

Generate Teaching Hub

2021-2022

Year One Business Plan Summary

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1. Introduction

Warrington Primary Academy Trust (WPATⁱ) has been commissioned as one of 81 new Teaching School Hubs by the Department for Education (DfE), to support the professional development of teachers and leaders across Halton, Warrington and Wigan. Joining the 6 test and learn Teaching School Hubs appointed in 2020, there are now 87 Hubs covering all areas of England.

From September 2021, “Generate Teaching Hub” will be in operation alongside 86 other hubs across England. This new structure will give every school in England access to a local centre of professional development excellence. An initial three-years funding agreement is in place until 2024.

WPAT was established in May 2016 by three primary schools and a teaching school formed a Multi-Academy Trust. It is a converter academy that is led by educational professionals and has now grown to seven schools in Warrington and Halton. In addition, WPAT’s founding school was successful in being designated as a Teaching School and Warrington Teaching School Alliance was formed in 2013. Since then, this network of local schools and leaders has delivered a wide range of teacher development services over this time including a School Direct programme with Liverpool Hope University, a region wide Early Years SSIF programme, active Systems Leadership, Emergency Fund support to schools and led the Workload Reduction Research Commission for the Lancashire and West Yorkshire Region.

WPAT has been identified as a growing Multi Academy Trust and now has seven schools within its responsibility in Warrington and Halton.

Generate Teaching Hub was awarded Teaching School Hub status through Evelyn Street Primary School in Warrington, the lead school of WPAT. Evelyn Street is an Outstanding rated school and positioned third in the Sunday Times annual Parent power guide to schools. In March 2021, it was also chosen to be one of only 22 Behaviour Lead Schools for the new DfE Behaviour Hub initiative. The DfE set strict eligibility criteria related to pupil outcomes before inviting select schools to apply for Teaching School Hub status.

Since March 2021, the DfE have been sharing the detailed plans for Teaching School Hubs and instigated deadlines for initial key decisions and activities with tight delivery deadlines. The focus of Teaching School Hubs have remained the same in this period but national decisions refining the detail of delivery has been emergent; we have adapted to this learning. A start-up grant was provided to prepare a service for full operation in September 2021 (see below).

This plan sets out the detail of how Generate Teaching Hub will continue to be established and then deliver on its first year of targets.

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Set Up Phase: March to August 2021

Upon award of the Teaching School Hub remit, a short term plan to establish the new service was created and delivered. This involved a number of significant elements developing at pace and under emerging priorities from the Department for Education (DfE). This included:

People

Under the strategic leadership of WPAT's CEO, appointment of a core team was made including: a Director (started March), Training Coordinator (June) and School Direct Manager (August). A School Direct Administrator and EYFS lead were already in position. With temporary roles of a Senior Project Manager (June to August) and Quality Assurance Consultant (May to July). Recruitment was completed in August for an Administrator and a Manager.

Infrastructure

- Identification of an office location (Simms Cross) and movement of staff to the new location in August 2021.
- A temporary website was created in April 2021, a fully function new website was released in August 2021.
- Identification of three partner schools (Area Leads) in Halton, Warrington and Wigan respectively in May 2021 with Service Level Agreements.
- Confirmation of governance structure and Strategic Board.
- First meeting of the Hub Steering Group in July 2021.
- Identification of a bank (100) of experienced school leaders to be facilitators on delivery programmes.
- A Delivery Plan was developed, refined with feedback from the DfE between May and August 2021; with final sign off due in September 2021.

Vision & Communications

- Identification of a Teaching School Hub name and brand.
- Establishment of a clear vision, core principles and common approach.
- Regular attendance of weekly information and development sessions by the Teaching Schools Council, DfE and Education Endowment Foundation from March 2021 onwards.
- Proactively seeking regular and extensive opportunities to present to school and partner networks in the Hub area to explain the Teaching School Hub and reforms.
- Detailed updates sent regularly to local partners to information and engagement.

Delivery

- Identification of our Early Career Framework (ECF) national partner (Teach First) in March 2021 and forecasting of delivery scale in April 2021; a contract was signed in July 2021 after the national call-off confirmation. Final national

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sign off by the DfE of all materials for the programme is expected in September.

- Identification of our National Professional Qualifications (NPQ) partner (Best Practice Network) in April 2021 and forecasting of delivery scale in May 2021; a contract was signed in July 2021 after the national call-off confirmation. Final national sign off by the DfE of all materials for the programme is expected in October.
- Promotion of the ECF programme in May to August 2021, with achievement of contract targets, confirmation of registrations, establishment of local delivery partners, recruitment and training of facilitators and programme planning for a September 2021 start.
- Promotion of the NPQ programme in July 2021 onwards, with confirmation of registrations, establishment of local delivery partners, recruitment of facilitators and programme planning for a November 2021 and February 2022 start.
- Creation and promotion of an Appropriate Body service and internal team structure between May and August 2021.
- Final recruitment to Initial Teacher Training to start in September 2021, with confirmation of mentors, placement schools, programme facilitators; as well as compliance with our accreditation provider (Liverpool Hope University).
- Assessment and comprehensive feedback to the Initial Teacher Training Market Review (announced in July 2021) before the 22nd August deadline.

