

FUNCTIONS PERFORMED BY HfL UNDER THE CORE CONTRACT

Schools Causing Concern

- intensive intervention work in schools in an Ofsted category, and below floor standards
- support and intervention work with schools that are close to floor standards, have a Requires Improvement judgement, or which are otherwise causing concern to the LA
- support and intervention work with Early Years school settings (Nursery schools and reception classes) which are causing concern to the LA, including those in the PVI sector and children's centres
- intervention for school to school support

Other monitoring, challenge, support and intervention work

- performance of work to monitor and support other HCC maintained schools, through the monitoring of data, review of Ofsted reports, and other analysis
- monitor performance of Academy schools, and raise concerns to DfE
- Support and intervention work to enhance the performance of pupils in vulnerable groups, targeted on standards work around 'diminishing the difference'
- Providing schools with access to school effectiveness advisers, for immediate advice on a range of ad hoc queries. This includes school improvement support, staffing issues, support in crises, and queries around safeguarding
- Support and guidance to all schools during an Ofsted inspection. This includes: advisory support in preparing the school for the inspection, meeting with the inspectors during the inspection, supporting the school through the inspection, and meeting with the inspectors for the feedback session
- Headteacher recruitment: Support for headteacher recruitment, including attendance at shortlisting and interviews. Support remains in place if initial recruitments are unsuccessful, until such time that an appointment is made
- Brokering acting leadership roles: advisory support is in place to secure temporary placements of school leaders, where unplanned vacancies arise. The identification of suitable persons, and the brokering of the arrangement, is managed by HfL advisers, at no cost to schools
- Coasting schools: all schools either double or triple coasting receive a significant amount of centrally funded support. This amounts to approximately 10 days per school
- Central funding of school improvement programmes: HfL put on a range of subsidised programmes, to enable all schools to access value-adding training, such as 'preparing for Ofsted', phonics and maths CPD programmes
- Leading teachers / NLEs / LLEs: HfL centrally funds the deployment of NLEs, LLEs and leading teachers, to provide support and intervention to priority schools. HfL manages the brokering and planning around deployments
- HR issues: advisers from across the range of HfL services are available to provide advice to support schools with HR issues, particularly in relation to issues arising within leadership teams
- HT seminars: HfL arranges termly seminars to inform schools of changes in local and national policy and best practice. these seminars are attended by the majority of headteachers, and are subsidised by HfL. HfL staff time in the preparation and delivery of seminars is not passed on to schools
- Monitoring of school issues, funding and policy developments with HCC, dioceses, Regional Commissioner and Senior HMI
- Monitoring of school performance, safeguarding and other issues, through contract management processes, including JAPRs and SDG
- Exam results: access to secondary SEAs and curriculum consultancy team for advice /support / analysis/ appeals in relation to GCSE and A-level exam results

- Tendering for grant funding on behalf of schools: working with TSAs to produce and submit bids to secure funding for maintained schools, from NCTL, SSIF and other funding opportunities

Safeguarding

- Anti-bullying: work around the monitoring and prevention of anti-bullying (including racist incidents), to ensure that safeguarding in relation to bullying is prioritised and tackled appropriately in schools. This includes guidance and support to maintained schools dealing with complex bullying cases, and review visits in schools that receive Ofsted ratings of 3 or 4 in any part due to bullying issues
- E-safety: Supporting children and young people to develop safer online behaviours both in and out of school. This includes initial guidance and support in response to incidents, production of termly e-safety newsletters, maintenance of up-to-date acceptable use policies, and review visits in schools that receive Ofsted ratings of 3 or 4 in any part due to e-safety issues
- Support to schools to ensure that all children and young people in schools are safe from harm and neglect: Company safeguarding team meets termly, maintenance of safeguarding portal, ad hoc queries coming in from schools
- To promote and support schools to deliver the general equality duty on educational establishments to eliminate discrimination, protect the rights of individuals and advance equality of opportunity
- To support schools to meet specialist health and safety requirements for individual subjects and activities, notably around science in secondary schools and PE
- To have regard to statutory guidance on sex education issued by the Secretary of State when exercising any function that may affect the provision of sex education in maintained schools

Moderation of assessments

- KS1: LAs must make provision for moderating teacher assessments in respect of schools which they maintain... at least 25% of relevant schools
- KS1: LAs must visit at least 10% of relevant schools before, during and / or after the phonics screening check, and submit information / data to the DfE
- KS2: LAs must make provision for moderating teacher assessments in respect of schools which they maintain... at least 10% of relevant schools
- KS2: Requirement for LAs to ensure head teachers fulfil their statutory duty in implementing and administering the KS2 writing moderation, which is being rolled out nationally from summer 2012
- EYFS: Annual collection of Early Years Foundation Stage Profile data. Gives power to LAs to collect information about individual children receiving Early Years provision, but also places a duty on LAs to supply that information
- EYFS: moderation of at least 25% schools and settings
- LAs should offer schools training and advice on all aspects of assessment, which is subsidised by HfL

Management of school governors

- To enable governors to successfully carry out their duties by providing free information and training; to maintain a database with all necessary details of governors in HCC maintained schools; to provide a governor helpline to enable school governors to access accurate and appropriate information, to enable governors to perform their roles effectively

Ensuring schools are resourced with qualified staff

- Assist in recruitment and appointment of new headteachers
- Support schools with initiatives to recruit teaching staff

Facilitating communication with schools

- To support the maintenance and ongoing development of the Hertfordshire Grid for Learning
- Supporting with the collection of data from schools for the School Workforce Census
- Support development of other online tools and portals, including portals for safeguarding, recruitment, policy and funding developments

- Co-ordinate the production of the weekly schools bulletin, to enable shared communication of issues requiring the attention of school staff

Advocacy for parents and children

- Investigating parental complaints about specific school issues

Provision of financial and HR direction and policy guidance to schools and HCC

- Provision of strategic and operational support to schools, including policy development and guidance around changes in legislation
- Provision of strategic financial support to schools, especially around budgeting guidance, policy changes, and an understanding of the implications of funding changes

Other facilitative and project work

- A LA must establish and maintain a permanent body called a standing advisory council on religious education (SACRE)
- Reporting to Education Panel, scrutiny panels, reporting for members and SMB, and other internal departments of HCC