



# Memorandum of Understanding 2016/2017

To be read in conjunction with “Partnership Working – Roles, Commitments and Entitlements 2016/2017” and the “Terms of Reference for Key Groups 2016/17.”

## 1. Introduction

*The aim of this document is to provide all members of Southampton Inclusion Partnership (SIP) with an understanding of how the Partnership is led and managed, how the common goals of the Partnership will be achieved and the levels of commitment required from all stakeholders. It is anticipated that this agreement will continue to develop over time as Alliance Partners develop their roles and as the national requirements for Teaching Schools are further developed.*

### **Our Partnership will:-**

- *Be outward facing, with honesty, trust, and a shared moral purpose to get the best possible outcomes for all of our children and young people with SEND.*
- *Recognise, aspire to, celebrate and achieve excellence for all of its members.*
- *Be self-improving.*
- *Be committed to the most effective continuing professional development and leadership development that has the most impact on classroom practice and progress for SEND children and young people.*
- *Create a local, regional, and national model of excellence which is innovative and impacts positively on the educational landscape.*
- *Be rigorously focused on quality assurance standards and progress.*

## 2. Accountability, Governance and Decision Making

### 2.1. Strategic Board

The Strategic Board will have formal accountability for the work, impact, and finances of the Teaching School (TS) and will provide summary reports annually for the governing bodies of all partner organisations at the end of the school year. The Strategic Board for 2016-2017 will be constituted from those who have committed to being Strategic Partners. The quorum for Board meetings will be representatives from a minimum of five discreet organisations and a minimum of three organisations for the Key Groups. The Board will commit to a minimum of six meetings per academic year.

The Strategic Board will ensure:-

- Compliance with DFE and NCTL requirements including financial management regulations.
- The strategic plan of the TS is written and implemented.
- Progress is monitored towards meeting all key action points.
- The development of a strategic vision for the future of the Partnership.
- The development and application of appropriate standards and protocols.
- Oversight and governance of the Partnership.



## **2.2. Strategic Partners**

Whether schools, universities, or other organisations, will have the competence, capacity, and commitment for delivery in particular areas of the teaching school role. They will have signed up to the Memorandum of Understanding in both intent and action. Please see Appendix 1 for a current list of Strategic Partners.

## **2.3. Partners**

All partners will have expressed an active interest in the work of the Partnership and will stand to benefit from it, and have the desire and capacity to contribute to its delivery. They will have signed up to the Memorandum of Understanding. Please see Appendix 1 for a current list of Partners.

## **2.4. Members**

Members will be able to purchase services from the Partnership and will be invited to be involved in evaluation and further development of the work of the TS.

# **3. Managing Expectations, Growth and Success**

As the Southampton Inclusion Partnership grows and develops in terms of experience, expertise, progress and success, other schools and organisations may seek to join the Partnership. Demands and expectations may grow as pressures to meet national financial targets and deliverables increase.

# **4. Managing Provision for Review or Change of the Partnership**

This Memorandum of Understanding will be reviewed annually by the Strategic Board. The level of involvement of partner organisations with the TS will be agreed annually based on a review conducted by the Strategic Board having regard to each organisation's participation and effectiveness towards meeting key priorities as set down in the TS Action Plan.

# **5. Roles and Responsibilities**

## **5.1. Lead School**

The Headteacher of Springwell School, as the Lead School, supported by the TS Lead and Springwell Governing Body, will provide strategic leadership and support to the Partnership. The TS Lead together with the Lead School HT will ensure that the TS remains focused on the vision, principles, and values of the Partnership and that the Partnership maintains a collaborative drive towards achieving and evaluating outcomes through the impact of the TS Action Plan.

## **5.2. Strategic Partners**

Schools and/or organisations which have both the desire and capacity to regularly contribute to and lead the work of the Partnership, supporting the direction and work it undertakes. Strategic Partners take a lead in identified aspects of the Partnership and are active members of the Strategic Board. Strategic Partners will



sign an annual partnership agreement confirming their commitment and agreeing to a level of responsibility for the strategic work of the Partnership alongside identifying the entitlement. This includes leadership of a Key Group (Please see “Terms of Reference for Key Groups 2016/17”.) In exceptional circumstances and at the discretion of the Strategic Board, attendance at Board Meetings can be deputised.

