

Agreement between KYRA Teaching School Alliance and

_____ (insert name)

as a KYRA Specialist Leader of Education

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.

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

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

Code of Conduct for SLEs

KYRA SLEs 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.

SLEs 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 SLE will:

- provide an SLE profile to be published on the KYRA website;
- inform KYRA if they resign their post at their Home School;
- attend all mandatory SLE training sessions (1 per year).

KYRA will:

- provide ongoing, high quality CPD that is appropriate to the role of SLE (1 mandatory session per year and up to 2 additional optional sessions);
- provide a main point of contact for liaison with KYRA;
- act appropriately on concerns regarding the work of the SLE;
- act appropriately on concerns raised by the SLE.

Quality Assurance, Review of SLE Designation and De-designation

The SLE will:

- cooperate with KYRA representatives for Quality Assurance purposes;
- agree to KYRA sharing performance information and feedback with their line manager;
- inform KYRA in writing if they wish to resign from their role of SLE (which they are free to do at any point).

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 SLE on their performance;
- share performance information and feedback with the SLE's line manager;
- Routinely review designation of the SLE on an annual basis and consider de-designation in the following circumstances:
 - The SLE has not supported another school in the preceding 12 months;
 - There is a lack of evidence to demonstrate the positive impact of the SLE's work where an opportunity has been given;
 - The SLE no longer meets the eligibility criteria.
- Review the designation of an SLE before the annual review is due, and consider de-designation in the following circumstances:
 - The SLE's conduct has been inappropriate;
 - The SLE has changed their role or home school.

Note: SLEs have the right to appeal de-designation and can request a copy of the NCTL appeals procedure from KYRA.

School to School Support

The SLE 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 SLE and the SLE's home school;

- gain the express permission of their headteacher/line manager before committing to time away from their school;
- make arrangements with the client school in order to deliver the support detailed on the Support Request Form;
- 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 (this must be submitted to a 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 SLE carrying out school to school support;
- provide remuneration to the SLE's Home School to cover the time that the SLE 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 SLE is unable to fulfil a commitment, for example through sickness absence.

SLE-led CPD

The SLE will:

- offer a minimum of 3 CPD sessions per year on behalf of the KYRA Alliance, the times and dates of which will be mutually agreeable to the SLE, the SLE's home school and KYRA;
- design and deliver CPD that conforms to the principles of effective CPD;
- gain the express permission of their headteacher/line manager before committing to time away from their school;
- Work with KYRA to ensure that CPD events can be accurately costed prior to being advertised (ie. if costs additional to the venue, refreshments, internally-printed resources and the time of 1 SLE are necessary, KYRA must be informed to ensure delegates are charged appropriately);
- provide accurate registers to KYRA following CPD events;
- minimise the use of hard-copy resources for CPD;
- request resources no later than 3 working days prior to the CPD event;
- inform KYRA if approached by any other party to deliver CPD on their behalf.



KYRA will:

- carry out the required administration for CPD events led by the SLEs (eg. marketing, processing applications, arranging venues and refreshments);
- provide remuneration to the SLE's Home School for the time that the SLE spends delivering CPD;
- provide SLEs with registers for CPD events at least 3 working days prior to the event;
- in the event of low delegate numbers for CPD events, liaise with SLEs to discuss postponement or cancellation, at least 3 working days prior to the event;
- contact delegates in the event of postponement or cancellation of CPD events;
- arrange and pay for CPD resources to be printed or sourced (KYRA retains the right to suggest lower-cost alternatives to those suggested by the SLE).

Signed

SLE

Signed.....

Name.....

Date.....

KYRA

Signed.....

Name.....

Date.....