



TBAP Teaching School Alliance (TSA) - Action Plan: January 2015 to August 2015

1 Initial teacher training/School Direct			
Success criteria	The TBAP TSA aims to develop ITT and NQT recruitment across the trust and across the developing alliance. It will encompass a commitment to the training of teachers which includes access to outstanding practitioners across the TSA. It will provide high quality mentoring and coaching through the development of existing members of staff.		Progress TBAP employs 3 NQTs and currently has 3 salaried School Direct. We have been approved 19 School Direct places in both phases and are recruiting well. Alliances partners are supporting colleagues to apply as the partnerships grow this will develop further. The SLE designated for NQTs and ITT is leading training and coaching and putting in place a year to view plan.
KPI (use number from list at end of template, where appropriate)	2, 3, 4, 8		
Action steps	By whom	By when	How measured
Schools Direct 2014-15	TBAP TSA	September 2014	Vacancies filled Secure second placements brokered through network of TSA's
Schools Direct 2015-16	TBAP TSA	End of June 2014	20 places across all subjects applied for and 19 approved
Teaching School Website	TBAP TSA	In place for September 2014	Advertising Schools Direct, publicity materials, regular use of TBAP TSA Twitter and 3:9 Press
Coaching and Mentoring	TBAP TSA Goldsmiths Kate Maidment Young	In place for September 2014	Coaches and mentors assigned to programmes and part of SLE training CPD Plans for 2015/16 will have NQT/ITT specific training plans
Schools Direct 2015-16	TBAP TSA	End of June 2015	Fill remaining 14 places; English x2, Art x2, Primary x2, Maths x2, MFL, Physics, Drama, Computer Science PR/Marketing/Twitter/Press Feature followed Excluded:Kicked out of School
Teaching School Website review and update	TBAP TSA	End of March 2015	Updated website in place for Academies Show Judu Larsen to offer critical friend view
2 CPD / Leadership development			
Success criteria	The TBAP TSA aims to further develop the CPD offer by use of a modular approach. Opportunities for staff development will be identified and those staff will be supported in delivering high quality CPD sessions both across the alliance and outside of the alliance.		Progress 2014/15 TBAP CPD sessions delivered across 12 areas in 4 geographical areas, using Lync Video Conferencing. Extended TBAP SLT to plan, lead and deliver on going TBAP wide CPD. TBAP First Annual Conference in May 2015.
KPI (use number from list at end of template, where appropriate)	2, 3, 4, 8		
Action steps	By whom	By when	How measured
Programme of CPD for 2014 - 15	TBAP TSA	September 2014	Attendance at courses offered Increase in the number of staff delivering CPD
NQT programme for 2014 -15	TBAP TSA Kate Maidment Young	September 2014	Personalised programme in place for all NQT's Individual session evaluations TSA input into local area NQT programme Put in place personal timeline far all NQTs & ITTs – SLE deployment to create individual plans
Explore developing an accredited programme for LSP's (Offer at cost to Alliance partners)	TBAP TSA Steve Speck	July 2015	Identified programme in place Number of LSP's accessing programme Put in place personal timeline far all LSPs Investigate accreditation options via Middlesex University
Apply for license to run accredited programme - NPQSL	TBAP TSA	July 2015	Application successful and course in place for September 2015 – licence renewal from 2016



Teaching School Website – bookings and communication	TBAP TSA	In place for September 2014	Functioning website that allows alliance members and the wider community to book places online and to evaluate courses – via Eventbrite
Complete an audit of TBAP CPD	TBAP TSA Extended SLT SLEs	End of T4	Reviewed CPD offer with leader established in each school – needs established and planned for via SLEs and Extended TBAP SLT Career Graded CPD Offer in place for 2015/16

3 Succession planning and talent management			
Success criteria	The TBAP TSA will work with strategic partners to identify areas of priority and develop strategies to meet these needs. It will produce a plan to fill any identified future vacancies across the TSA.		Progress Leadership in AP specific sector identified as a growth area with TSC. Internal support for colleagues on accredited training – NPQH, NPQSL, NPQML and Teaching Leaders.
KPI (use number from list at end of template, where appropriate)	3, 5, 6, 7		
Action steps	By whom	By when	How measured
Continue to identify emerging leaders at all levels	TBAP TSA Heads of School	Ongoing	Number of staff nominated and accepted onto leadership programmes Annual Reviews with Heads of School to identify and support candidates
Develop a culture of SLE's across the TSA and beyond	TBAP TSA	July 2015	Number of staff accepted for SLE status. Deployment of those SLE's across the TSA and beyond SLEs in all non sponsored academies
Apply for license to run accredited programmes such as NPQSL	TBAP TSA	July 2015	Application successful and course in place for September 2015 – Renewal for licence in 2016
Contribute to Leadership programmes via TSC for AP specific leaders	TBAP TSA	On going	Develop with Judy Larsen and TSC a AP specific aspect of Aspiring Leaders

4 School to school support			
Success criteria	The TBAP TSA will aim to provide a range of training programmes for identified schools both within and outside of the alliance		Progress Significant progress in all areas at OAPA sponsored AP Academy, through NLE and SLE deployment. TBAP Conference for May 2015. TSA Alliance has grown to include Tower Hamlets PRU, SILs, Epic, The Forge, Walmer Road, The Pavilion.
KPI (use number from list at end of template, where appropriate)	3, 4, 5, 6, 7		
Action steps	By whom	By when	How measured
Work with the DfE to identify areas and schools for S2S support	TBAP TSA	Ongoing	Number of schools accessing support
SLE promotion, marketing and deployment based on an audit of need	TBAP TSA	January 2015	SLE's deployed across number of schools Achievement in supported schools improves by 50% or more
Build on existing model for S2S support	TBAP TSA	Ongoing	Model in place and being used with all schools

