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A Guide for
National Leaders of Education,
National Support Schools,
Local Authorities and
Client School Leaders



In May 2006, the Chief Executive of the National College for School Leadership (NSCL), Steve Munby, explained the purpose of the National Leaders of Education (NLE)/National Support School (NSS) initiative.

“Success for our most vulnerable children and for our most challenging schools will only come when all of us in an educational leadership role regard it as our fundamental moral purpose to ensure that all children and young people experience the very best learning and well-being opportunities, no matter which school they go to. My hope for this initiative is that it will attract our most successful school leaders to demonstrate their leadership in our toughest schools.”

The first tranche of 68 NLEs were identified in October 2006 and the second tranche of 60 in July 2007. Given some changes and retirements, there are now approximately 125 NLEs and NSSs available to work with local authorities (LAs) to support schools in Ofsted categories or other challenging circumstances.

Pen portraits and contact details of each of them can be obtained electronically by contacting the College – see NCSL’s website for details – **www.ncsl.org.uk/nle**.

To be designated as an NLE rigorous criteria must be met. The most important of these being:

- the school’s most recent Inspection will – other than in exceptional circumstances – have a judgement of outstanding overall, and outstanding for leadership and management
- contextual added value scores will exceed national averages
- the headteacher will have experience of supporting other schools
- the school will have the capacity to support others

These are, then, exceptional leaders and schools, many of whom already have experience of working with schools in difficulty. On page 5 we have provided a summary of some of the things that Inspectors have reported about their own schools and those they are supporting during 2006–07.

The purpose of this handbook is to outline how the support that the NLEs and NSSs offer can be most effectively used.

“

My hope for this initiative is that it will attract our most successful school leaders to demonstrate their leadership in our toughest schools. **Steve Munby**

”



NLEs are serving headteachers who have achieved excellent results in their schools, both in inspections, national tests and examinations. This has been achieved by all of the staff in their schools working together. Many of the NLEs have already worked to support schools in difficulty and all have worked beyond their own school.

Following a rigorous process of selection to be an NLE and NSS, the NLEs will:

- provide additional leadership to schools in challenging circumstances
- advise Ministers and other key stakeholders on education policy
- advise NCSL, on the development of potential/aspirant NLEs

The schools receiving the support will be designated as Client Schools. The NLE may or may not become acting or executive headteacher of the Client School.

NLEs and NSSs are expected to:

- on occasion, take overall responsibility for the leadership and direction of the Client School (for a specified time) in consultation with the leadership team (depending on the circumstances of the Client School)
- work with the LA's School Improvement Service, Governors, and the Leadership Team of an identified school(s) in the preparation and implementation of a clear plan of action to ensure the earliest possible improvement of the Client School
- provide specific, additional, and appropriately targeted support to the Client School's Leadership Team – the detail of which will depend on the Client School's circumstances.

NLEs and their NSS staff will be deployed to schools whose circumstances may be quite unique. Consequently, individual protocols surrounding confidentiality and lines of communication will need to be established at the outset and agreed by all concerned.

The NLEs and staff in the NSS are employed through contract to the LA of the Client School. They are not inspectors, nor employees of any government agency. They do not gather evidence for disciplinary measures.

NCSL is responsible for recruiting high quality headteachers and their schools to be NLEs and NSSs, brokering arrangements between them and LAs. NCSL will provide support and training for NLEs and their NSS staff and ensure NLEs have an identified contact at NCSL from whom they may seek advice. NCSL also has a role in the Quality Assurance of the works of NLEs and NSSs, which is explained on page 12.

**In the eleven weeks since
engaging the NLE:**

The outstanding direction
*provided by the executive
headteacher (NLE) and acting
headteacher has been rewarded
by the overwhelming support
and confidence of the staff.
A culture of improvement
pervades the school.*

The quality of academic guidance
has improved.

Behaviour has improved.

