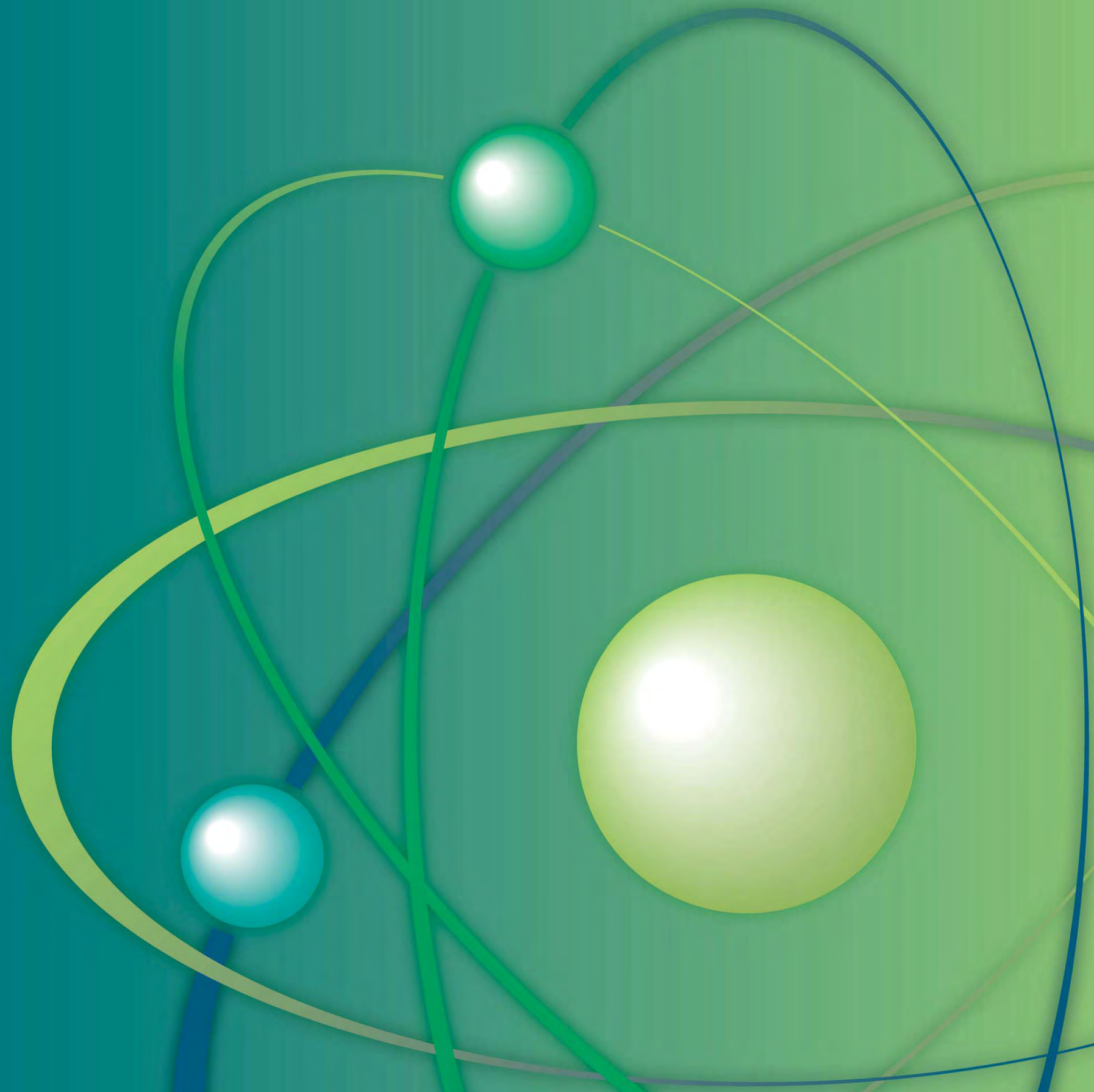


Exploring Models of Leadership Toolkit

6. Case study 2

14–19 partnership



In this case study, there are six schools in an area.

14–19 PARTNERSHIP

2



Why are we doing this?

Shared purpose and vision – the drivers behind the partnership



Each of the six schools has its own leader or leadership team.

14–19 PARTNERSHIP

2



Why are we doing this?

Shared purpose and vision – the drivers behind the partnership



Each has its own governance arrangements.

14–19 PARTNERSHIP

2



Why are we doing this?

Shared purpose and vision – the drivers behind the partnership



They recognise that post-16 participation rates are very low in their area and that many of their students' needs are not being met.

14–19 PARTNERSHIP

2



Why are we doing this?

Shared purpose and vision – the drivers behind the partnership



They decide to work in partnership to offer greater choice and personalisation for all their 14–19 learners, planning a 14–19 entitlement.

14–19 PARTNERSHIP 2



Who's in/who's out, and who's close by?
Defining the partnership – the schools and other agencies/organisations



They bring in partners from further education, higher education and local businesses.

14–19 PARTNERSHIP 2



Who's in/who's out, and who's close by?
Defining the partnership – the schools and other agencies/organisations



Together they agree and then publish a vision statement for all 14–19 students, and a manifesto for action.

14–19 PARTNERSHIP 2



Who's in/who's out, and who's close by?
Defining the partnership – the schools and other agencies/organisations



As a result, they offer joint provision, and develop the first of five 14–19 diplomas.

14–19 PARTNERSHIP

2



What will we do together?