2. Teacher Development Reform

Since the 2019 Recruitment and Retention Strategyⁱⁱ was published by the DfE, a series of structural reforms to teacher development have been enacted. This journey was clarified in the document World Class Teacher Development Reformⁱⁱⁱ, published by the DfE in June 2021.

Six new Teaching School Hubs were awarded ‘test and learn’ status in September 2020 to be a pilot and then influence the final structure of the full national roll out. The initial impact of the Covid-19 pandemic delayed the tendering and awarding of the final 81 Teaching School Hubs, but in Autumn 2020 the DfE published the criteria to establish high performing schools that were eligible to apply. Now, the whole of England is covered by 87 Teaching School Hubs each with areas covering no more than 300 schools^{iv} with a remit to deliver a ‘golden thread’ of teacher development (see figure 1).

In August 2021, all the current Teaching Schools (790) will no longer be funded by the DfE and only Teaching School Hubs can use the designation ‘Teaching School’. Schools and Multi-Academy Trusts that have been Teaching Schools can continue activities (such as Initial Teacher Training and providing CPD) but these must be on a self-funding basis. **However, the DfE are clear that Teaching School Hubs will not replace local providers but will assist in mapping need, coordinating activity and measuring impact in their area.**

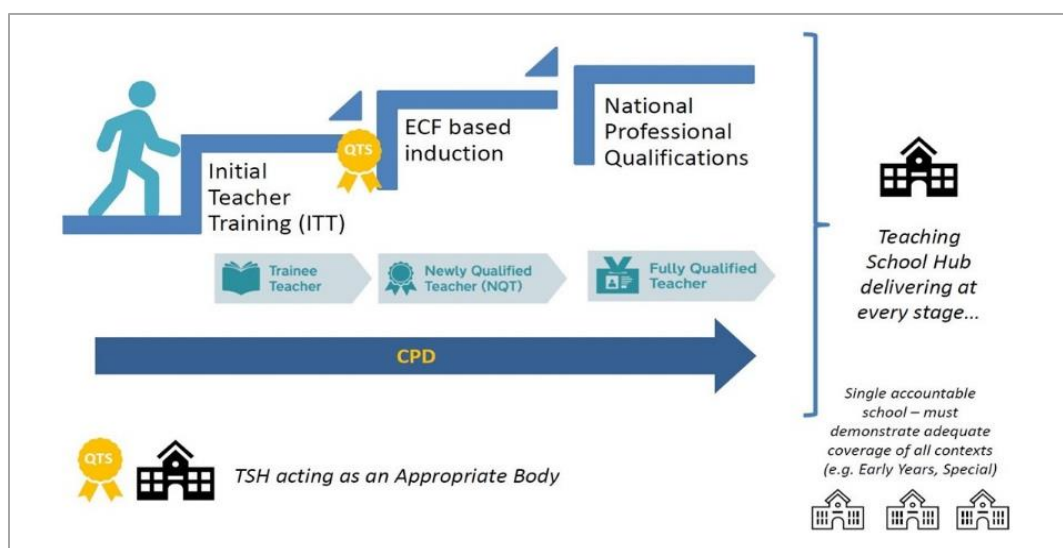


Fig. 1: The DfE’s map of the role of Teaching School Hubs, February 2021.

Teaching School Hubs are accountable as enablers and commissioners of local teacher development services for the DfE and are charged with supporting the implementation of the reforms. The golden thread to the reforms is that there are **no great schools without great teachers**, and the evidence based frameworks underpinning change will continue the drive to maintain improvement in standards across the country.

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Further reforms are in progress (see figure 2) with the pilot of the new Early Career Framework being conducted in 2020/21, a national rollout begins in September 2021^v. This will see a two-year structured induction for all newly qualified teachers with mentoring and training support plus additional time released from teachers (10% in year one; 5% in year two). Six national providers will be delivering the framework across England. The framework behind this support is matched to continue the approach of the Core Content Framework implemented in September 2020 for Initial Teacher Training to create a 3-year entry route into teaching.

The National Professional Qualifications have been reviewed and re-aligned with six qualifications, three of which are new specialist routes, the introduction of assessments to replace project work, and additional assistance to new Headteachers in post. Nine national providers have been chosen to deliver these new qualifications across England^{vi}.



Fig. 2: The DfE's new suite of career development training for teachers, April 2021.

Currently, a consultation of the Market Review of Initial Teacher Training^{vii} (published in July 2021) is in progress and the results are expected in November 2021. A tender has been released (April 2021) for a £121m new Institute of Teaching to provide “flagship” training and support to Initial Teacher Training, Early Career Framework, National Professional Qualifications and National Leaders of Education from four as yet undetermined locations in England^{viii}.

To date no changes to the roles or deployment of National Leaders in Education is being made; they continue to support School Improvement initiatives coordinated in each region by the Teaching Schools Hub Council^{ix}.

In the summer term of 2021 it was confirmed that Senior Leaders in Education or Local Leaders in Education will no longer be recruited. Current teachers with these designations will be encouraged to connect to curriculum Hubs or participate in delivery of new national programmes such as Early Career Framework and the National Professional Qualifications. School Improvement is outside the designation of Teaching School Hubs.

Additional key roles for schools such as Governance and Teaching Assistants are not explicitly referenced in the Teaching School Hub remit. Though a review of the National Leaders in Governance^x is in progress.

