

## Ealing Learning Partnership Shadow Board

### Structure

- The structure of the shadow board will be 60:40 (schools: council)
- 7/8 headteacher members and 3/4 council officers including one finance lead

### Draft terms of reference

1. Set strategic priorities and cultivate partnership behaviours that support every Ealing child/YP achieve best possible outcomes / aspirations for their future (ELP Education Excellence Strategy – setting expectations for member schools and evaluating outcomes of all collaborative ELP activity)
2. Advise on quality assurance systems and processes designed to close the school to school variation gap including high quality risk assessment, brokerage of early support and access to high quality training
3. Ensure that all member schools have access to high quality training , leadership development programmes and networks that support retention and talent management for the partnership
4. Secure maximum sign-up to ELPs educational goals through exercising effective system-leadership in other key strategic groups including those that directly report to ELP
5. Agree the annual membership subscription to secure the infrastructure and leadership of ELP
6. Make recommendations in respect of the company structure of ELP
7. Make recommendations in respect of the shape and nature of services to be provided by/commissioned by ELP
8. *In time, and in conjunction with rationalisation of existing headteacher groups, contribute to and influence other services to children/schools delivered directly by the council to ensure value for money*
9. Conduct further research in respect of comparable companies to ELP
10. Make recommendations in respect of the staffing, premises and all other connected matters in relation to the establishment of ELP
11. Develop a business plan to be used by ELP and to inform recommendations to cabinet

### Suggested leadership attributes for board - for discussion

(adapted from Steve Munby and Michael Fullan's think-piece Inside-Out)

- Preoccupied with interests of children and young people
- Judicious balance of professional challenge and support
- Actively engaged and highly visible to stakeholders
- Persistent, consistent and sustainable approaches to on-going system improvement
- Cultivates teachers and leaders as central to the solution
- Actions are informed by current research, robust data and coherent theories of change
- Champions of school-to-school knowledge transfer and joint-practice development as key drivers of change
- Outward-facing – open to approaches used by other partnerships/systems
- Coalition-building