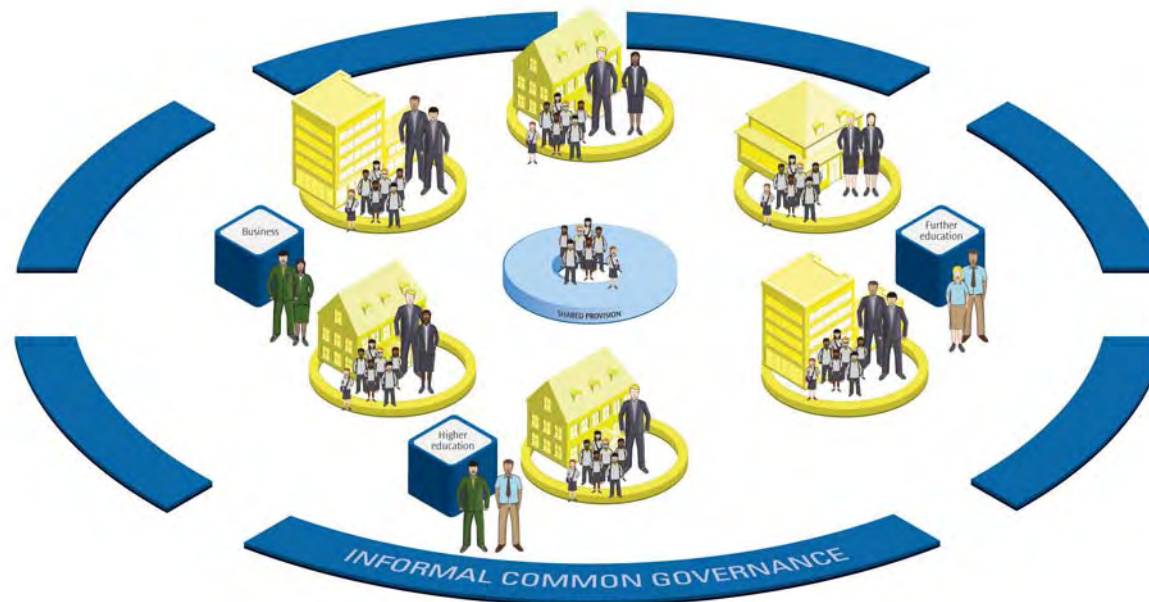
The shared provision of curriculum, systems or resources



Concerned that the collegiate is insecure, they agree informal governance for all 14–19 students through a partnership board.

14–19 PARTNERSHIP

2



Who keeps their eye on it?

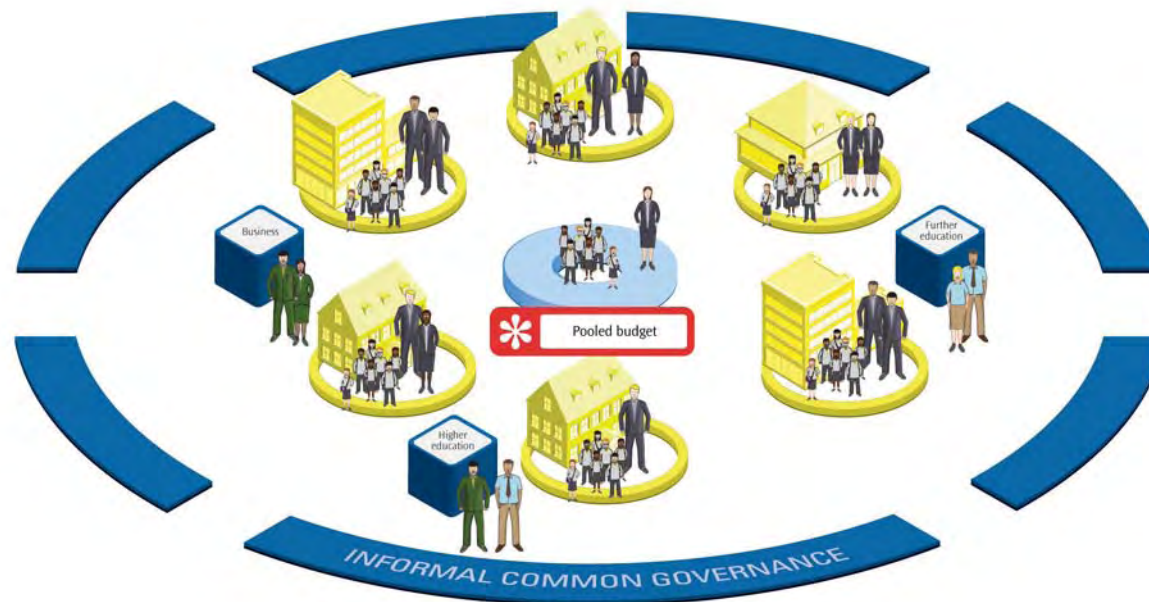
The boundaries and forms of governance – informal or formal



They bring in a new leader for 14–19 provision, accountable to the partnership board, and create a pooled budget.

14–19 PARTNERSHIP

2



Who's in charge?

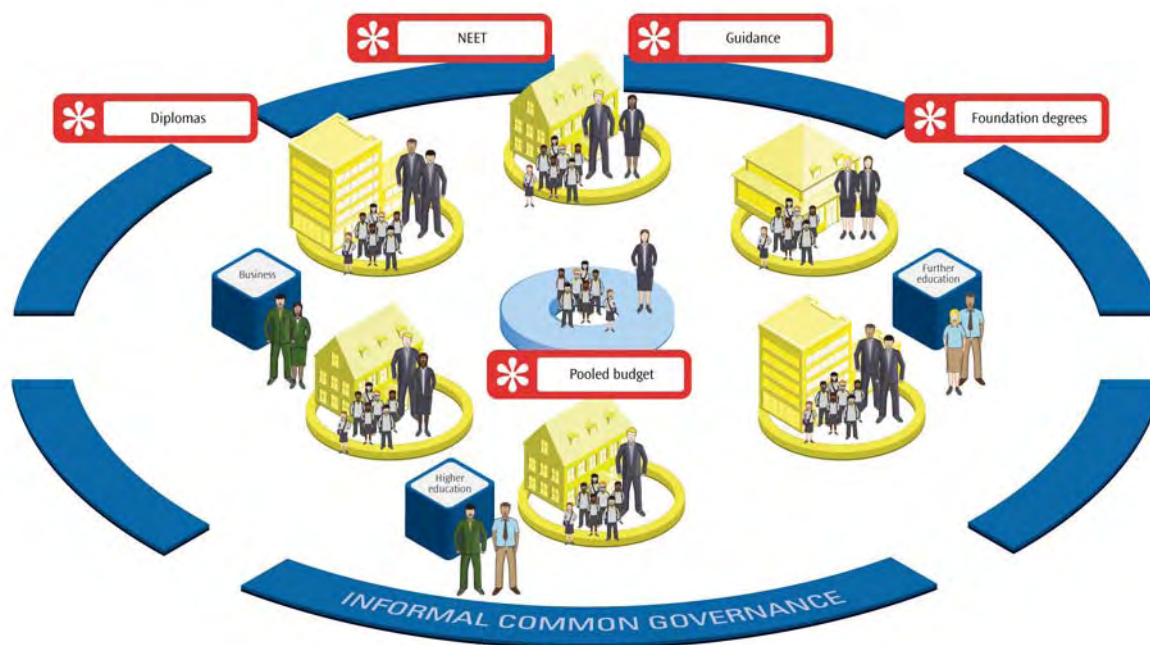
The form and location of the leadership – with new roles and responsibilities



