

## **Teaching School Hub Expert Delivery Group: Early Career Framework**

### **Terms of Reference**

The Expert Delivery Group formally associated on 15<sup>th</sup> June 2021 for Early Career Framework activity. These Terms of Reference determine our purpose, values, and ways of operating until July 2022 when the terms will be reviewed.

### **Remit and Purpose of our Teaching School Hubs**

Our Teaching School Hubs are united by a common call to develop great teachers, great school leaders and more great schools in Barnsley, Doncaster, Selby and Wakefield. We will recruit, train and retain the best. The economic future prosperity of our communities is inextricably linked to children's aspirations and the quality of their education.

Together, we understand the fundamental role of school workforce development. The Hub will provide trainees and early career teachers with the best possible start to their careers. As well as ensuring that ECTs receive their statutory entitlements, ECTs will be fairly and consistently assessed through our role as an Appropriate Body. The NPQs will offer the best possible support and development to teachers and leaders wanting to expand their knowledge and skills. We will mobilise resources to improve schools, sharing our efficacious approaches to improvement through teacher and leader development. Our coherent, comprehensive needs-based CPD strategy will take cognisance of local context and address our region's priorities. Ultimately, our aim is to unite all of the schools in our hub areas and ensure that everyone enjoys access to world-class professional development.

The high-quality work we do will be done on behalf of us all. Collectively, we have the capacity, expertise, and talent in our schools, academies and trusts to transform education for the children in our region.

### **The Purpose of the ECF Expert Delivery Group**

- Cohere the operational leadership of ECF delivery across our four localities, ensuring quality, consistency and coverage.
- Act as guardians for the Teaching School Hubs, ensuring that the local ECF offer meets the high standards agreed.
- Provide a regular forum for partner organisations leading and supporting ECF delivery to share local strengths, concerns and areas for prioritisation.
- Form a strong line of communication and strengthen engagement between the TSH and local schools.
- Monitor, review and invite evaluation of the delivery of the ECF.
- Hold each other to account for the standard of ECF delivery and ensure KPIs are met.

- Provide an agreement of its members and ways of working.
- Act as a bridge between local ECF delivery and the Teaching School Hub centre.

### **Expectations of Members**

- Bring considerable expertise and credibility in early career teacher development, including experience of leading on, and/or delivery of, Early Rollout or Expansion of the ECF - alternatively, extensive experience of planning and leading on effective evidence-informed NQT and RQT programmes;
- Draw upon experience of quality assurance of professional learning, including monitoring and follow up actions which have impact;
- Understand the importance of following clear, consistent processes across the Hubs;
- Shape the ECF and its operation to context as appropriate, without working in isolation from the TSH, and in line with DfE guidance for TSH and the agreed criteria for delivery.
- Be able to clearly explain in detail and share the TSH Early Career Framework delivery model.
- Act as an advocate for the Hub locally and regionally.
- Have knowledge of the local, regional, and national educational policy developments, and in particular of the Early Career Framework and reforms.
- Work together in a relationship based on honesty, authenticity, feedback and trust.
- Work collaboratively with others to avoid competition.
- Commit to attending half-termly meetings.
- Understand that the DfE will hold the Delta Academies Trust Board accountable for all areas of operation, delivery and actions of the hubs. Ultimately, the board will need to sign off against recommendations and decisions from the strategic groups.

### **Expectations of the Chair**

- To co-lead the work of the ECF Expert Delivery Group in partnership with the TSH strategic lead, ensuring that the views of the EDG are communicated to the TSH strategic group.
- To ensure the efficient and effective operation of the ECF EDG.
- To promote effective partnership working between members of the ECF EDG and if necessary, resolve conflict and help foster an environment of mutual interest.
- To approve the formation of workstreams to deliver specific items of work on behalf of the ECF EDG.
- To help to direct the challenge, support and priorities of the workstreams.
- With administrative support, to agree the agenda, associated papers and minutes of previous meetings.
- Ensure the meeting protocols (below) are well understood and applied.
- To undertake the role for a two-year period.

