

Appendix 10

Education Strategy Board

The Education Strategy Board has a long-term role as an overarching body taking collective responsibility for all children and young people in Swindon ensuring consistently high outcomes by co-ordinating the work of all educational organisations in the area engaged in raising standards and improving outcomes for children and young people;

Accountability & Membership/Attendance	Terms of reference	What it does	How it does it	Links to other groups
<p>Accountability:</p> <p>Reporting to Health & well Being Board</p> <p>Scrutinised by C&YP Scrutiny Committee</p> <p>Chair: Regional Schools Commissioner Sir David Carter</p> <p>Members: DCS - John Gilbert (Temp) Head of Education - Peter Nathan Head of Children, Families & Community Health - Karen Reeve - Commissioner for Education - Gill Ilic SAPH - Simon Cowley/Jo Garton ASSSH -Mags Clark - SASH - Steve College - White Horse Federation - Nick Capstick NCTL - Keith Defter</p>	<ul style="list-style-type: none"> Develop a compelling and distinctive educational vision for Swindon that is shaped by schools, colleges, employers and the wider community. Define and own Swindon's improvement challenge, expressed in ambitious and stretching targets over the medium term for quality, attainment and progress, for which schools, working collaboratively, will be held to account. Develop a self-improving schools framework, based on formal collaborative partnerships between schools, with collective accountability for ambitious shared educational outcomes for all children and young people within the area. Establish a planned change programme to promote the different leadership behaviour required to move from current school improvement arrangements to a self-improving school system. 	<ul style="list-style-type: none"> Takes a leading role to champion the implementation of improvement in school standards. Takes a leading role in the implementation of the framework for improvement. Oversee and co-ordinate school-to-school support in partnership with other school improvement agencies. Develop leadership capacity, including system leadership, and succession planning at all levels. Encourage constructive conversations about the performance and health of the wider educational system. Undertake a systematic analysis of the learning needs of schools. Link with regional and 	<p>Meets half-termly usually for the first year initially.</p> <p>June September November January March July</p> <p>Members should always appoint a substitute representative where necessary</p>	<p>Links to other groups</p> <p>SASH SAPH ASSSH Corporate Board Schools Forum Cross Phase HTs Teaching School Strategic Board RPA Strategy Group Skills and Employment Board Regional School Commissioner HMI Health & Well Being Board National College LSCB SACRE SWLSS SEND Board</p>

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Governor – Peter Firth FE - Andrew Miller Expert Witnesses as requested	<ul style="list-style-type: none"> • Adopt and develop strategies and practices that seek to improve pupil health and wellbeing, leading to improved benefits for whole-school effectiveness as well as for individual pupils. • Oversee the implementation of specific projects to bring about improvement across the Borough and agree accountabilities. • Ensure effective analysis of data and data reports to support the school improvement priorities. • Ensures there is a performance management and quality assurance framework in place to support monitoring of progress 	<p>national institutions in order to set data benchmarks and learn from best practice.</p> <ul style="list-style-type: none"> • Oversees performance and ensures barriers to implementation including service delivery. 		
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Roles and responsibilities

Stakeholder relationship to the Swindon Education Board and to other stakeholders will be determined by the agreements in place with the members that they represent.

The role of the Local Authority:

The role of the local authority is to champion excellence in all schools and to promote high standards and championing excellence, ensuring equality of access to opportunity, fulfilling children's potential and providing support to schools causing concern :

- Understand the performance of maintained schools in their area, using data to identify those schools that require improvement and intervention; intervene early where the performance of a maintained school is declining, ensuring that schools secure the support needed to improve to at least "good"
- Encourage good and outstanding maintained schools to take responsibility for their own improvement and to support other schools
- Build strong working relationships with education leaders in their area and encourage high calibre school leaders to support and challenge others.
- Delegate funding to the frontline, so that as much as possible reaches pupils
- Enable maintained schools to purchase from a diverse market of excellent providers and signpost where schools can access appropriate support
- Secure strong leadership and governance for maintained schools that are not providing a good enough education, by identifying and supporting successful sponsors

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- Seek to work constructively with academies and alert the Department for Education (through the RSC) when they have concerns about standards or leadership in an academy
- To be responsible for those children and young people (under age 25) in its area who have, or may have, special educational needs (SEN) and must exercise its functions to identify children and young people with SEN. These SEN duties apply regardless of where the child is educated
- To have overarching duties under the Children Act 1989 in respect of the safeguarding of children in need, or those suffering or at risk of suffering significant harm, regardless of where those individual children are educated or found

The role of the Teaching Schools:

The teaching schools will identify and coordinate expertise from their alliances, using the best leaders and teachers to:

- Play a greater role in training new entrants to the profession
- Lead peer to peer professional and leadership development
- Identify and develop leadership potential
- Provide support for other schools
- Designate and broker specialist leaders of education
- Engage in research and development

The role of the National College (in the support of the Board):

- Enabling successful school leaders and governors to take on a lead role in school-to-school support to improve the performance of other schools
- Be an enabler, acting a conduit for intelligence to the Board from the College

The role of schools giving support:

- Deliver school-to-school support as agreed, including through local hubs, and in accordance with each school's priorities
- Report progress regularly
- Share their expertise and best practice with colleagues to improve outcomes

Schools receiving support:

- Be open to advice and support given, making available data, information and resources needed to address the agreed areas for improvements.

Expert Witnesses:

- To provide additional expert guidance relating to excellent educational practice to inform policy, practice and strategies to further raise standards.