The board commissions work in some key strategic areas and mandates action by work groups set up for the tasks. These include plans for provision aimed at people not in education, employment or training (NEET).

14–19 PARTNERSHIP

2



What will we do together?

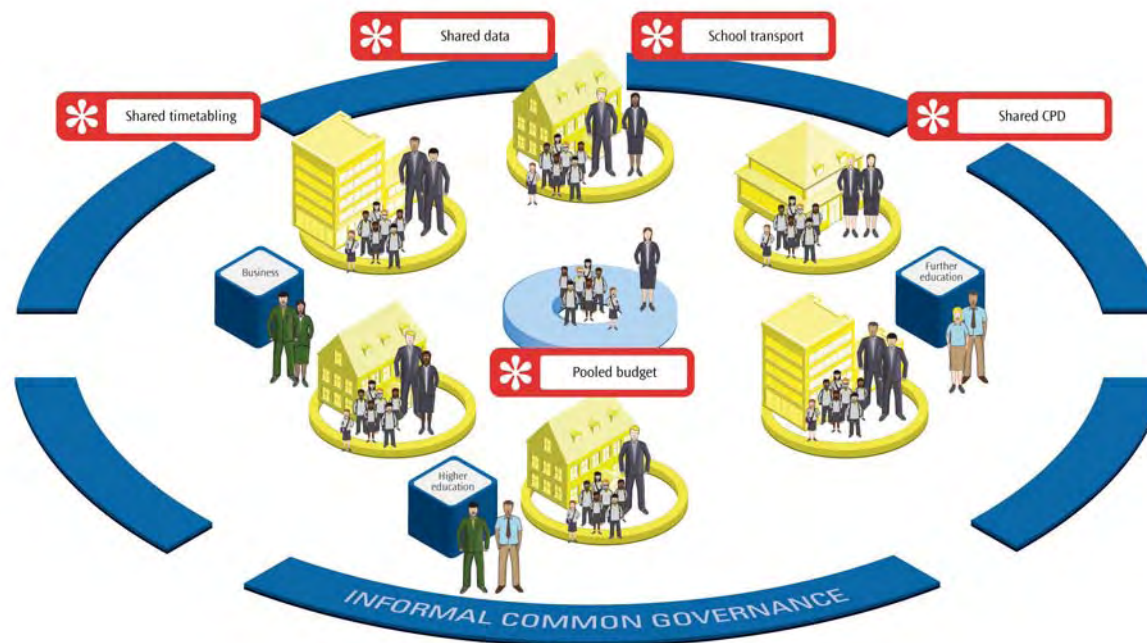
The shared provision of curriculum, systems or resources



Over time, they implement shared systems for timetabling, data, continuing professional development (CPD) and, where necessary, transport.

14–19 PARTNERSHIP

2



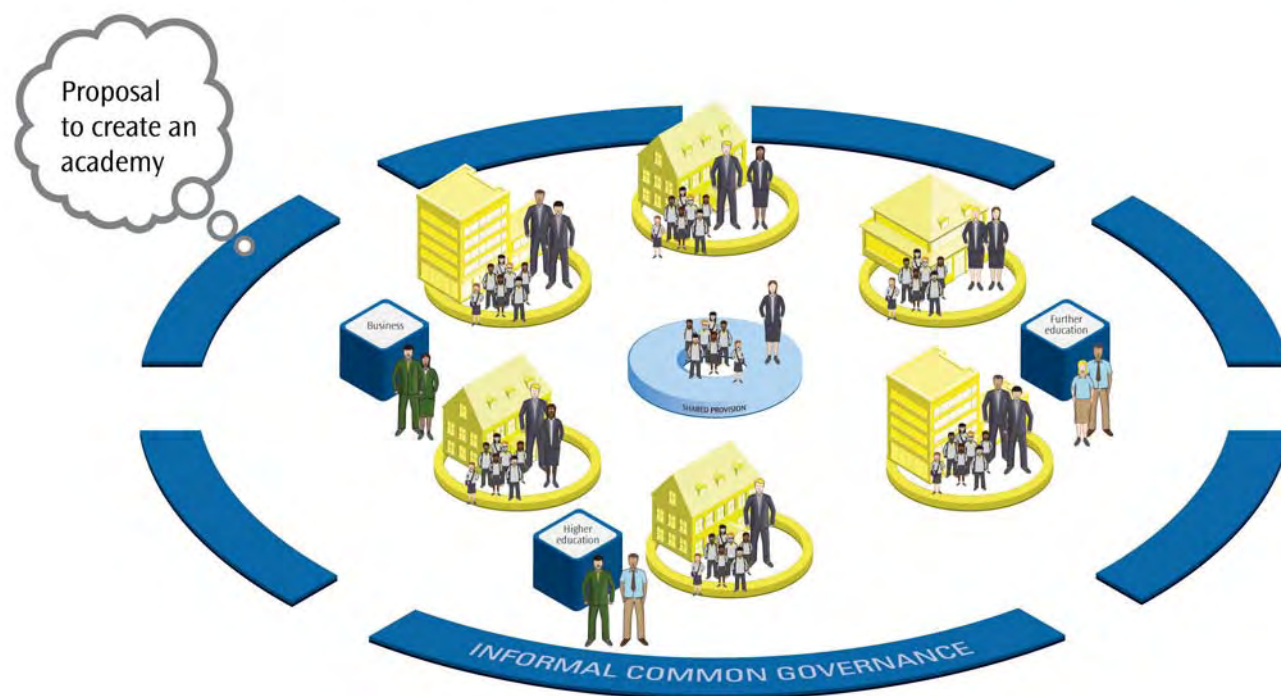
What will we do together?

