



**Central  
Collaborative**

**Central Collaborative Knowsley**

Collaborative Constitution

And

School Improvement Handbook

**2023 ~ 2024**

*"Without collaboration our growth is limited to our own perspectives."*

Robert John Meehan

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## ***Our Collaborative Pledge***

We will

- ❖ Work in collaboration and partnership
- ❖ Attend and actively contribute to all scheduled collaborative meetings (if an emergency situation arises apologies can be sent to the Chair or Strategic Lead as soon as feasible)
- ❖ Ensure that **all** members of our school communities know they are a valued member of our collaborative of schools
- ❖ Conduct ourselves in a way that demonstrates integrity and professionalism
- ❖ Provide a range of school improvement opportunities to ensure our schools thrive and our staff are equipped to develop both personally and professionally
- ❖ Respect confidentiality and build relationships on trust
- ❖ Commit to sharing any requested documentation within the requested timeframe
- ❖ Share agreed and relevant data for the purpose of analysis, identifying strengths and areas for development and evaluating impact (as per our Data Sharing Protocol)
- ❖ Commit to the agreed funding contribution and notice period (4 months for Bronze members and 12 months for Silver members) so that we can invest in sustainable, viable and effective school improvement which will embed good practice in all our schools and improve outcomes for all our children
- ❖ Review our collaborative model each year to ensure it has been effective and to evaluate the impact it has had on our schools, leaders, staff and pupils

## **Vision & Shared Aims**

- ❖ To provide the best quality of education for all pupils, securing equity in provision and opportunity in a climate of care, guidance, challenge and trust.
- ❖ To further develop high quality teaching and learning in order to achieve the highest standards of learning and achievement for our pupils.
- ❖ To secure our pupils' readiness for the next stage of their education through the provision of a curriculum which has knowledge, aspiration and culture at its heart.
- ❖ To develop a sustainable model of system leadership across our schools; building capacity within the workforce and promoting a core moral purpose.
- ❖ To sustain continuous strategic improvement through effective self evaluation, appropriate support and challenge and quality assurance mechanisms, alongside the improvement strategies of Knowsley Education, MATs, the Arch Diocese and Diocese
- ❖ Working collectively to apply the evaluation process effectively so that vulnerable schools or those in danger of becoming vulnerable are identified and supported and good practice is identified and disseminated
- ❖ To secure highest quality professional development and monitor its impact on provision and standards.
- ❖ To work corporately to ensure plans are research based and outcome driven.
- ❖ To promote the wellbeing of all staff, pupils, parents and Governors within the Collaborative through both planned and responsive support and actions
- ❖ To look beyond our locality to work alongside the most relevant and appropriate partners

## **Membership**

All primary schools/Academies, Special Schools and Secondary/Academies are eligible for membership of the Central Collaborative. Participation is dependent on contribution of annual fees and adherence to our collaborative pledge.

In 2023/4 the collaborative members are:

- ❖ 31 primary / infant schools
- ❖ 1 primary special school
- ❖ 1 secondary special school
- ❖ 1 Pupil Referral Unit
- ❖ 1 secondary school
- ❖ The Strategic Operations Manager

In addition the make up of the collaborative in 2022/23 is

- ❖ 28 maintained / VA schools
- ❖ 7 academies

## Annual Membership Subscription

In 2023 / 24 Schools / Academies can subscribe at 2 levels:

	Schools / Academies	Special Schools
<b>BRONZE</b> <b>Universal Offer</b>	£1500	£1500
<b>SILVER</b> <b>School Improvement Offer</b>	£3785.25 Plus Agreed % of Delegated SI Funding (based on NOR)	£3785.25

## Collaborative Contract (see Appendix 4a and 4b)

In order to become a member of the Central Collaborative, schools have to ~~sign a contract~~ agree to the following aspects:

- ❖ Subscription to the Bronze Offer: the basic offer, contributing £1500
- ❖ Subscription to the Silver School Improvement Offer: contributing £3785.25 + agreed % of delegated School Improvement Funding (currently agreed at 40%)
- ❖ Payment to be made at the beginning of the financial year – invoices are issued following Spring break
- ❖ Agreement to adhere to the Collaborative Pledge
- ❖ Adherence to the notice period for membership of the Collaborative as stipulated in the contract (12 months prior to invoice for Silver offer / 4 months prior to invoice for Bronze offer)
- ❖ **Silver Schools:** notice needs to be given by **1<sup>st</sup> April 2024** if a school intends to leave the collaborative on 31 July 2025
- ❖ **Bronze Schools:** notice needs to be given by **1<sup>st</sup> February 2024** to leave the collaborative on 31<sup>st</sup> July 2024
- ❖ Annual subscriptions are subject to review in Spring Term by the Management Group who recommend no change or a % change to amounts which is then discussed with the wider group

### **Other partners/joiners:**

Other partners may be invited to attend part of or a full meeting. The decision on the level of involvement will be made by the Management Team and communicated to partners before a meeting. The collaborative will also work in partnership with other groups if it is beneficial to the achievement of our overarching aims. These may be:

- Local Authority Representatives / officers
- Representatives from commissioned services
- Service Directors – e.g. Health or Social Care
- Representatives from other Collaboratives
- Representatives from the Arch Diocese and Diocese
- Strategic Partnership Board
- Academy Trusts
- Additional external partners or schools

### **Quorum**

The total number of members required for a quorum will be at least 60% of affiliated members: this equates to

- ❖ Full Group meetings = 21 member schools
- ❖ Management Group = 3 members (based on membership of 5) / 4 members (based on membership of 6)

Deputies who are representing Headteachers in their absence will have the same voting rights but it is the responsibility of Headteachers to ensure that Deputy Head Teachers (or other representatives) are fully informed as to the agenda for the meeting.

