

Tri-borough Service Level Agreement

2015–2016



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Welcome

Welcome to the 2015–16 portfolio of the buy-back services available for schools with the information you need to identify your budget for these services.

The Tri-borough Education Team is committed to providing the highest quality and range of services to schools across Hammersmith and Fulham, Royal Borough of Kensington and Chelsea and Westminster. This portfolio sets out the range of Tri-borough services that are available for schools to buy back, and that are in addition to the local authority core priority and statutory services that we deliver.

We hope that you will find these valuable in meeting your school needs and would draw your attention in particular to the Tri-borough School Improvement offer and menu of additional services. Charges for the school improvement SLA have remained the same for another year.

We remain committed to working in partnership with all schools and very much hope that you will purchase the traded services listed here, either through annual contract or on a pay as you go system, as well as accessing the statutory and core services that we provide.

Alongside the charged services, this document clarifies where schools receive core/'non-charged' local priority and statutory support and advice. Can I remind schools that there are other services outside of the SLAs providing innovative services within all three local authorities.

You will also continue to have access to other local SLAs, including 3BM, the employee-led mutual organisation that provides support services to schools, including schools ICT, finance and capital build services. You will receive details of these services separately.

If you have any questions about the portfolio offer, please do not hesitate to contact the lead person for the relevant service package or your lead adviser.

Richard Stanley

Tri-borough Assistant Director, School Standards
February 2015

School Improvement Services

Introduction

The Tri-borough Education Service delivers both statutory and core school improvement support, along with Service Level Agreements (SLAs) for additional 'buy back' services to schools in the three boroughs of Hammersmith and Fulham (LBHF), Royal Borough of Kensington and Chelsea (RBKC) and Westminster (WCC). Set out below is the core (non-chargeable) school improvement service offered to schools, and what schools can purchase additionally through the SLAs. The core offer is in line with the local authorities discharging their statutory intervention functions and is set out in the Tri-borough Framework to Support School Improvement (revised September 2014).

The Offer

1. In line with the Tri-borough Framework to Support School Improvement there will be a core set of school improvement service functions, including statutory responsibilities that will be provided without charge for maintained schools.
2. The Tri-borough Education Service, working on behalf of the three boroughs, will maintain a School Standards Team. The team will deliver the core school improvement responsibilities and commission and manage additional services on behalf of schools.
3. Through the managed school improvement SLAs schools will be able to buy services to suit their development needs at different levels with varying costs, over and above the core school improvement offer.
4. To deliver the SLAs, the Tri-borough Education Service will maintain a database of approved consultants to provide support across all areas of school improvement and will allocate personnel against agreed development needs in line with the SLAs.
5. Schools that choose not to buy into the SLAs will still be able to access services on a pay as you go basis, at full charge, if there is sufficient capacity. Schools opting to buy into the School Improvement SLA will always take priority.
6. For the academic year 2015–16 SLA, school requests will be agreed with the school in the summer term or early autumn term for delivery in the new academic year. Lead link advisers will be able to support with these plans.
7. Headteacher performance management is also available on a Tri-borough basis. Please go to [page 08](#) for further information.
8. Governor clerking is also available. Please refer to [page 26](#) for further information. This is currently run by LBHF but schools from other boroughs can buy into it.
9. NQT induction and support is available. Please refer to [page 10](#) for further information.
10. One Education Business Partnership (EBP) support is available. Please refer to [page 33](#) for further information.

Core (non-chargeable) School Improvement Function

The following support is provided without charge, whether schools buy back or not, to enable the LAs to fulfil their basic statutory duties and local priorities for school improvement. We recommend that this support is complemented by the school improvement SLA, the advantages of which are listed on [page 04](#):

Maintained schools – support for all schools

1. Two half day visits offered from the allocated lead adviser to provide advice on school self-review and improvement and commissioning plans across the academic year.
2. The provision of a lead adviser point of contact for schools having a Section 5 Ofsted inspection and visits, and the attendance of an LA officer at the final feedback meeting.
3. Additional half-day targeted adviser quality assurance advice for Early Years settings and in SEN resource provision where this is identified as a significant area for development.
4. Prioritised consultant support and advice for EAL and EMA in WCC and LBHF schools (DSG funded).
5. Statutory advice and support for governors, including an induction package, production of Instruments of Government, LA governor appointments, subscription to Modern Governor e-learning and support for Chairs of Governors' forum meetings.
6. Statutory Assessment moderation and security visits in Early Years, Key Stage 1 and 2.
7. A local programme of induction support for Headteachers.
8. Access to 'school to school' brokered support.
9. Statutory advice and guidance for Governing Bodies on the appointment of Headteachers, and attendance and support with final appointment panel.
10. The provision of an agreed local RE syllabus and related training.
11. Statutory advice and support for education, training and employment pathways for young people 14–19.