***There have been significant
improvements*** in the quality of
SEN provision.

***The school has made good
progress*** in improving attendance...
*There has been a dramatic
reduction in the number of
exclusions... Pupils report they
feel happier and more secure in
school, especially since the change
in leadership.*

***Inadequate teaching is being
addressed.***

The new leadership has taken
significant and well judged
action to improve the quality
of provision.

Here are some of the comments made by HMI in monitoring visits and/or Inspection Reports on Client Schools during 2006/07:

The headteacher and deputy headteacher have made good progress in analysing the school's performance, assisted by the high quality advice and example of the headteacher mentor (NLE)... The continuation of such support is still a crucial factor in the school's development.

The LA made a very good decision to place an executive headteacher (NLE) and acting deputy headteacher into the school. Both of these, along with a Year 6 teacher, have been seconded from a local, high performing, support school. (They) have been the key factors in facilitating the good progress which has taken place since September 2006.

The atmosphere in the centre is positive and upbeat and staff are rising to the challenges facing them. Senior staff are benefiting from the support of the consultant headteacher (NLE). The consultant headteacher has a good view of the centre's strengths and weaknesses and his work is particularly valued by the senior leaders of the centre.

Support from the LA and the NLE Project are also helping, because the school faces so many challenges – senior leaders are focussed on improvement, setting clear direction for all staff who appreciate the initiatives taken recently.

The arrival of the new headteacher (NLE) has resulted in an accelerated rate of improvement. She has quickly and accurately identified what needs to be done to tackle weaknesses. She has a clear strategic approach, with appropriate plans put in place and some decisive action already taken.

This school, led by an experienced, deeply practical and inspirational executive headteacher (NLE), has demonstrated improvement in a number of core areas since it was last inspected a year ago. Highly skilled practitioners from the federated school are working in partnership with existing staff to put in place measures to secure further improvement.



In the light of the experience of NLEs and LAs in 2006—07, we recommend that both parties will benefit from a relatively formal process, including a contract or service level agreement between the NLE/NSS and the LA. This section describes the stages that might be gone through to establish this, with references to the draft contract that is attached on p17. If, by mutual agreement, NLEs and LAs wish to work differently, they are free to do so, but we would recommend that they consider the stages in the process below.

Stage 1

Defining the task

What are the issues that need addressing ?

Working with the LA and the Client School, the NLE/NSS will define the task/s that are required. This will require reference to reports on the Client School, together with interviews of key personnel. In cases where an NLE is effectively taking over the running of a school for a significant period of time, we advise undertaking a full 'due diligence' process to achieve this.

Stage 2

Drawing up the Service Review Plan

*What needs to be done to address the issues to achieve improvement?
Who will be doing what? How will we know they have succeeded?*

Having audited the needs of the Client School, the NLE and NSS will identify what areas of performance will be especially identified for improvement. These will be drawn into a Service Review Plan which will be shared with the LA and the Client School (see p29 of the attached sample contract), and will make clear what success criteria will be used to judge the effectiveness of the NLE/NSS support.

Stage 3

Costing the support

Simultaneously, the NLE/NSS will calculate the anticipated costs of the intervention. We recommend that a costings table is drawn up – an example is provided on p27 of the attached sample contract. Through this, the NLE/NSS and LA can clearly identify what the costs of the support will be in relation to the key areas of activity.

Stage 4

Drawing up the contract

Making clear what the expectations are

On the basis of the work above, the NLE/NSS and LA will be in a position to draw up a contract. This will clearly define who is responsible for what, how much will be paid and on what dates, and provide a basis for reviewing the continued work of the NLE/NSS. The draft contract appended to this handbook provides a model, but the College will support other formats that are agreed by LAs and NLEs/NSSs.

Stage 5

Reviewing progress

(see also p29 of the sample contract)

How will we know that improvement has been achieved?