3. Vision

Our purpose has been defined as: *Connecting and empowering great teachers in Halton, Warrington and Wigan.*

Generate Teaching Hub is led by professionals who are passionate about ensuring the right training and support is in place to assist teaching colleagues. We are responsible for focusing high quality services to all teachers, from point of entry into the profession through to senior leadership roles

Our reason to be is to ensure that in Halton, Wigan and Warrington we do all we can to support the generating of great teaching.

Core Principles

Generate Teaching Hub's core principles are aligned to WPATs and act as our values:

1. **Children First:**
We have high expectations for every child in our locality and our work underpins that expectation; at the heart of everything we do as an organisation is in the interest of children first and foremost.
2. **Resilience:**
We are unrelenting in our pursuit of excellence whether it is for educational outcomes, quality of service or for our organisational functions. We embrace change and seek to continually improve our offer and impact.
3. **Pioneering:**
We are passionate about learning what will improve children's lives and their outcomes, placing innovation and the expansion of the practical application of what works at the core of our services

Our Approach

We have chosen the term 'Generate' to allow our work to reach across our three local areas and maintain our focus on our core purpose. The term is deliberate and describes our approach; by our actions we will be:

- **...Generating Improvement:**
We actively support progress in schools by encouraging innovation, the starting of new activities and inspiring continual improvement in teaching and learning practice.
- **...Generating Collaboration:**
We have a proactive attitude to communicating with a wide network of partners to sustain the sharing, learning and promotion of excellent practice.
- **...Generating Learning:**
We create local change, having an impact on improving outcomes for our schools, their staff and ultimately benefiting the children in our area.

Strategic Priorities for 2021 to 2024

To connect our multiple and emerging activities together, Generate Teaching Hub has identified a core set of strategic priorities we will work towards in our first year and beyond.

1. To create clarity of understanding about and access to teacher development information, from entry into the profession all the way through to senior leadership level within our local schools.
2. To facilitate effective, consistent and purposeful partnership working in teacher development across the whole of the Hub area.
3. To engage with colleagues across the Hub area to understand existing and emerging trends, forecast needs and maximise provision in teacher development.

The annual Teaching School Hub report will identify how these priorities are being met and priorities for future actions. They will be kept under review and updated annually as the context and drivers to the work of Teaching School Hubs evolves.

4. Key Activities

All of Generate Teaching Hub's primary activities are defined by the DfE. Guidance has been provided in the following key documentation:

- Teaching School Hub grant letter (2nd March 2021).
- Teaching School Hubs Handbook (v1 February 2021; v2 May 2021; v3 September 2021).
- Teaching School Hubs Framework (March 2021).
- Teaching School Hubs Conditions of Designation (February 2021).
- A professional development programme and support from the Teaching School Hub Council (started March 2021 and ongoing).
- Plus, statutory guidance on roles, responsibilities and duties given to the sector as a whole, e.g. Teacher Standards, Appropriate Body Guidance.

All activities are monitored by a detailed Annual Delivery Plan with Key Performance Indicators (KPIs) for primary activities, milestones for action and financial reporting of core costs. A lead officer from the DfE has been appointed to liaise with Generate Teaching Hub. Termly reports on spend and activity are submitted to the DfE.

A Teaching School Hub is a connector of high quality practice and an instigator of professional development in education. Our focus is on developing a deep knowledge of teacher training and development in our area now, and its future needs. The role recognises that continued teacher and leadership development as the most important form of school improvement.

Therefore, our core activities are:

1) Early Career Framework

Promotion and delivery of the new two-year Early Career Framework (ECF) inducting newly qualified teachers into the profession, involving:

- a. Collaborating with a national approved provider of the ECF – Teach First.
- b. Creating an infrastructure to prepare and manage the delivery of the programmes.
- c. Communications to raise awareness of the new statutory requirements for schools.
- d. Identifying and supporting of a network of facilitators to provide training for ECTs and Mentors as per the approved national ECF programme.
- e. Upholding Quality Assurance standards for training and mentoring support;
- f. Proactively identifying if and how to group clusters / cohorts of local or specialist interest for training;
- g. Monthly reporting to our national provider (Teach First) to ensure compliance with DfE requirements, access by schools to all grants (in year two) and to receive and manage payment by results.
- h. Creating opportunities to understand the post ECT need (teaching years 3-5) and bridging the gap to middle leader development.

2) National Professional Qualifications

Promotion and delivery of National Professional Qualifications (NPQs):

- a. Collaborating with an approved national provider - Outstanding Leadership Partnership / Best Practice Network.
- b. Communications to raise awareness of the new reformed suite of NPQs.
- c. Recruiting experienced leaders to provide evidence, content and case studies for the national provider.
- d. Identifying and supporting of a network of facilitators to provide training within the six reformed qualifications:
 - i. Leading Teacher Development (3 days over 12 months);
 - ii. Leading Teaching (3 days over 12 months);
 - iii. Leading Behaviour and Culture (3 days over 12 months);
 - iv. Senior Leadership (4 days over 18 months);
 - v. Headship (5 days over 18 months);
 - vi. Executive Leadership (6 days over 18 months).
- e. Supporting of additional delivery roles including: school based coaches, online mentors, assessors and quality assurance.
- f. Proactively identifying if and how to group clusters / cohorts of local or specialist interest for training.
- g. Proactively monitoring participant engagement and tracking their longer term development into further study or teacher development opportunities.
- h. Termly reporting to our national provider (Outstanding Leadership Partnership) to ensure compliance with DfE requirements and to receive and manage payment by results.

