

Education, Children and Families Committee

10am, Tuesday, 12 December 2017

Education Governance and the establishment of a Regional Collaboration

Item number 7.3
Report number
Executive/routine
Wards All

Executive Summary

This report outlines the background to the establishment of the South East Improvement Collaborative and asks Committee to note the governance arrangements which include the Education, Children and Families Convener's position in the South East Improvement Collaborative Steering Group and the focus on collaboration in order to improve attainment, reduce the poverty related attainment gap and sharing practice.

Education Governance and the establishment of a Regional Collaboration

1. Recommendations

- 1.1 To note the content of the report.
- 1.2 Request an annual update on progress of the South East Improvement Collaborative.

2. Background

- 2.1 The South East Alliance has been an informal arrangement where Edinburgh, Scottish Borders, East Lothian and Midlothian Councils have worked together on the development of curricular issues. Collaboration has focused on Quality Improvement, Additional Support Needs, Early Learning and Childcare as well as professional learning, development and leadership.
- 2.2 Appendix 1 details the work of the South East Alliance.
- 2.3 Appendix 2 details the work expected to be undertaken and the governance arrangements in respect of the South East Improvement Collaborative.
- 2.4 The South East Improvement Collaborative (SEIC) has been proposed in response to the Scottish Government's Education Governance: Next Steps paper published in June 2017 which was in response to the Delivery Plan and Consultation document: Empowering Teachers.
- 2.5 The Next Steps paper outlined the expectation that Regional Improvement Collaboration across Scotland should be established.

3. Main report

Education Governance and the establishment of a Regional Collaboration

- 3.1 The Directors of Education and Chief Executives of the South East Alliance, along with Fife have been meeting regularly in recent months to consider how a collaboration could add value to the work of their schools achieving better outcomes for children and young people.
- 3.2 The two key areas of work identified by the Chief Executives and Directors of Education are improving attainment and achievement, including closing the gap and Quality Improvement in schools and Early Years.

- 3.3 It is vital that the improvement plans for each Local Authority will continue to be subject to the governance arrangements already established in the respective local authority.
- 3.4 In Edinburgh, Education, Children and Families Committee will continue to exercise governance over City of Edinburgh's improvement planning. This will maintain Local Government accountability for the delivery of education services to their local area.
- 3.5 Each Improvement Collaborative, as it is established across Scotland, is led by a Regional Improvement Lead. The role is not substantive, but is to help coordinate and lead the setting up of the South East Improvement Collaborative Action Plan. Appendix 3 describes the role of the Regional Improvement Lead. An interim arrangement has been put in place, with the Executive Director of Education and Children's Services, Fife Council being nominated as the lead.
- 3.6 This nomination has been approved by the five Chief Executives of the respective Local Authorities as well as the Chief Executive of Education Scotland.
- 3.7 As part of the Governance arrangements outlined in Appendix 2, the SEIC Oversight Group will comprise the Convener/Portfolio Lead from each Local Education Authority and the five Chief Executives.
- 3.8 The SEIC Oversight Group will receive updates and progress reports from the Regional Improvement Lead in relation to the Collaborative's Improvement Plan.

4. Measures of success

- 4.1 The five local authorities will identify best practice to raise attainment and achievement including closing the poverty related attainment gap.
- 4.2 Scottish Government's intention to review progress within 6 months and then 12 and 18 months will evidence progress.
- 4.3 Council Officers, including headteachers and teachers will benefit from joint working opportunities to improve practice, and ensuring that Edinburgh continues on its improvement journey.

5. Financial impact

- 5.1 All work identified is expected to be delivered within existing budgets.

6. Risk, policy, compliance, and governance impact

6.1 There are no risks, policy compliance or governance issues.

7. Equalities impact

7.1 This work is focused largely on mitigating the effects of poverty so will have no negative equality or human rights impact.

8. Sustainability impact

8.1 There are no sustainability issues.

9. Consultation and engagement

9.1 This work will be shared with the SEIC Oversight Group and updates will be provided to Education, Children and Families Committee.