The NLE will ensure that the NSS provides a team of suitable staff to support the Client School and will monitor their impact against agreed outcomes. Team members will be expected to attend regular briefing meetings to keep abreast of developments within the Client School and to respond to any changes in focus as required.

NSS staff, under the direction of the NLE, are expected to provide a brief written record for each visit or activity undertaken on behalf of the Client School. Lesson observations will be discussed with any teachers and shared as appropriate. Key issues from observations and other activities, alongside other information derived from data and other data from the Client School will be summarised by the NLE and, where appropriate, the relevant NSS teacher. The written records of the Client School's progress will be shared with the Client School and the named representative of the LA.

The NLE is responsible for ensuring that progress is reviewed. This will require at least producing a regular interim review to highlight progress against the agreed outcomes. This will consider progress made and, where appropriate, any changes in strategies that may be required and will be shared with appropriate staff at the LA and Client School.

It is also expected that a Service Review is updated at least half-termly, in line with the attached draft contract. The NLE may attend feedback from HMI monitoring visits (if appropriate) by mutual agreement, and will be expected to build the results of such visits into Interim Reviews.

Stage 6

Providing feedback

The NLE is expected to provide comprehensive feedback to the LA and the Client School at the agreed end of the intervention. This will need to include – for contractual purposes – a quantitative summary of NSS activities, and a summary of what has been achieved and what, in the view of the NLE, needs to be done to sustain improvement in the Client School.

Roles and responsibilities

The NLE

The NLE is responsible for leading the support programme provided by the NSS in the Client School, in consultation with the LA and the leadership team of the Client School to ensure that the NLE/NSS contractual responsibilities are met. In partnership with the LA, it will be important to ensure that all parties are clear on who is 'in charge' within the Client School and to whom all parties are reporting – for example, will LA consultants working in the Client School alongside NSS staff be responsible to the NLE for that work, or their LA manager? The answers will depend on circumstances and context, and what will be important will be to ensure that all concerned understand their responsibilities and lines of accountability.

NSS team members

All NSS team members are selected by the NLE for their skills in the specific areas required to support the Client School. Details of their experience and skills will be conveyed to the headteacher of the Client School and the named link person in the LA through short pen portraits.

The Client School

It is the responsibility of the Client School to take action on areas agreed through the initial planning meeting and subsequent discussions with the NLE/NSS staff. The Leadership Team of the Client School is a key player in this process as are the staff members in the Client School with whom the NLE and other NSS team members are engaged. The success of the support programme rests on developing a high level of trust between the leadership of the Client School and the NLE. The Chair of Governors of the Client School will receive written reports on progress and may be invited to join in discussions as appropriate.

The LA

The LA maintains its accountability for the progress of schools in need of improvement. Where an NLE is deployed, the LA will appoint a link person (LA contact) who will be in direct communication with the NLE and will keep other members of the LA informed of developments as appropriate. It may be that this will be the School Improvement Partner (SIP). If not, it will remain the responsibility of the SIP to monitor any impact of the intervention by the NLE and NSS staff. The NLE will not be expected to engage in discussions with any member of the LA beyond the link person unless by mutual agreement of the NLE and the LA Contact.

NCSL

NCSL will identify NLEs/NSSs, provide them with guidance and training on their role, support them and LAs in deployment issues, and oversee quality assurance issues.

Resources

LAs will be expected to use their normal sources of funding for intervention in schools causing concern, which is likely to include funding from the Client School, and the increased funding, announced in February 2006, to enhance LA capacity for school improvement.

In exceptional circumstances – most obviously a significant deficit budget in the Client School, combined with an overspend in the LA's funding for school improvement – a small amount of additional resource may be made available to support the work of the NLE. LAs who consider that such conditions might apply should contact NCSL in the first instance.

In the last two years of the initiative NCSL has been in a position to provide a small bursary to support NLE/NSS activity.