Maintained schools – additional support

Additional intervention and support will be provided for schools identified by Ofsted or locally to be requiring improvement, at risk of requiring improvement or to be a cause for concern/inadequate:

- i) Ofsted requiring improvement schools and those locally identified as at risk of requiring improvement: Additional LA adviser time, including governor

support, will be allocated to support school improvement planning and monitoring progress, including support for discussions with HMI. Reviews of teaching and learning and leadership will also be commissioned, with reports provided to Headteachers and Governors. The general expectation will be that schools will commission any additional curriculum or consultant resources to support their improvement plans, drawing on any established SLA with the Tri-borough, Diocese or other organisations. However in exceptional circumstances additional funding can be agreed where there are immediate priorities.

- ii) Schools judged to be inadequate by Ofsted or locally identified as at risk of an inadequate judgement: Additional LA adviser time, including governor support, will be allocated to support school improvement planning, the statement of action and monitoring progress, including support for discussions with HMI. Reviews of teaching and learning and leadership will also be commissioned, with reports provided to Headteachers and Governors. Alongside drawing on any established SLA with the Tri-borough, Diocese or other organisations to support the resourcing of improvement plans, additional funding and resources will also be made available to support priorities.

Non-Maintained schools and Academies

1. The allocation of a lead adviser to all schools and Academies to provide a local authority point of contact and advice on commissioned support, including SLAs, with the offer of an in-school meeting to support this.
2. A local programme of induction support for Headteachers.
3. Access to 'school to school' brokered support.
4. The offer of advice for Governing Bodies when appointing Headteachers.
5. Chairs of Governors' forum meetings.
6. Statutory advice and support for education, training and employment pathways for young people 14–19.

School Improvement Service Level Agreement (Charged service)

To complement the statutory and core offer that the School Standards Team provides, we recommend that all schools and Academies/Free Schools purchase our school improvement SLA. Through the SLA, schools can access accurately tailored advice, support and training to address their individual school development priorities.

Benefits of buying into the school improvement SLA

Each school and Academy will receive the following services:

- Annual school data profile and FFT data pack (CASPA for special schools).
- A programme of centrally run Tri-borough school improvement Continuing Professional Development (CPD) courses*.
- Governor support package – Detailed advice and support on governance matters personalised to the school's specific requirements, eg, a review of the governing body, additional support in headteacher appointments and support in dealing with complaints, grievances and other complex governing body issues.
- A central programme of Governor training.
- LA school improvement telephone/email support.
- Ofsted surgeries delivered by LA advisers who are current Ofsted inspectors.

Along with the benefits above, schools are allocated additional LA or externally commissioned adviser/consultant time (refer to Table 1)**

This work will be determined by schools in line with priorities and could include:

- Lead/LA officer/external consultant working with the Headteacher/senior leadership team/Governing Body, on areas such as data, assessment, lesson observations.
- Ofsted preparation.
- Full school 'health check' review, including pupil premium, school website, safeguarding.
- Additional support with Headteacher and senior leadership recruitment, including devising selection activities and participating in panels (beyond the final interview panels for Headteachers).
- Early Years support, advice and guidance.
- Subject support (core subjects and others).
- Governor support and training.

- Headteacher performance management (if you choose not to buy this as a separate SLA).
- EYFS or 6th form review.
- A two day LA review, to include:
 - Subject specific or generic data review
 - Book scrutiny
 - Lesson observations and feedback
 - Learning walks
 - Evidence of work with vulnerable groups.
- Additional 14–19 information, support, advice and guidance, including RONI.
- Subscription to the **Bristol Document Summary Service**, which includes information from DfE, Ofsted and Ofqual).