10. Background reading/external references

Alistair Gaw

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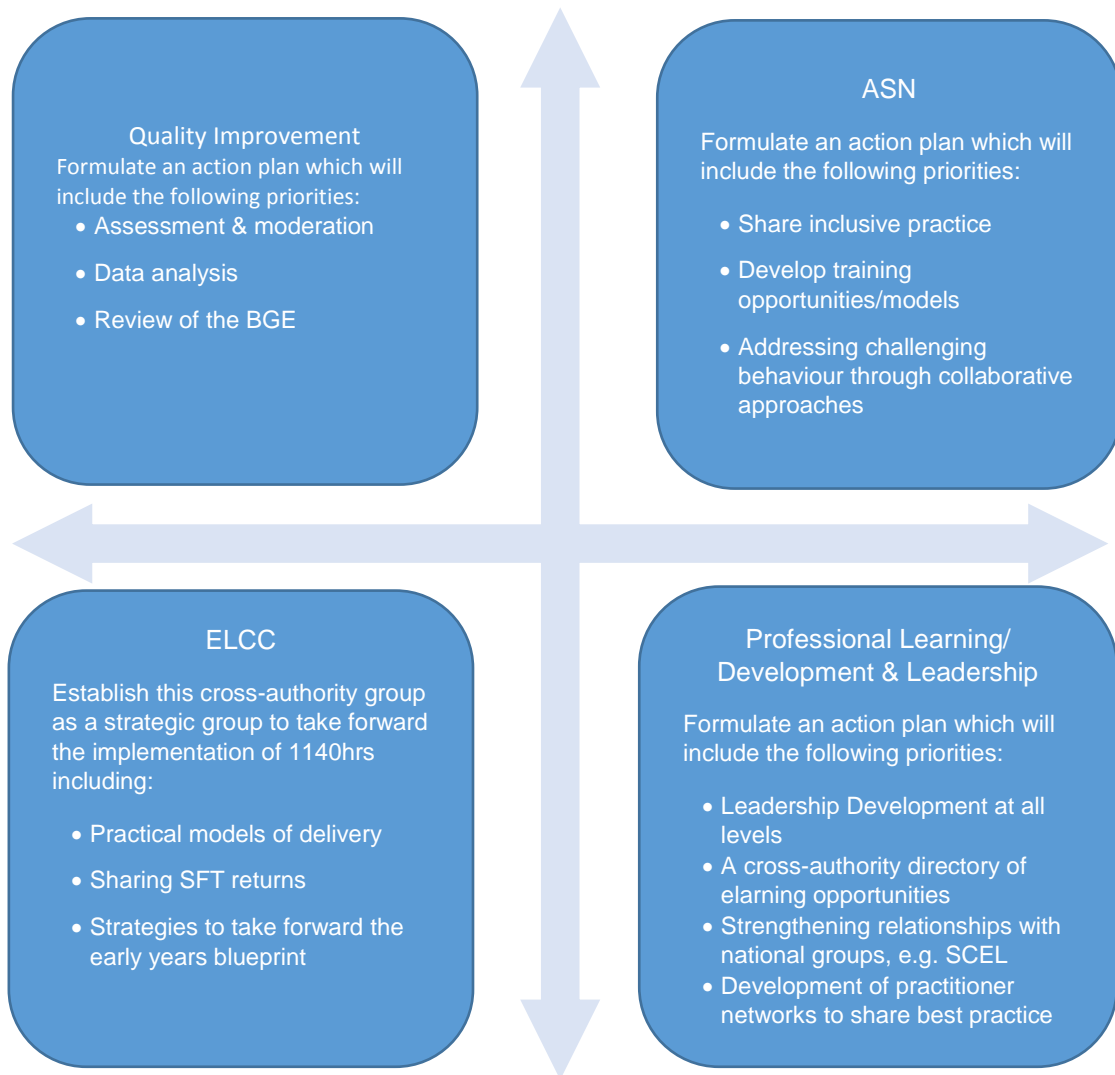
11. Appendices

Appendix 1 Work of the South East Alliance

Appendix 2 Work expected to be undertaken and the governance arrangements in respect of the SEIC

Appendix 3 Role of the Regional Improvement Lead

South East Alliance



South East Alliance

South East Improvement Collaborative
Collaboration to Deliver Excellence and Equity

South East Alliance Members:

Edinburgh City Council
East Lothian Council
Midlothian Council
Fife Council
Scottish Borders Council

Starter Paper– October 2017

Background

South East Alliance (SEA)

The existing South East Alliance partnership, (Edinburgh, East Lothian, Midlothian and Scottish Borders) have already been engaged in planning collaborative activity to support development work across the 4 local authority areas. Previous work developed is attached as appendix 1. Some of this existing work will be included as part of the Delivery plan for the South East Improvement Collaborative and some may sit as pieces of work that will be delivered as part of the South East Alliance partnership eg delivery of 1140hours of Early Learning and Childcare.