### **Eligibility for office**

Only Headteachers or specific commissioned posts may hold an office within the Collaborative Structure

The Chair and Treasurer will be in post for 2 years to provide continuity and consistency

New Chairs will take up post in September

Other posts / roles for Management Group and HT Representatives will be reviewed annually

At the end of their 2 year tenure, outgoing Chairs will remain on Management Group for 2 years to support continuity and decision making

Chair Designates will attend meetings in the Summer term prior to a change of Chair, to prepare for the role of Chair or earlier if available (if not already a Management Group Member)

### **Responsibility & Roles 2023 - 2024**

Role	September	Duration
Chair & Academy Rep	Jill Stratford	2 year (1 year remaining)
Vice Chair	TBC when required (Spring Term 2024 for Summer attendance)	
Strategic Operations Manager	Julie Peach	3 years
Treasurer	Sheryl Wrigley	2 years
SEND Rep / EPA Lead	Daryl McConnell	2 years
Outgoing Chair	John Casson	2 years (1 year remaining)

### **Management Group**

See Terms of Reference in **Appendix 1**

The Management Group will consist of

- Chair
- Strategic Operations Manager
- Treasurer
- Out-going chair
- Headteacher rep(s)
- Chair Designate / Vice Chair (in Summer Term)

The SOM will record the minutes of a meeting.

In the absence of the SOM someone else will be nominated to take minutes and circulate appropriately.

### **Core Purpose:**

- ❖ To monitor the wellbeing of all HT members through personal and professional contact
- ❖ Plan and prioritise agenda items for the full Collaborative meeting

- ❖ Take responsibility for the development, monitoring and evaluation of school performance and analysis of data to inform priorities and programmes of support
- ❖ Identify and work with schools identified as requiring support through own mechanisms or through self / LA identification
- ❖ Monitoring engagement within the group
- ❖ Financial administration & monitoring of best value
- ❖ Commissioning Services: to commission support and services as appropriate and identified through data, schools intelligence and provision mapping
- ❖ Working in partnership with the LA, Teaching Schools, other collaboratives, diocese, archdiocese to provide high quality, responsive and strategic professional development
- ❖ Working in partnership with the LA and other collaboratives and MATS to share information and updates and allocate additional funding
- ❖ Measuring the impact of CPD
- ❖ To ensure all collaborative policies and procedures are adhered to

**Chair: appointed bi-annually and serves from 1<sup>st</sup> September for 2 years**

See also Job Description in **Appendix 2**

- ❖ Shall conduct the proceedings in a proper manner
- ❖ Will compose Agendas for full and management group meetings in collaboration with the Strategic Operations Manager
- ❖ will be a member of the Central Collaborative Management Team and will remain a member for 2 years after their period as Chair
- ❖ will attend LA and other meetings where required on behalf of the Collaborative

An honorarium payment will be awarded to the Chair. This is calculated by approximately two hours work a week to be completed in addition to the substantive role. (£2000 per annum). This will be paid on a termly basis as below in order to ensure that the Management group can more easily monitor the workload of the Chair

- Autumn £700
- Spring £700
- Summer £600

The slightly increased amount for Autumn and Spring reflect the increased workload in school self evaluation setting of priorities in Autumn and consideration of the collaborative model and funding in Spring.

The Chair is responsible for making the necessary arrangements with HMRC to pay any tax due.

The payment to the Chair's school is calculated by approximately one day per week release time for the Chair to complete business and attend meetings conducive to the effective running of the collaborative. (£3000). This will be paid on a termly basis, The school will invoice the collaborative for £1000 per term

The role of Chair is open to all members of the Collaborative who feel they have the relevant experience and skillset to lead the group efficiently and effectively, representing and



supporting individuals and schools when required. Discussions with prospective Chairs will be had in Spring Term as required.