School Standards Team

The School Standards Team consists of experienced advisers, including current Ofsted inspectors and specialist early years, EMA, EAL, SEN and governance advisers. Each school is allocated a lead adviser who will be available to help each school plan the use of their SLA in their school improvement planning:

- The service will be responsive to general school enquiries and will ensure that these are followed up to schools' satisfaction.
- Consultancy will be organised in line with agreed school requirements.
- Every effort will be made to provide specific consultant requests, however where this is not possible a suitable alternative will be provided.
- Written reports will follow consultancy support visits that provide clear advice and guidance.
- Central training and in-school consultancy will be quality assured to ensure the highest quality delivery and regular feedback will be requested from schools on the service they have received.

* See Table 3 for CPD offer, on [page 06](#).

** Additional days can be purchased at a reduced rate for SLA schools.

School Improvement Service Level Agreement (Charged service) (continued)

Table 1: School Improvement Service Level Agreement – Charged Service		
School Pupil Capacity	Annual Cost	Comprehensive service detailed on page 04, including adviser/consultancy support
150 or less	£1,950	3 Days
150 – 300	£3,500	3 Days
301 – 700	£4,250	4 Days
701 or more	£5,000	5 Days

If required, additional days can be purchased at a reduced rate for those schools with an SLA — see **Table 2**
 For schools NOT purchasing the SLA, all services can be purchased individually – see **Table 2**

Additional services offered by the School Improvement Service

These services are offered by the School Improvement Service for buy-back to all schools in LBHF, RBKC and WCC. These options stand outside the School Improvement SLA outlined above – each of the following five entries, listed in alphabetical order, outlines the services available and the costs.

Table 2: Additional Services		
Service	SLA	Non-SLA
LA adviser/consultant/governance – additional days	£500 per day £300 per half day	£600 per day £350 per half day
School/department Reviews	as above for each adviser/consultant	as above for each adviser/consultant
Data: Annual School Profile	N/A	£600 per profile
Data: Annual FFT pack	N/A	£200
Continuing Professional Development courses*	Refer to Table 4	Refer to Table 4
School to school brokerage	No charge	No charge
Statutory moderation and monitoring visits to Academies and Free Schools	£500 per day £300 per half day	£600 per day £350 per half day
Governor support package if purchased separately from school improvement SLA -see page 4 , bullet points 3 and 4.	N/A	£2,000 per annum

*CPD courses. Please refer to [Table 3](#) for courses which are included in the SLA buyback.

SLA Charges (continued)

Table 3: Continuing Professional Development Offer (September 2015–July 2016)		
Section 1: Core Offer	Section 2: No charge to SLA Schools. Charge* for Non-SLA schools	Section 3: Charge* for ALL schools
<p>No charge to schools, Academies/Free Schools:</p> <p>Moderation:</p> <ul style="list-style-type: none"> Primary EYFS <p>Ofsted updates</p> <p>Chairs of Governors' forum meetings</p> <p>SEN updates</p> <p>Induction:</p> <ul style="list-style-type: none"> Governors Headteachers <p>Safeguarding for Designated Teachers</p> <p>No charge to maintained schools. Charge* for non-maintained schools:</p> <p>Assessment</p> <p>Site Staff</p> <p>Midday Meal Supervisors</p> <p>Behaviour</p> <p>RE/SACRE</p> <p>EAL (WCC and LBHF)</p> <p>School Administrative Officer good practice network (LBHF)</p>	<p>Curriculum:</p> <ul style="list-style-type: none"> Subject coordinators Curriculum development Phonics/reading <p>EYFS programme</p> <p>Governor training programme</p> <p>Ofsted consultations</p> <p>School visit coordinators</p> <p>School Administrative Officer good practice network (WCC and RBKC)</p>	<p>Conferences, eg:</p> <ul style="list-style-type: none"> Governors Headteachers School Business Managers <p>Curriculum, eg. Spelling, Punctuation and Grammar</p> <p>External or high profile speakers</p> <p>Deputy Headteacher programme</p> <p>EAL (RBKC)</p> <p>Middle leaders programme</p>

(NQT programme is separate. Please refer to NQT section on [page 10](#))

*Table 4: Charges for Continuing Professional Development	
Full Day	£175
Half Day	£90
Twilight	£60
Conference	Variable
Multi Day	Variable

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[Click here](#) to contact the service

Headteacher Performance Management

Introduction

This is the provision of Headteacher’s performance management and advice to Governing Bodies.

Schools which buy back the School Improvement SLA may select this service as part of that entitlement. Otherwise, all schools may buy the service a separately purchased stand-alone consultancy service, appropriate to their needs.