The South East Alliance has now included Fife and have begun plans for a Regional Improvement Collaborative with a focus on Quality Improvement and Raising Attainment. The South East Improvement Collaborative focus on Quality Improvement and Raising Attainment allows some existing work and any future work (eg the skills agenda as part of the Edinburgh City Deal) to be developed as part of the South East Alliance partnership.

The progress and outcomes of the Delivery Plan for the South East Improvement Collaborative will be reported to Education Scotland, other work carried out as part of the South East Alliance partnership will be reported to relevant groups such as City Deal Board or ELC regional structures.

South East Improvement Collaborative (SEIC)

The Scottish Government published its Education Governance: Next steps paper in June 2017, in response to the Delivery Plan and Consultation document Empowering teachers, parents and communities to achieve excellence in education and subsequent wide ranging consultation.

The Next Steps paper makes it clear that enhanced regional collaboration between education authorities will be a feature of future arrangements. COSLA, working with SOLACE and ADES, reviewed existing regional education collaborations across Scotland with a view to identifying a collective local government proposal on cross boundary collaboration. Each of these Regional Improvement Collaboratives would meet the strategic aims of the Delivery Plan and requirements for local authority accountability.

This offers the South East Alliance the opportunity to develop a vision for our South East Improvement Collaborative that is inclusive of our headteachers and schools to deliver excellence and equity on a regional basis. As the South East Alliance all local authorities are signed up to the key principles outlined within the Next Steps paper. Following these principles will allow a partnership approach in delivering the relevant aspects of the Edinburgh City Deal as well as the expectations detailed in the Next Steps document. The South East Alliance will not succeed in reducing inequity without a holistic approach across Children's Services. The wider Getting it Right for

Every Child (GIRFEC) agenda is of crucial importance when tackling inequalities and closing the attainment gap.

This document is intended to outline how we could use the South East Alliance to create a South East Improvement Collaborative Improvement (SEIC) with the function to:

- raise attainment and achievement
- help to deliver excellence and equity
- develop work related to GIRFEC and tackling attainment inequity
- share expertise across the Collaborative to effect change
- maintain local democratic accountability
- contribute to the growth of the regional economy
- contribute to relevant Edinburgh City Deal outcomes

Context for the Development of the South East Improvement Collaborative (SEIC)

Local Outcome Improvement Planning

In July 2015 the Community Empowerment Act and related legislation came into force requiring each Community Planning Partnership to have a coherent plan that will empower and support local communities even down to a neighbourhood level. The Local Outcome Improvement Plan may take account of the Council Plan or there may in some instances still be both. As a large part of each local authority, Education must play a central role in the development and delivery of the LOIP as part of the Community Planning Partnership.

Children's Services Planning

The Children and Young People (Scotland) Act 2014 is a key part of the Scottish Government's desire to make Scotland the best place to grow up. It is underpinned by the Scottish Government's continued commitment to the UN Convention on the Rights of the Child and the GIRFEC approach.

The Act aims to ensure that planning and delivery of services are integrated, focussed on securing quality and value, based on a preventative approach, dedicated to promoting, supporting and safeguarding children and young people's wellbeing.

Plans for each Community Planning Partnership are to be published for a three year period starting in April 2017 setting out how outcomes are to be improved for children and young people. An annual report on progress is to be published.

National Improvement Framework

In December 2016 the Scottish Government published the 2017 National Improvement Framework (NIF) and Improvement Plan for Education, which are

designed to deliver the twin aims of excellence and equity with a focus on four priorities:

- improving attainment, particularly in literacy and numeracy;
- closing the attainment gap between the most and least disadvantaged children and young people;
- improving children and young people's health and wellbeing; and,
- improving employability skills and sustained positive school leaver destinations for all young people.

The NIF also recognises the importance of six drivers for improvement:

- School leadership;
- Teacher professionalism;
- Parental engagement;
- Assessment of children's progress;
- School improvement; and,
- Performance information.

Education Governance

On 15th June 2017, the Deputy First Minister published the government's response to the Governance Review, focusing on the empowerment of schools and communities to deliver excellence and equity for all learners. The main thrust of the document is to empower headteachers to make more localised decisions on learning and teaching and the curriculum to meet the needs of their communities. In addition, the document states that up to seven Regional Improvement Collaboratives will be created.