### **Treasurer : appointed and serves from 1<sup>st</sup> September for 2 years**

Finances are managed on a daily basis by the Strategic Operations Manager and School Business Manager from the fund holding school. The fund holding school and SOM shall:

- ❖ Shall keep a true and accurate record of accounts of all the functions and expenses of the group
- ❖ Shall submit accounts to appropriate meetings – management team and full collaborative.
- ❖ Shall ensure annual accounts are duly audited
- ❖ Support LA officers with the audit of collaborative funds where appropriate and requested
- ❖ Shall issue contracts and raise an invoice for all schools for subscription fees and monitor payment (this may be delegated to the Strategic Operations Manager)

### **Collaborative Fund Holding School and Collaborative Account**

- ❖ All members of the Collaborative formally agree to the School Business Manager from one member school managing the funds delegated to the group alongside the Strategic Operations Manager
- ❖ The School Business Manager will be responsible for the management and production of accounts related to the Collaborative current account
- ❖ The School Business Manager will pay invoices as instructed by the Strategic Operations Manager
- ❖ The fund holder school will work under the direction of the Strategic Operations Manager and this, in turn, will be monitored by the Treasurer, Management and Full Group by the presentation of accounts at each Management and Full Collaborative meeting
- ❖ The Treasurer will be responsible for the quality assurance and monitoring of accounts at regular intervals
- ❖ The fund holder school will produce all relevant documents, invoices and accounts when requested
- ❖ The account will have 4 signatories; any 2 signatories will be required to approve payments / authorise transactions
- ❖ Current signatories are: Lorraine McEvoy; Louise Byrne; Tony James; Sheryl Wrigley
- ❖ all account documentation will be safeguarded and stored for six years
- ❖ the fund holding school will receive £1000 payment per year in recognition of the additional work carried out by the SBM in school time. This has been benchmarked to approximately 1 day per half term on a SBM Level 4 salary.

### **Strategic Operations Manager (SOM)**

A Strategic Operations Manager (SOM) is commissioned by the Management Group

See also Job Description in **Appendix 3**

The SOM will manage and coordinate the work of the collaborative to support school improvement through:

- ❖ analysis of data
- ❖ support school self evaluation in line with the Knowsley School Improvement Strategy
- ❖ Act as SIP as requested for schools and work alongside schools through a process of support and challenge (additional cost to schools)
- ❖ identification of collaborative priorities
- ❖ production, monitoring and evaluation of yearly priorities
- ❖ production of an annual Collaborative Overview to be shared with all school staff and Governors
- ❖ bespoke support for schools as required
- ❖ commissioning of services and provision and management of an annual professional development programme and residential conference
- ❖ facilitation and management of the general function of the Collaborative
- ❖ managing and monitoring collaborative budget income and expenditure
- ❖ represent the Collaborative at key meetings: Strategic Partnership Board; Teaching School Strategic Board; LA meetings; any other meetings as required
- ❖ minute the Management Group meetings
- ❖ discuss draft Agendas and Minutes of all meetings with the Chair for approval before and after each management team and CAH meeting and support the development and distribution of the agenda.
- ❖ The SOM will liaise with other collaborative leads / chairs when required.
- ❖ The SOM will support any audit of collaborative funds as appropriate and when requested

The SOM will be subject to annual appraisal, to be undertaken by the Chair. An overview of the appraisal will be reported to the Management Group by the Chair

Payment will be made to the SOM on a monthly basis via invoice. This salary is benchmarked by the Management Group against the current payment rate for similar roles eg School Improvement Partner, Ofsted Inspector, NLE, Executive Headteacher. The salary will be reviewed on an annual basis by the Management Group as part of annual appraisal.

### **Protocols for working**

**Full attendance for the full duration of the meetings is expected.** Dates are circulated at the beginning of the year so Headteachers can clear diaries for meeting dates.

In the event that a Headteacher is unable to attend, it is expected that every effort should be made for the Deputy to attend as a substitute.

Apologies to be sent in good time to the Chair or SOM..

If a Headteacher or a representative (DHT / AHT) cannot attend the half termly meeting, the SOM will send them a copy of the minutes and the SOM or a member of the Management Group will arrange to meet to go through any actions / key information if appropriate.

If non-attendance at full collaborative becomes a concern, the SOM or Chair will discuss this with the relevant Headteacher

A collaborative meeting of all members shall take place half termly.

The dates of these meetings shall be fixed for a year at the last meeting for the school year.

A two day residential conference takes place in Autumn term

Other meetings, either face to face or remote, may be called with the agreement of a majority of members.

Members will be expected to demonstrate 'professional conduct' i.e. questions through the Chair, mobile phones on silent or off.

Only Headteachers, the Strategic Operations Manager, or those acting as Head in the absence of the Head may vote.

Agreement to proposals will be reached through resolution by those entitled to vote.

Schools will work within the parameters defined in the Data Sharing Protocol.

### **Agenda Items**

Agenda items shall be submitted to the Chair or SOM prior to the agenda setting meetings. Any items need to be submitted at least 1 week prior to Management Team meeting. Management Team meetings are identified on the collaborative calendar. All other items will be identified by the management team.

Items for Any other Business (AOB) may be accepted with the agreement of the group at the start of a collaborative meeting.

The agenda will be set by the Chair and SOM, and agreed by the Management Group.

The Collaborative have agreed that the format of full meetings will be

**Morning session:** Business items / Standing items

**Afternoon Session:** Continuation of business / Professional Development / School Improvement / Ofsted Updates

**Invited speakers** will be asked to attend at the most convenient time for the group dependent on the agenda.

### **Information Sharing and Communication**

It is essential that there is the provision of high quality information to support and inform decision making at all levels.