3) Recruitment

Delivery and support Initial Teacher Training¹ by:

- a. Continuing to offer School Direct training to a cohort of Trainee Teachers starting every September, who will achieve Qualified Teacher Status through Primary (5-11 years), Early Years Foundation Stage (3-7 years) and Special Educational Needs:
 - i. Ongoing marketing of the programme throughout the year.
 - ii. Registration with DfE's new postgraduate teaching portal in Summer term ready for October launch (UCAS's role ends in September 2021);
 - iii. Assessment, processing and selection of applications through interview;

¹ The requirements of this activity will be reviewed by the DfE after the market reform is announced in November 2021.

- iv. Development of an induction and training curriculum to sector standards (Core Content Framework), the accrediting body (Liverpool Hope University) and Ofsted's requirements^{xi};
- v. Provision of a School Direct mentor team of experienced teachers to support Trainees throughout the year;
- vi. Sourcing placement schools and training of school based mentors;
- vii. Monitoring of compliance to professional standards through induction, progress meetings and observations throughout the academic year;
- viii. Allocation of appropriate placements for Trainee routes;
- ix. Reporting of activities and outcomes, and to receive payment by results.

- b. Proactively supporting Initial Teacher Training provision for all routes in the Hub area by:

- i. Mapping provision of providers;
- ii. Identification of local needs or gaps;
- iii. Facilitating partners to meet identified needs or gaps;
- iv. Identifying, and facilitating continual improvement in quality standards of provision;
- v. Tracking of outputs by local providers.
- vi. Engaging in national developments, disseminating information and supporting local responses (especially in regard to the forthcoming Initial Teaching Training Market Review decisions to be announced in November 2021)

4) **Appropriate Body**

Offering an Appropriate Body^{xii} services to schools for Early Career Teachers focused upon complementing the ECF Full Induction Programme.

- a. Establish an administrative system to process and validate new teacher induction.
- b. Coordinate development and delivery with local Appropriate Body partners.

5) **Continuous Professional Development**

Encouraging and providing appropriate Continuous Professional Development (CPD) by:

- a. Initiating a process of mapping existing provision of training in the Autumn term 2021, identifying:
 - i. Current participation;
 - ii. Gaps and needs for training; and,
 - iii. The range of local provision.

- b. Promoting and encouraging local specialist training provision by curriculum hubs and local partners.
- c. Directly delivering a pre-approved (by the DfE) training only where:
 - Identified as not being provided by partners;
 - There is a direct impact on pupil outcomes that can be measured;
 - With a clear alignment to national Teacher CPD Standards^{xiii}.
 - Development of good practice and quality assurance standards relevant to local provision, including promoting an evidence based approach with a Theory of Change.

6) Partnership Development

To build a strong partnership with our local schools and teacher development agencies, relevant to every stage of a teacher's career, in all phases and type of school in our area. This will require:

- a. Building an effective infrastructure and working strategically with stakeholders and providers.
- b. Establishing clear channels of communication between local partners, research schools, curriculum hubs and national agencies.
- c. Coordinate with our three Area Leads to proactively engage in their local partnerships, facilitate the sharing of local intelligence and provide local evidence of good practice. Especially through facilitated engagement activities and events at the Early Career and Leadership level.
- d. Collating and analysing qualitative and quantitative evidence connected to proactively identify and respond to teacher development needs:
 - i. Updating initially provided data by the DfE, to confirm and maintain accurate records on all local schools in our Hub area.
 - ii. Succession planning and support golden thread of teacher development.

7) Commissions

In addition to planned activities (1-6 above) Generate Teaching Hub can receive commissions for projects or discreet piece of work. This will relate to areas outside of the Teaching School Hub remit but related to teacher development.

5. Hub Structure

Partners

To deliver Generate Teaching Hub's goals and our approach (as outlined above) we understand that partnerships are key.

Multiple partners are engaged in the organisation, leadership, delivery and consumption of Generate Teaching Hub's services – ***it is a dynamic system that connects a wide community of practitioners.***

Our partners can be identified as three types:

i. Strategic Partners

These are organisations that mainly operate at a regional or national level – or influence significant resources - and connect to generating great teachers in our area. They include:

- Department for Education.
- Ofsted.
- National Providers (e.g. Teach First, Best Practice Network, Education Development Trust, etc.)
- Local Authorities.
- Teaching School Hubs.
- Higher Education Institutes.
- Diocesan Boards.
- Large Multi-Academy Trusts of 26 or more schools.

We also recognise many other organisations could support our aims and intend to broaden this list to economic, health, skills and employment partners as / when appropriate the future.

ii. Delivery Partners

These organisations directly provide services to our schools and have an in depth or specialist role to play in generating great teachers:

- Research Schools.
- Curriculum Hubs (e.g. Maths, Science, English).
- Behaviour Hub Lead School.
- Legacy Teaching Schools / Teaching School Alliances.
- Local Multi-Academy Trusts.
- Private training providers (e.g. Primary Language Network).

[Our three Area Leads are key delivery partners, therefore they are included in the team section below.]