Regional Improvement Collaboratives will:

- 1) *Provide excellent educational improvement support for headteachers, teachers and practitioners through dedicated teams of professionals. These teams will draw on Education Scotland staff, local authority staff and others;*
- 2) *Provide coherent focus across all partners through delivery of an annual regional plan and associated work programme aligned with the National Improvement Framework;*
- 3) *Facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches; and*
- 4) *Be led by a Regional Director, to be appointed by the Scottish Government and report to the HM Chief Inspector/Chief Executive of Education Scotland.*

Education Governance: Next Steps

In its *Education Governance: Next Steps* paper, Scottish Government indicates that Regional Improvement Collaboratives should align their plans with the Priorities and Key Drivers set out in the National Improvement Framework (NIF):

The SEIC is committed to the key drivers within the National Improvement Framework and the planning and reporting cycles as outlined in the Education (Scotland) Act 2016. The SEIC will identify and work on areas where collaboration will enhance each individual education authority's existing and future plans to implement the priorities and key drivers as outlined in the NIF. The SEIC also recognises the role of headteachers, teachers and parents in an empowered and collaborative approach to improving educational outcomes for our children and young people.

Focus for SEIC Delivery Plan

The priorities, key drivers and aims sit well with possible future work and indeed areas where some work has already taken place. In order to be able to have a clear focus and measure the impact of our work we have agreed two areas as an initial focus:

- 1) Improving Attainment and Achievement, including closing the attainment gap
- 2) Quality Improvement in Schools and Early Years settings

1. Improving Attainment and Achievement, including closing the attainment gap

Improving attainment and achievement is a key driver for all improvement work in school communities. Within SEIC we would wish to look at ways to improve attainment and achievement for all, ensuring that our children and young people are best placed to access a positive and sustained destination on leaving school leading to good life outcomes.

SEIC offers schools and early years' settings the opportunity to be part of, and benefit from, work streams linked to NIF key drivers that will focus on:

- professional learning and leadership development (**teacher professionalism**)
- how to engage parents, particularly from areas of deprivation and those that are hard to reach, in their child's learning (**parental engagement**)
- using data related to closing the attainment gap to maximum advantage (**performance information**)
- ensure effectiveness for the use of Pupil Equity Fund (PEF) and Scottish Attainment Challenge (SAC) resources (**school leadership**)
- share research and evidence-based practice to inform programmes of work (**school improvement**)
- the formation of specialist curriculum support (**teacher professionalism**)

- assessment and moderation of CfE levels (**assessment of children's progress**)

In order to develop our Regional Improvement Collaborative we require to:

- create a culture where our headteachers, teachers and parents embrace the responsibility of continuous improvement in schools, across clusters and on a regional basis
- develop a joint programme of professional learning based on developing teacher professionalism, professional enquiry and school leadership
- share practice in family learning to secure parental engagement in children's learning as well as parental involvement in schools
- share ways of preparing data and analysing data relating to vulnerable groups
- moderate PEF/SAC plans including PEF/SAC spend and sharing practice through peer review opportunities
- provide opportunities to share research outcomes and outcomes from Improvement Collaborative work
- establish specialist curriculum teams from central and school based staff which will offer support and professional learning to bring about improvements in curriculum delivery and learning and teaching.

Quality Improvement in Schools and Early Years' Settings

As stated in the Education Governance: Next Steps paper, local authorities will retain the duty to support schools to continuously improve. SEIC offers schools the collective opportunity to look inwards, outwards and forwards, as described in HGIOS?4, and will support and challenge schools and early years settings through:

- approaches to self-evaluation and quality improvement which improve outcomes (**school leadership**)
- use of data to secure continuous improvement (**performance information**)
- support and guidance on improvement planning in line with NIF (**school improvement**)

Each of the above will enhance and complement individual local education authority's existing practices and plans for Quality Improvement as well as building a sustainable model for the future. It will also build on partnerships and collaborations across schools encouraging a delivery model for improvement and accountability that will be the responsibility of the school to deliver.

In order to develop our Regional Improvement Collaborative we require to:

- identify resources available within each authority, across the region and in Education Scotland which will offer support and challenge to schools
- develop a proportionate formula to secure equity for each local authority

- build on each local authority's approaches to continuous improvement and self-evaluation and develop a SEIC plan to offer support and challenge to schools and early years settings
- offer opportunities for school improvement collaboratives across SEIC to share best practice and learning between and amongst schools and early years settings
- explore how best to engage children and young people in improving services
- identify and utilise available data analysis already in use, both quantitative and qualitative, to help drive improvement
- ensure engagement and ownership of headteachers to deliver improvement at a school, cluster and regional level
- develop a plan for SEIC to address continuous improvement.

