

**Kent Challenge
Protocols & Procedures
Manual for Kent Challenge
Advisers & Lead Advisers**

**‘Making Improvement
Happen’**

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The Vision: Kent Challenge

Kent County Council is committed to improving educational outcomes for the children and young people of Kent. There is much to celebrate in Kent schools, with evidence of outstanding leadership and classroom practice, innovation and dynamism. We know that some schools face specific challenges, and we accept that part of our leadership role is to help them overcome these challenges, as well as creating an environment in which high performing schools can improve further as part of a self-sustaining network. However, we also know that performance in some schools does not meet the high standards we expect and which the families and children of Kent deserve.

The Secretary of State asked us in March 2011 to draw up a plan for improving the performance in all schools, excluding academies, below the floor standards. He challenged us to be ambitious. 'Kent Challenge – Tackling Underperformance in our schools' is our response to that challenge which will see us using the best practice in Kent schools to ensure we create a sustainable school to school improvement network by 2015.

Working in partnership with all Kent schools we expect to achieve the following aims:

- Improve outcomes for all pupils in Kent schools at a faster rate than is currently occurring
- Ensure that Kent schools perform better than the national average
- Provide support for schools to break the link between disadvantage and low attainment
- Ensure access to high quality learning experiences for all children and young people whilst raising aspirations and expectations for every child
- Maximise achievement for all children and young people
- Establish excellent system leadership between networks of schools, recognising schools autonomy, that allows effective partnerships to be established or built upon enabling the needs of all learners in the district to be tackled quickly and progress to be accelerated
- Create bespoke programmes tailored to meet local needs using some of the proven approaches to school improvement

Kent Challenge will also make a significant contribution to the Government's stated aims to:

- Raise the educational achievement of all children and young people
- Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers with particular focus to Looked After Children¹

The Drivers:

- To challenge and support schools to demonstrate their capacity to achieve and sustain attainment and progress above the national floor standards and medians.
- To enable our schools to own and be accountable for decisions around their preferred future status.

¹ [Bold Steps for Kent](#)

By next July 2012 in partnership with schools we will have achieved the following:

Primary

- Reduced the number of schools below the 60% floor standard by at least 50% (No more than 35 schools primary)
- Reduced the number of schools currently in category to no more than 8 by December 2012. 3 by July 2012
- No more than 5 additional category schools as a result of new inspection schedule in January 2012
- Increased the % of children achieving the Level 4+ English and Maths combined by at least 3% (2011 was 72% to 75% in 2012) (500 children)
- Improved the performance of boys in all groupings such that when compared with statistical neighbours we have moved up a minimum 3 places from 10th 2011 to 8th 2012
- Improve rates of progression for vulnerable groups, FSM and LAC between Key Stage 1 and 2.

Secondary

- Increase the achievement of five or more A*-C grades at GCSE (including English and mathematics) from 60 to 63%
- Decrease the secondary school persistent absence rate (joint with CSS)
- No school in category
- Those currently in category to exit within twelve months
- Improve half of satisfactory teaching to good in priority schools
- Improve rates of progression for vulnerable groups, FSM and LAC between Key Stage 2 and 4.

Special

- Continue to improve the Ofsted judgements of quality of teaching being good or better in special schools from 92% to 96% by July 2012
- Continue to improve the Ofsted judgements of school leadership and management being good or better in special schools from 92% to 96% by July 2012
- Continue to have no special schools or PRUs in Ofsted category and to increase the Ofsted judgement of overall effectiveness being good or better in special schools from 88% to 92% by July 2012

Pupil Referral Unit

- Continue to improve the Ofsted judgements of quality of teaching being good or better in in PRUs from 56% to 67% by July 2012
- Continue to improve the Ofsted judgements of school leadership and management being good or better in PRUs for 56% to 67% by July 2012
- Continue to have no special schools or PRUs in Ofsted category and to increase the Ofsted judgement of overall effectiveness being good or better in PRUs from 56% to 67% by July 2012

How are we going to achieve this?

The Kent Challenge approach will work with a variety of partners including schools, internal and external colleagues and agencies to influence and support the achievement of our aims by:

- Harnessing the collective partnership of Headteachers and SLT's to achieve accelerated improvement

- Developing and implementing a leadership strategy for Kent leaders at all levels in an organisation. This will be a joint activity between the Senior Adviser for Leadership, Workforce team and the KC team.
- Developing and implementing a teaching and learning strategy for Kent teachers such that the aspiration for all Kent Teachers is consistently good teaching with a significant percentage of outstanding teaching. This will be based on Every Lesson Counts but will also be in conjunction with the workforce development team.
- Maximising the good and outstanding school network including NLE/LLE and SLE as well as AST and LT.
- Increasing the potential of partners such as NCSL, Canterbury Christchurch and the development of new internal (EduKent) and external partners
- raising the quality of governorship across Kent in a joint approach with the Head of Governor services
- Aligning all possible support for the breaking down of learning barriers through the use of preventative services and in particular Team Around the School
- Ensuring that any/all potential structural support is appropriate, timely and does not provide distraction for school leaders

[Kent Challenge Framework July 2011](#)

Rt Hon Michael Gove MP - [Letter to Local Authorities](#) (March 2011)

Training/Continuous Professional Development for Kent Challenge Team

Continuous Professional Development (CPD) will be based on need, determined by a skills audit (scheduled to take place September 2011). In addition to [Kent Challenge \(KC\) training](#) days external training opportunities will be offered based on areas for development identified in each individual's [performance management](#) document.

It is intended that all Kent Challenge officers will have the opportunity to undertake the Ofsted accreditation programme. The ability to undertake this training will depend on the availability open to the LA through a range of providers.

It must be noted that with restricted training budgets all decisions regarding courses and support must be agreed with the HOSI.

All identified training will be modular where possible and will be delivered in conjunction with Workforce Development in its most appropriate format.

All training events that are organised by KCLAs or KCAs for their schools or their districts must be setup via [CPD Online](#). The workforce team have the capacity to support professional development opportunities and remove all administrative burdens from Kent challenge colleagues. It is important to note there is an income generation target for professional development and traded services which as a one council approach we will be supporting. However any income we generate through KCLAs or KCAs will be credited to our account enabling us to commission further support for example more commissioned support for schools.

1. Working with Schools

1.1. Protocols

Prior to Tuesday 6th September - Pre-contact with schools

- KCLAs make decisions on allocation of Kent Challenge schools to their KCAs and to themselves
- KCAs are informed by KCLA of their allocated schools
- Once allocation decisions have been made, KCAs and KCLAs access the data section on K drive where they will be able to make use of the following information for Kent Challenge schools:
 - RAISE;
 - FFT;
 - Making Figures Speak;
 - Previous Ofsted reports;
 - Access to school budget information.

Tuesday 6th September – Communication with Kent Challenge Schools

- KCLAs inform schools by phone of their involvement in Kent Challenge and arrange the 'First Contact' meeting for the week beginning September 12th. Attendees will be the HT, KCLA and the KCA. This meeting needs to be scheduled for two and a half hours.

Wednesday 7th September to Friday 9th September

- KCLAs meet with their KCAs to discuss each of their schools. During which, a common proforma document will be completed for each school.

Agenda to include:

1. A summary specifying each of the issues drawn from data analysis;
2. Beyond the data – a contextual history, to include the school's present circumstances;
3. Consideration of need for 'Team Around the School' arrangements;
4. History of previous support;
5. Leadership and Management;
6. Quality of Teaching and Learning;
7. Governing Body (including decision re need for assisted 'Self Review');
8. Hypotheses of Key Issues (that need to be addressed through Kent Challenge)

The outcome of this meeting is that a draft 'Statement of Action' (*with similar intentions to that of a pre-inspection briefing*) will have been agreed, to include most importantly the 'Hypotheses of Key Issues.'