The shared provision of curriculum, systems or resources



Local authority plans for Building Schools for the Future (BSF) threaten to disrupt the partnership. However, they decide to retain their collegiate approach and, with their local authority, explore ways of ensuring the BSF proposals support their vision and manifesto.

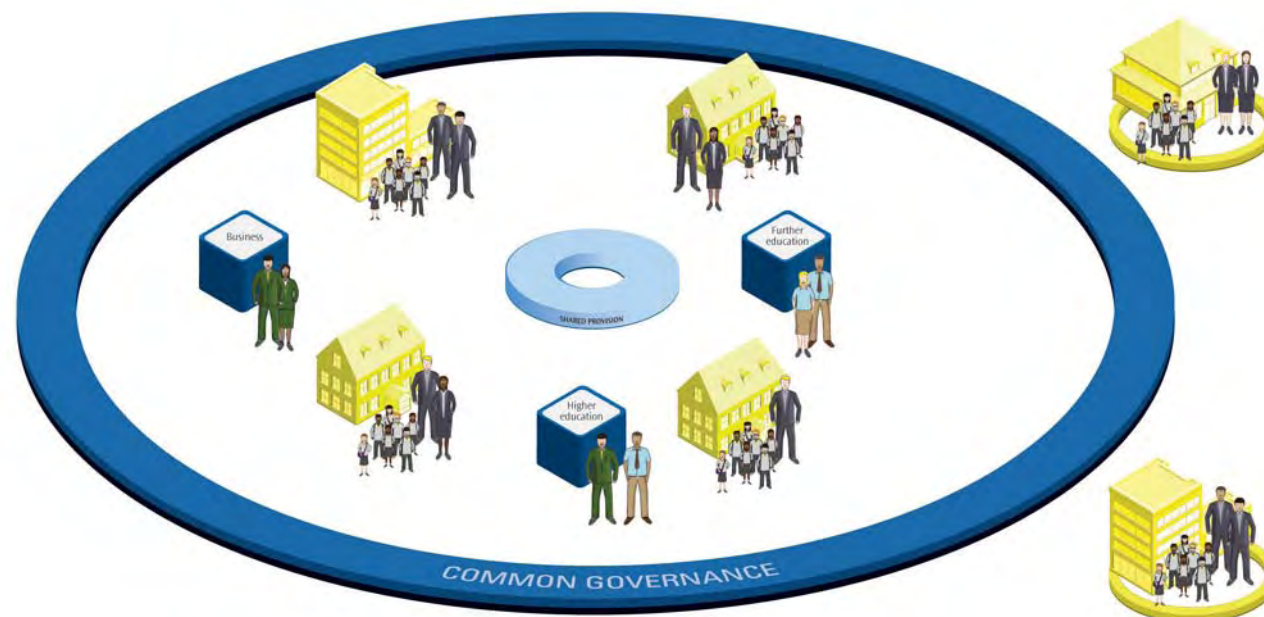
14–19 PARTNERSHIP 2



What will we do together?
The shared provision of curriculum, systems or resources



Four of the six schools want to formalise the governance and agree to create a trust with local FE and HE institutions and involving a local business. The other two schools remain as associates of the trust.

14–19 PARTNERSHIP 2

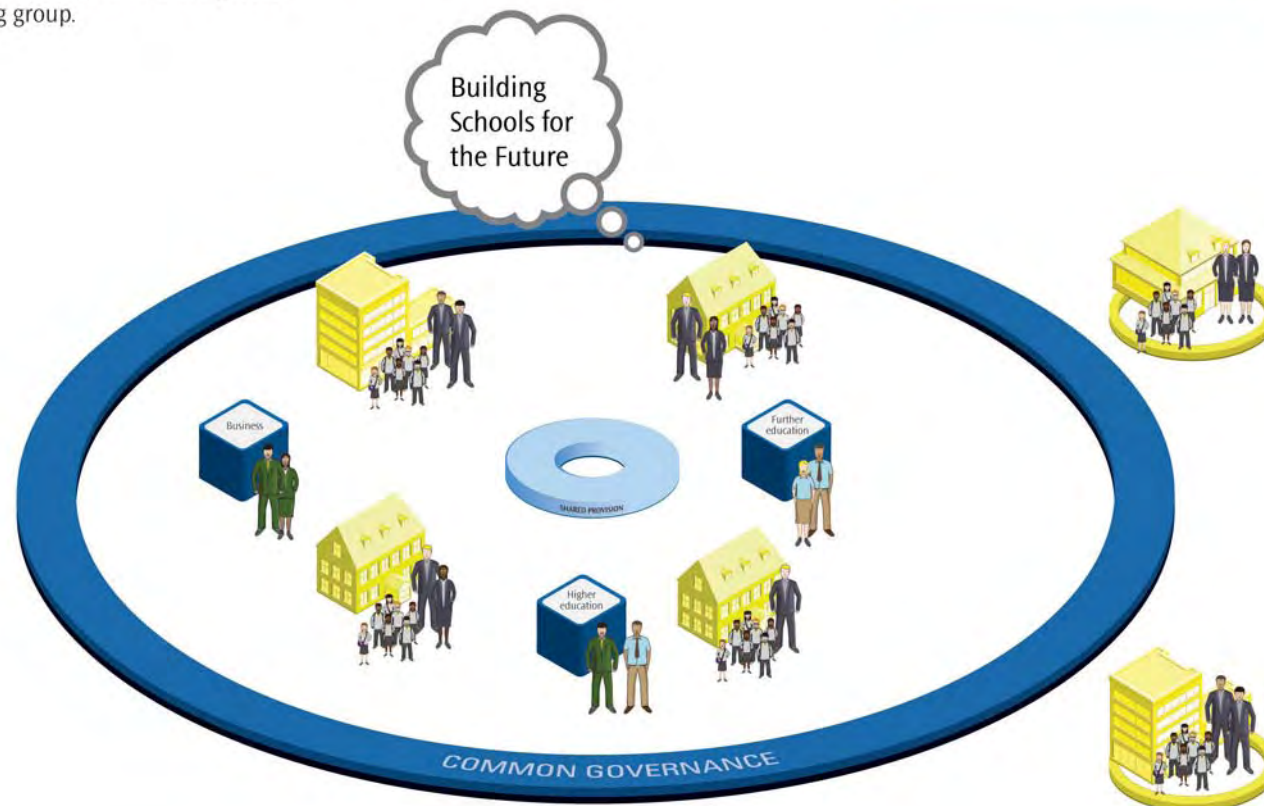
What will we do together?