Method of Delivery

We will ensure that our work produces collective added value through:

- Increased capacity to directly support in a targeted way
- Increased knowledge of a critical mass of staff to be focussed on specific areas to make a difference
- Using the expertise of a wide range of headteachers, deputies, principal teachers and teachers
- Making best use of the most effective systems from across the SEIC
- Sharing solutions to reduce bureaucracy

Examples of delivery of collective improvement through:

- the use of our expertise from across the region, including headteachers and teachers, to make best use of data analysis from the new national standardised assessments through a SEIC forum on assessment
- facilitating the delivery of a series of seminars/engagement sessions to allow for the sharing of best practice across schools, clusters and the regional area in closing the attainment gap
- developing with headteachers, teachers and parents support, guidance and practical advice on engaging parents in their child's learning
- establishing a culture of Peer Learning/Peer Review (schools pairing or clustering to quality assure across their group of schools) within the SEIC where headteachers take the lead role
- establishing a regional senior phase forum with school staff, specialists, employers and colleges
- developing school partnerships to evaluate the impact of PEF/SAC plans with a view to supporting the reporting cycle on the PEF/SAC and Improvement Planning; and
- providing an online forum to share research findings from practitioner inquiry and improvement collaborative tests of change.

Governance and Reporting

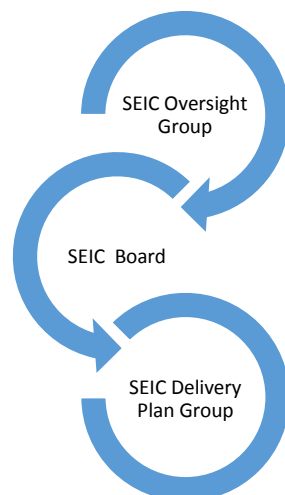
In addition to the priority areas, at the Deputy First Minister's request, the Council also made some recommendations around the issue of governance. The Council felt that it was important to consider how to de-clutter the system without damaging it. The Council advised against becoming too focussed on changing the structure of the education system when, arguably, the more important aspects are the culture and capacity within the system. In particular the Scottish Government should:

- Learn from existing attempts to formally share education services between local authorities e.g. the Northern Alliance, and other forms of non-structural regionalisation that have been successful internationally.
- Create learning hubs around the country where education professionals can go to learn about different elements of educational practice.

INTERNATIONAL COUNCIL OF EDUCATION ADVISERS
July 2017

Getting governance right is imperative. It is vital to retain local democratic accountability whilst at the same time bringing together the key representatives involved in decision-making across the SEIC. The 3 groups of personnel as seen below would provide the relevant staff to drive improvement across the 'region' and provide accountability for the work of SEIC.

The South East Improvement Collaborative Governance



SEIC Oversight Group would comprise Education Conveners/portfolio holders x 5 and CEOs x 5. It is envisaged this group would only meet once or twice per year to oversee the work of SEIC as part of the political accountability.

The SEIC Board would be formed with Directors of Education or equivalent x 5, Headteachers x 5 and National Bodies (ES, SDS, Colleges) The SEIC Board would appoint a Chair. The SEIC Board will also approve the SEIC plans and receive reports on the progress of the plan and its impact. This will be the key officer leadership group, agreeing areas for priorities for collaboration, commissioning workstreams and receiving reports from workstream leads. It will meet quarterly with the first meeting in each new financial year considering progress with previous work and setting new priorities for the coming academic session, as well as overseeing the formulation of the SEIC Plan.

SEIC Delivery Plan Group will accept commission from the SEIC Board. Officers, headteachers and teachers will collaborate to undertake specific tasks, with Heads of Service, senior officers or Head Teachers taking the lead as appropriate to levels of expertise and need. Such delivery groups will meet as appropriate to address and deliver the commissioned tasks from workstreams within the SEIC Plans.

Importantly the work of each local education authority will continue to be overseen through existing governance arrangements, maintaining local government accountability for the delivery of education services to each community and local authority area.

The SEIC Board may be chaired by the 'Regional Lead Officer' or a nominated member of the group. This post should be appointed by Chief Executives of the SEIC from among the existing Directors/Heads of Service in the five local authorities. This would not be a substantive position but would be a leadership role for a fixed term. The Regional Lead Officer (RLO) will also report to the Chief Executive of Education Scotland on the outcomes of the SEIC Board decisions.

The support for the RLO would be agreed by Chief Executives and may take different forms dependent on existing structures and agreed priority workstreams. Additional resource could be added if available to support the co-ordination and delivery of the SEIC Plan.

Discussions would need to take place with Education Scotland to consider the best way in which they could support the Partnership. For example, this could be through a link senior officer, similar to their Area Lead Officer role. Rather than having the Partnership linking with up to five Area Lead Officers, there would be one Education Scotland appointee who would provide the Partnership with direct support.