- A letter will be sent from Head of Standards to all schools involved in Kent Challenge which will include: -
 1. confirmation of the school's inclusion in Kent Challenge;
 2. the agenda for the 'First Contact' meeting;
 3. a request that schools have readily available, specific documents for use at the meeting (e.g. SEF, school's analysis of data,)

Monday 12th September to Friday 16th September

- 'First Contact' meetings (involving HT, KCLA and KCA) held between Monday 12th September and Friday 16th September.
- Agenda for First Contact Meeting:
 1. Introductions and purpose of visit;
 2. Kent Challenge Lead Adviser (KCLA) to confirm the criteria for the school's inclusion in Kent Challenge;
 3. Description of Kent Challenge, working practices and intended outcomes;
 4. A discussion of the school's current context and recent history;
 5. A description and discussion of the qualities of the school's current staffing structure and leadership team;
 6. The way forward – discussing and agreeing priorities;
 7. Agreeing success criteria;
 8. Discussion of school's capacity to meet agreed priorities;
 9. Additional resources required, including financial contributions;
 10. 'Team Around the School' (if applicable);
 11. Schedule meeting dates (KCA and school) for construction of the action plan (*due for submission to HOS by October 28th latest*);
 12. 'Progress Reviews' – the means by which the action plan is formally monitored by the school and the KCA on a termly basis. Agreeing dates for these;
 13. Request for KCA attendance alongside headteacher at forthcoming full governing body meeting (*if not in September then there will be a need to call an extraordinary meeting*) and recommendation of governing body 'self review', assisted by KCA;
 14. Request to meet with Chair of Governors following governing body meeting (*to outline progress meetings and chair of governors' attendance and contribution to plan and reviews*);
 15. Immediate next steps – agreeing actions of headteacher and KCA to be undertaken prior to next meeting.

Monday 19th September to Friday October 28th

- Following the First Contact meeting, the KCLA and KCA will agree the commissioned resource required for the school. The KCLA will have responsibility for commissioning from the available resource list attached. (Appendix 1) KCLAs should contact the Kent Challenge Commissioner for support where required.
- All action plans to be completed and submitted to HOS by end of term 1 break Friday October 28th.
- Immediately following submission of action plans (at latest term 1 break in October), LA and schools to commence Kent Challenge working with individually assigned schools

Prior to end of Term 2

Progress Meetings

The first progress meeting for every school must be held prior to the Christmas break. Schools will need to ensure that they have pupil progress data for both terms 1 and 2 for evaluation at this first review.

Progress reviews will be termly. There will be five progress reviews in total for this academic year.

Attendees: KCLA (from another district as chair), the Headteacher, Chair of Governors, Local Authority Lead officer (either the KCLA or the KCA). The HOSI will also attend a number of meetings for quality assurance purposes.

Agenda for Progress Review:

This will be a consistent format to be used with all schools. The format will be based on the best aspects of the 'Joint Evaluation meeting' (JEM) and recent 'Progress Meeting' formats.

Notes of Visit – Evaluative Response

There is a commitment to limiting the level of bureaucracy required whilst ensuring there is a secure evaluative evidence trail.

The purpose of a NOV is to evaluate the impact of any activity that has been commissioned to support the priorities of the Action Plan. It is not simply to record that a visit has been made.

The '[Evaluative Response](#)' form replaces all previous 'note of visit' formats and should be consistently used by all visitors to schools relating to Kent Challenge.

KCLAs and KCAs working with their assigned schools:

- KCAs/KCLAs will contribute a written report on a termly basis to evaluate the progress of the action plan
- KCLA / KCA and commissioned resource visitors to schools may also make use of 'Agreed Action' forms with the headteacher, other members of staff, or governing body. These consist of simple bullet points of agreed actions to be undertaken by the LA officer, commissioned resource or member of the school staff between visits. This form will be the on-going record of new actions agreed between visits.
- The 'Agreed Action' form does not in any case replace the 'Evaluative Response', rather it serves as an aide memoire of agreed actions and is not in itself evaluative. KCAs and commissioned resource visitors to schools who may have concerns that agreed actions are not being completed by the school should immediately alert the KCLA/KCA in the first instance.

Commissioned resource visits:

The 'Evaluative Response' form replaces all previous 'note of visit' formats and should be consistently used by all visitors to schools relating to Kent Challenge.

- A single/one off visit to a school will require the completion of an Evaluative Response form following the visit
- More than one visit during the period of a term will require a single evaluative response, to be completed for consideration at the next termly progress meeting.
- Commissioned resource visitors to schools may also make use of '[Agreed Action](#)' forms (described above) with the headteacher, other members of staff, or governing body.

Kent Challenge Primary Support – expected time allocations

Definition of groups	Category of support	Type of Support	Expected Time allocation
5 Years below the floor standard 2006-10(DfE) (This section also Includes schools in category who do not meet criteria of other sections)	Kent Challenge Focus	Specific Partnership Approach	Minimum 20 days
5 Years below the floor standard (Kent 2007-11)	Kent Challenge Focus	Specific Partnership Approach	Minimum 20 days
3 or 4 years below the floor standard (DfE based on 2006-2010)	Kent Challenge Focus	Specific Partnership Approach	Minimum 20 days
3 or 4 Years below the floor standard (Kent based on 2007-11 data)	Kent Challenge Focus	Specific Partnership Approach	Minimum 20 days
2 Year variable trend below the floor standard in the last four years	Kent Challenge Focus	Specific Partnership Approach	Minimum 20 days
2 Year variable trend below the floor standard but where last 2 years are above the floor	Kent Challenge Prevention	School Review 'Health Check' Action Plan created in response to review	Minimum 12
All schools below the floor in 2011 and not in any of the above	Kent Challenge Prevention	School Review 'Health Check' Action Plan created in response to review	Dependent on plan: Minimum 10
Schools due Ofsted and ragged RED/AMBER for any other criteria other than standards (captured above)	Kent Challenge Prevention	School Review 'Health Check' Action Plan created in response to review	Dependent on plan: Minimum 9
Other	Kent Challenge Prevention	Action Plan created in response to review	Dependent on plan: Minimum 6

Secondary school classifications will continue as utilised for NC, in reference to new floor standards

1.2. Funding/Budgets

1.2.1. Allocations

Funding will be targeted to Kent Challenge schools. KCLAs will hold a budget to support the plans for commissioning for individual schools and a small budget for their district working. Monthly budget sheets will be available for all KCLAs and this will be managed by Tracy Palmer and monitored by the HOSI.

KCAs will have a notional budget for their schools prior to their first visit but will need to agree the final outcome with their KCLA.

Please see the section on Team Around the School (TAS). This has been piloted in a number of districts over the last year and it is clear that when managed effectively

there is a direct impact on a school's ability to raise standards. We have many schools with high levels of FSM and correlating high levels of disadvantage as measured by MOSAIC which is the LA's preferred measure of deprivation. For many of these schools whilst welcoming direct school improvement activities focused on improving teaching and learning, leadership and management and assessment practices, they also need much wider agency support for children and their families on issues over which the school has either little or no influence. The KCLAs and the KCAs may support a TAS if they consider this will have a significant impact on a schools outcomes.

1.2.2. School Budgets

It is important that KCLAs and KCAs have access to schools budget information. MIU are currently liaising with the finance team to ensure that relevant school finance information is available through the school folders.

[Kent Schools Financial Guidance](#)

Information about a school's budget can be accessed prior to a first visit through:

[Primary](#) (User [guidance](#))

[Secondary](#) (User [guidance](#))

[Special](#) (User [guidance](#))

1.3. Annual Calendar

1.3.1. Kent Challenge Team Training Days

- 1 & 2 September - Stilwell room, Oakwood House
- 5 & 6 September - Ramada Hotel, Maidstone
- 14 September - Ramada Hotel, Maidstone
- 21 October 2011 - Ramada Hotel, Maidstone
- **Revised date: 11 January 2012 - Ramada Hotel, Maidstone**
- 10 February 2011 - Ramada Hotel, Maidstone
- 30 March 2011 - Stilwell room, Oakwood House
- 24 May 2011 - Veranda room, Oakwood House
- 16 & 17 July 2011 - Veranda room, Oakwood House

Unless agreed with the HOSI the expectation is that all Kent Challenge staff will attend all of these days.

A timeline will be given at the first training day but will also be electronically available with constant up-dates. This timeline includes such things as expectations for the submission of reports to HOSI, when RAGs are expected to be updated and up-dates for such things as school to school collaborations.

1.3.2. Kent Challenge Lead Adviser Team Meetings

Attendance at Kent Challenge Lead Adviser meetings is compulsory; the only exception will be for attendance at Ofsted inspections. The position of Chair will be rotated so each KCLA chairs at least one meeting. The first section of all KCLA meetings will be cross phase (Primary, Secondary, Special & PRU) followed by phase specific break away meetings (Head of Service to attend each phase meeting on a rotating basis).