Quality Assurance

As with other commissioned services, it will be the LA's role to set expectations and monitor quality. The guidance to NLEs makes very clear that the outcomes of their involvement should be written into any arrangement with the LA, and we would expect LAs to monitor progress towards those outcomes through data, HMI monitoring reports and other processes, such as SIP monitoring visits.

If an LA is concerned that the contribution of the NLE is not helping the Client School to make the progress anticipated, LAs are expected to make the initial approaches to the NLE. If, however, these do not lead to improvement, then NCSL would expect to become involved in the situation and address issues of quality assurance with the LA.

The relationship between NLEs and School Improvement Partners

The NLE will work with the Client School to bring about improvement within the parameters agreed when the arrangement is set up.

The LA, either directly and/or through the School Improvement Partner, will measure and monitor the impact and effectiveness of that involvement. The LA will liaise with the NLE to feedback on that progress and to ensure that it remains tailored to the Client School's needs.

The roles of SIPs and NLEs and their relationship are:

- SIPs may identify the need for an NLE to work in a school. NLEs will take the lead in working with their staff, with the Client School to build capacity and bring about rapid improvements
- SIPs may take the role of monitoring the work of the NLE and NSS for the LA. NLEs will take or share the accountability for the Client School
- SIPs may be the link named person for the Client School. NLEs may have the SIP as the key point of contact

Key issues and questions

What different examples of NLE involvement does NCSL envisage?

NCSL recognises that much will depend on context and circumstances, but anticipates that each of the following ‘models’ may well pertain, together with several points between these examples:

- NLE as full-time acting or executive headteacher in a Client School, which has a vacancy for the headship, with significant involvement of staff from the NSS
- NLE supporting an acting or executive headteacher (who may be a deputy or a leader from another school) for three days a week, providing advice and extensive support from staff in the NSS
- NLE providing consultancy support, with staff from the NSS, for 1–2 days a week as an external source of support

What if an NLE wants to be proactive in becoming involved and has had no contact from the LA?

S/he may be proactive by making direct contact with the LA officer responsible for school improvement. If s/he prefers, contact can be made with NCSL, which will then provide brokerage with relevant LAs.

What about cross-phase or sector partnerships?

NCSL will encourage NLEs and LAs to look creatively at partnerships. There are opportunities for cross-phase and cross-sector work, and that the chance to break down traditional boundaries. For example, there are particular challenges to running schools for pupils with behavioural, emotional and social difficulties and to running Pupil Referral Units, and there are generic management skills that can be transferred between sectors.

NCSL will also support arrangements between the secondary, primary and other phases where the NLE and LA concerned judge there is the potential for such a match to bring about rapid improvement.

What if an LA has NLEs but no schools in need of significant support?

In these circumstances, NCSL does not anticipate that an LA will take any particular action or to create a role where none exists.

However, neighbouring LAs with school(s) needing significant support may approach such NLEs, and liaise with the 'home' authority if appropriate, in setting up any arrangements. In any cross-border arrangements, the 'home' authority has first call on the work of an NLE, but cannot expect an NLE already committed to working in a school in another authority to 'drop' that work if circumstances in the home authority change.

What if an LA has schools in need of significant support but no NLEs?

LAs will be provided with the information on where NLEs are and will be encouraged to contact those that are geographically close by. NCSL will actively pursue the 'matchmaking' aspect of this work.

Can LAs use NLEs with schools that are not in need of significant support?

NCSL wants to give priority to NLEs working with schools in need of support – that is what they applied to do, and that has to be the highest priority. In particular, NCSL would be very concerned if there were schools in need of support without NLE support when there was a suitable NLE close to hand who was deployed in a school NOT in need of support.

That said, NCSL recognises that there may be circumstances where another deployment may be appropriate. These circumstances are likely to include most of the following:

- school is identified by the LA as in its highest category of concern – ie likely to be in need of significant support if inspected
- strong LA support for an alternative arrangement
- no school(s) in need of significant support in reasonable geographical range
- school is unlikely to achieve floor targets
- may be in transition towards closure, amalgamation, federation or academy status

Can the Client School object to the proposed deployment of a particular NSS?