Statutory

The targets and objectives for the Headteacher are set by the appointed Governors after consulting with the Headteacher and an external adviser, on an annual basis as part of the review process. Such targets must be meaningful and achievable, and should reflect the overall development needs and priorities of the school, as well as being aimed at improving the pupils’ education. The external adviser should assist the Governing Body in establishing targets and objectives in discussion with the Governors’ review panel and the Headteacher. In respect of Headteacher performance management, the Governing Body responsibilities are:

- to review the Headteacher’s performance annually, including appointing Governors to carry out this task.
- to appoint an external adviser.
- to set performance standards and objectives for the Headteacher which aim to improve pupil performance and which are in line with the school improvement plan, having first consulted the external adviser.
- to ensure the Headteacher is given a written appraisal report including an assessment of their performance in the previous appraisal period, agreed objectives for future performance, an assessment of their training and development needs, and where relevant, a recommendation on pay progression.

Options

Charges for Headteacher Performance Management		
HTPM	SLA Schools	Non-SLA Schools
Option A: 1 day	£500	£600
Option B: 0.5 day	£300	£350

Options (continued)

Two options detailing the required advice and tasks are available as set out below:

Option A: Full Service (1 day)

Option B: Attendance at meeting only (0.5 day)

Advice and Tasks	Option A	Option B
<p>Preparation for the planning review meeting to include:</p> <ul style="list-style-type: none"> Communicating with the Headteacher and relevant Governors to agree dates and timescales. Contact the Headteacher and request relevant documentation and agree deadlines. Review of documents and preparation of preliminary written advice to the appointed Governors and the Headteacher about the progress towards achievement of objectives for the previous year, and the suggested areas for objectives for the next 	0.25	
<p>The review meetings. Attend and provide the following:</p> <ul style="list-style-type: none"> Meeting 1 with Headteacher: <ul style="list-style-type: none"> Discuss the preliminary advice Discuss overall performance Discuss arrangements for the formal review meeting Discuss the extent to which the Headteacher's objectives have been met Make suggestions for future targets Assess how far the Headteacher has met the objectives set and advise Governors accordingly when they meet with them. Meeting 2 with Governors: <ul style="list-style-type: none"> Discuss the preliminary advice Discuss overall performance Discuss handling of the formal review Advise on the Headteacher's performance and suggestions for new objectives and success criteria If necessary provide advice relating to pay progression through clarification of the current regulations. Meeting 3: final review and to provide advice to Governors. 	0.5	0.5
<p>Recording the outcome</p> <p>Prepare written final draft of the performance review statement and a statement of objectives and send to Governors.</p>	0.25	

[Click here](#) to contact the service

Katy Mbanefo Lead Adviser

Telephone: 020 8753 5986

Newly Qualified Teachers

Introduction

Maintained schools (where they are permitted to), have a duty to provide induction for all Newly Qualified Teachers (NQTs) during the first year of teaching, and should support induction for any NQT employed in a school for a minimum of one term (where this is known in advance). This process must include: a 10 percent reduction in teaching time for the purposes of professional development (in addition to 10 percent timetable reduction for Planning, Preparation and Assessment work), support and mentoring from the school's NQT coordinator, or designated NQT tutor; regular observation and feedback about the quality of teaching; and provision of an appropriate, individualised professional development programme with related work plan including reasonable targets set.

The Local Authority (LA) acts in the role of the Appropriate Body for induction purposes, and (from here on referred to as the AB) has the main responsibility for quality assurance for induction, and must ensure that schools fulfil their duties in relation to induction for NQTs where it is appropriate to do so. The AB will offer guidance, support and assistance to schools including induction tutor training, according to available resources. The AB makes the final decision as to whether the NQT has achieved the standards required, and has accordingly satisfactorily completed the induction period. In making this decision, the AB will draw on the recommendation of the Headteacher/principal and the available evidence.

It is the AB's responsibility to ensure that schools fulfil their duties in relation to induction. Schools should have robust processes in place in order to meet their responsibilities for induction. This will also help to avoid legal challenge in the event that an NQT is deemed not of a satisfactory standard to remain in the profession and chooses to appeal a decision to fail them. By entering into this Service Level Agreement, schools commit to: conducting the required pre-employment, qualification, suitability and eligibility checks; following the processes prescribed by the AB to support and manage the induction process, including use of specified reporting and data management systems; and provide (or work with the AB to provide) appropriate support and monitoring of any NQTs registered with the service.