Relevant Data will be shared and used at different levels in accordance with GDPR

- 1) Public data – Ofsted judgements / End of KS attainment / Attendance / 3 yr trends
- 2) Local data – groups of schools / pupils within an area / provision mapping
- 3) LA / School –Performance data / declining trends / falling rolls / leadership vulnerabilities / financial difficulties
- 4) School – pupil / cohort / progress / FFT / IDSR
- 5) Schools will share data with External SIP where agreed
- 6) Schools will share data / information with the SOM as appropriate and relevant to the task

All data sharing will be for the purposes identified above. By becoming a member of the Collaborative, schools are agreeing to adhere to appropriate data sharing protocols.

Communication and information sharing also takes place via the collaborative Twitter / X account **@CAHKnowsley**

The work of the Collaborative will be shared with staff and Governors via an annual update provided by the SOM to be cascaded by Headteachers. This update will be shared with Headteachers in the first instance at the annual residential conference.

Staff will also receive information and updates via training events and cluster activities.

### **Working Party Representatives**

Each member Headteacher is expected to represent the Collaborative on a number of working parties, LA groups etc, when required. This applies to **all** schools in the Collaborative, including Academies.

A review of working party representatives shall take place towards the end of an academic year in preparation for the following September, with roles finalised at the annual conference or as required throughout the year.

A register of representatives will be kept by the Strategic Operations Manager  
Representatives will feed back to the collaborative either via email or verbally through the half termly collaborative meetings.

### **The Collaborative's role in supporting School Improvement:**

Central Collaborative works in partnership with other Knowsley collaboratives, the local authority and external partners.

In line with the **Knowsley Education Development & Improvement Handbook**, the Central Collaborative has responsibility to:

- Support school leaders in all aspects of Covid Recovery

- Support the identification of strategic priorities and support their implementation in their work
- Use DSG funding to support the self-improvement of the whole collaborative so that all children achieve the best through the facilitation of a universal offer of school improvement
- Work within the framework to classify schools according to performance and context
- Share appropriate intelligence about schools and their performance with the LA
- Work together to pool Collaborative resources and share expertise in order to improve the practice of all schools within the collaborative
- Work with schools to prevent them being graded as requires improvement/inadequate by Ofsted
- Focus primarily on improving the quality of education and curriculum and leadership and management **in all schools who subscribe to the collaborative.**
- Identify to the Strategic Education Partnership Board any school that is not engaged with the collaborative.
- Support school leaders in accountability conversations with the LA if requested

The Collaborative will carry out its role and responsibilities as identified in the Knowsley Education Development & School Improvement Handbook (see **Appendix 5** )

The Central Collaborative will take responsibility for the development and performance of all schools within the group, alongside the additional, targeted support, provided through the LA commissioned services.

### **School Self Evaluation Process within the Knowsley Evaluation Framework**

The Collaborative will facilitate and support schools through the initial self evaluation process as identified in the Knowsley Evaluation Framework.

### **Extract from the Knowsley Education Development & School Improvement Handbook (2023)**

*When evaluating performance a school is asked to consider its own performance against agreed criteria; once this exercise is completed schools and academies will be grouped into 3 categories. Green schools receive the universal offer, amber schools may access wider support and red schools require more focused intervention. Support will be defined for each school pertinent to its individual needs.*

*The evaluation of a school will be completed on an annual basis via:*

- *School self-evaluation against a range of criteria*
- *The quality assurance of the judgements by the Education Strategic Partnership Board*
- *Consideration of published progress data*

*Schools will be responsible for their own evaluation. The framework for evaluation will be shared with schools every academic year and schools will be asked to make an evaluative*

*judgement about their status for the new academic year and share this with their Collaborative Strategic Lead.*

*Following this activity, a meeting of the Education Strategic Partnership Board will be held in October 2023. In preparation for this meeting the Education Improvement Team will have completed a desk top exercise to evaluate each school and academy in the borough, based on the information it has available. Working in partnership with the Collaborative Leads, this information will be used alongside the schools' self evaluations to quality assure and agree a final evaluation for each school. Where there is a difference in the evaluations made by the school and the Local Authority, the school will be contacted to discuss this further before a final decision is made about the evaluation of the school.*

*For those schools and academies identified as requiring additional support and challenge, the Headteacher and Chair of Governors will be invited to attend, as a minimum, a termly Review Meeting. These are held at the school and will be attended by the Head of Education and the school's link Education Officer. If requested and appropriate, a representative from the Diocesan Board; an Academy's CEO, the Collaborative Lead or another appropriate senior officer may also be invited.*

*A full agenda and the key lines of discussion will be shared with the schools a minimum of 10 days prior to the meeting to enable school leaders and governors to fully prepare. The template in Appendix 10 will help define this. A list of the schools invited to these meetings will be shared with collaborative leads who will also be invited to the meetings.*

*The meeting will cover:*

- School performance and relevant information*
- School Improvement Plan Priorities*
- Capacity of the school to improve with pace*
- Support required by the school and who will broker or provide this*
- OFSTED judgement and the school's inspection window*

*Once all the intelligence has been gathered and evaluation judgements made, the Education Strategic Partnership Board will ratify:*

- a) Green schools: light touch schools with capacity to maintain and achieve independently their school improvement*
- b) Amber schools: schools who require further capacity to improve including brokered support if appropriate*
- c) Red schools: schools who are causing concern because of the quality of their self-assessment and/or lack of capacity for improvement resulting in repeatedly low standards or low*