There may be reasons why the deployment of a particular NLE/NSS is inappropriate to local circumstances. The final decision on deployment rests with the LA, which will take account of all views expressed to ensure the rapid resolution of the Client School's difficulties.

What if things don't work out well in a Client School?

All parties need to recognise that circumstances, contexts and situations differ enormously, and there will be occasions when a leader who is very successful in one place at one time is less so in another. NCSL will make every endeavour to assist the NLE and LA in moving the situation forward to enable the Client School to progress.

Does Ofsted know about the initiative?

Ofsted has been involved in contributing to the development of the initiative and are being kept informed, with particular reference to ensuring that appropriate account is taken in monitoring visits.

What else do NLEs do?

As well as supporting Client Schools, NLEs will also:

- advise NCSL leaders on a range of policy issues regarding school leadership
- meet with national policymakers to advise them from their 'on the ground' perspective
- share their experiences with other headteachers to assist future leaders in schools facing challenges
- advise on future models of NLEs

What happens when an NLE leaves their school?

In this circumstance, each situation will be considered individually. If the NLE is taking up another headship, the NLE 'status' will be placed on hold, at least for a period of time, unless the new school is already an NSS. However, the NSS that s/he has left may continue to be a National Support School at least until the completion of any current work.

How long does an 'NLE designation' last?

It is expected that NLE designation will be reviewed annually and altered if necessary or required – for example, as a result of a change in circumstances.

These circumstances might include:

- those who choose to give up their NLE/NSS designation voluntarily
- those who have left headship for a post where they no longer lead a school, eg by joining LA service
- those who have retired from their posts as headteachers and are no longer engaged in NLE work. Those who have retired but are carrying on a piece of NLE work will continue to be designated as such until the current work is completed
- those who have not undertaken any work in an NLE/NSS role and have not responded positively to offers of such work
- where an NLE has moved to the headship of a new school, the designation of the NLE will be suspended for 12–18 months and reviewed at the end of that period

- where there is a declining trend in the performance of the National Support School, the position of the NLE and NSS will be reviewed during the course of the next year (other than in the case of a NSS being placed in a category by Inspectors, which will lead to immediate suspension of designation)

Where a headteacher ends their time as a National Leader the position of their school as a National Support School will be individually reviewed.

Why is an NLE going to do a better job in turning round a school than the LA Advisory service, which continues to be accountable for resolving such issues?

There is no disputing the success of many LAs in this area of work. However, the changing role of the LA from provider to commissioner means that LAs can work with a highly successful serving headteacher who will provide the capacity and opportunities that arise by having a whole school ‘moored alongside’ the school in difficulty.

LAs will be able to determine their own arrangements to address these issues, and to take the opportunity to be creative. For example, the circumstances may provide the opportunity for an LA colleague to work closely alongside an NLE, or to take up some school based experience, providing him/her with new or revitalised experiences.

What if the media approach the NLE, NSS or Client School?

The NCSL press office will actively support the NLE (preparing a written or telephone briefing) if it is decided to do an interview. The NCSL press office will also ensure that the NLE’s LA press office is kept informed when press inquiries are received.

Who can we contact with further questions or issues?

If you have any questions related to this initiative, please see NCSL’s website for contact details www.ncsl.org.uk/nle

Agreement for National Leader of Education and National Support School Services

This Agreement is made on the day of

Between:

- (1) *(Insert name)* COUNCIL whose address is *(insert address)* (“the Council”) and
- (2) *(Insert name of National Leaders and Governing Body of School)* whose address is *(insert address)* (“the Contractor”).
-

1.0 Purpose of Agreement

The purpose of this Agreement is the provision of school improvement services to bring the Client School (as defined below) out of Ofsted categories *(or as otherwise agreed)* in line with the objectives described in the service plan.