Meeting purpose:

- To ensure the pace of the Kent Challenge programme.
- To track the progress of all Kent Challenge schools on a regular basis
- To make changes to operations when and if needed
- To ensure that all phase groups are sharing and benefitting from best practice

Standing agenda items:

- Performance up-dates of KC schools by district
- Ofsted performance monitoring
- HOSI up-date
- Funding
- Significant District developments/sharing of good practice
- EduKent
- Update on church schools
- Academy update
- Any other business

2011/12 KCLA Meeting Dates (14:00 – 16:00):

6 September 2011 (Ramada Hotel, Maidstone)	28 February 2012 (Billiard room, Oakwood House)
20 September 2011 (Ramada Hotel, Maidstone)	13 March 2012 (Billiard room, Oakwood House)
4 October 2011 (Upper Meeting Room, Oxford Rd)	27 March 2012 (Stilwell room, Oakwood House)
18 October 2011 (Upper Mtg Room, Oxford Rd)	24 April 2012 (Billiard room, Oakwood House)
8 November 2011 (Upper Mtg Room, Oxford Rd)	8 May 2012 (Billiard room, Oakwood House)
22 November 2011 (Upper Mtg Room, Oxford Rd)	22 May 2012 (Billiard room, Oakwood House)
6 December 2011 (Upper Mtg Room, Oxford Rd)	12 June 2012 (Billiard room, Oakwood House)
10 January 2012 (Billiard room, Oakwood House)	26 June 2012 (Billiard room, Oakwood House)
24 January 2012 (Billiard room, Oakwood House)	10 July 2012 (Billiard room, Oakwood House)
7 February 2012 (Billiard room, Oakwood House)	

Guidance on setting agendas, submitting agenda items and contributions, visitors to the meetings, circulation of notes will be managed by Tracy Palmer or Kirsten Hardman. Please do not hesitate to contact them for any information or advice. Please be aware that attendance at these meetings is compulsory.

1.4. Line Management/Performance Management

- Performance Management across KCC is currently being reviewed, we will therefore be advised of the final procedure in September 2011.
- This will include timetables and guidance.
- Any members of the District teams appointed for a year or more would be line managed by the KCLA for the district.
- Commissioned support would be line managed from their source e.g. EduKent. Whilst Edukent is establishing it may be that KCLAs will assume responsibility for line management as an interim position.

1.5. Kent Leadership Competencies

Kent Competency	What we must do / need	What we must not do / don't need
Truth and judgement	<ul style="list-style-type: none"> • Make the right, transparent decisions and stand by them • Be real and tell the truth: don't blame the messenger • Treat adults as adults • Politics has its proper place • Welcome and be open to challenge 	<ul style="list-style-type: none"> • Make decisions in isolation or hide behind bureaucracy • Talk in code, or use soft words to hide hard facts • Fear repercussions for speaking out • Deal with dissent in the shadows
Conversation and compassion	<ul style="list-style-type: none"> • Meaningful talk and prompt feedback • Flow in all directions at right times • Sense needs and speak sensitively • Connect and engage at all levels to create a shared knowledge of reality • Say it, mean it, do it 	<ul style="list-style-type: none"> • Dictate, deflect, blame • Clumsy conversation • Superficial listening • Confusing and empty branding
Empowerment and enterprise	<ul style="list-style-type: none"> • Know and value staff: trust their capability • Coach for growth and improvement • Free people to use their initiative and promote innovation • Hold people to account and celebrate their achievements • Be self supporting – use the tools and technology available 	<ul style="list-style-type: none"> • Ignore front-line opinions and insights • Expect everything and stay aloof • Use bureaucracy to stifle people and compromise flexibility
People and partnerships	<ul style="list-style-type: none"> • Work alongside and talk with the public outside, staff inside and other organisations to do good things every day • Be visible for staff, the public and partners • Be customer focussed in every task • Act as a partner of choice 	<ul style="list-style-type: none"> • Put processes before people • See the money and lose sight of the people • No camouflage – people in the right role and the right job
Character and courage	<ul style="list-style-type: none"> • Walk tall, be bold and hold to decisions • Step up when people need you to and deal with controversy and conflicts • Steer people through tough times to clear goals • Stay positive and inspire others with humility • Manage, and own decisions • Come together, work together, deliver together as one Council 	<ul style="list-style-type: none"> • Be weak, ineffectual and unaccountable • Run scared of big decisions • Only look after number 1 • Allow or join in with power games to slow progress • Be only a follower • Delegate decisions upward

Kent Competency	What we must do / need	What we must not do / don't need
Outcomes and delivery	Keep the end in mind and share it Gather evidence of success or failure along the way Grasp priorities: "get" them and get on with them Balance and deliver the Big Projects with the local projects Deliver, deliver, deliver	Focus only on process and task Fail to test reality Do it 'the way we've always done it' – "the only way is the Kent way"
Radicalism and urgency	Enable Big Society and share resources and risks Challenge what and how we deliver. Embed new, right sourced models and simple, lean solutions. Get a move on and be nimble with change Lead place and people	Continue with old ways that deliver less Set up confusing processes Stay out of date Be defined by what we deliver
Tools and professionalism	<ul style="list-style-type: none"> • Demonstrate astute commercial and contract management • Flex budgets <i>and</i> control costs • Develop and use professional knowledge and competency 	<ul style="list-style-type: none"> • Put KCC in unplanned risk • Allow blunt tools to be used • Ring-fence or salami-slice budgets

1.6. Administration Support – roles and responsibilities

BSO	Administrative/PA Support
<p>Business Support Officers (BSO) are responsible for proactively supporting the workstreams of four Kent Challenge Lead Advisers (KCLAs) and ensuring that a high quality network of support is provided and maintained at all times. This is achieved through the effective management of projects, processes and the management of four Administrative Assistants. The BSO reports to the four Kent Challenge Lead Advisers.</p> <p><i>The BSO is responsible for managing and steering the following business functions;</i></p> <ul style="list-style-type: none"> ○ Line management of the District(s) administrative team, including responsibility for the recruitment and selection of new staff, the undertaking of appraisal, probation and induction and staff development. ○ Taking a lead in the project management of key business functions such as; primary conferences, KGA governor meetings and the Improving Together Network annual programme. ○ Proactively sourcing data sets for KCLAs in line with academic timeline as well as managing ad-hoc data requests. ○ Working collaboratively with the BSO team to review and improve systems/processes and 	<p>The role of the Administrative Assistant is to provide effective clerical, administrative and secretarial assistance to the Primary Standards & School Improvement District Team being; Kent Challenge Lead Adviser, Kent Challenge Adviser and the Business Support Officer. The Administrative Assistant reports to the Business Support Officer.</p> <p><i>Admin Assistants are responsible for proactively supporting the following administrative functions;</i></p> <ul style="list-style-type: none"> ○ Management of Officer diaries, arranging and co-ordinating appointments and meetings on behalf of the District Team ○ Act as the main point of contact for the Kent Challenge Lead Adviser investigating queries and simple complaints, assessing the nature of telephone calls, referring them to the appropriate person and managing follow ups and timescales as appropriate ○ Responsible for the administrative cycle of meetings (such as progress meetings and Headteacher meetings); preparing and circulating agendas, taking minutes and following up on actions.

<p>ensuring county consistency.</p> <ul style="list-style-type: none"> ○ Taking a lead in drafting correspondence to Headteachers following the release of a school's Ofsted report. ○ Managing the financial and personnel functions of the districts. Maintaining an overview of external consultants and ensuring they comply with KCC procurement procedures. ○ Maintaining an awareness of national developments in education in order to keep KCLAs appropriately informed. Undertake research as requested. <p><i>Key competencies/behaviours:</i></p> <ul style="list-style-type: none"> ○ Managing performance ○ Team leadership & vision ○ Continuous improvement ○ Self confidence ○ Relationship building ○ Developing creative thinking 	<ul style="list-style-type: none"> ○ Circulating Notes of Visits and uploading them onto the database in line with agreed protocol. <p><i>Key competencies/behaviours:</i></p> <ul style="list-style-type: none"> ○ Communication & customer care ○ 'can-do' approach ○ Initiative ○ Respect for others ○ Team work and co-operation ○ Minuting of meetings
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1.7. Data Sets

Kent is data rich and Kent Challenge officers are free to use any relevant data to assist them in their work with schools. The below basic data sets should be reviewed for every school prior to reviewing alternate data:

Data Sources:

- [RAISE online](#)
- Making Figures Speak For Themselves ([MFSFT](#))
- [DfE Performance Tables](#)
- [EPAS](#)
- Ofsted Reports

Data Indicators:

The below indicators should be reviewed when assessing a schools position:

- Three levels of progress
- Ofsted grades
- 2010/11 5+ A*-C
- Size of school
- Trends over time
- Financial position
- Targets

2 District working

We will be working with all schools in establishing a successful school to school support system within districts, areas and across Kent as a whole. We will use the best practice wherever it is to be found. The majority of Kent schools, including those judged as satisfactory, have good and outstanding practice which can be shared for the benefit of their communities. We also know that school to school support sows benefits for all schools working in a collaborative approach.