These arrangements would also provide a platform for the potential development of self-evaluation and improvement work in wider children's services particularly where there is a close connection to school attainment such as with outcomes for looked after children. A more holistic GIRFEC approach would be beneficial in tackling the attainment gap and reducing inequity.

Proposed Measures to Evaluate Impact

Short-term measures required for implementation of action plan to be decided to help have a focus for value added impact in first 6 months.

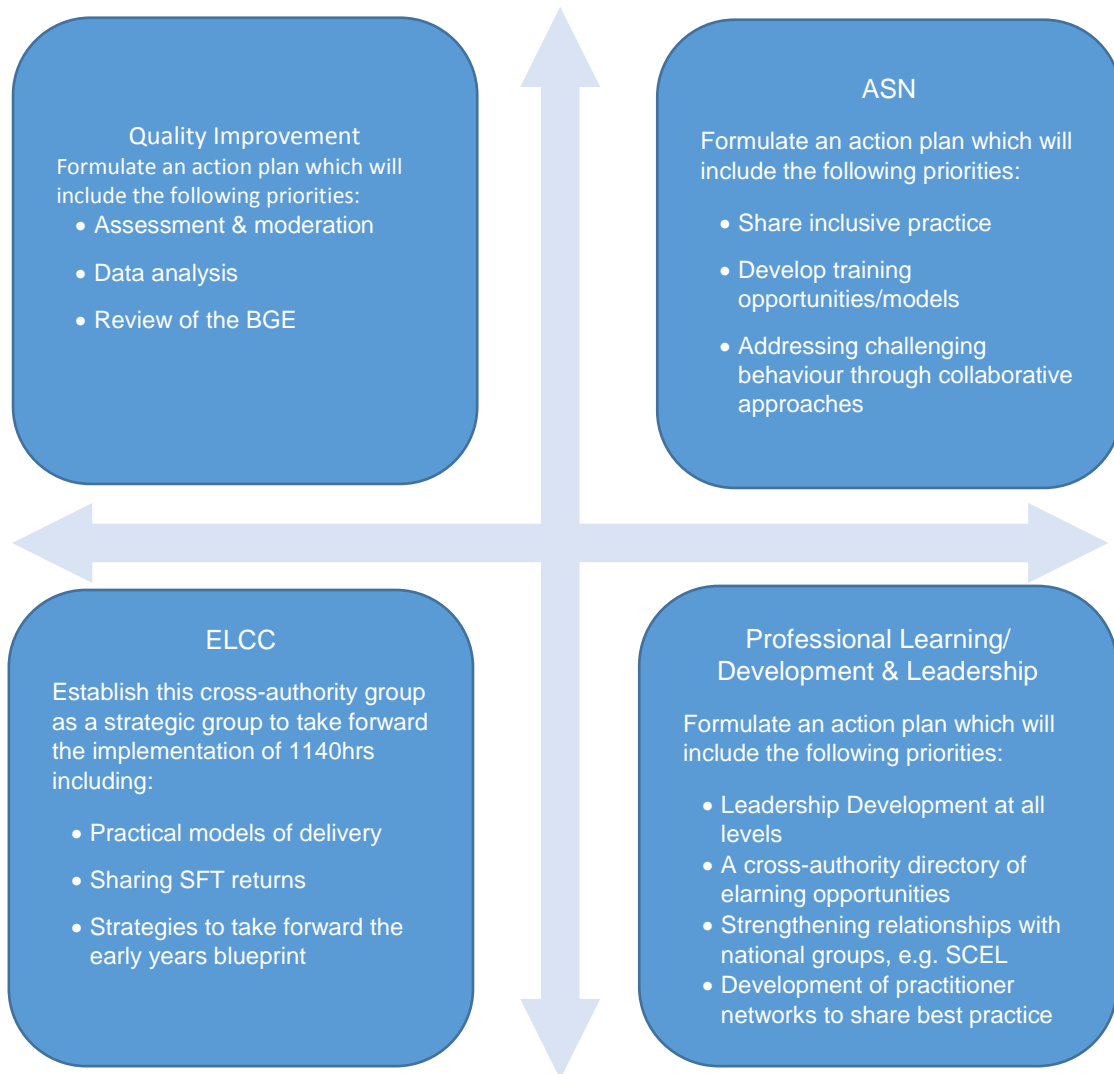
Improvement:

- Improved approaches to self-evaluation and managing change as measured by ES school inspections and local authority visits
- Effective Improvement plans in place
- Positive evaluations of events to share good practice across SEIC
- Number of schools involved in Learning Partnerships (schools that partner to support and challenge each other)