*Schools will be informed of their categorisation in written correspondence from the Head of Education. A school's categorisation can be reviewed at any point across the year. Any in year*

*changes to the evaluation will also be communicated in writing, with a clear rationale for the decision which will have previously been discussed with the school.*

*The Local Authority retains responsibility for the improvement of all maintained schools in the borough. Where academies meet the red and amber criteria within this framework, the Local Authority will work with the Regional Schools' Commissioner to ensure the appropriate support and challenge function recognising that this responsibility sits at trust level for academies.*

### **How will the Collaborative provide varying levels of School Improvement support?**

School improvement work from the Collaborative is identified, brokered and quality assured through the following networks/mechanisms:

- ❖ Outcomes of annual school self evaluation as ratified by the Strategic Partnership Board
- ❖ Analysis of collaborative and individual schools' data
- ❖ An annual overview of schools' strengths, weaknesses, school improvement priorities and context
- ❖ Local knowledge and understanding of context and risk for all collaborative schools, especially those who fully subscribe
- ❖ Current National priorities & agenda

Outcomes from all of the above are considered by the Management Group and by the full collaborative.

Through the self evaluation process, schools will be identified as

- ❖ **Schools requiring universal school improvement support: Green**
  - This will be provided by the collaborative with schools accessing the Silver School Improvement Offer. Some Green schools will also be able to access additional programmes commissioned by the LA or bespoke support from the collaborative in priority areas which will contribute most significantly to improvement
- ❖ **Schools requiring targeted or intensive support: red and amber**
  - This will be provided by the collaborative with schools accessing the Silver School Improvement Offer **alongside** additional support commissioned by the LA and support from the Education Improvement Team

At all levels of support the Collaborative will be responsive and act within appropriate timescales.

The collaborative will report on the strengths and weaknesses of all schools based on the data, analysis and evaluation provided with confidence, rigour and sensitivity. This is to enable schools requiring additional support / resource to be identified, prioritised, their areas for development verified and in a position to source and receive this additional support in a timely and effective manner to facilitate improvements.

The Strategic Operations Manager will share relevant information regarding collaborative actions, priorities, strengths and potential vulnerabilities with the Strategic Partnership Board so additional support can be considered when required.

**Definitions of support: universal/targeted/intensive support for schools**

**Universal level:** these are common priorities identified across the Collaborative. They may be addressed within existing Collaborative structures and networks, or through the commissioning of internal or external support processes. This level of work is managed by the Strategic Operations Manager and overseen by the Management Team.

The Collaborative will ensure allocated funds are processed according to need in agreement with all schools in the collaborative to provide a universal offer of support.

**Targeted and Intensive Support:** an individual school may be identified as vulnerable from any one or a combination of the following sources:

- Self evaluation / SIP report
- LA School Causing Concern Protocol
- OFSTED outcome
- comparative data or other performance data
- Context / Circumstance –e.g. long term absence of HT

These schools will be evaluated as **Red or Amber** schools, or, on occasion, Green schools requiring additional support.

The Collaborative will support the production of a plan, alongside the Education Improvement Team, for each Red / Amber or otherwise vulnerable school that fully subscribes to the collaborative model. This plan will outline actions and support strategies of sufficient detail and quality to address the areas required for sustainable improvement. The Strategic Operations Manager will support the school in identifying areas for effective use of Monitoring & Brokering Grant funding or additional LA/Collaborative funding which may be most effective.

The Collaborative will work alongside the LA and the Strategic Partnership Board to utilise any funding available to procure support from external sources

The Collaborative Management Group will direct the Strategic Operations Manager to support Red / Amber / other vulnerable schools strategically and to monitor the wellbeing of leaders and staff.

**Timeline of Action and Support for Maintained Schools**

When	What	Who By



May 2023	Draft version of Handbook sent to Collaborative Leads for discussion	Education Improvement Team with Collaborative Leads
Mid-June 2023	Final Handbook distributed to schools	Education Improvement Team
July 19 <sup>th</sup> 2023	Self evaluations to be completed by and sent to Collaborative Leads and Education Improvement Team	Education Improvement Team with Headteachers
August 2023	Tabletop exercise performed by Local Authority utilising the self evaluations and local intelligence. At this point initial school groupings are decided.	Education Improvement Team
September 2023	Peer Review of the self evaluations to be organised by the collaboratives and meeting between Collaborative Leads and Education Improvement Team to take place	Collaborative Leads and headteachers
October 2023	Education Strategic Partnership Board meets to quality assure and agree the evaluations of all schools and academies.	Education Strategic Partnership Board
Termly or half termly if necessary	<p>Amber and red schools are invited to attend a Review meeting with the Head of Education and officers to identify support mechanisms and a commissioned support package identified where appropriate. Schools will be expected to have identified their key priorities and what support is required to affect improvement. See Appendix 10. Schools should complete Appendix 11 for requests for financial support.</p> <p>Agenda and key discussion points shared with school leaders a minimum of 10 days prior to the</p>	<p>Head Teachers</p> <p>Chairs of Governors</p> <p>Relevant Education Improvement officers</p> <p>Diocesan Board if appropriate</p> <p>Collaborative Lead if appropriate</p>