Key Principles of the District Strategy have included:

- a detailed and ongoing analysis of all schools to identify those that are a priority for support, challenge and intervention in the right mix, dependent on the situation
- early and rigorous intervention and action for those schools where leadership and/or the quality of teaching is impacting adversely on pupil progress and attainment
- a clear plan for improvement, six weekly progress meetings to identify impact of the support in place and clearly defined outcomes for improvement
- ensuring that support for groups or individuals who might be vulnerable, finds its rightful place at the heart of whole school improvement
- a clear line of accountability which states expectations of the key stakeholders in improving the school, including the Head teacher and staff, the Governing body and the school improvement team linked to the school
- an understanding that if schools do not make the expected progress the following actions are considered: the serving of a Warning Notice; introducing an Interim Executive Board; changes to the leadership structure; federation or amalgamation; or conversion to an academy

Additional Resources

This is a vital area of developing practice across Kent in 2011-2012. The expectation will be that the KCLAs will facilitate a district working group that will encompass both centrally and locally held resource. This will grow as Teaching Schools and other autonomous school groups develop.

Maintaining the best of the District Approach

Clarity of Roles

We have been clear in the job descriptions for both the KCLA role and the KCA role. Translating the JD into everyday activities is clearly the key. As with any new team and structure adjustments will be needed as we move through term one particularly. Regular KCLA meetings and the termly bringing together of the whole team will ensure that we adapt as we learn and we can make necessary changes every six weeks if needed. The following table shows exactly what activities the two roles will be engaged with:

KCLA/KCA roles and activities

Roles and activities	KCLA	KCA
Headteacher appointments	Yes	Partial
HT references	Yes	No
HT Performance Management	Yes	No
Commissioning resources (new role)	Yes	Partial
CPD for districts	Yes	No
NQT's	Yes	No
Other groups of staff support	Yes	No
Leadership reviews	Yes	Partial
Governor briefings	Yes	No
Heads briefings	Yes	No
Brokering school to school collaborations including facilitation of LA personnel	Yes	Yes
Quality Assurance of KC	Yes	No

Meetings:		
◦ OMG/Children's Trust Board	No	No
◦ Progress Reviews	Yes	Partial
◦ KCLA meetings	Yes	No
◦ Cross Phase District Team meetings	Yes	Yes
◦ Members briefings		No
Line management of personnel	Yes	No
Working with other agencies e.g. EWO/PSMs etc	Yes	Partial
Warnings to Headteachers regarding falling standards	Yes	Partial
Reporting	Yes	Partial
Data Analysis	Yes	Partial
Ofsteds – support with PIBs/Support at Feedback/category	Yes	Partial
Personal:	Yes	
- Keeping abreast of national developments		Yes
- Work with individual schools – KC plus		Yes
- 121's with HOSI		No

To note: a lot of the above activities will be core until April 2012 when they will then be reviewed as part of the new budget.

2.1 Leaders of Education

It is expected that [National Leaders of Education \(NLE\)](#) and [Local Leaders of Education \(LLE\)](#) will be linked to Kent Challenge Focus schools and those where preventative work needs to take place. Action plans for these schools will show support and impact expected from NLE/LLEs in these schools.

NLE/LLEs and their staff will be paid from the LA funding held for these schools. The normal rate is £400 per day for headteacher support and supply cover costs for other staff released to support schools.

Kent Challenge Lead Advisers must liaise with Tracy Palmer regarding funding in order to keep a tally on expenditure and to ensure transfer of funding to school budgets. The Protocol for deployment of NLE/LLEs can be accessed [here](#).

Deployment of NLE/LLEs will be discussed termly at Kent Challenge Lead Adviser team meetings to ensure appropriate deployment within and across Districts according to need.

Kent Challenge Lead Advisers will ensure that appropriate NLE/LLEs are linked to schools and set up an introductory meeting to plan support. It is expected that impact of NLE/LLE work will be evaluated termly. This is likely to be at progress meetings. If after 3 sessions of support it is deemed that the support is not appropriate/ lacking impact/ working relationships have not been established, then the Kent Challenge Lead Adviser should end the agreement.

2.1.1 Deployment Process

The list of [current NLE/LLEs](#) can be accessed on the Kent Challenge website and is updated regularly. Kent Challenge Lead Advisers are expected to email any changes/deployment information of NLE/LLEs on a termly basis to schoolsleadership@kent.gov.uk

A bank of NLE/LLEs [Pen Portraits](#) is kept centrally. This indicates NLE/LLEs individual and their school's strengths and where they are prepared to be deployed. A formal support agreement is made each time a NLE/LLE is deployed. This will indicate the number of days and cost involved and is linked to the focus school's action plan.

Costings must be approved by Sue Rogers prior to agreeing deployment.

A [running record](#) of support linked to the focus school's action plan is kept by the NLE/LLE and should be submitted to the Kent Challenge Lead Adviser termly.

2.1.2 Other work undertaken by Leaders of Education

NLE/LLEs can undertake work for other schools or other counties. They need to make their own arrangements regarding funding.

Many NLE/LLEs are accredited [Professional Partners](#) (PPs). They are able to mentor up to 3 newly appointed headteachers for 2 years for which they are paid £1,000. This is claimed by the new headteacher registering their PP sup on the NCSL website. NLE/LLEs can be deployed by the LA for other school improvement work such as delivering CPD. The normal rate is £200 per day.

KLCA will need to discuss with NLE/LLEs their capacity to undertake work as their core business is ensuring that their own school is stable and continuing to improve. There are mechanisms for reviewing the designation of LLEs if standards in their own school decline and for both NLE/LLEs if Ofsted judges that their school has fallen a grade for the overall outcome. NCSL expect NLE/LLEs to be operational for most of the time and will keep a record of their deployment.

2.1.3 Support for Leaders of Education

The LA provides seasonal network meetings for NLE/LLEs which ensures they are kept up to date with arrangements, provides CPD and opportunities to share good practice. It is expected that the NLE/LLEs will move to organising these support meetings for themselves.

2.1.4 Developing Leaders of Education

The National College for School Leadership (NCSL) alert the LA when windows are open for new NLE/LLE applications. These are put on the Kent e-bulletin but are also displayed on the NCSL website

- KCLA will need to supply a reference for applicants against the NCSL criteria which are displayed on the NCSL website
- Successful NLEs are invited to an induction day
- Successful LLEs receive 2 and a half days training and are able to attend an additional half day to become a PP. The LA supports the training for half a day to explain operational arrangements

2.1.5 Specialist Leaders of Education

[Specialist Leaders of Education \(SLEs\)](#) will be excellent professionals in leadership positions below the headteacher such as deputies, middle leaders and business managers. This designation is intended to recognise the significant contribution that all leaders within a school can provide in leadership development and improvement of standards within the system. It is expected that teaching schools will hold the core

responsibility for the designation and deployment of SLEs using clear criteria developed by NCSL. SLEs may be designated from any school, but the expectation is that Teaching Schools will hold the core responsibility for the designation and deployment of SLEs.

2.1.6 Teaching Schools

As of 1 September 2011 Kent has the following designated [Teaching Schools](#):-

- Sandgate Primary School & St Eanswythe's VA Primary School (job share agreement)
- Claremont Primary School
- The Hayesbrook School

These are outstanding schools that will take the lead responsibility for supporting and assuring initial teacher training and professional and leadership development for teachers and leaders in their area. They are also responsible for identifying potential leaders from the start of teachers' careers and helping them through their career journey. The intention is that Teaching Schools will form a network of schools that will work in partnership to deliver this agenda. It is also intended in the future that Teaching Schools will deploy NLEs, LLEs and SLEs, as they work collaboratively with other schools to provide support for schools in Ofsted category or facing challenging circumstances. Teaching Schools are accountable to their peers who will choose whether or not to take advantage of the provision offered.

2.1.7 Advanced Skills Teachers

Kent is fortunate enough to have 24 Primary School Based ASTs, 43 Secondary school Based ASTs and 6 School based ASTs in Special Schools. Their Headteachers signed into a Service Level Agreement from April 2011 until September 2012 agreeing to their AST doing outreach work on one allocated day a week for every week of the school year with the exception of 4 central training days which they have been given the dates for.