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iii. School Partners²

These organisations (c. 280) are our core community, ones we will provide teacher development services to:

- 219 Primary schools,
- 39 Secondary schools,
- 14 Special Educational Needs schools,
- 2 Alternative Provision schools,
- 2 Other schools (tbc), and,
- 6 Nursery schools.³

The above schools include:

- 5,835 Teachers serving an estimated 99,235 children and young people
- 25 are Unqualified Teachers
- 268 are Early Career Teachers

Plus, we estimate a wider additional audience to engage of 372 early years providers such as nurseries and PVI's. The DfE confirmed some Independent Schools are eligible for the Early Career Framework (this was announced in August 2021 and it effected just two schools in Wigan). We are able to engage Independent Schools if / as we choose to do so but they are not eligible for most DfE funded services.

Core Team

Generate Teaching Hub will be driven by a small core team of staff focused upon establishing and sustaining an effective, efficient operation. Through its services the team will be a centre of excellence for effective data management and sharing the evidence base in teacher development. Employed by WPAT and based in Simms Cross Primary School, Halton the following staff roles are agreed:

- CEO
- Hub Director
- Hub Manager
- School Direct Manager
- Training Coordinator
- EYFS Lead
- School Direct Administrator
- Hub Administrator

In addition, we have:

- Three Local Area Leads (provided by Wade Deacon Trust in Halton; Golborne High School in Wigan and The Challenge Academy Trust in Warrington) to

² All figures here are taken from data supplied by the DfE in March 2021; the number of pupils is estimated from the supplied Teacher Pupil ratio of 17 to 1.

³ Our understanding is that school-run settings (maintained nurseries, state funded pre-schools, EYFS-only academies) need access to Appropriate Body, Early Career Framework and NPQs as they may have QTS teachers; they will also have 'other CPD' requirements. PVI's may also need our 'other CPD' services.

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facilitate local contact, communication and sharing of intelligence. They provide a senior leader contact for this role and devolve specialist contact to staff within their organisation. A service level agreement is in place for these roles.

- We have appointed Appropriate Body Assessors to match service demand and advise the Appropriate Body Board.
- We have commissioned a senior leader outside of our Hub area, to act as an Independent Hub Assessor to review our services and inform learning for future delivery.

Specialists Team

In addition to the core staff team we have recruited / will recruit in year one a network of over 100 specialist local teachers and leaders to provide:

- School based mentors to ECTs;
- Facilitators of training to ECTs and to ECT Mentors;
- Facilitators of NPQ programmes;
- Performance coaches to NPQ participants;
- CQI and Assessor Roles for NPQs;
- Content writers and contributors for NPQ courses;
- (Potentially) Trainers of CPD courses.

Many of these roles will be contracted with partners (e.g. our ECF Area Leads, Best Practice Network) and not directly commissioned by the Hub.

Governance

To ensure levels of decision making and authority are clear, we have developed three levels to our governance:

- A *Sub-Committee* of the WPAT Trustee Board will monitor activities and ensure the legal risk and responsibility is maintained. Initially this is being conducted with the Standards Committee, as this is a major new development for the Trust, before a separate committee will be constituted by the Board.
- A *Strategic Board* of senior leaders to ensure decision-makers can lever in additional resources and strategic support. They are accountable for Hub performance and drive a forward plan with a clear vision, priorities and programme for our area. The group will meet termly from Autumn 2021 and will be chaired by the CEO of WPAT and have representation from the WPAT Trustee Board.
- A *Steering Group* has been formed of the Project Team and Area Leads to coordinate operational planning and the Hub. Chaired by the Director this group will invite attendees from partners as appropriate and meets half-termly from July 2021.

At a Sub-Regional level, Teaching School Hubs in Liverpool City Region and Greater Manchester recognise the need to communicate about their planning but also contact with partners that cross Hub boundaries. We will support and engagement in proactive, positive communication between Hubs and such partners. This network is informal and not constituted.

- Two local engagement structures will be formed in Autumn 2021 around:
 - 1) **Leadership Development** – Focusing upon middle and senior leadership development these will involve:
 - A facilitated support network for specialist NPQ participants.
 - A focus group for feedback and quality assurance of NPQ delivery.
 - 2) **Early Career** – focusing upon recruitment and induction of new teachers in the first 3 years of entering the profession these will involve:
 - A facilitated network of Initial Teacher Training providers to provide support and share good practice.
 - A facilitated support network for NQT+1 teachers.
 - A focus group for feedback and quality assurance of ECF delivery.

6. Partner Communications

Generate Teaching Hub has to communicate with a seven stakeholder groups. We are also operating within a national eco-system designed and led by the DfE.

Our key stakeholders have been described in the list below to assist in segmenting their needs from and interest in our Hub:

- *Investors*, e.g. Department for Education, Regional Schools Council, Teaching School Hubs Council, National Lead Partners (Teach First, Best Practice Network);
- *Regional or Area Agents*, e.g. Local Authorities, Diocese, Multi-Academy Trusts, Higher Education Institutes, Curriculum Hubs;
- *Local Providers of Teacher Development*, e.g. legacy Teaching Schools, Initial Teaching Training providers, etc.;
- *School / Multi-Academy Trust Leaders*, e.g. CEOs, Executive Headteachers, Headteachers;
- *Middle to Senior school leaders*;
- *Early Career Teachers*;
- *Trainee Teachers*, including applicants to Teaching.