	scheduled meeting.	
Termly	Head Teacher Partnership meetings will allow for professional development and communication of key strategies / impact across all schools	EIT Officers Relevant speakers
Annually	Green schools will have a 'Keeping in Touch' visit from the Local Authority once a year.  Schools will be informed of the date and who will undertake this visit a minimum of 4 weeks in advance	Head of Education  Education Improvement Officers
Bi Annually	Green schools will have a 'Keeping in Touch' visit from their Local Authority Link Education Improvement Officer in the Autumn Term.  This would be followed up with an online 'Progress Check' meeting in late Spring/ Summer Term.  The HoS would attend one of these two meetings.	Education Improvement Officer  Head of Education

If the LA has any concerns regarding the standards, leadership or governance in an Academy, they will raise concerns with the RSC.

### **Commissioning**

When necessary, support will be commissioned from within or external to the Collaborative, to address an identified area. The commissioning process will be managed by the Strategic Operations Manager and quality assured by the Management Group.

There is a wide range of in depth experience and highly skilled staff within the Collaborative. Where possible, support will utilise these skills and strengths in a school to school model. We will also using the Coaching expertise within our collaborative to provide support and challenge where appropriate. We will also use our **Collaborative School Profiles** to identify areas of strength and shared priorities in order to direct and source support most effectively.

External support may be sought from the other Collaboratives, Teaching Schools or from other sources, for example Academy Trusts or external consultants. The Collaborative leads for each area will work together to ensure effective joint working and commissioning where it is most relevant for the schools and most cost effective.

The Strategic Partnership Board will commission appropriate support where necessary for identified schools.

### **Resource Management**

We aim to have a sustainable model for the delivery of professional development and school improvement.

Funding will be both from internal and external mechanisms. There will be an agreed annual subscription to facilitate the core offer and an additional subscription to fund the school improvement offer. Schools will use a proportion of their delegated funding to pay for the school improvement package. Subscription rates will be reviewed in Spring Term 1 by the Management Group and recommendations taken to the full group for agreement. Invoices will be issued to schools in Summer Term.

Schools eligible for additional funding for specific projects or support will source this from the Strategic Partnership Board, for example, the Monitoring and Brokering Grant or additional LA funding.

The Collaborative will be mindful of opportunities to seek funding from additional funding streams. The Strategic Operations Manager will monitor this area and submit bids as appropriate.

The budget will be managed by the Strategic Operations Manager, reporting to the Treasurer and Management Group. Budget presentations and accounts will be submitted at each Management and each full Collaborative meeting.

### **Termination of agreement**

A school must inform the management team of their intention to withdraw from any tier of the collaborative within the agreed timescales. For schools subscribing to Silver levels, 12 months notice of withdrawal is required. For schools subscribing to Bronze only, 4 months notice is required

### **Review**

The Central Collaborative constitution and handbook will be reviewed in preparation for the first meeting of the academic year. All members will be expected to agree to the constitution.

## **TERMS OF REFERENCE: Management Group**

### Membership:

- Chair (2 years)
- Strategic Operations Manager
- Treasurer (2 years)
- Out-going chair (2 years)
- Headteacher rep(s)
- Chair Designate / Vice Chair (summer term)

The SOM will record the minutes of a meeting.

In the absence of the SOM someone else will be nominated to take minutes and circulate appropriately.

### Core Purpose:

- ❖ To monitor the wellbeing of all HT members through personal and professional contact
- ❖ Plan and prioritise agenda items for the full Collaborative meeting
- ❖ Take responsibility for the development, monitoring and evaluation of school performance and analysis of data to inform priorities and programmes of support
- ❖ Identify and work with schools identified as requiring support through own mechanisms or through self / LA identification
- ❖ Monitoring engagement within the group
- ❖ Financial administration & monitoring of best value
- ❖ Commissioning Services: to commission support and services as appropriate and identified through data, schools intelligence and provision mapping
- ❖ Working in partnership with the LA, Teaching Schools, other collaboratives, diocese, archdiocese to provide high quality, responsive and strategic professional development
- ❖ Working in partnership with the LA and other collaboratives and MATS to share information and updates and allocate additional funding
- ❖ Measuring the impact of CPD
- ❖ To ensure all collaborative policies and procedures are adhered to

### Quorate:

To be quorate there must be a minimum of 3 members present.

### Meeting arrangements:

To meet on a half termly basis

### Job Description: Chair of Collaborative

The Chairperson will chair all Central Collaborative meetings, conducting the proceedings in a proper manner.

The Chairperson will be a member of the Management Group but will not sit on any other operational groups, unless requested by the Chair

The Chairperson will remain a member of the Management Group during the 2 years after leaving the position of chair.

The Chairperson will attend relevant and required meetings to represent Central Collaborative and liaise with Knowsley Local Authority and any other relevant partners.

The Chairperson will attend the Strategic Partnership Board, when requested, alongside the Strategic Operations Manager, to update the Board on the actions and impact of the Collaborative.

