

<b>System Leadership in Leicestershire</b>
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Leadership Role	Numbers in Leicestershire	Key functions
Teaching School Alliance (TSA)	6	<p>Teaching school alliances are led by a teaching school and include schools that are benefiting from support, as well as strategic partners who lead some aspects of training and development. Strategic partners may include:</p> <ul style="list-style-type: none"> <li>other schools from any phase or sector</li> <li>universities</li> <li>academy chains</li> <li>local authorities</li> <li>dioceses</li> <li>private sector organisations</li> </ul> <p>A teaching school alliance may decide to work with other alliances to share knowledge and resources as a teaching school network.</p> <p>A teaching school will identify, develop and co-ordinate expertise for the benefit of pupils across a network of schools, resulting in:</p> <ul style="list-style-type: none"> <li>better results for pupils</li> <li>fewer poorly performing schools</li> <li>more good and outstanding schools</li> <li>a self-improving and sustainable system</li> </ul> <p>There are 6 core areas of responsibility for teaching schools.</p> <ul style="list-style-type: none"> <li>School-led initial teacher training</li> <li>Continuing professional development</li> <li>Supporting other schools</li> <li>Identifying and developing leadership potential</li> <li>Recruiting and managing specialist leaders of education</li> <li>Research and development</li> </ul>
Multi Academy Trust (MAT)	9 MATs sponsoring 33 Leicestershire Schools	<p>The multi academy trust is a single legal entity with two layers of governance:</p> <ul style="list-style-type: none"> <li>an overarching academy trust governed by foundation members;</li> <li>a board of directors or governors.</li> </ul> <p>The Secretary of State has a master funding agreement with the multi-academy trust, and a separate supplementary funding agreement with the trust in respect of each academy for which it is responsible</p> <p>The MAT has responsibility for the performance of all the academies within the group, and the board of directors oversees the operation of the individual schools.</p>
National Leader in Education (NLE)	17	<p>NLEs are outstanding headteachers who work with schools in challenging circumstances to support school improvement. Their support role will often include members of their own staff, the school of a national leader of education is called a national support school. Their work is tailored, in partnership, to the school they are supporting.</p>
National Support School (NSS)	17	<p>If you are an NLE, your school will become a national support school (NSS). This is to recognise the fact that your staff are likely to work alongside you in any support you may provide. In this role, you <i>and your staff</i> would support schools in challenging circumstances, in addition to leading your own school.</p>

## APPENDIX B

National Leader of Governance (NLG)	4	<p>NLGs are highly effective chairs of governors who support chairs of governors in other schools. A NLG can be contacted if you want to improve the leadership and performance of the school's governing body.</p> <p>Typical support activities include:</p> <ul style="list-style-type: none"> <li>coaching and mentoring</li> <li>reviewing the responsibilities of the governing body</li> <li>action planning</li> <li>supporting academy conversion</li> <li>advising on reviewing headteacher performance</li> </ul>
Local Leader in Education (LLE)	23	<p>LLEs are experienced headteachers who coach or mentor new headteachers or headteachers whose schools are in challenging circumstances. The majority of the work of a local leader of education is one-to-one support of another headteacher.</p>
Specialist Leader in Education	No data available for SLEs, they are designated by the individual schools.	<p>SLEs are experienced middle or senior leaders with a specialism (for example, maths, initial teacher training, behaviour).</p> <p>While other roles (for example, advanced skills teachers) focused on developing classroom expertise, this role is about developing other leaders so that they have the skills to lead their own teams and improve practice in their own schools. A SLE can be contacted if a school wants to improve the leadership in a specific subject or specialist area.</p> <p>SLEs can provide one-to-one or group support.</p>