The shared provision of curriculum, systems or resources



They are now able to engage with the Building Schools for the Future process as a strong group.

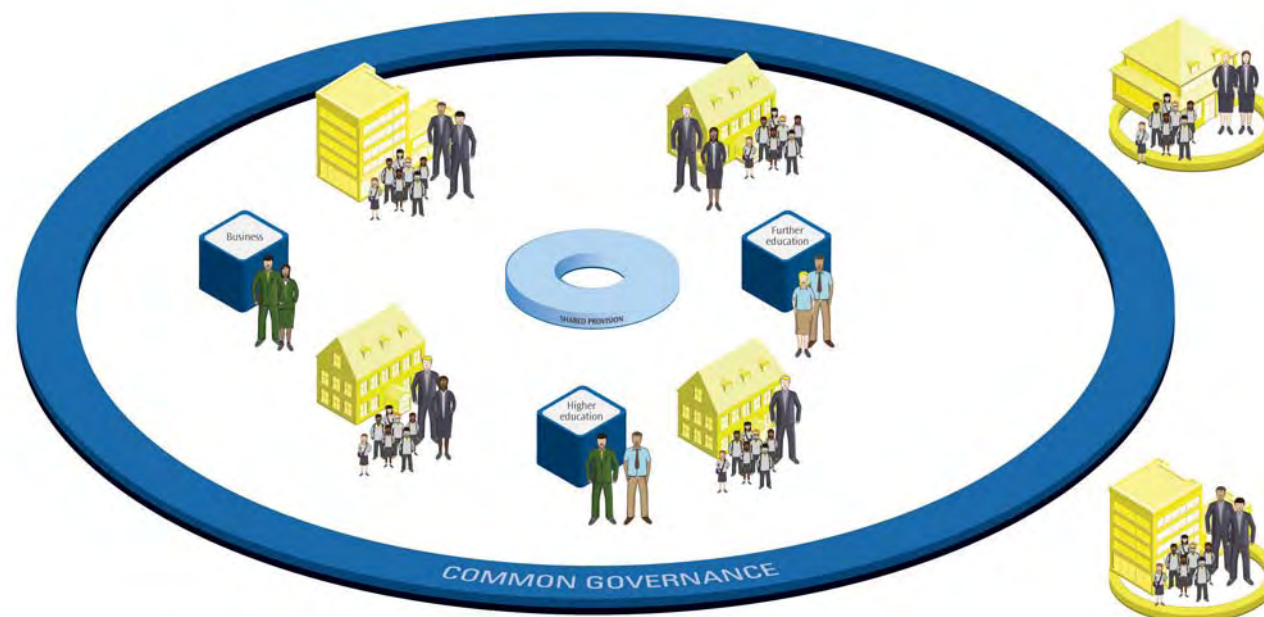
14–19 PARTNERSHIP 2



Who can we work with now?
New relationships and alliances beyond the partnership



There is no large local employer or other obvious academy sponsor, so the trust members decide to sponsor it themselves. The plan is accepted by the local authority as part of the BSF Strategy for Change.

14–19 PARTNERSHIP 2

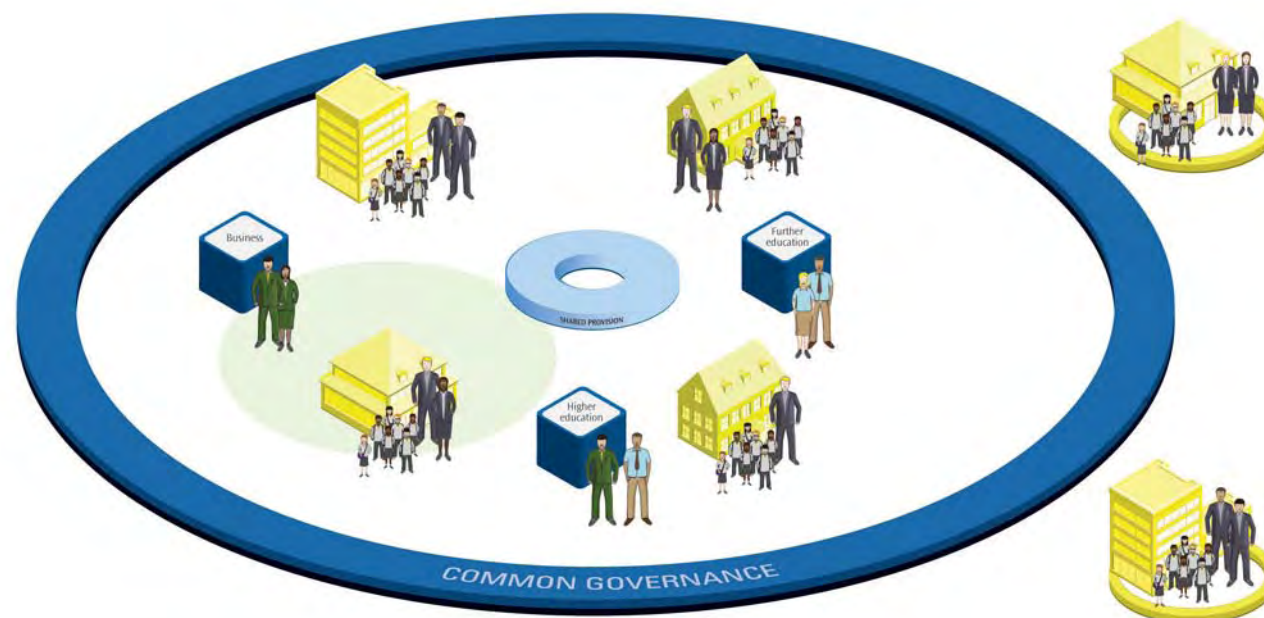
Who can we work with now?
New relationships and alliances beyond the partnership



The new academy, specialising in key aspects of the 14–19 programme, replaces one of the member schools of the trust.