2.0 Definitions and Interpretation

2.1 In this Agreement the following terms shall have the following meanings:

“NLE”: National Leader of Education as described and recognised by the National College for School Leadership.

“National Support School” (NSS): the school of which the National Leader of Education is headteacher and which is providing support to the Client School.

In this Agreement, the NSS is *(insert name and address)*. The “Client School” is the school in receipt of support from the NLE and NSS. In this Agreement, the Client School is *(insert name and address)*.

“Chairman”: the chairman of the Governing Body of the Client School.

“Governing Body”: the Governing Body of the Client School.

“Commencement Date”: insert date on which the Agreement will begin.

“Expiry Date”: *(insert date)* on which the Agreement will end, which may be extended by written Agreement between the parties.

“Term”: from the Commencement Date until the Expiry Date.

“Payments”: the amounts listed in Schedule 1.

“Services”: the Services specified in Schedule 2.

“Staff”: the NLE and Support School staff engaged on the delivery of the Services.

- 2.2 Words denoting an obligation on a party to do any act, matter or thing include an obligation to procure that it be done and words placing a party under a restriction include an obligation not to cause permit or allow infringement of the restriction.
- 2.3 All parties will comply with all applicable laws, regulations, policies and practices in the provision of the Services under this Agreement including, by way of example only, the Data Protection Act 1998 and the Freedom of Information Act 2000.

3.0 Appointment

The Council appoints the Contractor to provide the Services for the Term in return for the Payments.

4.0 The Contractor's Obligations

The Contractor's obligations are:

- 4.1 To provide the Services with all due diligence in accordance with best professional standards and to the reasonable satisfaction of the Council.
- 4.2 Confidentiality: Each party shall keep confidential all information relating to the provisions of this Agreement and to the business affairs of the other party whether such information is received orally or in writing or by any other means and shall not without the prior written consent of the other party disclose such information to any third party except as may be required by applicable law or regulation or by the rules or requirements of any relevant regulatory authority. The Parties may only disclose confidential information received under this Agreement to their representatives who need to have access to it. Both Parties shall ensure that their respective representatives including any employees are aware of and agree to be bound by the provisions of this clause.
- 4.3 The Contract is personal to the Contractor, who may not assign or sub-contract any or all rights or obligations under the Contract without prior written consent of the Council.

5.0 Service Review Plan (see p29)

- 5.1 The Contractor shall produce the Service Review Plan, for example, every quarter or in line with the Service Review Meetings.
- 5.2 The Service Review Plan shall be a forward looking plan for the Services and include the Contractor's strategies and objectives for the forthcoming year in relation to providing the Services in a more cost effective and efficient manner.

- 5.3 The Service Review Plan shall take account of the Contractor's prior performance of the Services over the previous months using the information provided in the reports.
- 5.4 The Service Review Plan shall include the Contractor's proposals for improvement to the Key Performance Indicators that are achievable in cooperation with the LA. The Contractor shall include with the Service Review Plan proposals to improve the KPIs without either party incurring extra costs; and the LA shall provide reasonable input into the development of the Service Review Plan.
- 5.5 The LA shall be entitled to approve or reject the whole of any Service Review Plan. Such approval shall be given in writing to the Contractor. The Contractor shall, acting reasonably, consider in good faith any amendments which the LA may have (acting reasonably) to the Service Review Plan including if the LA notifies the Contractor that it wishes to approve only certain elements of the Service Review Plan and the parties shall use reasonable endeavours to agree a revised Service Review Plan which takes account of such comments.
- 5.6 The Contractor confirms that it shall work with the LA in ensuring the Services are performed so as to achieve the Service Levels in the most effective manner.

6.0 The Council's Obligations

- 6.1 In consideration of the services to be rendered by the Contractor under this Agreement the Council agrees to make the payments promptly.
- 6.2 The Council undertakes to ensure that the NLE and NSS staff working in the Client School are covered by its insurance policies while working in the Client School.