Communication Outline

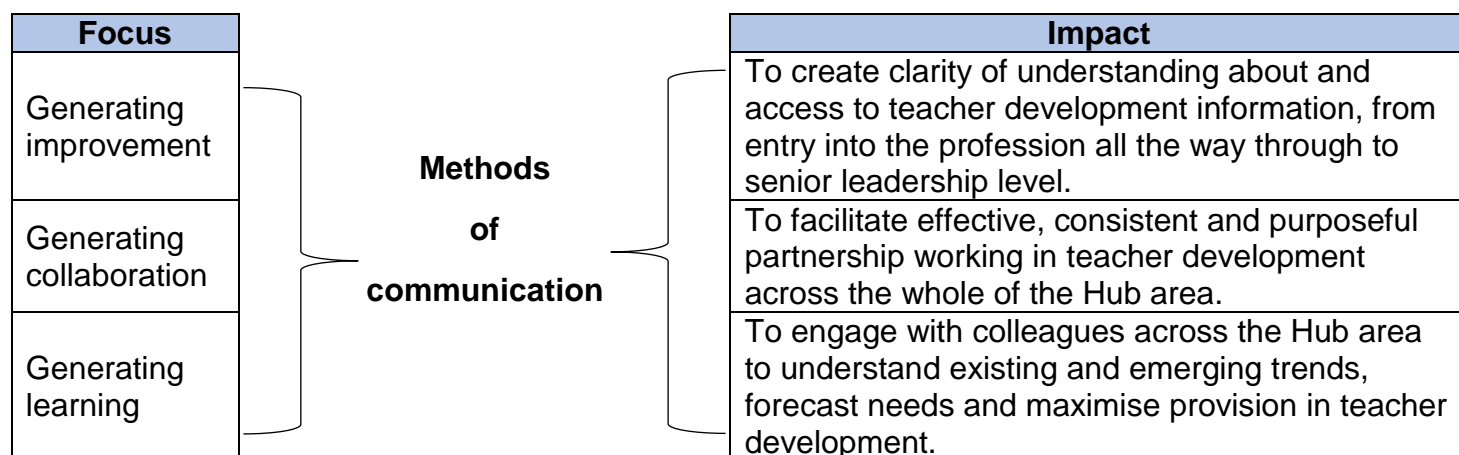
Each of our stakeholder groups require different information for different reasons. However, there is also much cross over between audiences, with individuals holding multiple roles. Listed below is a broad review of our audience segments, what they need from a Teaching School Hub and how we will communicate with them.

Who	What	How
Investors	<ul style="list-style-type: none"> • Performance and KPI / finance reporting. • Outcome achievements through formal returns. • Formal Board papers. 	<ul style="list-style-type: none"> • Returns and Reports when requested plus benchmarking where / when available
Regional / Area Agents	<ul style="list-style-type: none"> • A 'helicopter' view of Hub activity and impact. • Trends and priorities of teacher development. 	<ul style="list-style-type: none"> • Annual reports. • Multi-Hub meetings. • Presentations to forums. • Networking.
Local Providers of Teacher Dev't	<ul style="list-style-type: none"> • Reviews and updates on teacher development priorities, needs, participation. 	<ul style="list-style-type: none"> • Hub broadcast emails. • Local events / presentations. • Local Area Lead contact.
School / MAT Leaders	<ul style="list-style-type: none"> • Current guidance and policy. • Must Do's for teacher development planning. • Compliance processes. • Information that needs to cascade to schools. 	<ul style="list-style-type: none"> • Termly Newsletter. • Briefing events. • As information / guidance changes - email & web site.

Who	What	How
Middle to Senior Teachers	<ul style="list-style-type: none"> • Opportunities for CPD, including NPQs. • Opportunities for participation, e.g. • Facilitators, assessors, mentors and induction tutors. 	<ul style="list-style-type: none"> • Recruitment emails and web site promotion. • Briefings. • Forum attendance / presentations.
Early Career Teachers	<ul style="list-style-type: none"> • Accessing Guidance, process and paperwork. • Understand their level of ownership and the role they play in completing their Induction. • Location of forms, advice and AB role in supporting them. • Support and guidance. 	<ul style="list-style-type: none"> • Via Headteacher / Induction Tutor contact. • Induction. • Handbooks. • Social Media. • Newsletters and email. • Mentors. • [Potential for closed online peer support forums.]
Trainee Teachers	<ul style="list-style-type: none"> • Requirements to become an ITT. • How to apply - where to find information. • Programme information and standards. • Support and guidance. 	<ul style="list-style-type: none"> • Web site with links to national standards and requirements. • Interview process. • Induction. • Handbooks. • Social Media. • Newsletters and email. • Mentors.

Methods of Communication

Generate Teaching Hub has to deploy a range of communications to reflect the overarching approach of the service. The impact will support our strategic outcomes:



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Our communication methods are built around an in-depth, up to date website and broken down by frequency:

Annual	Communication Activities
Termly	Service information leaflets. Local leader / practitioner forums.
Half termly	Hub Bulletin. Partner updates.
Monthly	ECF newsletter.
Weekly	Website updates.
Ongoing	News articles on website. Social media posts. Service calls / requests by email. <i>[Closed online peer support – TBC].</i>
Topic specific	Briefings. Handbooks.