### **5.3. Partners**

Schools and/or organisations which have the desire and capacity to contribute to and support the work of the Partnership, helping to carry out the work it undertakes. A Partnership Agreement will confirm the commitment of the school to the Partnership and the benefits they receive. In subsequent years the Strategic Board will assume responsibility for identifying partners.

### **5.4. Members**

Purchasers of services, support and programmes as well as having the opportunity to contribute and engage with the Partnership but have no direct involvement in the strategic leadership of the Partnership. As a Partnership developing educational practice for SEND, all schools within Southampton City Council are members by default as each organisation makes provision for children and young people with SEND. Schools outside of Southampton City Council are welcome to join as members.

### **5.5. Governing Bodies**

*All persons representing organisations as Strategic Partners, Partners and Members are responsible for ensuring individual Governing Bodies are kept fully informed of TS developments and business.*

### **5.6. Chairperson**

The Chairperson will ensure that the business of meetings is conducted efficiently so that they run on time, decisions are made as required and the importance of relevant information is considered. The Chairperson will take an impartial business view of proceedings and facilitate appropriate discussion by members on agenda items. The Chairperson will ensure that the strategic and operational planning is robust, timely and delivered, and that monitoring activity informs ongoing evaluation. The Chairperson will be the TS Lead in the first year; thereafter the position will be considered annually.

### **5.7. Business Support**

Business Support will be provided by Springwell School for the period 2016-2017. Agendas, associated papers and materials are circulated in advance of meetings and will be treated as confidential. Minutes will be circulated following each meeting. All communications outside of meetings will be conducted in person or by email or telephone.

## **6. Teaching School Funding**

6.1. The TS is funded by the Department for Education (DFE)/National College for Teaching and Leadership (NCTL) for a minimum period of three years.

### **6.2. Payment of an annual grant**

The annual grant is paid directly to the TS with the purpose of enabling the TS to build the necessary leadership and administrative capacity to undertake its work in leading the alliance, including designating and brokering the deployment of specialist leaders of education (SLEs), sponsoring practitioner research and quality assuring all the activity undertaken by an alliance. This is known as the core funding. Core funding was £60,000 for the first year. This funding will decrease to £50,000 in year two and £40,000 in year three. This reduction reflects an expectation that alliances will develop more of their own income as they develop. Funding for the deployment of SLEs will come from additional sources.

### **6.3. Additional funding for specific activities**

Once designated, teaching schools can receive additional funding if they are commissioned or licensed to deliver activity relating to the six core areas of the teaching schools role. There are three ways in which a school can receive additional funding:-

- As a licensed provider.
- Commissioned directly by a school.
- Commissioned directly by an organisation (e.g. NCTL) to complete a set activity.

### **6.4. The collaborative fund process**

Teaching schools are issued funding via the collaborative fund process. Following designation, teaching schools are asked to complete a set of collaborative fund terms and conditions, which shall be renewed at the start of each financial year. At the end of each financial year teaching schools will be asked to complete a collaborative fund evaluation in which they will be asked to clearly demonstrate how they have spent the funding issued to them to achieve the objectives stated within their action plans.

6.5. In summary, the annual grant pays for the capacity to manage the teaching schools alliance and to carry out research and quality assurance, while funding for the delivery of services and support will come from whoever wishes to provide or purchase such activity. The sustainability of the alliance will, in part, be the result of its ability to generate funding on the basis that the alliance is offering high quality provision.

### **6.6. Financial Management**

The Strategic Board will oversee the financial management, as delegated by and accountable to Springwell School Governing Body, of the Southampton Inclusion Partnership by:-

- Nominating a Financial Officer based at the Lead TS to take day-to-day responsibility for fund allocations and payments.
- Commissioning an auditor to undertake an annual audit of Partnership accounts.
- Receiving regular financial updates in relation to strategic and operational plans.
- Receiving relevant communications to stakeholders on key issues, concerns and recommendations.
- Monitoring and evaluating the effectiveness of the financial plan.

