaching.
- **Rigour of selection**
 - The assessment days are known to be the most rigorous of all SCITTs, as fed back by trainees and participating schools – evidenced by paperwork. The usual number of successful trainees is 1 in 5 applications.
- **Effective monitoring and evaluation**
 - Trackers, SED and development plan available

2. CPD and Leadership Development

CPD - current position following consultation with clusters, March 2016

Background

Up to now, group wide CPD for teachers has been led by the People Development team in central office. Responsibility is now transferring to the TSA. Heads and clusters have been consulted on their preferred model going forward.

Model 1

Those supporting; NW region, Primary, Independent

We are proposing to appoint a 'CPD Lead' in a cluster of secondary academies and across the secondary independent schools to take responsibility for making this happen. Costs of this would be covered by devolving to schools the money previously used to fund the central office position.

The CPD Lead's role would be to ensure that all schools in the cluster have an outstanding CPD provision for teachers available on a weekly basis. This may mean sharing resources, supporting schools to identify strengths and weaknesses, coaching a CPD lead in a school, writing specific programmes of training, delivering training or facilitating others to deliver training.

The CPD Leads would work independently in their clusters with head teachers and school CPD leads, but also come together as a team to share practice nationally between clusters. They would report to the TSA Steering Group via Oli Tomlinson on their progress.

Model 2

Those supporting; Yorkshire and Humber, London and South Coast (two sub clusters Dorset and Sussex)

A CPD Lead for each school will be nominated by the school and join a cluster CPD Lead group. They will meet as per calendared dates and follow the remit above but as a group and with accountability for performance in each school lying with that school lead. A nominated and agreed lead will chair meetings and lead communication / feedback. Support will be provided by the cluster group. They would be accountable to the TSA via Oli Tomlinson.

CPD Lead – Outline of the role for cluster or school nomination

You will be an experienced teacher and leader with a proven track record of improving teaching and learning through professional development within your own school and beyond. You will demonstrate exceptional classroom practice, organisation, leadership and ability to deliver through others through coaching and influencing. The selection process will test your ability to deliver outstanding professional development to teachers which improves their classroom practice.

The key responsibilities of the role will be:

1. Working with head teachers and CPD lead in each school in the cluster to identify strengths and areas for development.
2. Creating a plan with each school to make use of strengths and address areas for development, including through designing training programmes, delivering training or brokering in support.
3. Identifying opportunities for common professional development or school to school links across the cluster. Planning and delivering these or facilitating them to happen.
4. Working with other cluster CPD Leads to share effective practice and facilitate national links where appropriate.

Funding - For model 1 this role will be 0.1 FTE. The post-holder will be managed by a head teacher from the TSA Steering Group and they will offer support and guidance on your role. For model 2 this will be divided between schools to cover time spent at cluster planning and sharing meetings.

Timeline and Next steps:

- | | |
|-------------|---|
| January | <ul style="list-style-type: none">• TSA Steering Group consults all head teachers on proposals through cluster meetings.• School CPD leads feed into plans through 15th January CPD conference. |
| March | <ul style="list-style-type: none">• Feedback to all heads at the Manchester leadership conference on consultation and next steps |
| April / May | <ul style="list-style-type: none">• Recruit CPD Leads (model 1) for each secondary academy and cluster and independents OR nomination of schools leads in model 2. |
| Summer term | <ul style="list-style-type: none">• Schools completing teacher CPD self-evaluation.• CPD Leads start work following exams. |
| September | <ul style="list-style-type: none">• Support for schools begins. |