The NQT Service is a Tri-borough service in relation to administration, quality assurance, CPD Delivery, support and monitoring, however NQTs are registered with the school's home LA/AB, and each Local Authority acts in a sovereign capacity within the Tri-borough service for registration, reporting and other statutory functions relating to induction.

Statutory Aspects of this service are relevant to both basic and enhanced service options

As part of the Local Authority/Appropriate Body's statutory duty, it will:

- conduct a programme of monitoring visits (all maintained schools within a rolling three year period, or otherwise as deemed necessary) to assure itself that Headteachers/principals (and Governing Bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring, support and assessment; and that induction tutors are trained and supported including being given sufficient time to carry out the role effectively.
- these visits will also help the LA/AB establish that NQTs are receiving:
 - a personalised induction programme
 - designated tutor support
 - a reduced timetable, and that monitoring, support and guidance procedures in place are fair and appropriate.
- where an NQT is experiencing difficulties, schools must alert the AB which will liaise with the school to ensure that appropriate action is taken to address areas of performance that require additional development and support.
- on a regular basis consult with Headteachers/principals on the nature and extent of the quality assurance procedures it operates.
- organise, centrally store and quality assure all necessary documentation relating to the registration and assessment reports of all registered NQTs in school. Schools agree to use the specialist induction on-line data management and reporting system 'NQT Manager', for this purpose.
- ensure NQTs' records and assessment reports are held by the LA for a period of six years.
- provide a final decision on whether an NQT's performance against the relevant standards is satisfactory, or an extension is required, and the relevant parties are notified.
- provide the National College for Teaching and Leadership (NCTL) as the relevant body with the required details of NQTs who have started; completed (satisfactorily or not); require an extension or left

school partway through an induction period according to required timescales in the prescribed manner.

The AB will also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with NQTs' induction programmes; and respond to requests for assistance and advice with regard to training for induction tutors.

According to their statutory duty, schools agree to:

- undertake appropriate pre-employment and induction eligibility checks for teachers they register for induction.
- register first term NQT's with the Appropriate Body (usually the Local Authority) in advance of induction commencing – before the beginning of term or, at the latest, by the end of the first two weeks of the NQT's employment.
- register NQT's who have partly completed induction in another setting, with another AB as soon as possible. The induction start date at the new school will not be agreed until the LA has received any previous official termly assessment reports, and an appropriate action plan presented (if required).
- compliance with statutory and service deadlines with regard to registration and assessment reporting. Failure to submit reports by the published deadline for review by the AB panel (which convenes termly just after the assessment due date), incurs extra cost to the LA which may have to be passed on to the school. Reports submitted after the deadline may not be included in the termly statutory data return from the AB to NCTL, and may be held over to the next termly data return. This may have implications for the NQT's induction completion date.
- keep induction records as required by Department for Education (DfE) (outlined in the statutory induction guidance). Ensure NQTs' records and assessment reports are held for a period of six years.
- provide the AB, on request, with such information which may be necessary to fulfil its statutory duties.

Statutory (continued)

- provide a suitable, personalised induction programme to support the NQT's development.
- provide evidence of the NQT's progress against the relevant teaching standards, and suitability for the teaching profession.
- provide NQTs with their statutory entitlements for induction including; a suitably experienced and qualified induction tutor (with QTS), a reduced timetable, an individualised programme of regular monitoring and support.
- a minimum of one (ideally two, one each half term) formal lesson observation and professional review meeting each term, to inform the termly assessment reports.
- provide additional close monitoring and support, with associated action plan and targets for NQTs deemed at risk of not meeting the required standards.
- make a recommendation to the AB by the Headteacher, at the end of the induction period, as to whether the NQT has met the Teachers Standards and has successfully completed their induction.

Options

Basic Service Level option also includes:

- The LA will liaise and communicate with the school's NQT induction coordinator providing relevant information and advice on procedures, changes in regulation and statutory guidance, and NQTs causing concern.
- A 'welcome' session for all NQTs in the autumn term, and also the Spring term, where numbers warrant this.
- Access to a Child Protection/Safeguarding session if required (if not received in school within the first half term of appointment).
- An induction tutor training session in the autumn term.
- Termly induction updates for school staff with responsibility for induction.
- Resources available on-line including guides for NQTs, induction tutors, teachers standards, induction guidance and a range of templates and tools to support induction.
- Promotion of Tri-borough schools to trainee teachers at selected London Initial Teacher Training recruitment fairs.