14–19 PARTNERSHIP

2



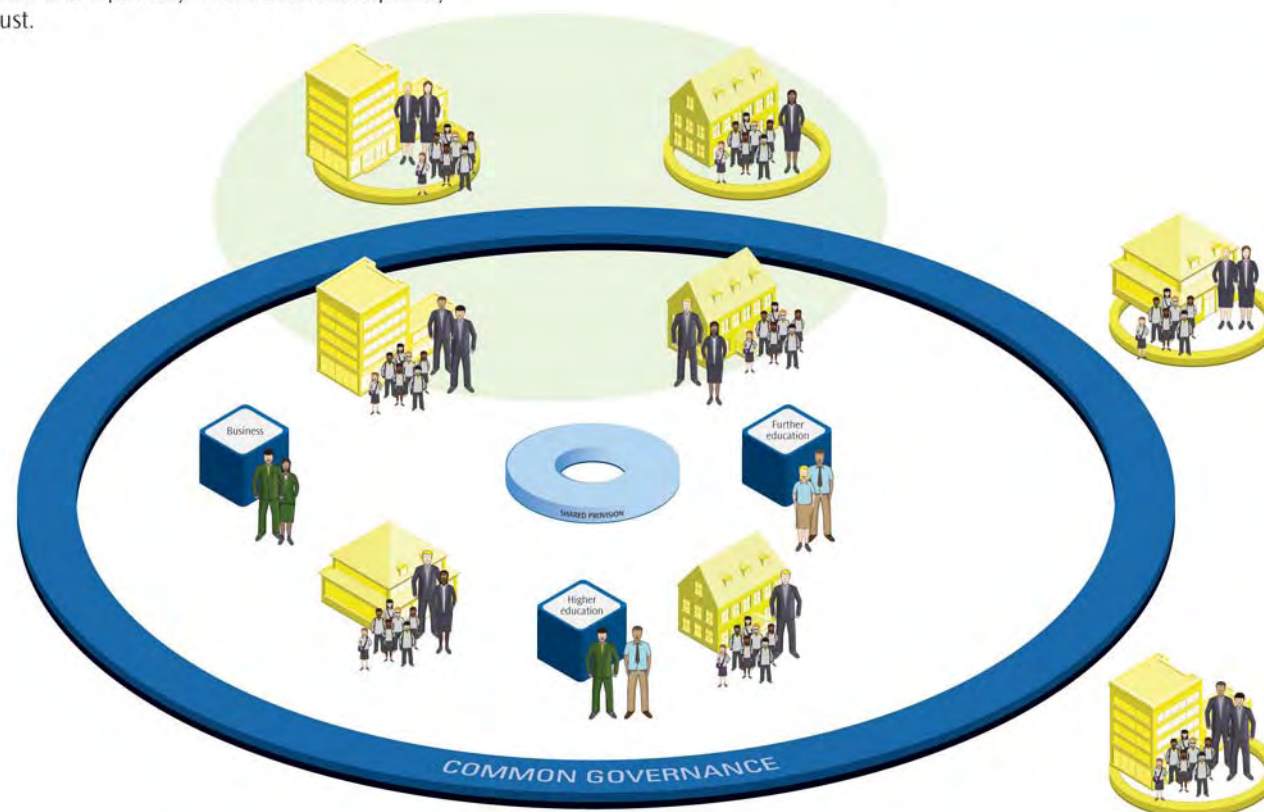
Who can we work with now?

New relationships and alliances beyond the partnership



Two other trust schools decide to amalgamate with a special school and a primary. These both subsequently join the trust.