Leadership Development

1. **Teaching Leaders Schools** programme (secondary): The TL schools programme is now running in 6 pilot schools across the group with 14 of our own facilitators trained to deliver them. The programme is targeted at middle leaders and includes 6 modules running as twilights (modules are selected by the schools). Alongside this, participants complete a school improvement project related to the SDP and a SEF. There is external assessment of their SEF analysis. We plan to roll this out as an offer for all schools from September at a significantly reduced cost as we will be able to train our own facilitators. We are currently in negotiation with TLs about this.
2. **Teaching Leaders Schools** programme (primary): We are now in a position to explore this programme for primary schools. This is more complex due to numbers but we are looking at potential cluster models. More details will follow about this.
3. **Teaching Leaders Fellows** programme: we continue to support up to 50% of the costs of the Fellows programme.
4. **Leadership residential**: These are continuing to run 6 times a year and are generally full each time (12 participants) with senior and middle leaders from across phases and types of schools. In addition, there is a programme for head teachers. We are currently training more facilitators (from primary, secondary and central office) for this so that we can sustain grow going forward. This continues to be one of our most popular programmes.
5. **BiE Conference**: Feedback from the First 100 days sessions and the HR sessions has been positive. We will continue to deliver these and are looking for ways of building in follow up sessions – perhaps online.
6. **United Leadership Hub**: a group of interested middle and senior leaders from across the group of schools, are currently reviewing what could be included on the leadership pages of the Hub. We are exploring online courses, articles both internal and external, case studies etc.

7. **Institute of Education NPQSL / NPQML:** Cohorts for these programmes have been running for over a year now. They include staff from United Learning as well as schools local to the clusters. At the moment we have clusters at Lambeth, Guildford and Ashford.
8. **Facilitator training for NPQSL / NPQML:** The IoE has agreed to train facilitators in the North so that these programmes can be delivered across the group. This is because we are a nationwide TSA. We have a date for training in the North (13th April) and will be securing a date for training in the South. This will enable us to have more clusters able to deliver the nationally accredited programmes.
9. **Institute of Education:** we are exploring possible links with the Institute for other leadership development programmes e.g. **Headship matters**.
10. **Coaching:** The **ILM5** and **ILM7 coaching programmes** are being delivered within the group and as a result more and more middle and senior leaders are gaining coaching accreditation. This is enabling us to develop a coaching ethos and access high quality support from outside our schools at no cost.

Next steps:

- To roll out the TL middle leadership programme from September across schools including primary schools.
- To run the suite of National Qualifications across the group.
- To develop a leadership page of the Hub for September and a United Leadership twitter account very shortly.
- To continue to build links with the IoE.

3. Succession Planning & Talent Management

1. The head teacher talent mapping is now well underway and we have gained significant success with this. A number of staff have been identified as headship ready and have accessed training and a diagnostic workshop. There have also been strong internal candidates for headship posts within the group, several of them being appointed.
2. We have had less success with the middle and senior leadership talent work and are exploring why this is the case. A small number of schools have nominated staff and a diagnostic workshop will go ahead for them. However, we will be carrying out an analysis of why nominations are not forthcoming and what we might need to do differently to enable this to happen more effectively.

Next steps:

- To enable and encourage a diverse range of candidates, particularly from women and ethnic minority groups, in all leadership positions.
- To develop the talent mapping work for middle and senior leadership positions, across all schools.

For any further information on any of the above please contact Jan Shadick, Lambeth Academy (jan.shadick@lambeth-academy.org).

4. School to School Support

Stronger schools in the group including teaching schools provide a wide range of forms of support to other schools – mainly as part of bespoke local arrangements.

The key group-wide school to support activity is the Excellence Programme. This year we have broadened the programme to include case studies, webinars and films as well as Excellence Visits. We'll review the relative effectiveness of these different approaches at the end of the year. The table below summarises this year's programme. Updates to the programme and confirmation of dates will be communicated via the weekly heads' bulletin. The key contact for any queries about the programme is

Lucy.Ashlee@unitedlearning.org.uk.