Optional (Primary and Early Years)

Enhanced Service Level option includes: All of the Basic Service Level options, and;

- A comprehensive, high quality, centrally commissioned, specialist NQT CPD programme, details available the summer term.
- A whole day Teaching and Learning conference.
- Individualised Teaching and Learning coaching and support, Individual NQT Progress review where this may be required, by negotiation.
- Specialist advice and guidance in relation to individual induction/NQT issues.
- A focused visit to another school within the Tri-borough.

Level of Service	Maintained	Independent/ Academy/Free School
Basic (per NQT)	£250	£500
Enhanced (per NQT)	£1,300	£1,500
Additional CPD sessions	£175 full day £90 half day £60 twilight	£175 full day £90 half day £60 twilight
Additional in-school support	£450 per day	£650 per day
Additional charges – late submission NQT reports	£50 per report	£50 per report

A reduced fee for induction periods of less than one year (due to transfer from another setting where induction is part complete) may apply and will be at the discretion of the Tri-borough NQT service.

Primary Newly Qualified Teacher Recruitment Pool Database 2015-16 for NQT Appointments 2016-17

Description of service provided

1. Short listing of applications from newly qualified Primary and Early Years teachers for a first teaching post and inclusion on the Tri-borough NQT Teaching Pool approved list.
2. Shortlisting undertaken by Headteachers and LA officers.
3. A database of short listed and recommended NQTs for headteachers to interview, that can be interrogated by main subject, degree specialism etc.
3. Recruitment support will include providing schools with a sample job description and person specification used for short listing.
4. Recruitment support will further include sample interview questions and interview tasks.

In addition:

Primary NQT Pool Recruitment/Advertising

- Produce and distribute information sheets for NQT pool at recruitment fairs, signposting to the relevant web pages, twitter feeds etc.

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- Advertise NQT Pool on Tri-borough LA websites, Universities Recruitment Fairs, appropriate media outlets and union publications.
- A streamlined and efficient service for advertising.

Primary NQT Pool Application Enquiry Management, Administration and Processing

- Manage, administer and process all recruitment enquiries and applications.
- Information, applications and general information about the individual local authorities available on respective LA websites for candidates to visit.
- Manage and plan shortlisting process.
- Quality assurance checks and balances throughout the process.
- A named officer within the school standards team as the contact point for management of the NQT service on your behalf.

This service is designed to be a streamlined and effective way of securing good quality candidates for school consideration.

Access to NQT Recruitment Database

Enhanced SLA Buy-back 2015-16 or 2016-17	Maintained	Independent/ Academy/Free School
Yes	Free	£200
No	£200	£600

Terms and Conditions

By agreeing to act as Appropriate Body, the LA requires schools to abide by the relevant regulations and the Statutory Guidance on induction for newly qualified teachers (England) which is underpinned by the following statutory provisions: sections 135A, 135B and 141C(1)(b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

1. Schools will use the data management and reporting system NQT Manager for registering NQTs and submitting termly reports. Failure to do so may incur an additional administration charge.
2. Late reports (reports submitted after the due date) may incur a £50 charge to cover additional costs unless previously agreed with the AB/LA in advance of the required deadline.
3. Additional QA visits may be applicable if a schools' circumstances change such as their capacity to support their NQTs eg. Ofsted outcome.
4. By registering NQTs for induction with the LA, schools agree to the charges set out and to these terms and conditions.

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How to register your Newly Qualified Teacher

Please complete and return a booking form for those NQTs you expect to register by [clicking here](#)

To formally register NQTs with the relevant local authority within the Tri-borough, go to the on-line 'NQT Manager' portal for your authority (Headteachers, NQT Coordinators or assigned school administrators may do this). NQT registration on NQT Manager indicates acceptance of the SLA Terms and Conditions described above.