## **7. Benefits, Rewards & Resources**

The Strategic Board will plan, discuss and agree the benefits, rewards and resources required to allow the TS to work together effectively, therefore ensuring that the vision, principles and values are achieved. Please see “Partnership Working – Roles, Commitments and Entitlements 2016/2017”.

### **7.1. Benefits include:-**

- Opportunities for trainee teachers in partner organisations to learn from some of the best teachers locally, supported by a culture of coaching and mentoring.
- School-based, classroom focused professional development tailored to the specific needs of staff in your organisation.
- Talented staff within partner organisations have increased offers and opportunities to develop and share their practice, building their leadership skills and professional expertise.
- Designation and brokering of SLEs who are capable of providing specific dedicated coaching, mentoring and professional development.
- Leadership and co-ordination of the provision for school-to-school support including working informally with other schools to address specific issues identified by Ofsted or the school.

### **7.2. Rewards include:-**

- At least three years financial support for the TS from the DFE.
- Being part of the development of initial teacher education, continuing professional development and leadership development in the local area.
- Being part of an extended network of Teaching School Alliances (TSAs) in the region and beyond.
- Discounted rates and opportunities for training as part of the annual TS programme.

### **7.3. Resources include:-**

- A designated TS website.
- Government funding to support the development of the Partnership.
- Resources to support the delivery of initial teacher education, school-to-school support and leadership development.
- Business support.



## **8. Minutes, Plans and Reports**

The specific outputs required of the Strategic Board, and Key Groups will include:-

- Minutes of meetings.
- A Strategic and Operational Partnership Plan outlining key development points.
- An annual Partnership Report.
- Communications to stakeholders on key issues, concerns and recommendations.

## **9. Teaching School Networks and Wider Collaboration**

Southampton Inclusion Partnership will take the opportunity to work with other TSAs where appropriate. This will be done where there will be benefits due to economies of scale or where working together will improve the quality of outcomes for children and young people. It is also acceptable for partners to work collaboratively with more than one alliance, either as a strategic or an associate partner.

## **10. Levels of Engagement and Support**

Each partner organisation will sign a statement of commitment, as outlined above and provided at the bottom of this document. The organisation will support the vision, values and standards of the Partnership and agree with the Lead School and Lead Strategic Partner the level of engagement and support which can be committed to, given the size, context and circumstances of the partner organisation. This commitment will be reviewed annually and as the need arises.



## Statement of Commitment and Signatures for 2016/2017

By signing below, each partner organisation is committing itself to working in partnership as part of Southampton Inclusion Partnership, according to the values, principles and standards outlined in this Memorandum of Understanding.

As the nominated representative of the partner organisation named below, I agree to:-

- ✓ Actively undertake the roles, responsibilities and remit of the groups we are working with.
- ✓ Demonstrate commitment to all children and young people and to what they say.
- ✓ Share information and data to enable SIP to prioritise targets.
- ✓ Gain formal support for this partnership from my organisation's governing body.
- ✓ Share information about the role of SIP and how it relates to us.
- ✓ Work together with partners, maintaining a spirit of mutual trust and respect.
- ✓ Adhere to the SIP quality assurance processes.

I understand that this commitment applies to the 2016-17 academic year and is valid from 1st September 2016 to 31st August 2017.

I understand that I will be required to sign the Statement of Commitment annually on behalf of my organisation.

### Lead School:

Signed by \_\_\_\_\_

On behalf of Springwell School

Date \_\_\_\_\_

### Strategic Partner/Partner :

(Please circle as appropriate)

Signed by \_\_\_\_\_

Role: \_\_\_\_\_

On behalf of \_\_\_\_\_  
Organisation)

Date \_\_\_\_\_



## *Appendix 1*

### **Strategic Partners 2016/17**

- Springwell School (Lead School)
- The University of Winchester
- Southampton City Council
- Bevois Town Primary School
- Vermont School
- Compass School
- Great Oaks School
- Rosewood Free School
- The Cedar School

### **Partners 2016/17**

- The Polygon School