Topic	Principle	Host School	Method	Dates
High expectations	The Best from Everyone	Foxfield Primary School	Excellence Visit	26 th November 2015
Assessment without levels	Powerful Knowledge	The Wroxham School	Excellence Visit	19 th April 2016
Challenging the most able	The Best from Everyone	Mossbourne Academy	Excellence Visit	28 th April 2016 (provisional)
Mastery Teaching	Powerful Knowledge	King Solomon Academy	Excellence Visit	Summer Term, date TBC
Securing good progress 8	Powerful Knowledge	Paddington Academy	Excellence Visit	Summer Term, date TBC
Pupil Recruitment & Retention	Continuous Improvement	Dunottar, Stockport	Case Studies	Published this academic year
Promotion of an excellent independent extra-curricular	Continuous Improvement	GHS, SHS	Case Studies	Published this academic year
Recruitment of staff	Continuous Improvement	Carter & Swindon (TBC)	Film x 2	Published this academic year
Transition from BTEC to GCSE	Powerful Knowledge	Sheffield Park	Webinar	1 st March 2016 and due to be published shortly.
Preventing radicalisation	The Best from Everyone	Paddington Academy	Webinar or Film	Date TBC

Next steps:

The TSA is considering whether and how it could take a more proactive role in establishing demand for different forms of support, building corresponding capacity in stronger schools in the group, and brokering school to school support arrangements.

5. Specialist Leaders of Education (SLEs)

We have 30 designated SLEs across the group – 21 from secondary and 7 from primary, and 2 from both phases. All SLEs, except for 4 newly designated ones, have been deployed and feedback has been overwhelmingly positive.

Subject	SLE South	SLE North
English	<ul style="list-style-type: none"> Sheina Wright, primary (GHS) Sharon Stead, secondary (SHS) Wendy Jackson, primary (Timbertree) Sarah Graham, primary (Corngreaves) 	
Maths	<ul style="list-style-type: none"> Michelle Heath, primary & secondary (Swindon) Sarah Green, primary (Corngreaves) 	<ul style="list-style-type: none"> Samia El-Hakam, secondary (Sheffield Park Academy) Stephanie Gilby, secondary (Richard Rose Central Academy)
History	<ul style="list-style-type: none"> Louise Jones, secondary (mat. leave) (Kettering) Matthew Fisher, secondary, History, Humanities (North Ox) 	<ul style="list-style-type: none"> Nick Boot, secondary (Lincoln Minster School)
Geography	<ul style="list-style-type: none"> Andy Pinks, secondary (SHS) 	
MFL	<ul style="list-style-type: none"> Val Callaghan, secondary (GHS) 	
RE	<ul style="list-style-type: none"> Sula Graham, secondary (Walthamstow) 	
Sport/PE	<ul style="list-style-type: none"> Craig Burrows, secondary (North Ox) Joe Kerwin, secondary (Lambeth Academy) 	
Music/Performing Arts	<ul style="list-style-type: none"> Alison Manton, secondary, Music (Shoreham) 	<ul style="list-style-type: none"> Gemma Goodier, secondary, Music (WHGS)
Art/Design	<ul style="list-style-type: none"> Mark Coulter, secondary, Art & Design (BCS) Kathryn Ross, secondary, Art & Design (SHS) James Laurijssen, secondary, DT (Bournemouth Collegiate School) 	
Non-subject SLEs	<ul style="list-style-type: none"> Caroline Bond, CPD, primary (Hanwell Fields Community School) Gemma Campbell, KS2 & behaviour, primary (Corngreaves) Helen Drinkwater, EYFS, primary (Corngreaves) Lynne Fletcher, SBM, primary & secondary (Swindon & Nova Hreod Academy) Ellie Jacobs, CPD, T&L, secondary (North Ox) Damian McGeehin, behaviour & safety, ITT, secondary (Northampton Academy) 	<ul style="list-style-type: none"> Claire Bailey, attainment, curriculum & timetabling, secondary (Sheffield Park Academy) Rebecca Molson, SEN, secondary (Sheffield Park Academy) Sarah Szafraniec, attainment, T&L, CPD, secondary (Sheffield Park Academy)

Next steps

- To ensure further recruitment from the North
- To increase the uptake/deployment of SLEs

6. Research & Innovation

The TSA aims to help position innovation and research at the heart school practice across the group. Our approach essentially consists of three core strands:

1. Individual practice development. At institutional level, this takes a range of forms from school-funded projects to those demanded by formal qualifications e.g. NPQML.
2. Cluster Projects. Secondly (and more latterly) the TSA have provided 'seed' funding for small collaborative cluster projects investigating sport and creativity.
3. Group Projects. Colleagues across United Learning come together for group development projects such as the technology accreditation group and mastery curriculum working groups.