Login pages can be found by clicking on the links below:

[Westminster](#)

[Kensington and Chelsea](#)

[Hammersmith and Fulham](#)

If your school has not been registered on this system, or you have any queries about induction, or NQT registration, contact the NQT Coordinator for your authority as follows:

Westminster

Linda Crichton, Tri-borough NQT Recruitment and Retention Manager

Email: lcrichton@westminster.gov.uk

Kensington and Chelsea & Hammersmith and Fulham

Julie Shaw, Tri-borough NQT Coordinator

Email: julie.shaw@rbkc.gov.uk

Further NQT Induction related information, statutory guidance and resources can be found in the resources section of NQT Manager [here](#)

[**Click here**](#) to contact the service

School Data

Introduction

The Tri-borough Schools Data Team provides a high quality and cost-effective research and statistics service to schools. The team is made up of six experienced data analysts with expertise and in-depth knowledge of all three boroughs. The team manages the analysis and benchmarking of all types of school data, including attainment, attendance and exclusions, as well as pupil characteristics information from the school census. The team is also experienced in providing comprehensive local demographic profiling.

The team is skilled in both qualitative and quantitative research methods and not only has extensive experience of data analysis and interpretation, but is also able to provide a range of services to your own specifications. This can include pupil tracking, evaluating improvement initiatives and designing questionnaires. The team also delivers training in the effective understanding and use of data provided by the DfE, Ofsted (Raiseonline) and FFT, as well as training in the understanding and use of data generated in-house.

We also provide spatial analysis and can generate maps to your own individual needs using the latest GIS mapping software. In 2014/15 we reviewed and greatly enhanced both the design and content of the Annual School Profiles and have received excellent feedback on this new format from our schools. As ever, we are working hard to innovate our service and build on our working relationships across all three boroughs. We welcome feedback on our services and look forward to working with you over the coming year.

Statutory

The following will be provided free of charge to all schools, as applicable, whether they buy back or not, to enable the LAs to fulfil their statutory duties:

- Coordination and submission to DfE of **pupil level school census** (January, May and September) including data quality assurance, and providing support and resolving queries and duplicates.
- Coordination and submission to DfE and its agencies of **key stage returns** (EYFSP, Key Stage 1, phonics and Key Stage 2 TAs) including data quality assurance, and providing support and resolving queries.
- Coordination and submission to DfE of **school workforce returns** including data quality assurance, and providing support and resolving queries.

Options

Please note that the Profile and FFT are included within the school improvement team (SIT) SLA for those schools which buy into the school improvement team SLA; other options are costed as below.

Service	Cost for schools within the SIT SLA	Cost for schools not buying into the SIT SLA
Profile: Annual School LA Data Profile	N/A	£600
FFT: Annual FFT data packs, FFT live access		£200
Mapping: Pupil level Geographical Information System (GIS) mapping	£200 per map	£250 per map
Pupil Premium: Free school meal eligibility checking service	£200 per annum	£250 per annum
Questionnaire: design and analysis	£200 per half day	£250 per half day
Training (individual): Raiseonline, FFT, local analysis and individual training/advice	£200 per half day	£250 per half day
Training (course): Raiseonline, FFT, local analysis group training (per person)	£100 per session	£150 per session
Other: Any other bespoke requirements (eg. pupil tracking, demographic analysis, monitoring of school level initiatives)	£200 per half day	£250 per half day

Secondary schools only: early transfer of Year 6 to Year 7 data and information as a traded service to secondary schools is available, at a charge of £500 per secondary school (with the proviso that two-thirds of Tri-borough secondary schools buy in).

[Click here](#) to contact the service

School Admissions

Introduction

This document is provided to schools and academies that have requested an Admission Service that is non-statutory and therefore chargeable. Where 'school' is indicated this also applies to an academy. To summarise, the following services are provided by the Tri-borough Admissions Team.

1. The Clerking arrangements of the Independent Appeals Service for Westminster Schools
2. A presenting Appeals Officer Service
3. Shortest walking route distance calculations for secondary transfer, primary reception and In-year admissions
4. Distance calculations for Nursery and Sixth Form admissions
5. Random Allocation
6. Admissions Training
7. Ad-hoc services requested by schools.

In order for schools to be clear about the service they expect to receive, the following is provided that sets out the detail of each service.

Statutory

1. The Clerking of the Independent Appeals Service for Westminster Schools (up until end of April 2015)

The Admissions Team will organise the timetabling of the appeals, booking of the venue and the dissemination of the appeal paperwork to all parties. An Independent Clerk is commissioned by the Council and communicates the outcome of the appeal with the parent. All is carried out in accordance with the mandatory requirements of the Admissions Appeals Code.