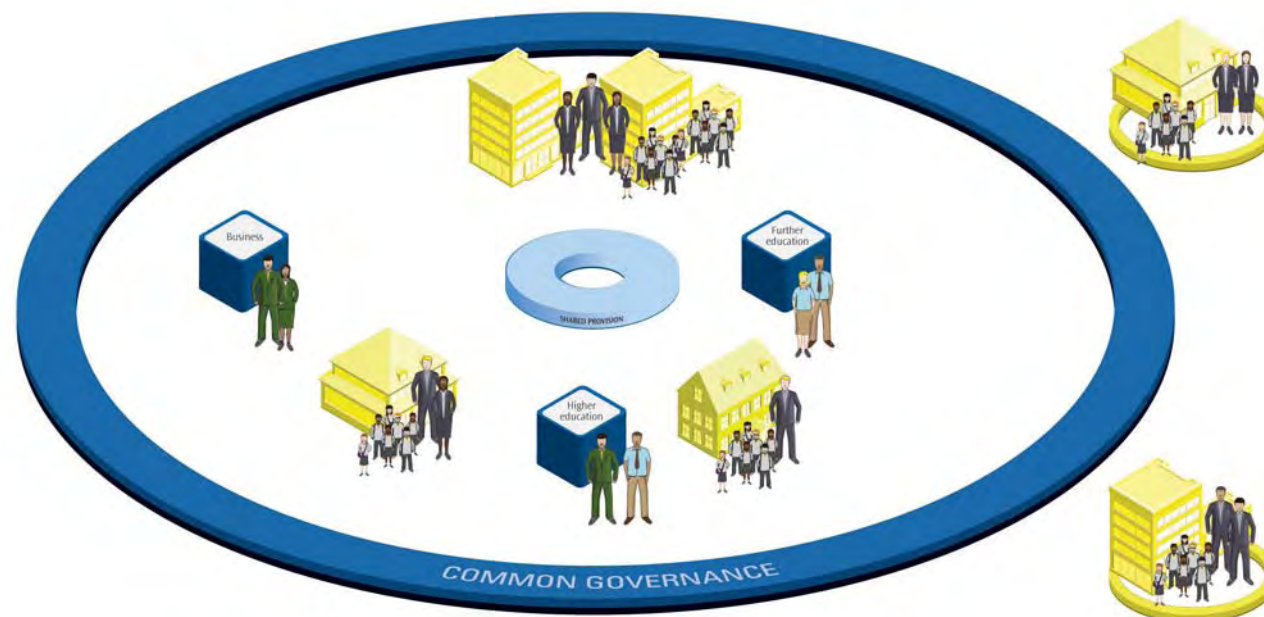
14–19 PARTNERSHIP 2



Who can we work with now?
New relationships and alliances beyond the partnership



They locate to new buildings on one campus and the trust is able to offer residential progression routes for all the county's 14–19 students who have special educational needs.

14–19 PARTNERSHIP 2

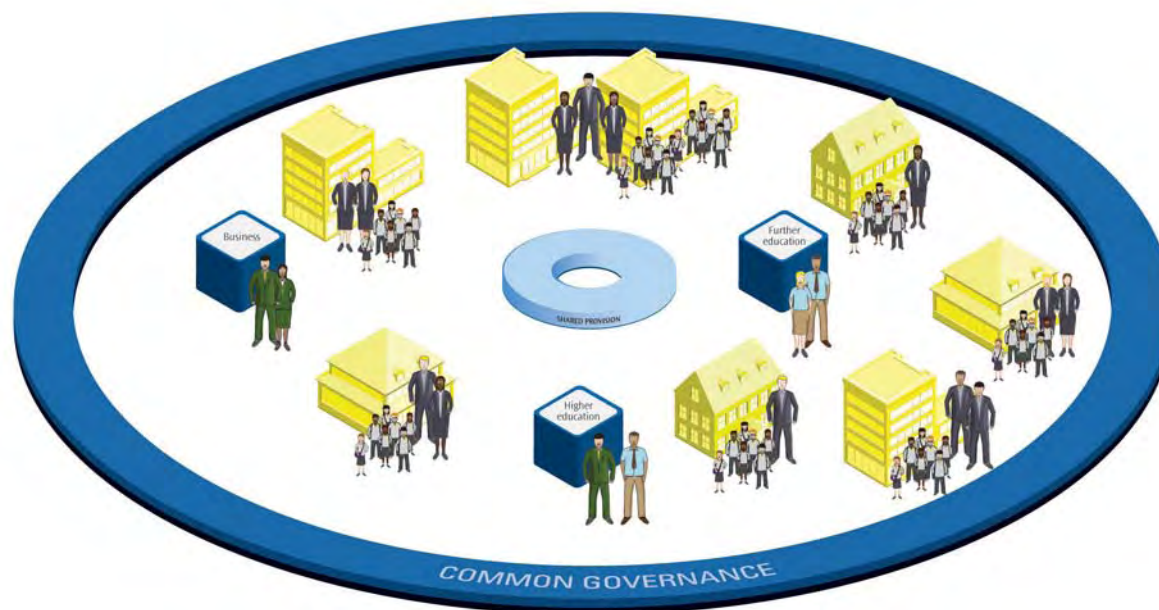
Who can we work with now?
New relationships and alliances beyond the partnership



The two associate schools decide at this stage to formally join the trust, as do other local primary schools.

14–19 PARTNERSHIP

2



Who can we work with now?

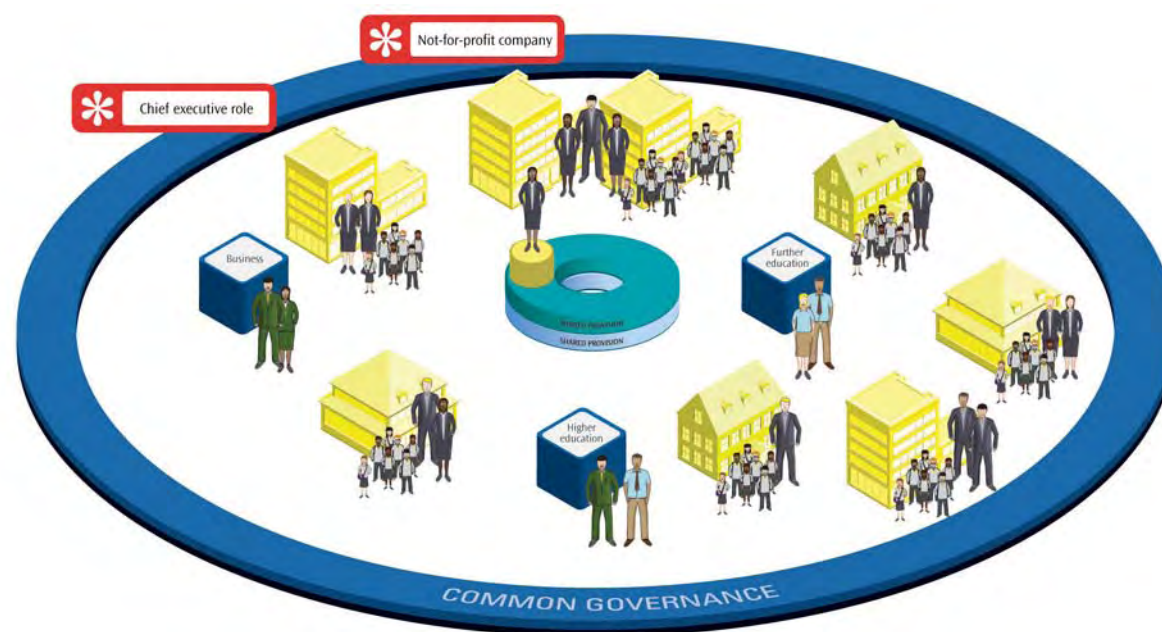
New relationships and alliances beyond the partnership



The trust appoints a new chief executive. Over time, she establishes a not-for-profit company that commissions services. These are sometimes provided by a member school.