### **Membership of the Expert Delivery Groups (maximum of 9 + Chair)**

- At least one ECF strategic and/or operational lead from each Hub locality (up to 5).
- Strategic and/or operational lead(s) from the Barnsley and Doncaster TSH and Selby and Wakefield TSH.
- Ability to co-opt an additional 4 members to shadow delivery of ECF in order to build understanding of requirements for future delivery of ECF in a locality, or colleagues with specialisms.
- Elected Chair (given additional payment for preparation time).

### **Membership 2021-2**

Dee Marsh, Director, Tykes Teaching Alliance, Barnsley – and Chair

Helen Bellinger, Strategic Lead – Doncaster Research School, Partners in Learning

Ceri Boyle, Assistant Principal, New College Doncaster, New Collaborative Learning Trust

Vicky Gorton, Assistant Principal, Selby High School

Rebecca Clayton, Executive Team, Enquire Learning Trust

Val Law, Deputy Head, Monk Fryston CE Primary School, STAR MAT, Selby

Lisa Suter, Executive Headteacher, Nexus MAT

Jo Twiby, Executive Director of Teaching School Hubs

Cath Walker, Assistant Headteacher, Brayton Academy, Rodilian MAT

Alison Powell, Associate Director of Teaching School Hubs

### **Meeting Protocols**

Meeting will take place on a half termly basis, dates confirmed by the beginning of the academic year. Chatham House rules will apply. All members will declare conflicts of interest. For the sake of continuity, members commit to attend in person rather than send colleagues to deputise.

### **Before Meetings:**

- The Chair and TSH representative will meet prior to each meeting, to ensure strong lines of communications and agree the agenda which will be sent 1 week in advance.
- The agenda will include the order and timings for each agenda item and who will lead.
- Agenda items will be identified as for information, for discussion or for a decision /action.
- Members will receive an agenda and access to all documentation at least one week before.
- Practical arrangements will be made by the TSH Co-ordinator - room bookings, visual aids, refreshments, etc.
- Representatives will read all documentation before the meeting.

**During the Meetings:**

- Members should arrive in good time before the meeting and endeavor to participate throughout.
- Apologies for absence will be received and recorded.
- Minutes will be accepted, and additions or amendments will be recorded.
- Conflicts of interest will be checked where appropriate.
- The Chair will keep to the agenda and ensure items are covered within the time allocated.
- The Chair will introduce agenda items, ensure everyone understands what is being discussed and will summarise.
- The Chair will encourage full participation and invite members to speak
- The meeting will be reviewed based on these agreed protocols and feedback will be invited.
- Minutes will be taken and agreed actions recorded.

**After Meetings:**

- Minutes will be recorded by the TSH Co-ordinator or Administrator, checked by the Chair and sent out in good time (within one week).
- Agreed actions will be taken by the named person.

Membership of each Expert Delivery Group is an expectation of colleagues who are invited to deliver the TSH activities in the localities, or shadow delivery for one year to build an understanding of the ECF delivery model. By invitation, the groups can invite other colleagues who have particular areas of expertise as appropriate.

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## Glossary of terms

**Delivery partner** – regional or local organisations working with the Lead Provider to ensure high quality delivery of DfE programmes and geographical coverage, namely Teaching School Hubs and MATs.

**Lead Provider** – large, national providers of the Early Careers Framework and the national professional qualifications, who take full responsibility for the obligations under the framework, but work with delivery partners to provide the capability and infrastructure to deliver on a national scale.

**Locality Lead** – partner organisation who leads the delivery of a TS Hub activity in an agreed locality within the Hub area, adhering to agreed co-constructed criteria.

**Operational Lead** – colleague responsible for the operational and organisational elements of ECF delivery in a locality. This may include a Lead Facilitator.

**Partner organisation** – schools, MATs and other organisations who form part of the strategic leadership of the Teaching School Hub, with the opportunity to contribute to delivery of the TSH core activities as appropriate and in line with DfE guidance and agreed criteria.

**Qualification Lead** – partner organisation with responsibility for the quality of one or qualification, such as NPQSL.

**Strategic Lead** – colleague responsible for the strategic leadership and delivery of the Early Career Framework in a locality or for the TSH.