There is a central list for the county as well as district lists of where the ASTs are located. Each school that has a county funded AST will receive a sum of £6000 (per AST) at the end of December, March and July 2011 - 12 as long as they have been available for regular outreach work and there are no issues regarding their work. The budget the school receives makes up a contribution to their salary and travel expenses. These ASTs do not have to work strictly within their district and if their expertise is required in another area they can travel within reason.

This resource is a priority for supporting schools as they are already being funded. There are also a number of school funded ASTs who we can call upon for school support at a negotiated cost with their school.

For further information regarding ASTs please contact joanne.winkler@kent.gov.uk

2.1.8 Leading Teachers

We have a small amount of money until April 2012 to fund Leading Teachers. In the summer term new guidance was given to District Heads regarding Leading Teachers giving an outline of expectations and level of expertise required. Each district had its own procedure then for recruiting Leading Teachers to support some schools in areas that had been assessed as a priority. Headteachers were also involved in this

recruiting process to ensure quality. Some districts maintained existing Leading Teachers (national programme) but some devised a new recruiting process where teachers were proposed by their Headteacher. Each district has been given a budget from April 2011 - March 31st 2012 to be spent as they wish using this type of support.

For more information please contact joanne.winkler@kent.gov.uk

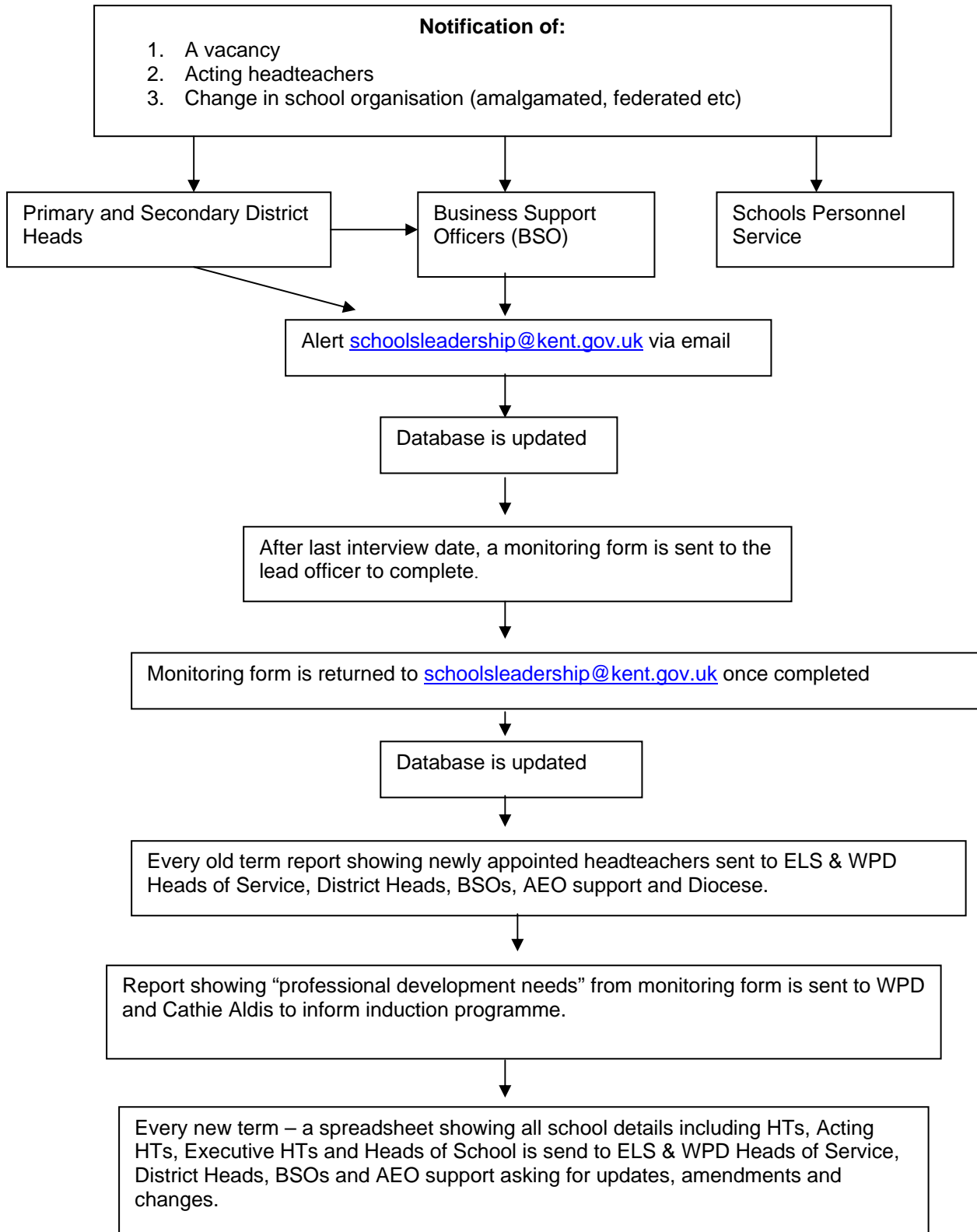
2.2 Headteacher Recruitment/Induction

[Appointing Headteachers in Kent: Guidance for Governing Bodies and LA Officers \(2011\)](#)

[Primary Headteacher Handover Checklist](#) – *please ensure that all Headteachers leaving post complete the checklist and submit to the incoming, newly appointed/acting Headteacher.*

A single system for tracking Headteacher appointments including any arrangements for Acting Headteachers etc is illustrated below:

HEADTEACHER DATABASE FLOWCHART FOR PROCEDURES



2.3 References

Headteachers, Deputy Headteachers and N/LLEs

KCLA are responsible for signing off both Headteacher and National and Local Leader of Education references but information can be drawn together from Kent Challenge team and LA employees who have knowledge of the candidate. References must be linked to the standards of the school where the candidate is currently employed.

Provision is being made for Headteacher references to be stored centrally to be used to inform reference requests.

2.4 Headteacher Performance Management

HT targets need to be robustly tied into school performance targets. All targets must be measurable and should be agreed by the LA Representative in discussion with the gov panel. Targets MUST be signed off by the HT by the 31 Dec and it is good practice for the mid yr review date to be put in place during the initial pm meeting.

3 Special Educational Needs

3.1 SEN, vulnerable groups and equalities legislation in mainstream schools

(This section will be updated with changes in legislation resulting from the [Green Paper](#)).

From Sept 2011 the responsibility for responding to issues relating to SEN, vulnerable groups and equalities legislation in mainstream schools will revert to primary and secondary KCA teams. The only exception will be the support for schools in Ofsted category where SEN/vulnerable group outcomes are cited in the key issues for action. In this case the KCA, Special and PRU team will continue to provide support and intervention.

The following section gives guidance and sources of resources which will be necessary to undertake this work.

[The Education Act 1996 \(Part IV, Special Educational Needs\)](#) and the [Special Educational Needs Code of Practice 2001](#) give the statutory framework for SEN.

[The Equality Act 2010](#) gives the duties of the public sector (including schools) towards people with protected characteristics (including disability, race and gender)

It is important that the entire KCA workforce knows the requirements of these Acts in order to provide schools with accurate advice or challenge.

3.2 SEN/vulnerable group reviews in mainstream schools

The SEN/vulnerable group outcomes are an important part of the school improvement cycle.

1 Establish the cohorts – check that there is no over-inflation of SEN. Although the registering of SEN has had no impact on funding for a number of years, some HTs and

SENCOs still think that is does. The CVA advantage is also being removed in RAISEonline 2011.

The current risk with over-registration is that the SEN/non-SEN gap (previously only recorded at LA level) is to be applied at school level and if a school assigns all pupils with low performance in their SEN group the gap will be very large and will be used as evidence by Ofsted inspectors.

If schools need support to reduce their SEN registration, include only those children who have a medically diagnosed condition which impacts on learning (and those children who experienced staff believe will be likely to receive a diagnosis in the near future). Remind schools that SEN registration does not provide the only justification for additional resources being provided within the school. The provision mapping and management process used by the school should provide for every child who needs additional support, irrespective of SEN label

Other vulnerable group cohorts are usually accurately recorded (EAL, LAC, G&T)

2 Review the outcomes achieved by all pupils and groups of pupils by plotting their performance shown in RAISEonline on a [grid](#) or by using the [Progression Materials 2010-2011](#) – please note RAISEonline format will change in 2011

3 Use the [Mainstream Minimum Standards for All Learners](#) to audit the processes within the school to ensure that the universal offer (wave1) is sufficiently robust and all staff are familiar with the [Inclusion Development Programme](#) training materials.