14–19 PARTNERSHIP

2



Who can we work with now?

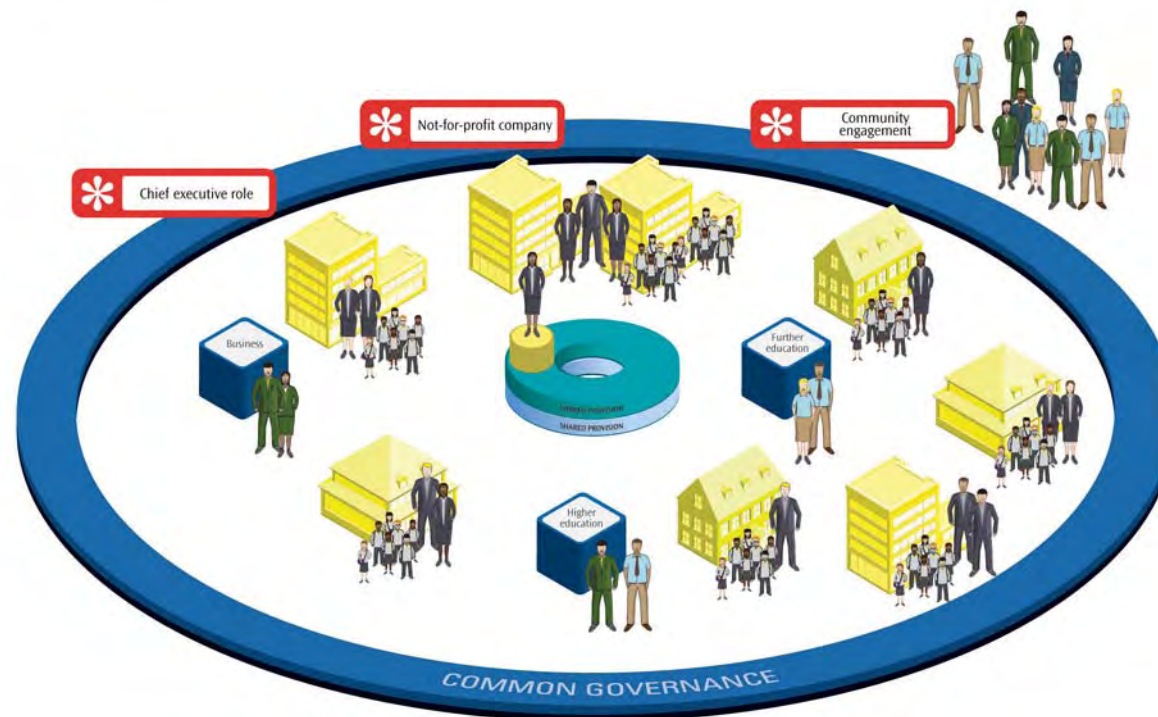
New relationships and alliances beyond the partnership



The company also plays a wider role in the community, running an annual fair and extensive adult education provision with the FE college and HE institution. Some of this provision is delivered on the trust schools' campuses.

14–19 PARTNERSHIP

2



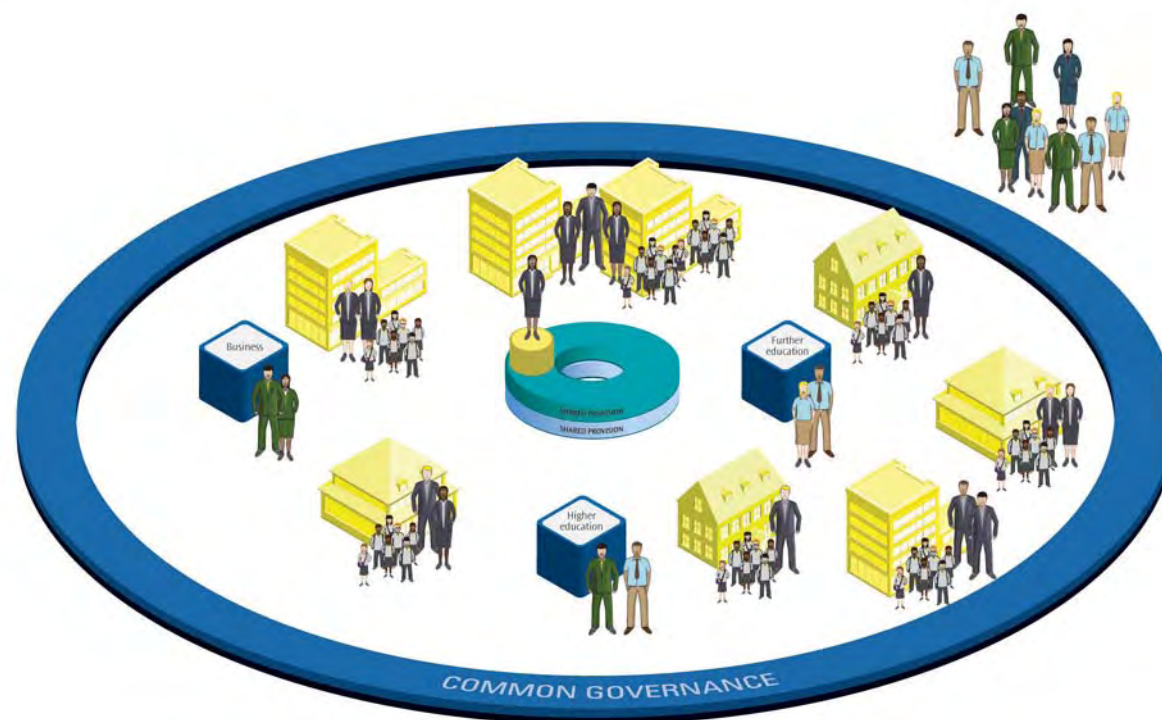
Who can we work with now?

New relationships and alliances beyond the partnership



What began as a specifically 14–19 partnership has now become a locality-wide 0–19 and adult education trust.

14–19 PARTNERSHIP 2



Who can we work with now?
New relationships and alliances beyond the partnership