Generate teaching Hub has a mailing list of all schools in the area with office contacts and Headteacher contacts, as supplied annually by the DfE.

This is supplemented by a live mailing list of 645 names (transferred on 31st August 2021) that will be added to by contact details from service delivery and mailing list sign ups.

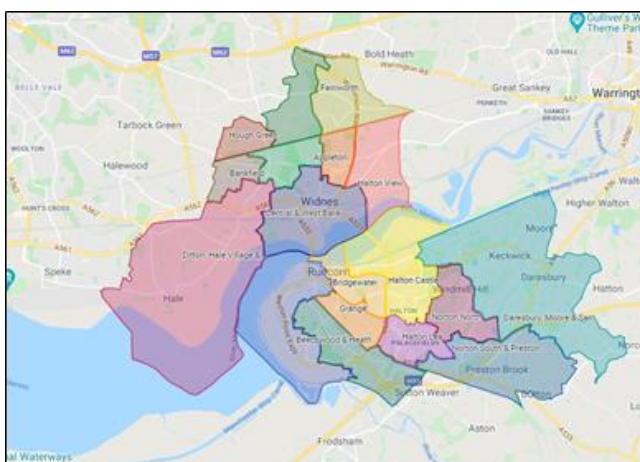
Privacy notices will be published for contact and data collection and delivery policies updated for current / produced for new services as relevant.

10. Wider Context

Our location sits at the heart of four key areas: Merseyside, Greater Manchester, Lancashire and Cheshire. We connect these localities, sitting at the heart of teacher development as we generate collaboration across boundaries to inspire great teaching practice and drive the expectation of continual improvement. A helicopter view of the areas Generate Teaching Hub support is presented below for contextualising our planning.

Localities

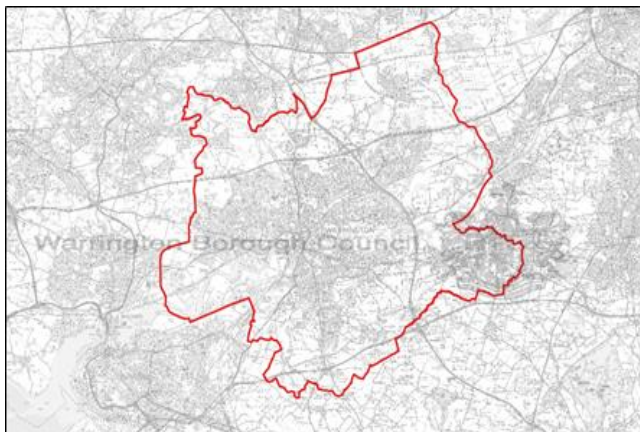
Our three Local Authority areas each have a distinct locality and communities. To be familiar with the areas each council has produced a visual overview of their area:



Halton (Scale: population c. 127,000 people)

Click [HERE](#) to be taken to the original of information and data source provided by Halton Borough Council

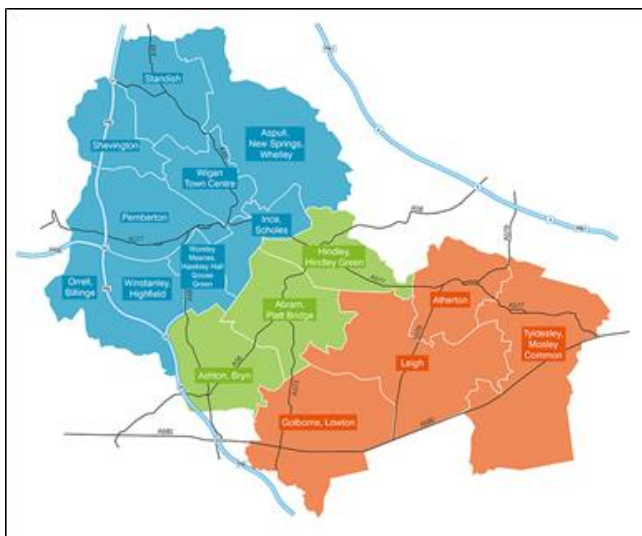
A one page overview of the borough is [available here](#).



Warrington (Scale: population c. 210,000)

Provided by Warrington Borough Council (you can view different layers via the Map Features drop down list [HERE](#)).

A summary overview of Warrington in facts and figures can be [found here](#).



Wigan (Scale: population c. 330,000)

Click [HERE](#) to be taken to the original source of information and data provided by Wigan Metropolitan Borough Council.

Access to data regarding the state of the borough is [available here](#).

Geography and Demographics

The geography and demographics for Halton, Wigan and Warrington differ greatly with each area having their challenges in relation to achieving local outcomes. The Joint Strategic Needs Assessment (JSNA) for these areas can be found by following the links below:

- **Halton** [HERE](#)
- **Warrington** [HERE](#)
- **Wigan** [HERE](#)

Updated regularly, JSNAs are produced by the Local Authority who, in partnership with other strategic organisations, for example; the NHS, determine key areas of concern and highlight these through more detailed information, insight and data collection / presentation.

JSNA's contain detail about education attainment, social issues, housing, health issues and employment. The information contained in the various sources of information will help you understand and determine your catchment areas and the wider social needs of pupils.

Additional data and information can be found via the Health Profiles for each area. Health Profiles provide comparison data to the England norm using a red, amber & green rating. They highlight areas of concern and challenge. Where multiple challenges exist, often complex and entrenched, greater focus on attainment is noted as a means of addressing the long term issues.