4 Review the deployment of additional staff. General classroom support is ineffective in improving outcomes but targeted staff trained to deliver well proven programmes is very effective. Refer to the [Sutton Trust: Toolkit of strategies to improve learning 2011](#)

5 Only after ensuring that the universal offer (wave 1) is good quality, review the offer within the provision map – does it match the needs i.e. if maths is an issue for the school, are there interventions to support catch up in maths. If changes are required use only programmes and deployment option which have a proven track record of success

6 Ensure that all provision is subject to robust quality assurance and all staff are subject to performance management

3.3 Equalities legislation

Please refer to the suite of materials which have been developed to support schools in the development of their [Single Equality Scheme](#).

Primary and Secondary teams need to be prepared to support parental complaints and challenge the poor practice of schools where equality duties have not been complied with (See Appendix 2.2, pg 13 in [Table of legislation: Equality Act 2010](#)).

A key document for schools when composing their equalities action plan is the Overview of Outcomes (See Appendix 6.2 - template, pg 20 & Appendix 6.3 – example, pg 21 in [Table of legislation: Equality Act 2010](#)).

Key date for schools

6 April 2012 deadline for schools to publish Equality information (then annually) and Equality objectives (then every 4 years as a minimum)

4. Team Around the School

A Team Around the School:

- is a process designed to support schools in Kent Challenge
- is centred on the voluntary engagement of school in working with support from partner agencies
- seeks to address the identified, unmet needs of the school's children and families
- is convened by Kent Challenge Lead Adviser who has initially identified unmet needs requiring targeted support from more than one agency/service
- is multi-agency in nature
- is tasked with producing a personalised package of support
- is supported by local Member participation and engagement

The co-ordination of a Team Around the School is to be negotiated.

Aim

The overarching aim is to produce a well co-ordinated package of support that assists in reducing the barriers to learning that the school's pupils and their families face.

Benefits

The strategic benefit of the team around the school process is the move from reactive to preventative working and the corresponding shift of resources from universal and specialist services to services that meet the needs of vulnerable schools. As a result, resources are targeted, with preventative and targeted support meeting local need.

Underlying principles of a Team around the School meeting

- The school's children and families welfare, well-being and outcomes are everyone's responsibility
- All agencies providing local family and children's services commit to assisting the school in reducing barriers to education
- Those professionals/ practitioners who are likely to be a part of the personalised package of support are present at initial meetings and reviews
- The headteacher and chair of governors are the chief advocates for the school, describing the barriers to raising standards and existing patterns of working both internally and with other agencies
- Participants first listen to the description of the barriers to raising standards. They then discuss and contribute ideas to collectively from a holistic package of tailored support, some of which may involve multi-agency working around the needs of children and their families.
- Meetings follow a consistent format. Pro-formas are provided in order that plans are clear, understandable and provide consistency

Working Together

For each school that has been identified as vulnerable and is struggling to drive up standards the TAS brings together practitioners and other relevant

stakeholders, regardless of agency boundaries into a small, individualised team.

The team around the school is constituted from those practitioners who are currently engaged with the school on a regular basis providing practical support and those who are able to work directly with the children and families as appropriate.

The team works together to plan co-ordinated support to address problems in a holistic way.

The wide range of skills and knowledge enables underlying issues to be tackled which are often the root cause of individual family and child problems.

Team around the School meeting tools

A range of tools have been developed to assist agencies wishing to convene and chair a TAS meeting:

- Agreed list of support/interventions available
- Standard letter of invitation
- Headteacher and chair's opening statement
- Agenda for initial meeting
- Detailed action plan
- Review form

These tools have been produced so that a consistent approach is maintained across Kent Schools.

Review

Towards the end of the initial meeting a date should be set within three months to formally review the plan, evaluating whether planned activities are meeting the needs of the school as intended.

At the review meeting, consideration should be given to whether:

- interventions described in the initial TAS are meeting the school's needs as intended
- interventions need to continue or be amended
- new needs have been identified and additional / different interventions are now required.

Recording

- The purpose of the action plan is for agencies to have a consistent method of recording and reviewing interventions and their intended outcomes for the school community. Schools to have a clear understanding of the agencies involved with their children and families, their roles and responsibilities.
- Schools, the local authority and all agencies engaged should have copies of all records from TAS.
- It will be agreed as to who will collate copies of the detailed actions plans. A file will be created for each school which is being supported through TAS.
- Following reviews, copies of this are forwarded to all participants.

Monitoring & Scrutiny

- It will be agreed who is to be responsible for monitoring activity at local level, taking the role of 'lead professional' and reporting to the Local Children's Trust Board.
- The Local Children's Trust Board has a scrutiny function when regularly monitoring all Team Around the School initiatives within its district, reporting its evaluation of activity to the County Children's Trust Board
- The County Children's Trust Board has an overview of TAS initiatives across all districts, evaluates and scrutinises both effectiveness of intended outcomes and resource provision from participating agencies

4.1 School Partnerships and Collaborations

Any intelligence gathered by KCLAs and KCAs regarding retirement or job moves by Headteacher must be relayed to Head of Standards and School Improvement. It is essential that as early warning as possible can be given so that the LA can undertake a strategic review as to the sufficiency and capacity for the Headteacher vacancy to either be filled by a standard advert or, via the Governing Body, if a structural solution other than single headship be recommended i.e. loose collaboration, federation, amalgamation or academy status. It is essential that relevant LA Officers, in particular the relevant AEO and finance representatives are made aware of an impending vacancy in order that they may add their observations and any issues that would affect a possible single Headship replacement. This close examination of the schools situation will include past examination results with regard to floor targets, financial resource and capacity in addition to the sufficiency need of the area. It is vital that the Governing Body do not move forward in the appointment process until the LA has had the opportunity to consider the strategic view as to the viability of each school on an individual basis. *It is vital that the LA, via the Head of Standards and School Improvement is kept well briefed on any proposals for partnerships, collaborations, academies or any other potential structural solutions that KCLAs are aware of or are considering prior to further discussions with schools or partners.*

[Introduction to models of leadership](#) - National College for School Leadership

4.1.1 Collaborations including MOUs

Collaboration and federations - [an overview](#) – Department for Education
[The Collaboration Arrangements](#) (Maintained Schools and Further Education Bodies) (England) Regulations 2007 – [Legislation.gov.uk](#)
[Guidance](#) on 'The Collaboration Arrangements (Maintained Schools and Further Education Bodies) (England) Regulations 2007' – [Association of Colleges](#)
[Collaboration visual tool](#) - National College for School Leadership

4.1.2 Federations

[Federations and trusts FAQs](#) – Department for Education
[A guide to the law for school governors: Governing body federation and collaboration](#) – Department for Education
[Frequently asked questions](#) about federations - National College for School Leadership
Federations: [more FAQs](#) – National College for School Leadership
[Federation's visual tool](#) - National College for School Leadership

4.1.3 Academies

[Academies](#) – Department for Education

[Academies](#) - National College for School Leadership

Academies: research into the leadership of sponsored and converting academies – [executive summary](#) - National College for School Leadership

4.2 Working with Colleagues

4.2.1 Area Education Officers (AEOs)

Purpose of the Job:

To act as the strategic lead in respect of education matters (other than those matters which are addressed by the Head of Standards/Kent Challenge) for an area of the county, and in particular in ensuring a sufficiency of high quality education places for all Kent children.

Main duties and responsibilities:

- Undertake the planning of early education, SEN provision and school places within the area to ensure appropriate provision in terms of quality and capacity, including leading public consultations to ensure optimal use of school places and cost effective provision.
- Provide appropriate interventions, when required, to maintained schools in order to resolve issues such as financial irregularity, impropriety, risks for the community.
- Attend, where appropriate, area strategic forums to ensure that there is an appropriate profile for Education, Learning & Skills and to ensure that information is shared widely.
- Advise and brief local Members of the County Council, MPs, and others (including parents) on issues relating to Education provision that cannot be addressed at individual school level.
- Ensure that effective liaison is in place across Education, Learning & Skills Directorate and within the County Council to support school/community development initiatives.
- Provide the co-ordination for Education, Learning & Skills Directorate in relation to Emergency Planning within an allocated area.
- Investigate and resolve ongoing complex complaints and undertake specific projects, within the area and across the County, as required by the Commissioner Education Provision and ensure that contentious issues are brought to the Commissioner's attention as a matter of priority and solutions implemented.
- On behalf of Education, Learning & Skills Directorate, take a lead role in any structural solutions for schools, whether school or Local Authority determined to ensure that an effective process leads to better outcomes for pupils.
- Respond to MPs, Members, Parents and others on behalf of the Corporate Director.
- In relation to your service, represent the Corporate Director and the Council as required at meetings and relevant forums, lead partnership working across the County between schools, other statutory and voluntary agencies and services (including those in the independent sector); identifying and implementing innovative new service development opportunities; building trust and confidence in the Local Authority by helping bodies and individuals such as secondary and primary schools, parents and local councillors, understand legislative and policy initiatives.

