

Strategic Group

Terms of Reference

The Strategic Group formally associated on Thursday 22nd April 2021 for Selby and Wakefield and Friday 23rd April 2021 for Barnsley and Doncaster. The two locality arms of the strategic group (Barnsley/Doncaster, Selby/Wakefield) formally merged on 3rd November 2022 to jointly represent the Exchange Teaching Hub and its four locality areas. These Terms of Reference determine our purpose, values, and ways of operating until October 2023 when the terms will be reviewed.

Remit and Purpose of the Exchange Teaching Hub

Exchange Teaching Hub (ETH) is 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 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 Strategic Group

- Offer consistent strategic leadership to members who are working collaboratively and collectively to deliver ETH services across our localities, ensuring coverage.
- Provide a regular forum for representatives of all education groups to share local strengths, concerns and areas for prioritisation.
- Form a strong line of communication and strengthen engagement between the ETH and local schools.

- Monitor, review and evaluate delivery of the ETH KPIs.
- Hold each other to account for the standard of delivery of ETH services.
- Recommend use of any surplus commonwealth generated as a result of ETH activities.
- Provide an agreement of its members and ways of working for the common good.

Expectations of Members

- Shape the ETH activities and operation so that the partner organisations are able to support or lead delivery of the core activities in their context as appropriate, without working in isolation from the ETH, and in line with DfE guidance for ETH and the agreed criteria for delivery.
- Be able to clearly explain and share the purpose and remit of the ETH.
- Act as an advocate for the ETH locally and regionally.
- Have knowledge of the local, regional, and national educational policy developments.
- Work together in a relationship based on honesty, authenticity, feedback and trust.
- Work collaboratively with others to avoid competition.
- Commit to attending termly meetings.
- Understand that the DfE will hold the Delta Academies Trust Board accountable for all areas of operation, delivery and actions of the ETH. Ultimately, the board will need to sign off against recommendations and decisions from the strategic groups.

Membership of the Strategic Group (maximum of 20 + Chair)

- Up to 7 system leader representatives from each designated TSH area (with credibility and knowledge of all phases/types of schools, and an understanding of policy landscape).
- 1 Local Authority representative from each LA (up to four)
- ETH Executive Director
- Strategic oversight of the Lead School from Delta Academies Trust
- Independent Chair
- Programme leads by invitation to share information and receive feedback
- Non-voting observers by invitation

System Leader Membership 2022-23 (Barnsley and Doncaster localities)

- Tom Banham, CEO, HCAT
- Adam Dale, CEO, Leger Education Trust (also Chair of Doncaster Secondary Heads)
- Kevin Drury, Learning Transformation Manager, Doncaster Council

- Richard Fletcher, CEO, New Collaborative Learning Trust
- Rebekah Ramsden, Regional Director (Secondary), Astrea Academy Trust
- Sacha Schofield, Executive Regional Director, Nexus
- Jonathan Sharp, Improvement Lead, XP Trust
- Anna Turner, Head of Education & Partnerships, Barnsley MBC

System Leader Membership 2022-23 (Selby and Wakefield localities)

- Julian Appleyard, CEO, Pontefract Academies Trust
- Ian Clennan, CEO, Selby Educational Trust
- Nick Hinchliffe, Principal, Selby High School (also Head of Locality Board)
- Andy Lancashire, Service Director, Education and Inclusion, Wakefield Council
- Vicky Marks, Principal, New College Pontefract
- Al Moon, Principal, Brayton Academy
- George Panayiotou, CEO, Castleford Academy Trust
- Sue Vickerman, CEO, Inspire Partnership MAT
- Rick Weights, Executive Headteacher, Monk Fryston & Saxton Federation of CE Primary Schools
- Louise Wilson, Head of School Improvement, North Yorkshire County Council

Delta Academies Trust Membership

- Paul Tarn, CEO, or Gillian Wiles, Deputy CEO
- Jo Twiby, Executive Director of ETH
- Helen Bellinger, Programme Design and Development Lead, ETH

Independent Chair

- Diane Heritage

Meeting Protocols

Meeting will take place on a termly basis. 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 Executive Director 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 ETH Coordinator - 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 ETH Coordinator, checked by the Chair and sent out in good time (within one week).
- Agreed actions will be taken by the named person.
- Attendance will be reviewed and if there is a member who has missed two consecutive meetings, the Hub will make contact to ask if they continue to have the capacity to remain within the Strategic Group.

Membership of each Strategic Group is voluntary, but the benefits of being a strategic partner to the ETH, include, for example:

- The ability to inform the strategic direction of the Exchange Teaching Hub.
- Opportunities to contribute to the delivery of TSH activities.
- Raised profile of your school or organisation as a recognised strategic partner to the Exchange Teaching Hub.
- Professional development around the changing Teaching School Hub landscape and policy reforms such as the Early Careers Framework and new national professional qualifications, as well as future reforms around school improvement.
- Priority places on CPD programmes.

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 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 organization who leads the delivery of an ETH activity in an agreed locality within the hub area, adhering to agreed co-constructed criteria.

Lead Facilitator – colleague responsible for developing content and resources, and contributing to the professional development of peers within the hub community or specific activity, i.e. ECF.

Strategic Partner - schools, MATs and other organisations who form part of the strategic leadership of the Exchange Teaching Hub, with the opportunity to contribute to delivery of the ETH core activities as appropriate and in line with DfE guidance and agreed criteria.

Terms of reference agreed by the ETH Strategic Group on 3rd November 2022.

Terms of reference agreed by ETH Sub-committee on 16th November 2022