7.0 Termination

- 7.1 The following obligations are conditions of this Agreement and any breach of them shall be deemed a fundamental breach which shall enable the party not in default to terminate this Agreement immediately.
- 7.1.1 Failure on the part of the Council to make payment of all agreed sums due to the National Support School under the terms of this Agreement.
- 7.1.2 Failure on the part of the Contractor to observe any obligation under this Agreement.
- 7.2 If either party reasonably considers that the relationship between the Council and the Contractor has irretrievably broken down, then that party may terminate this Agreement by written notice of such length as shall enable the Council (acting reasonably) to establish alternative effective leadership.

8.0 Termination consequences

- 8.1 In the event of this Agreement being terminated the Council shall immediately pay to the Contractor all arrears of Payments and any other sums due under the terms of this Agreement.

AS WITNESS the hands of the duly authorised signatories of the parties the day and year first above written

Signed

Signed

Name (print)

Name (print)

Schedule 1 (Payments)

1.0 Total Budget

The Contractor provides the Council with a detailed budget plan covering the duration of the contract which is annexed hereto as Annex 1. The Contractor shall use its best endeavours to deliver the Services in accordance with that plan.

The Contractor shall be permitted to vire monies between the headings of the budget plan, provided that monthly totals remain the same and that achievement of the action plan for school improvement is not jeopardised.

Should the Contractor wish to revise the total budget required for the services, s/he should submit a written statement to the Council outlining the necessary changes and why they are required. This may lead to a revision of the agreed sums and/or action plan.

2.0 Remuneration of NLE/NSS

The Council will pay the Contractor £... for each NLE Day supplied by the Contractor in the delivery of the Services. (This would normally be based on a calculation of current salary plus additional point/s – reflecting the level of challenge in the contract – on the leadership scale divided by 195).

3.0 Travelling and Subsistence

Travelling, accommodation and subsistence will be paid at (*insert agreed rates*).

4.0 Invoicing Arrangements

The Contractor will invoice the Council monthly in arrears detailing services provided.

5.0 Repayment

In the event that contract conditions are not upheld by the Contractor then the Contractor shall repay the Council all or part of the total payment to date corresponding to the extent of the default.

Schedule 2 (Services)

1.0 Specification

The Contractor shall provide an NLE and NSS staff to discharge the Contractor's obligations under this Agreement. The NLE and staff will carry out the bulk of their duties at the Client School. Secretarial support in relation to the work of the School will be provided by the Client School's administrative staff.

1.1 Aims

The NLE will function at a strategic and operational level, reporting to the Chairman, the Governing Body and the Council.

Specific areas of work for the NLE will include: *(amend as appropriate)*

- to work with the Leadership Team at the Client School to build their capacity to take responsibility for their own continuous improvement
- to develop the Client School as a self-evaluating, self-managing institution which provides world class education to its students and the wider community

- to assist the Governing Body to raise the standards of achievement and attainment for all students ensuring the school becomes an outstanding school
- to assist the Governing Body in taking the school out of Ofsted categories within twelve months of the start of the contract

1.2 Method

In seeking to achieve the aims, the specific duties of the NLE will include:
(*amend as appropriate*)

- to coordinate and direct the work of the interim/acting headteacher
- to enable students to achieve outstanding results at all levels
- to develop the Client School as a high 'value-added' school
- to recruit, retain and develop the best teachers, classroom assistants, and education support staff
- to raise standards of discipline and attendance of all students
- to increase the number of applications for student places
- to raise the status of the Client School in the eyes of the community
- to provide quality facilities and resources which will be used by the whole community
- to ensure that every student fulfils their academic potential in relation to their Cognitive Ability Test score
- to ensure the Client School has the appropriate ICT infrastructure to meet the needs of the students and staff
- to implement a training and development programme for all senior and middle leaders

- to ensure consistency of practice in all that the Client School does
- to provide high quality continuous professional development and help the Client School to gain the Investors In People accreditation
- to assist in making the Client School a great place at which to learn and work
- to support the Client School in offering an appropriate and relevant curriculum to all learners

The aims and method are summarised in the Service Action Plan shown at the end of this appendix below.