4.2.2 Preventative Services Manager (PSM)

To note: the following is taken from the existing JD, which is dated May 2010.

The Preventative Services Manager is a member of the Specialist Children's Services Group. The post operates within a countywide context and performance management framework and is locally deployed in one geographical District Council area. Each Preventative Services Manager will champion a 'Total Place' approach to tackling issues around outcomes for children and young people within their District.

The post holder will lead on implementing the preventative strategy within the District, ensuring that the children with additional needs are identified early and that services from relevant agencies are deployed effectively and speedily to meet their needs, using Think Family as the model of intervention, where appropriate. The post holder will manage CFE preventative services directly and will champion integration of preventative services and processes (SPA, CAF, lead professional, team around child/family/school) and ensure county wide consistency and equity.

The post holder will ensure that children are safeguarded and their welfare is promoted and will contribute to reduction of children with CP plan/becoming looked after, improvement of educational attainment, and reduction of school exclusions and persistent absence within their District, by bringing together and managing robustly the preventative workforce.

To achieve its purpose, the role requires the post holder to have effective contact at all levels throughout CFE, KCC and partner agencies (health, housing, voluntary sector) to ensure that the preventative strategy is implemented effectively.

Main Duties and Responsibilities:

1. Manage CFE early intervention services in the District, including Children's Centres, FLOs, and all other staff delivering relevant services. This will specifically include integrating project or pilot configured staff into a whole team / focused approach.
2. Lead on implementation of the preventative strategy, ensuring integrated processes for sharing information and to support early intervention are in place (including CAF).
3. Work with social care and partners to deliver seamless support and intervention, ensuring there is a consistent single point of access process.
4. Develop and coordinate multi-agency early intervention services, working closely with colleagues from KASS, Health, District Council, the voluntary sector.
5. Manage funding available for PRU's and alternative curriculum, within overall commissioning framework.
6. Work closely with schools to ensure consistent delivery of early intervention services according to needs analysis.
7. Ensure that development of children's workforce is being promoted across the District.
8. Work very closely with social care District Managers to reduce escalation of need through seamless service delivery.
9. Have overview of operation of systems and processes, supporting team around the child/family and team around the school across the District, recommending appropriate actions if problems are identified or improvement required.
10. Secure the effective involvement of parents, carers, children and young people in the development, delivery and evaluation.

11. Manage staff, ensuring that they are deployed effectively and supervised.
Work with seconding agencies where required.
12. Work closely with Commissioning Officers and hold the budget for local commissioning of preventative services;
13. Be a member of the Local Children's Trust Board and work closely with all Board partners to deliver relevant LCYPP priorities.

5 Other

5.1 Templates

- NOV
 - [Agreed Actions](#)
 - [Evaluative Response](#)
- [Kent Challenge School Improvement Action Plan](#)
- [Progress Review Meeting](#)
- [Agenda for notes of meeting between KCLA and KCA](#)

5.2 Ofsted

5.2.1 Post Ofsted Letters to Headteachers

- Schools should receive one letter from the Local Authority within two weeks of the publication of the report
- This letter should be drafted by the KCLA/District BSO linked to the school and should reflect the contents of the Ofsted report
- The letter should be forwarded to the PA to the HOSI for signing by the Director of ELS
- The PA to the Director will send the letter to the school copying in: Corporate Director for ELS, HOSI, KCLA and AEO
- Sue Rogers to sign letters where a school receives a 'Satisfactory' judgement
- Peter Leeson is to sign letters where a school receives a 'good' or an 'outstanding' judgement

5.2.2 Ofsted Documents

[Feedback Forms](#)

[Framework for the inspection of maintained schools in England from September 2009](#)

[Evaluation schedule of judgments for schools](#) (inspected under section five of the Education Act 2005, from September 2009)

[Conducting school inspections: guidance for inspectors of schools](#) (from September 2009)

[Main inspection documents for schools](#)

[School Governance – Learning from the best](#) (18 May 2011)

[Toolkit for Lead Inspectors](#) (Summer 2011)

5.2.3 Schools in Category

- [Actions following the notification of a school falling into an Ofsted category](#)

5.3 Links with the Diocese

- Alex Tear – Director of Education at the [Diocese of Rochester](#)
- Anne Bamford – Director of Education at the [Roman Catholic Archdiocese of Southwark Commission for Schools and Colleges](#)
- Nigel Genders – Director of Education at [Canterbury Diocese](#)

5.4 IT Support

Advisers will be allocated a Blackberry and a laptop.

Reporting an [IT Fault](#)

Electronic Communications [Policy](#)

Electronic Communications [User Guide](#)

5.5 Working Arrangements

Travel and claims [information](#).

Bases/Location of working will be agreed at the time of appointment, or if remaining in post, be agreed in negotiation with the Line Manager.

5.6 Contact details/useful links

KCC Office [Locations & Contacts](#)

[School Term Dates](#)

[Schools Database](#)

Staff counselling service: [Support Line](#)

[Professional Standards](#) – person specifications and job description information for NQT through to senior leader posts

5.7 Employee Self Service

[Employee Self Service](#)

5.8 Communication Section

5.8.1 Emails from HOSI

Following the fortnightly KCLA meetings, the HOSI will distribute the minutes for information along with an update message for the entire team.

5.8.2 E-bulletin weekly

The Schools E-Bulletin provides our Kent schools and Local Authority (LA) staff with a regular update of key education-related information and supports the drive to prioritise e-communications between schools and the LA.

Every week during term time, usually on a Tuesday morning, every Kent school and member of Education, Learning and Skills staff will receive an e-mail summary of the articles in the E-Bulletin. The [E-Bulletin](#) itself is also published on Kent Trust Web.

5.8.3 All Points Bulletins

The All Points Bulletins provide all Local Authority staff with key information updates. These have in the past included responses to articles in the news related to KCC and updates on the progress with regards to the new structure and operating framework for KCC.

If you do not think you are on the distribution list for the All Points Bulletins, please contact the communications team.

5.8.4 Ofsted Summary

Tracy Palmer will continue to complete the Ofsted summary sheet and circulate to KCLAs and KCAs on a weekly basis.

6 Supporting Governors

Awaiting content

What are the expectations of schools and of the Governor Support Unit?

How do we want to work with Governors – our perspectives?

7 Professional Development and Training

All professional development and training for schools is co-ordinated through the Workforce and Professional Development team currently located in Business Strategy and Support Directorate within the Human Resources Division. This includes the co-ordination of the county wide CPD programme as well as the planning and managing of local bespoke programmes for individual schools or groups of schools. All CPD should be planned through members of this team who can work with Kent Challenge colleagues to develop local opportunities to meet local needs. All opportunities are captured through Kent CPD online and administered through the Training and Development Team based at Oxford Road.

The Workforce and Professional Development team is also responsible for commissioning in external support for CPD and ensuring compliance with the procurement framework. The reporting, quality assurance and evaluation of CPD is essential in securing quality provision. This work is now a key part of the traded services within EduKent under the banner of School Improvement and Development. The team will work closely with ELS colleagues to contribute to raising standards and improving outcomes for children and young people.

[Training & Development Event Protocols](#)
[Planning and preparing for CPD events](#)

7.1 Improving Together Network (ITN)

ITN is a package that 99% of all primary schools buy into as well as many of our Special Schools. It is an opportunity for Districts and the LA to work together to raise standards in schools and be the champions for all children and young people by providing support, advice and professional development on aspects of school improvement, leadership and management and teaching and learning.

The programme has been worked to reflect the current national and local context and includes the reflections and feedback from headteachers and Districts. The overarching aim is to ensure that schools have a flexible offer, made up of a core

programme and the opportunity to tailor some specific development opportunities which the district will decide on collectively.