This practice is currently shared through Blue Skies, the TSA website and Excellence Visits.

Examples of research currently being undertaken in a United Learning school

Area of study / Topic	Additional information
Comparison of linear AS results v. modular AS results in summer 2016 and comparison of linear AS results v. historic AS result data.	Internal Research Project
The use of mindfulness in the classroom	Internal Research Project
Strategies for promoting Greek	Internal Research Project
The use of peer dialogue to stimulate the creative process in Music	Internal Research Project
The 'green pen' marking policy in English. Marking with comments, questions but no grades at KS3 level.	Internal Research Project
Effective strategies for teaching pupils with Asperger's traits	Internal Research Project
Effective uses of digital media in the Maths classroom	Internal Research Project
What are the best ways of teaching difficult concepts in the AS Mechanics course?	Internal Research Project
Using debating in the classroom	Internal Research Project
Project around improving the programme of enrichment within the 6th form. (TBC)	NPQML
Impact of the Key Stage 3 research project on girls' confidence in independent learning tasks.	NPQML
Updating and streamlining KS2 Computer Science scheme of work to ensure coverage of all strands and try to create cross-curricular links.	NPQML
Homework and our whole Junior School approach to it.	Internal Research Project

Next steps

- Finding the most effective ways of disseminating high quality research quickly to all interested teachers.
- Further promoting the collation and sharing of research across the group without overburdening those who conduct it.

Case Study Summary – North West Sport and Mastery Maths Project

Research question

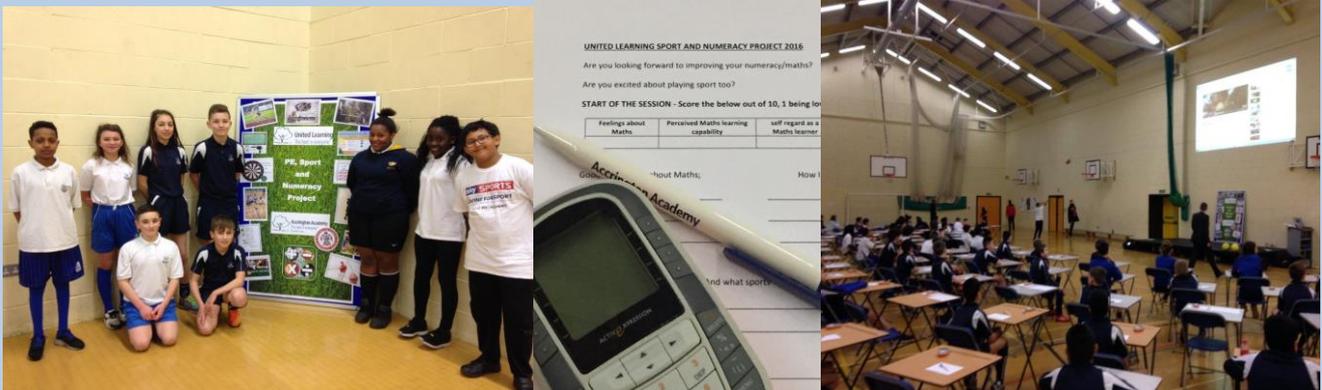
How can Sport be used to accelerate the mastery of lower ability students in functional numeracy and a mastery approach?

Those targeted by the innovation are....

Provisionally - students from year eight - cohort of approximately 25 students per school from the lowest attaining 20-25% and/or who would benefit from participation in the programme

The project....

With support from the YST, the three academies involved have run a programme which has seen a group receive a targeted programme of sport based approaches to Mastery Maths. The sessions have included structured peer mentoring supported by the use of sport directly after and as a delivery tool. Each school has run a cluster day for all students on scheme. YST and Edge Hill are providing independent guidance and review.



Next Steps

The project will run until the summer term. An independent evaluation will take place. Research papers will be written on a) The impact of the projects b) the application of a research framework across a cluster project. A follow on project will then be planned based on outcomes.