Produced by Public Health England the Health Profiles are updated every 6 months. The most recent Health Profiles for each area are available by following the links below:

- **Halton** [HERE](#)
- **Wigan** [HERE](#)
- **Warrington** [HERE](#)

Web edition

Education

Each Local Authority produces useful information about schools and Post 16 provision in their area. This is available online. Information maintained by Local Authorities differ greatly with some providing useful mapping tools and others simply presenting lists and further links to useful information.

Click on the link below and you will be taken to the web resources provided by each Local Authority for that theme:

Halton

- Primary Schools information [HERE](#)
- Secondary Schools information [HERE](#)
- Special Schools, Colleges and Post 16 Provision information [HERE](#)

Warrington

- All Schools information [HERE](#)
- Colleges and Post 16 provision [HERE](#)
- SEND information [HERE](#)

Wigan

- All Schools information [HERE](#)
- Special Schools information [HERE](#)
- Colleges and Post 16 Provision [HERE](#)

The education landscape in each area is different in terms of scale, with Wigan containing almost half of all schools in the Generate Teaching Hub area. The table below⁴ scopes the numbers and types of schools in our area:

	Secondary	Primary	Special Educational Needs	Alternative Provision	TOTALS	# schools	% schools with Pupil Premium incentive	% schools with sparsity incentive
Halton	7	49	7	1	64	66	52%	0%
Warrington	14	69	5	1	89	83	22%	0%
Wigan	19	101	10	1	131	136	18%	0%
Total	40	219	22	3	274	285	27%	0%

⁴ Exact school numbers are not agreed across datasets. In our table, the data for the blue columns is drawn from the listing provided by the DfE to all Teaching School Hubs in April 2021 – NB: Warrington has 2, Wigan has 6 further ‘independent or post 16’ providers listed in the DfE data. The data in the green columns is drawn from Teach First’s data for LWY11 area. The official DfE designation for LWY11 is 276 schools in total (39 secondary; 219 primary; 14 SEN; and, 2 AP).

Engagement with education partners across the Hub area is not a neat fit to our locality. Some Multi-Academy Trusts operate across part of our Hub area, others inside and outside the Hub area. We cover four Anglican Diocese of Education (Chester, Liverpool, Manchester and Lancashire) and sit within a Secondary cluster (East) of the Catholic Diocese that includes part of another Teaching School Hub area. Each Local Authority area has slightly different structures for communication with Primary and Secondary Headteachers, and in Wigan our Area Lead (Golborne High) is facilitating a CPD network of local partners unique to that area.

Information gathered in 2020 identified priorities in the Hub area as:

- The need to close the disadvantage gap in all three areas.
- The attainment gap at Secondary is widening.
- Secondary attainment levels in Warrington.
- Early years, SEND, Secondary Maths in Halton.
- Primary Reading, Secondary Maths, Progress8 in Wigan.

The priorities above would need updating as the impact of Covid-19 pandemic and time may have altered needs. In addition, a Teaching School Hub remit is *not* school improvement, therefore, identifying teacher development needs that connect to outcomes is the real insight we are seeking from our role.

The completion of a first audit of needs and provision will be a significant local baseline for Generate Teaching Hub to complete in Autumn 2021 and then learn from annually.

11. Risk Management

Risk management: *'is focused on anticipating what might not go to plan and putting in place actions to reduce uncertainty to a tolerable level. Risk can be perceived either positively (upside opportunities) or negatively (downside threats). A risk is the potential of a situation or event to impact on the achievement of specific objectives.'*^{xiv}

A Risk register has been produced for internal monitoring and leads appointed. The Risk Register should be reviewed updated every term and re-presented to the Board via a specific Agenda Item. A Board Champion will be identified, to own the Risk Register process at a Strategic level.

12. Finances

Generate Teaching Hub is financed by a blend of core grant income (as monitored by the DfE directly), contract income (through agreements with national partners – currently Teach First for the ECF programme and Outstanding leadership Partnership / Best Practice Network for the NPQs) and earned income (such as additional projects, paid for events or commissions).

End Notes

ⁱ <https://wpat.warrington.sch.uk/>

ⁱⁱ <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

ⁱⁱⁱ <https://www.gov.uk/government/publications/reforms-to-teacher-development>

^{iv} <https://www.gov.uk/guidance/teaching-school-hubs>

^v https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview?utm_source=SL%20Newsletter%20Jan21&utm_medium=Digital&utm_campaign=ECF_NRO; https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview?utm_source=SL%20Newsletter%20Jan21&utm_medium=Digital&utm_campaign=ECF_NRO; <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

^{vi} <https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021>

^{vii} <https://www.gov.uk/government/publications/initial-teacher-training-itt-market-review-report>

^{viii} <https://bidstats.uk/tenders/2021/W16/749207621>

^{ix} In July 2021 the Teaching Schools Council was reformed to be the Teaching School Hubs Council.

^x

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/916114/NLG_Reform-Advisory_Group_Report_Sep_2020.pdf

^{xi} <https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook>

^{xii} <https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework>

^{xiii} <https://www.gov.uk/government/publications/standard-for-teachers-professional-development>

^{xiv} Association of Project Management; Body of knowledge, 7th Edition