The Chairperson will work in collaboration with the Chairs of the other collaboratives ~~Northern and Southern Areas~~.

The Chairperson will support any audit of collaborative funds.

An honorarium payment will be awarded to the Chair. This is calculated by approximately two hours work a week to be completed in addition to the substantive role. (£2000 per annum split between 3 terms: £700, £700, £600)

The payment to the Chair's school of £3000 is calculated by approximately one day per week release time for the Chair to complete business and attend meetings conducive to the effective running of the collaborative. (£3000 per year to be split into 3 x £1000 termly payments).

### **Job Description: Strategic Operations Manager**

A Strategic Operations Manager [SOM] is commissioned by the Central Management Group.

The role of the SOM is funded from member schools' budget share and delegated school improvement funding

The SOM is subject to annual Performance Management to be undertaken by the Chair and one other member of the Management Group if possible. Review and setting of Targets will take place in Summer Term each year. An overview of the appraisal process will be reported to the Management Group.

#### **JOB DESCRIPTION/ ROLE**

- The SOM will be a key member of the Management Group and the full Collaborative.
- The SOM will produce draft agendas for Management and Full meetings in consultation with the Chair
- The SOM will discuss draft minutes of all meetings with the Chairperson for approval as soon as possible after each Management Group and CAH Meeting and support the implementation of agreed actions.
- Vulnerable schools and key areas requiring support will be identified by the SOM and discussed with the Management Group
- The SOM will act as SIP for schools on request (for a limited number and for additional cost)
- The SOM will support schools as appropriate to ensure the requirements and processes within the Knowsley Education Development & School Improvement Handbook are met and followed
- The SOM will identify priorities for the Collaborative Annual Action Plan / offer, following analysis and evaluation, and present it to the Management Group prior to full presentation at annual conference
- The SOM will evaluate and monitor the impact of actions / input
- The SOM will provide 1:1 support for schools when required or when requested
- The SOM will attend CAH, Teaching School Strategic Board and any requested LA Meetings.
- The SOM will represent the Collaborative at the Strategic Partnership Board
- The SOM will facilitate the Deputy Head, SENCO, SBM and Learning Mentor Network Meetings
- The SOM will liaise with other collaborative lead colleagues when required.
- The SOM will identify CPD and external providers to support priorities identified with the Collaborative.

- The SOM will manage the administration and booking of all venues for professional development, ensuring 3 quotes are obtained in line with Financial Procedures when required. Part of this task may be delegated to the SBM from the fund holding school
- The SOM will support any audit of Central Area Funds alongside the Treasurer and Fund Holding School, as appropriate and when requested
- The SOM will establish and be responsible for the setting up and management of the Collaborative website and the Collaborative Twitter account
- The SOM will keep abreast of educational and Ofsted developments in order to ensure the Collaborative is kept up to date and open to latest research findings

#### **PERSON SPECIFICATION**

- The SOM must have a proven record of School Improvement.
- The SOM must have Ofsted Inspector experience.

#### **RENUMERATION**

- The post will be full time (5 days equivalent per week) for 3 years in the first instance and renewed on a 2 year basis thereafter in line with school budget setting. Payment will be made at the agreed rate over 12 months in equal instalments. Payment will be made from the Collaborative Account on receipt of invoice. Payment will be benchmarked and reviewed in line with comparative roles

#### **PERIOD OF NOTICE**

- Both The Collaborative and the SOM will give a minimum of one year's notice if the post is to cease at the end of the initial 3 year commission

**The role of the Collaboratives: (From LA Education Improvement Handbook 2023/4)**

**1) Support the self-improvement of the whole collaborative so that all children achieve the best by:**

a) Establishing and maintaining a constitution (remit, terms of reference and codes of conduct). Establishing and annually reviewing and evaluating the remit, terms of reference and codes of conduct to ensure they are fit for purpose as decided by the group.

b) Promoting the work of the Collaborative to all schools and Governing Bodies, encouraging attendance and participation.

c) Ensuring concise and efficient reporting to the SIB on progress made by groups of schools.

d) Agreeing to the sharing of non-statutory school performance predictions in order to identify schools at risk of becoming vulnerable. (Compared to prior attainment groups).

e) Through their management structures and their relationship with the SIB collectively evaluating and reporting on the strengths and weaknesses of schools within the Collaborative based on the data and information provided with confidence, rigour and sensitivity so that schools in need are identified, prioritised, their areas for development verified and are in a position to obtain the additional support necessary for them to make improvements.

g) Identifying clear examples of good practice across the Collaborative (provided by schools within/outside the Collaborative, Teaching hubs, By Schools for Schools, National College, commercial companies) and enabling the dissemination of good practice to all schools in the Borough.

h) Providing feedback on the quality of the support from the LA and on the effectiveness of the Education Strategy.

**2) Work together to pool Collaborative resources and share expertise in order to improve the practice of all schools within the collaborative by:**

a) Using pooled resources to improve the practice of all schools.

b) Ensuring allocated funds are processed according to local area need in agreement with all schools in the collaborative to provide a universal offer of support.

c) Defining the methods of calculating and supplying the support from school to school and share the approach with the wider local area (quid pro quo, daily rate, commercial rate etc) within the collaborative constitution.

d) Develop good practice directories for the local area that capture the opportunities for system wide learning and the sharing of effective pedagogy.