Attainment and Achievement including closing the attainment gap

- Number of schools engaged in moderating and evaluating PEF Plans and reports as part of a School Partnership
- Increase in number of pieces of research undertaken across the SEIC to inform practice
- Increase in CfE attainment across the SEIC
- Reduction in CfE attainment gap between the least and most deprived
- Increase in SQA performance across the SEIC
- Reduction in SQA performance gap between the least and most deprived
- Increase in % of positive school leaver destinations
- Reduction in gap between the most and least deprived for SLD

South East Alliance



South East Scotland Improvement Collaborative Overview of Key Data

Data on Deprivation

Registration for Free School Meals (FMR)

Table 1. Percentage of primary pupils registered for free school meals (FMR)

Local Authority	2006	2017 P4-P7	Long Term Trend	Rank 2017 P4-P7	Quartile 2017 P4-P7
East Lothian	11.6	9.9	-1.7	25	Top Q4
Edinburgh, City of	18.7	13.1	-5.6	19	Middle Q3
Fife	18.7	20.7	2.0	7	Bottom Q1
Midlothian	13.0	16.2	3.2	16	Bottom Q2
Scottish Borders ¹	9.5	11.9	2.4	23	Bottom Q3
Scotland	17.9	17.5	-0.4		

Table 2. Percentage of secondary pupils registered for free school meals (FMR)

Local Authority	2006	2017	Long Term Trend	Rank 2017	Quartile 2017
East Lothian	8.3	8.1	-0.2	25	Top Q4
Edinburgh, City of	13.2	10.2	-3.0	20	Middle Q3
Fife	14.4	17.0	2.6	7	Bottom Q1
Midlothian	8.1	12.9	4.8	13	Middle Q2
Scottish Borders	6.2	10.2	4.0	20	Middle Q3
Scotland	13.5	14.1	0.6		

- Very different rates of deprivation in the five authorities.
- Fife more deprived than Scotland. Midlothian close to Scotland. Other authorities less deprived than Scotland.
- Levels of deprivation declining in Edinburgh and East Lothian (slightly), but increasing in Fife, Scottish Borders and (particularly) Mid Lothian

Source: Summary Statistics for attainment, leaver destinations and healthy living (Scottish Government, June 2017)

Child Poverty (HMRC local measure)

Table 3. Percentage of children living in child poverty (HMRC local measure)

Local Authority	% of Children in low-income families		Rank		Quartile
	Under 16	Under 20	Under 16	Under 20	
East Lothian	14.1%	13.8%	22	22	Middle Q3
Edinburgh, City of	17.0%	16.8%	17	17	Top Q3
Fife	19.8%	19.4%	9	9	Top Q2
Midlothian	18.7%	18.2%	12	12	Middle Q2
Scottish Borders	14.4%	14.0%	19	19	Middle Q3
Scotland	18.6%	18.4%			

- Different rates of child poverty in the five authorities, ranging from top of quartile 2 (more deprived) to middle of quartile 3 (less deprived).
- Fife more deprived than Scotland. Midlothian close to Scotland. Other authorities less deprived than Scotland.

Source: Children in low-income households local measure: 2014 (HMRC, September 2016)

Data on the Costs of Children's Services

Table 5. School costs (LGBF indicators CHN1 and CHN2)

Local Authority	Primary school costs				Secondary school costs			
	CHN1 2010-11	CHN1 2015-16	Change	Rank 2015-16	CHN2 2010-11	CHN2 2015-16	Change	Rank 2015-16
East Lothian	4597.68	4343.98	-253.70	5	5787.46	6260.54	473.08	3
Edinburgh City	4436.31	4278.40	-157.91	4	6536.89	6316.19	-220.70	6
Fife	4996.03	4425.48	-570.55	8	5834.93	6435.07	600.14	8
Midlothian	4679.35	4649.97	-29.38	13	6163.71	6298.73	135.02	5
Scottish Borders	4819.00	4753.50	-65.50	14	6388.08	6580.37	192.29	12
Scotland	4868.33	4743.73	-124.60		6421.88	6729.30	307.42	

- Costs of schools in both the primary and secondary sectors are relatively low by national standards, for all four authorities (all costs are in quartile 1, except the Midlothian primary school cost which is mid quartile 2)

Source: Local Government Benchmarking Framework 2015-16 (Improvement Service, 2017)

PEF Amounts

	Total Allocation	School Allocations
East Lothian	1,569,000	1200 to 111,600
Edinburgh, City of	7,470,000	4800 to 223,200
Fife	9,787,200	1200 to 302,400
Midlothian	2,272,800	
Scottish Borders	1,840,800	1200 to 130,000