Core Primary and Special Schools Offer

- ◊ A major conference opportunity per season involving national speakers and sharing good practice.
 - Senior Leaders – Summer
 - Teaching and Learning – Autumn
 - NQTs – Spring

The number of these conferences across the county will be determined by demand and costs.

- ◊ Headteachers – local forums to be planned and agreed by headteachers and District Heads of Standards and School Improvement, usually in the format of Headteacher Breakfast Briefings
- ◊ Senior Leaders networks – format to be agreed locally, usually Deputy Head network meetings
- ◊ NQT training to support the induction year and to train induction tutors and mentors
- ◊ Early Years Foundation Stage teachers Twilight Meetings linked to local priorities and developments
- ◊ SENCOs, Inclusion Co-ordinators, and Senior Leaders – briefings to keep schools up to date with current developments at national and local level

Much of the programme has been delivered by district teams and this is currently under review in the light of KCC restructures. Where additional capacity is needed this will be found to ensure that we meet the contractual terms of the service level agreement.

Local Planning:

There is an allocated School Workforce Lead within the LA linked to Districts who will support local planning. This will enable Districts to determine additional development programmes to meet specific locality needs to be commissioned through the workforce lead using local and external resources. For example, subject specific network groups or training courses, such as, literacy leaders, developing primary science and assessment for pupil progress. Other developments could include Early Professional Development networks for teachers in their first 5 years of teaching, and support staff training and development. These opportunities will be funded by ITN, hosted in a local school, planned and delivered locally.

[ITN Administrative Arrangements and Support](#)

8 Leadership Strategy section

There is a significant amount of good and outstanding leadership in many Kent schools. Between 1 September 2009 and 8 April 2011 121 Primary schools were judged Good or Outstanding, as well as 22 Secondary schools, 10 Special schools and 3 PRUs.

In many other schools who have yet to achieve the good or outstanding rating from Ofsted that there is also good and indeed outstanding leadership. We do know however, that there are a significant number of schools where leadership is or remains

satisfactory at many or all levels within the organisation. This includes the Governing Body.

There are three kinds of leadership positions in schools:

- Group 1

Those schools where HT's and senior leaders and Governors know their school really well, understand their improvement priorities but may require our support to enable them to achieve those priorities with an acceleration in the pace and by bringing a range of resources previously difficult acquire.

- Group 2

Those schools where HT's, SLT's and the GB either do not have an evidenced base view of the schools performance or priorities and lack the strategic focus or drive to achieve improved outcomes for pupils. Despite this, with support, the school is deemed to have the capacity to turn around.

- Group 3

Those schools where HT's, SLT's and the GB either do not have an evidenced base view of the schools performance or priorities and lack the strategic focus or drive to achieve improved outcomes for pupils. The view is taken from evidence, that the leadership of the school even with additional support will not effect an appropriately timed turn around for the school.

The first two scenarios can be effectively challenged and supported through the specific partnership approach in Kent Challenge. The third group however requires a different approach. By the end of week six, the KCA will have agreed with the KCLA the potential of the leadership in each school in which they are involved whether any school is likely to be in the third group. At this point it is vital that Helen Connolly is involved. Any school where this is the potential view will require a meeting with the KCA/KCLA/Helen Connolly and the HOSI at the end of week six to agree the plan for the following six weeks.

Leadership Support Bespoke and Courses

Bespoke

We have 16 NLEs and 51 LLEs in Kent. There will be an expectation that NLE's and LLE's will be commissioned by KCA's as part of the bespoke package for many schools in Kent Challenge focus categories. They have the ability to provide individual coaching and mentoring for individual HT's and leadership teams within schools. NLE's can also support individual members of staff from their school resource where appropriate. SMART targets will be negotiated by the KCA for the deployment of this resource. KCLA's will liaise with the KCA commissioner where appropriate for securing this support.

Courses

There is a range of universal provision for leadership at all levels currently organised by the Senior Adviser for Leadership and her team and advertised through the CPD programme. Any school can choose to attend/engage with any of the programmes advertised.

Kent Challenge schools

We know that one of the issues that can impact on underperforming schools is the amount of activity they engage in outside of the school and their choice of courses.

One aspect of the KCA role will be to ensure that the school is engaging in appropriate CPD activity and that there is high impact on the school priorities as a result of engagement. This will include NQT, Middle leaders, AHT and DHT support.

There are 2 specific Leadership courses that have been designed this year to support the Kent Challenge programme.

- Thinking Leadership
- Inspired Leadership

The first is a year long course which will be targeted at schools who are in group 1 and who are in the prevention group of KC categories. This involves the HT and the DHT/AHT. The course covers all areas of leadership and management and provides strategies and approaches which are chosen and tested throughout the year.

The second is a 5 day programme running from October to December. This will be developed as an on-line course for all schools to access in the summer term. This is for HT's and is focused to boosting leadership confidence and tackling significant 'elephants'.

Both courses involve a partnership with an external source. Thinking Leadership is a partnership between the LA and Nick Hind Educational Consultancy and the second is the LA and Ros Taylor Business Group.

All schools will receive the information on these courses and a selection will be made based on our knowledge of the schools position and the appropriateness of their engagement.

9 Teaching and Learning

We have a significant percentage of good and outstanding teaching in many schools across Kent. The challenge remains to ensure that every child in every learning opportunity receives good or better teaching.

We know that there are schools where satisfactory teaching still results in good or better outcomes, largely due to the level of ability and parental expectation and engagement that surrounds those communities. We equally know that in some schools serving our most disadvantaged communities only good or better teaching will accelerate children's learning, enhance their outcomes and ensure that the gap closes between those children and their more advantaged peers.

Improving the teaching profile in a school requires the school leadership to focus on the following steps:

- the eradication of inadequate teaching
- moving from satisfactory to good
- increasing the percentage of outstanding teaching

This requires the leadership of the school to set high expectations within the framework of a teaching and learning policy that sets good teaching as the baseline for performance measurement. A significant programme of observations and drop ins alongside a coaching and mentoring programme as well as opportunities for all staff to see good practice within and beyond their own schools will result rapid improvement.

Teaching and Learning Support – bespoke and courses

Courses

There is a range of universal provision for teaching and learning at all levels currently organised through the Workforce team and advertised through the CPD programme. Any school can choose to attend/engage with any of the programmes advertised.

Kent Challenge Schools - Bespoke

All KCA's will have access to teaching and learning advisers as part of the potential commissioned resource to support the action plans. We know that specialist support on a one to one programme, based on coaching and mentoring is one of the most significant factors in moving performance. This will be time limited for any teachers who consistently deliver inadequate lessons. Where KCA's have any concerns over teachers who are performing at this level should have an early conversation with Helen Connolly.

Kent Challenge Schools - Courses

We know that one of the issues that impacts on underperforming schools is the amount of activity they engage in outside of the school and their choice of courses. One aspect of the KCA role will be to ensure that the school is engaging in appropriate CPD activity and that there is high impact on the school priorities as a result of engagement. It will be important to consider how the school is collaborating with other schools wither on a district basis or by alignment with good and outstanding schools to secure a support network for sustainability.

There is 1 specific Teaching and Learning programme that has been designed this year to support the Kent Challenge programme.

Every Lesson Counts

This is a one term programme that has been developed and piloted in the previous two term sin Swale and Thanet. The results have been extremely encouraging with satisfactory teaching being moved to sustainably good practice in six weeks. KCA's will need to work with Jayne True to enable this programme in their schools.

10 EduKent

We recognise that Education Support Services in Kent have changed significantly. As more schools become academies and more funding is delegated to schools from the local authority we have to respond and be more flexible in the provision of services we offer so that they are more closely tailored to schools needs. Schools will have greater choice about the services they buy, including when and where these are purchased.

[EduKent](#) is a KCC funded Service. As a KCC Service, we will be promoting the KCC brand and identity, using a small team of experienced staff and utilising the skills base across the Local Authority, including Communications, The Contact Centre and ICT. Our aim is to build on the success of Kent Services for Schools (KSfS), which will become part of EduKent, and to continue to develop the ethos created by it, offering high quality, competitively priced products, all in one place. Schools and academies, which currently have contracts with KSfS or directly with a service provider, will, in future, have contracts with EduKent. We are developing the current financial systems to enable all charging through EduKent and, as part of this development, schools and academies will receive one monthly statement, detailing all contracted and bespoke services chargeable by direct debit.

It is planned that schools and academies will be able to buy Kent's services on an individual basis or as part of a group or consortium. Schools are increasingly expressing an interest in group packages and discount offers and to ensure EduKent's share in this competitive marketplace this option will need to be pursued.