**3) Work collaboratively with the LA in the early identification of schools requiring focussed support in order to ensure school leaders have the capacity and strategy to address declining standards and are best prepared for a favourable Ofsted outcome**

a) Working together to produce a Local Authority evaluation model that identifies schools who are vulnerable or at risk of becoming vulnerable across a number of key criteria including standards, quality of education and leadership.

b) Working collectively to apply the evaluation process effectively so that vulnerable schools or those in danger of becoming vulnerable are identified and supported and good practice is identified and disseminated.

c) Supporting the production of a position statement and plan for each vulnerable school that provides support of sufficient quality to address the areas for sustainable improvement and suggestions on how the monitoring and brokering grant may be utilised to meet need. (Project leadership work can be led by the LA or commissioned from the collaborative)

d) Determining the capacity to respond to supporting schools in need based on capacity within the Collaborative or if necessary, working with the LA and the SIB to utilise the funding available to procure the support from other sources.

e) Sharing with the LA and others the responsibility for ensuring support for vulnerable schools is implemented effectively.

f) Procuring a verification (diagnostic) exercise where there is lack of clarity in the causes of underperformance in a school either from within the Collaborative, the Local Authority or from other sources.

g) Supporting the LA in monitoring the impact of the support for each vulnerable school on a termly basis and reporting back to the SIB using the agreed reporting format/system.

**4) Focus primarily on improving the quality of education and leadership and management by:**

a) identifying and sharing good practice based on the needs of individual schools or on cross-collaborative needs as identified through the evaluation process and collective feedback.

b) Arrange and evaluate collective CPD arrangements to raise standards of teaching and learning and leadership and management, and feed back to the SIB on quality in order to inform all schools.

**System Development:**

A commitment to working across the local area, sharing good practice with each collaborative within an agreed cycle of events.

**School Self Evaluation Summary 2023-2024: Complete the full self evaluation process prior to transferring judgements into this summary table**

Name of School			Collaborative Member/ which?			
School Type	Maintained / Academy		Level of Membership		Full / partial	
Self Evaluation completed by			Name of Trust (if applicable)			
Local Authority School Improvement Initiatives involved in:					Current Ofsted Grade	
Collaborative Improvement Initiatives involved in:					Last Insp Date:	
School Self Evaluation	Overall Effectiveness	Quality of Education	Behaviour & Attitudes	Personal Development	Leadership & Management	Early Years
Current SEF Judgements (O, G, RI, I)						
Evaluation Theme	GREEN		AMBER		RED	
<b>School Improvement</b>						
Quality of Education						
Leadership & Management (including Safeguarding)						
Outcomes / Attainment						
Pupil Premium and Outcomes for Disadvantaged Pupils						
Provision and Outcomes for SEND Pupils						
Early Years						
Ofsted Judgement						
Transition between all key stages						
Attendance						
Persistent Absence						
Behaviour and Inclusion						
Finance						

Contextual Features							
Competence with trauma informed practice, neurodiversity strategies, mental health strategies							
Information, Advice and Guidance for careers education							
Website							
Best Fit		GREEN			AMBER		RED
OUTCOMES 2023: PRIMARY					OUTCOMES 2023: SECONDARY		
2022/23 COHORT CONTEXTUAL INFO					2022/23 COHORT CONTEXTUAL INFO		
% SEND (No. SEND/total cohort)	YR:	Y1:	Y2:	Y6	% SEND (No. SEND/total cohort)	Y11:	
EYFS GLD %					KS4 A8 Measure		
					9-4 grade English & Maths		
EYFS Reading / Writing / Number / PSED %	Reading	Writing	Number	PSED	KS4 A8 Measure		
					9-5 grade English & Maths		
Wellcomm Reception Screening	% Green	% Amber	% Red		KS4 P8 Measure		
					9-4 grade English & Maths		
Y1 Phonics %					KS4 P8 Measure		
					9-5 grade English & Maths		
KS1 Reading	EXS+		GD				
KS1 Writing	EXS+		GD				
KS1 Maths	EXS+		GD				

KS2 Reading				EXS+		GD					
KS2 Writing				EXS+		GD					
KS2 EGPS				EXS+		GD					
KS2 Maths				EXS+		GD					
KS2 % R/W/M Combined Exp +											
KS2 % R/W/M Combined Higher Standard											
KS2 Progress Measures		To be completed on receipt of MIME reports (Nov)									
		R:		W:		M:					
2023/24 COHORT CONTEXTUAL INFO (new cohort for September)								2023/24 COHORT CONTEXTUAL INFO (new cohort for September)			
% SEND (No. SEND/total cohort)				% FSM				% SEND (No. SEND/total cohort)		% FSM	
YR:	Y1:	Y2:	Y6:	YR:	Y1:	Y2:	Y6:	Y11:	Y11:		
Key Priority Areas for School Improvement – what will be your key areas for development and further improvement this academic year?											
What would you value either LA or Collaborative Support with?											
Completed By:					Date Completed:						