

Agreement between KYRA Teaching School Alliance and

_____ (insert name)

as a KYRA- Associated Local Leader of Education (LLE)

The KYRA shared vision

We will work together to ensure that all children across our schools benefit from the highest standards of teaching and learning and are inspired, supported and prepared to fulfil their potential. Our ability to achieve this depends on our expertise, skills and capacity as teachers, leaders and support staff. We will draw upon our collective professionalism to create a learning community that enables every adult to make the greatest contribution possible and play their full part in fulfilling this commitment to our children.

We will do this by constantly looking within our schools, across our schools, and beyond our immediate community to the wider system to understand our needs, identify best practice and learn from research. We will work together to ensure everyone who works within our partnership is provided with the support and development opportunities in order to be the very best they can be. We will first consider ‘what can we give?’ as our basis for being part of this alliance, with the knowledge that the more you give, the more you are likely to receive in return. Our alliance will be one based on social capital and the participation of professionals at all levels.

We will set the bar high, we will be ambitious and we will hold ourselves to account for the quality and impact of our partnership. We know this is a unique opportunity to achieve something quite transformational. We won't let that opportunity pass.

In short, we will harness our collective professionalism, expertise, and moral purpose, to ensure no one is left behind, and every school and individual in our partnership thrives - to the benefit of all children.

The KYRA ‘DNA’. Our ‘promises’ to each other:

- **Ambitious for children:** always setting the bar high, even if it makes us feel uncomfortable, because by working together anything is possible.
- **A learning community:** constantly understanding our needs and identifying best practice and research to generate a professional learning community. We are not afraid of asking for help, nor are we reserved in offering support & expertise wherever we can.
- **Builders of social capital:** starting with the premise: ‘what can we give?’ rather than ‘what can we get?’ generates a rich community of mutual-support and professional generosity.
- **Quality & impact:** holding ourselves to account with clear aims and targets that clearly link to children's outcomes. As contributors, we will be open to the scrutiny of others, knowing that accountability & review is key to the continued success of any learning community.
- **Celebrating diversity:** respecting the diversity of schools and members across our alliance. Seeing this as a strength whilst ensuring no one is excluded or left behind.

- **Moral Purpose:** committed to the success of children and adults in all of our schools. Our opportunity is to achieve something truly transformational that translates into a better education system for all. We celebrate the successes of our partners as we would our own.

Definitions

'Home School' is the school that has a contract of employment with the LLE.

'Client School' is the school that is in receipt of support.

'Association' is an agreement between the LLE and a Teaching School Alliance that the TSA will exclusively broker the LLE's deployments, LLEs may only associate with one TSA at any one time.

Remuneration to the Home School is inclusive of travel expenses, therefore travel claims should be submitted to the Home School.

Code of Conduct for LLEs

KYRA-associated LLEs will act in a manner that maintains the highest professional standards and provides positive role models. When providing school-to-school support, they will ensure that everyone they work with is treated fairly and with respect. The aim is to work with clients, challenging and supporting them to improve and achieve the best possible outcomes for all.

LLEs will:

- treat all those they work with, with courtesy and respect;
- carry out their work professionally and maintain appropriate professional relationships at all times;
- work within the agreed terms of the school to school support contract and deployment action plan;
- base any challenges to performance and any recommendations on evidence gained during their work;
- ensure ongoing professional dialogue;
- have a flexible approach to developing new ways of working;
- respect confidentiality and recognise any potential sensitivities relating to the work of groups or individuals;
- observe teaching and learning agreed protocols and ways of reporting outcomes;
- declare any potential conflict of interest as soon as it arises;
- act in the best interests of all and promote their well-being;
- ensure that any safeguarding or health and safety issues which arise are reported to the relevant person as soon as possible.

General

The LLE will:

- be deployed in their capacity as a LLE exclusively by KYRA;
- inform their KYRA Contact if they cease to meet the LLE Criteria set out by NCTL;
- provide a LLE profile to be published on the KYRA website;
- attend all mandatory LLE training sessions (1 per year).

KYRA will:

- provide ongoing, high quality CPD that is appropriate to the role of LLE (1 mandatory session per year);
- provide a main point of contact for liaison with KYRA;
- act appropriately on concerns regarding the work of the LLE;
- act appropriately on concerns raised by the LLE.

Quality Assurance

The LLE will:

- cooperate with KYRA representatives for Quality Assurance purposes;

KYRA will:

- seek feedback from schools following school to school support;
- seek feedback from delegates following delivery of CPD;
- provide at least annual feedback to the LLE on their performance;

Review of Association and Termination of Association

- LLEs may choose to terminate association with the KYRA Alliance at any time, though where agreements for deployment have been put in place, these must be honoured if it is possible for the LLE to do so;
- Notification of termination of association must be made in writing to the KYRA Contact;
- KYRA will review association with a LLE, and may consider termination of association in the following circumstances:
 - There is a lack of evidence to demonstrate the positive impact of the LLE's work where an opportunity has been given;
 - The LLE no longer meets the eligibility criteria set out by NCTL.
 - The LLE's conduct has been inappropriate.

School to School Support

The LLE will:

- be available to deliver a minimum of 6 days of school to school support per year, the times and dates of which will be mutually agreeable to the client school, the LLE and the LLE's home school;
- make arrangements with the client school in order to deliver the support detailed on the Support Request Form;
- Liaise with the KYRA Contact;
- inform KYRA once the support detailed on the Support Request Form has been fully delivered or if the nature or amount of work actually delivered is different to that agreed on the Support Request Form;
- provide KYRA with the following documentation for each piece of school to school support work:
 - Deployment Action Plan
 - Deployment Review Form
 - Report for the Client School (where other System Leaders have been deployed as part of the support package, it is the responsibility of the LLE to liaise with these System Leaders and to produce a final report. This report must be submitted to the KYRA representative who will quality assure the content and pass on to the Client School);
- inform KYRA if they are approached directly by a school or other agency to provide school-to-school support;
- inform KYRA, as promptly as possible, if they are not able to fulfil a commitment to a school, for example through sickness absence.

KYRA will:

- provide document templates for use by the LLE carrying out school to school support;
- provide LLEs with a directory of Specialist Leaders of Education (SLEs) and other System Leaders so that LLEs may draw upon this resource when designing support packages for client schools;
- provide phone and email support to LLEs during deployments;
- provide access to support for the Acting Headteacher in the LLE's Home School during deployments;
- provide remuneration to the LLE's Home School to cover the time that the LLE spends delivering school to school support;
- seek feedback from client schools once support has been fully delivered;
- liaise with the client school in the event that the LLE is unable to fulfil a commitment, for example through sickness absence.



Signed

LLE
Signed.....

Name.....

Date.....

KYRA
Signed.....

Name.....

Date.....

DRAFT