1.3 Other staff from the NSS

The Contractor will ensure that other staff from the NSS are deployed to the Client School for the following purposes: *(Insert as required)*

The remuneration of such staff will be determined by the NLE and Governing Body of the NSS, and the costs of such remuneration are included in the table at Annex 1.

1.4 Process

Working with an appointed officer of the Council, the NLE will prepare a Service Review Plan that is approved by the Council and the Governing Body. The plan will be fully costed and will contain realistic and measurable success criteria in relation to pupil performance, the quality of teaching, leadership and management (*adapt as required*), and the expected impact of the work of the NLE and NSS.

1.5 Reporting arrangements

The Council's Principal Adviser for Schools Causing Concern (SCC) in Standards and Improvement Service, the Chairman of Governors and Governing Body will receive from the NLE or his representative weekly/monthly/termly report on the Service Review Plan and progress made. The Council expects the NLE to be in regular contact with the Chairman at sufficient frequency to permit the NLE to be held appropriately to account for the impact of the work of the Contractor.

1.6 Monitoring arrangements

The Principal Adviser SCC or his/her representative will monitor the impact of the Contractor's work against the measurable targets identified in the action plan and report to the Head of Standards and Improvement Service.

2.0 Conditions of Service

2.1 Contact

The named contact at the Council is *(insert name)* Head of Standards and Improvement Service *(or insert appropriate title)*.

2.2 CRB checks

The Contractor must ensure, and provide evidence, that the Staff have an up to date CRB check which does not indicate unsuitability for the delivery of the Services.

2.3 Code of Conduct

The Contractor shall procure that the Staff adhere to the Code of Conduct as described in the Council's Human Resource policy statements.

Breakdown of costs

	Apr 07	May 07	Jun 07	Jul 07	Aug 07	Sep 07	Oct 07
Area Intervention Costs							
Audit							
Audit tools							
Due Diligence report							
Sub-total							
Leadership							
Acting Head							
NLE costs							
SLT training							
Governor training							
Middle Leaders							
PA Support							
Monitoring and Evaluation							
Sub total							
Quality of Provision							
Quality of Teaching and Learning							
Quality of Assessment							
Quality of Curriculum							
Extra Curricular							
Sub total							
Achievement and Standards							
SEN/Inclusion							
CATs data analysis							
Literacy and Numeracy							
Sub-total							
Personal Development and Well-being							
Attendance support							
Behaviour support							
Sub-total							
TOTAL							

Sample Service Review Plan

Recommendation Key performance indicators		Priority	Responsibility	Agreed	Comments	Review date
P1	Performance in Key Stage Targets		NLE		100% of target numbers measured by reports	
P2	Levels of Attendance		NLE		Increase Attendance from xx% to yy%. Measured through attendance records	
P3	Teaching judged to be good or better		NLE		Teaching good or better in all observed lessons. Monitored through HMI monitoring reports.	
P4	Improvement in performance of Target groups of pupils		NLE		Eg most able, boys from ethnic background. (80% of Indian boys to achieve Level 5 or better in writing at end of Key Stage 3)	
P5	Increased Parental Engagement		NLE		Parental surveys, Attendance at Parents evenings, PTA meetings	
P6	Improved Governance		NLE		Measured through Reports	

NCSL would like to thank **David Triggs**, Principal, Greensward College, for his contribution to the development of this guide and especially those sections relating to the sample contract.

**National College for
School Leadership**

Triumph Road
Nottingham NG8 1DH

T: 0845 609 0009

F: 0115 872 2001

E: enquiries@ncsl.org.uk

W: www.ncsl.org.uk