5 Specialist Leaders of Education			
Success criteria	The TBAP TSA will recruit SLE's with specialisms in identified areas such as behaviour management; curriculum design; assessment and the use of data for interventions; anger management and subject specialisms.		Progress 11 SLEs covering both phases and all areas. Subjects – English, Science, Art, Drama, PSHE Focus Areas – Gifted Learners, Coaching, NQTs and ITT, Behaviour, Attendance, Safeguarding, Leadership of Curriculum, Assessment, Closing the Gap, Data, SEND, CPD, Primary Behaviour for Learning.
KPI (use number from list at end of template, where appropriate)	3, 4, 5, 6, 8, 9		



Action steps	By whom	By when	How measured
Aspiring SLE programme 2014 - 15	TBAP TSA	September 2015	Programme in place – Aspiring Leaders via Judy Larsen Successful applications to next available cohort
SLE's across the TSA in all Academies	TBAP TSA TBAP SLT	July 2015	SLE's interviewed and designated Monitoring and evaluation SLE's to be used for S2S support and R&D

6 Research and development			
Success criteria	The TBAP TSA will develop opportunities with strategic partners for various research strands throughout the year. SLE's will form part of the research and development strands and will help to shape a research and development community across the TSA.		Progress Ad hoc research has occurred but from personal interest and study. This is an area where skills are not yet developed. Small scale case studies for National College are planned.
KPI (use number from list at end of template, where appropriate)	3, 4, 5, 6, 7, 9		
Action steps	By whom	By when	How measured
Explore with strategic partners areas for R&D	TBAP TSA Goldsmiths	January 2015	Areas for R&D agreed and communicated to the wider TSA
SLE's R&D involvement	TBAP TSA	March 2015	All SLE's to be involved in a R&D strand that can feed back to the TSA
Development of TBAP models	TBAP TSA	Ongoing	All members of the TSA will be using, monitoring, evaluating and feeding back to the TSA
Train x3 practitioners in research methods	TBAP TSA TSC – Judy Larsen	Ongoing	Develop local, national, international research communities
Application for funding for LEAP and staff have international CPD/R and D opportunities	TBAP TSA	March 2015	Staff Attendance at Leadership in Education (Finland), Literacy and Numeracy (Belgium and Spain) and MFL teaching primary and secondary (Spain and France) – Research communities and partners developed

Governance			
Success criteria	The TBAP TSA will establish a clear model of governance that defines roles and responsibilities and a model of accountability.		Progress Head of TBAP TSA appointed, regular line management meetings and contribution to TBAP SLT.
KPI (use number from list at end of template, where appropriate)	1, 2, 3, 4, 5, 6, 7		
Action steps	By whom	By when	How measured
Agree structure for TSA board	TBAP TSA/Trust	September 2014	Structure in place Reports to board ongoing Identified member of Trust to take responsibility for liaising with Head of TSA
Develop a flexible model for TSA meetings which allow alliance members an input into the monitoring and evaluation of all work	TBAP TSA/Trust	January 2015	Alliance meetings taking place New alliance members attending the meetings; regular email contact and bulletins Ongoing monitoring and evaluation taking place and informing future work TBAP TSA First Annual Conference in May 2015

Other priorities (optional)			
Success criteria			Progress
KPI (use number from list at end of template, where appropriate)			
Action steps	By whom	By when	How measured



Potential risks and how they will be managed (where applicable)

Growth of Alliance needs capacity to support and develop – growth of Administrative tasks; need for Shadow Structure in Medium Term
Impact on HR with growth of School Direct – 19 new starters
Long term staffing planning for 2016/17 re: School Direct as NQTs

National KPI	KPI/Target
Number of schools in teaching school alliances	The number of schools involved with a teaching school alliance. Target: The number of schools involved within teaching school alliances increases year on year (in total and for each teaching school cohort).
Initial Teacher Training	(Until July 2014) The number of initial trainees trained in teaching school alliances. Target: The number of initial trainees trained within teaching school alliances* increases year on year (in total and for each teaching school cohort). (From July 2014 when data becomes available) The early employment rates for trainees trained in teaching school alliances. Target: The early employment rates for trainees who undertake their training* in teaching school alliances is greater than the national average.
Quality of teaching	The percentage of schools within teaching school alliances that improve their Ofsted grades for quality of teaching, compared with a comparator group of schools not involved with teaching schools.** Target: Double the rate of improvement.
Pupil attainment	The percentage improvement made in key stage results by schools within teaching school alliances, compared with a comparator group of schools not involved with teaching schools (for each of Key Stage 2 and Key Stage 4). Target: Double the rate of improvement.
Closing the gap	The percentage improvement made in the achievement gap between pupils in case and/or in receipt of free school meals and their peers by schools within teaching schools alliances, compared with a comparator group of schools not involved with teaching schools (for each of Key Stage 2 and Key Stage 4). Target: Double the rate of improvement.
Overall effectiveness of schools	The percentage of schools within teaching school alliances that improve their overall judgement between Ofsted inspections, compared with a comparator group of schools not involved with teaching schools.** Target: Double the rate of improvement.

Quality of leadership	The percentage of schools within teaching school alliances that improve their Ofsted grades for quality of leadership and management between inspections, compared with a comparator group of schools not involved with teaching schools.** Target: Double the rate of improvement.
Supply of leaders	A reduction in the re-advertisement rate for Headteacher and academy principal posts for schools within teaching school alliances, compared with a comparator group of schools not involved with teaching schools. Target: Double the rate of improvement.
Specialist Leaders of Education (SLEs)	The number of SLEs designated and trained. Target: The number of SLEs designated and trained is in line with targets agreed with the DfE.

*Based on placements of at least half a school term.

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