Data on the Scale of the School System

Table 4. Comparison of numbers of schools and pupils, and of average school size

Local Authority	Pupils			
	Primary	Secondary	Special	Total
East Lothian	8,492	5,612	0	14,104
Edinburgh City	29,745	18,145	635	48,525
Fife	29,126	19,896	133	49,155
Midlothian	7,271	4,987	120	12,378
Scottish Borders	8,171	6,392	0	14,563
All local authorities	396,237	280,408	6,528	683,173

- Numbers of pupils similar in East Lothian/Midlothian/Scottish Borders and in Fife/Edinburgh
- Approximately four times as many pupils in Fife/Edinburgh as in East Lothian/Midlothian/Scottish Borders

Local Authority	Schools			
	Primary	Secondary	Special	Total
East Lothian	35	6	0	41
Edinburgh City	88	23	12	123
Fife	135	18	9	162
Midlothian	32	6	2	40
Scottish Borders	61	9	2	72
All local authorities	2,030	358	134	2,522

Local Authority	Average School Size (Pupils per School)			
	Primary	Secondary	Special	Total
East Lothian	243	935	0	344
Edinburgh City	338	789	53	395
Fife	216	1105	15	303
Midlothian	227	831	60	309
Scottish Borders	134	710	0	202
All local authorities	195	783	49	271

- Scottish Borders has the smallest average school size in both primary and secondary sectors. Both figures are below the Scottish average.
- The average school size for the other four authorities is larger than the Scottish average, both for the primary and secondary sectors

Source: Summary Statistics for Schools in Scotland (Scottish Government, December 2016)

South East Alliance**South East Improvement Collaborative****Draft Role Descriptor for Regional Improvement Lead****JOB TITLE : Regional Improvement Lead**

Note that this is a position on an interim basis to progress plans to get SEIC up and running and will require to be agreed with Education Scotland. Future arrangements will be made at a later date on a more permanent basis.

MAIN FUNCTIONS

The model of the South East Improvement Collaborative is one of distributive leadership and will be developed according to progress made and lessons learned. The role of the Regional Improvement Lead is to support this model in the following areas:

- Facilitate collaborative working across the region, sharing good practice and maintaining partnership approaches
- Oversee and support the consultation and development of the improvement plan for SEIC
- Ensure strategic and operational governance and financial accountability
- Take responsibility for good communication across the South East Improvement Collaborative
- Develop a workforce plan to support professional development and practice for SEIC
- Provide leadership with all relevant Directors/or equivalent for the South East Improvement Collaborative
- To provide reports on the progress and performance of the Collaborative to the SEIC oversight group and SEIC Board
- Be the key link with Education Scotland, securing support from specialists as appropriate for the Collaborative's Improvement Plan
- To provide a coherent focus on the wider context of GIRFEC and taking account of Children's Services Plans across SEIC

INITIAL JOB ACTIVITIES

Taking account of the paper produced by Scottish Government and agreed by COSLA on Friday 29 October. The initial activities to develop our work further would include the following:

- Co-ordinate the work of the Collaborative, maintaining an overview of activities within the Improvement Plan
- Ensure effective chairing of SEIC Board
- Work with members of the Collaborative and Education Scotland to identify best practice, how to share best practice and development needs across the region
- Use data effectively to support improvement activities and to measure progress across the Collaborative
- Work within the Collaborative to allocate shared resources to support and challenge schools to improve

- Seek reports from Directors / or equivalent on the impact of the Collaborative's activities
- Oversee the consultation and subsequent production of the Collaborative's Improvement Plan and report on its impact and progress
- Promote the work of the Collaborative and be the key link for any media enquiries, linking with individual local authority media officers, as appropriate
- Report on the Collaborative's progress to the Chief Executive of Education Scotland

Recruitment

A request for expressions of interest will be circulated to the 5 Directors/or equivalent within the South East Alliance. The request for expressions of interest will be issued by Steve Grimmond as the SOLACE lead for the Chief Executives in the South East Alliance. This will be issued after agreement on 13 October with the appointment being effective from the end of October, assuming all 5 councils approval.

Support

The arrangements for support to the Regional Improvement Lead will be agreed with Chief Executives once the appointment of the role is made.

Support is likely to include the secondment of a policy support officer or similar to drive forward the consultation on the action plan and the plan itself to be completed for January 2017. Financial support for this post would be funded on a pro-rata basis taking account of size of local authorities.

Improvement Service transformational change or similar may be sought to support as required.