Please be aware that the **Clerking of the Independent Appeals Service for schools located in Hammersmith and Fulham and Kensington and Chelsea** (Westminster from 1st May 2015) is a separate chargeable service and is independent of the Admissions Team. The relevant contacts are indicated below. The service provided will include the appointment of the panel and clerk,

timetabling and booking of venues, distribution of appeal paperwork to all parties and communication with parents on the outcome of the appeal.

For Schools located in **Hammersmith & Fulham** please contact Craig Bowdery, Committee Services, Tel: 020 8753 2278 . Email: craig.bowdery@lbhf.gov.uk for further information and charges that apply.

For Schools located in **Kensington and Chelsea** please contact Judith Evans/Deborah Robinson, Governance Services, Tel: 020 7361 2500. Email: deborah.robinson@rbkc.gov.uk or Judith.evans@rbkc.gov.uk.

From 1st May 2015, and for schools located in **Westminster**, please contact Sarah Craddock, of Committee and Governance Services, Tel: 020 7641 2770. Email: scraddock@westminster.gov.uk.

2. A Presenting Appeals Officer Service

A presenting officer appeals service is offered to schools in all three boroughs. **For Westminster schools (until the end of April 2015), this service is packaged with the Clerking Service as detailed on [page 22](#).**

The service includes the preparation of the school's case explaining why the addition of any additional pupils would be "prejudicial", preparation and supply of all paperwork explaining the allocation process, and presenting the appeal on behalf of the school and overseeing any Ombudsmen complaints in liaison with the respective Independent appeals service provider.

For schools that have had little or no experience with the appeals process, the Admissions Team will provide assistance with drafting an appeal form and guidance.

In order to present an appeal case effectively, the presenting officer will require detailed information from the school. Depending on the case, the status of school and year group appealed for will depend on the information that will already be held by the Admissions Team.

The following information may be requested by the Admissions Team and will be required no later than 14 days before the scheduled appeal hearing:

A school statement – this should be no more than one side of A4, ideally half of A4. The content would generally include specific details about the layout of the school and classroom size, playground space, dining space, stairwells and any other areas that may need to be highlighted. The content of the school statement will provide the foundation for the prejudice case if an additional child or children were to be admitted. The statement should also include details on any particular challenges that are significant to the school, such as the percentage of children with challenging behaviour/SEN in the year group requested (this would only apply to In-Year appeals), or if building works are taking place, or any other areas that may cause prejudice to the school if an additional child or children were to be admitted. Guidance will be provided by the Admissions Team on the preparation of the school statement and checked for appropriateness of content.

Supplementary Information Form – for Faith based schools, all additional forms that were submitted directly to the school will need to be provided.

Category breakdown data – this would apply to Managed Round appeals only (reception and Year 7 entry) for faith based schools. The admissions Team may have this level of data for some schools, as returned ranked lists often indicate the Category for which the child was considered. If the information is not held by Admissions it will need to be provided as it must be included in the appeal statement that explains how the application was considered.

Attendance at hearings – Where a school has purchased the presenting officer service, the presenting officer from the Tri-borough Admissions Team will present the case for the prejudice on behalf of the governing body. A senior staff representative from the school may still attend the hearing (usually the Headteacher), but only in the capacity to answer any questions about the school. The school representative cannot respond to questions or volunteer any information about the case or how places were offered.

The hearing outcome – Appeal cases are heard by an Independent Appeal Panel (IAP) and are therefore Independent of the school and the appellant. The success rate of appeals not upheld (ie. in the favour of the admission authority) in all three boroughs is high. However, it must be understood that there is no guarantee that a case will not be upheld (in the favour of the appellant). The outcome of an appeal is legally binding on the admission authority and the appellant. If an appeal is upheld, the child must be offered the school.

When appeals hearings cannot proceed – The Admissions Team cannot present any cases to an IAP where it is evident that an error has been made or there has been maladministration. If there is evidence that this is the case, the Admissions Team will liaise with the school and provide guidance and support to rectify without reaching the appeals stage.

When a presenting officer appeal service cannot be provided

– The service is provided to all own admission authority schools. However, if issues have been raised with a school relating to the compliancy of their admissions arrangements, or how places were offered, and these have not been addressed as advised, the Admissions Team will not be in a position to present appeal cases on the school's behalf.

Flexibility of a presenting officer service –

There is scope for flexibility to the arrangements and charges. For example, if a school/academy prefer to use their own presenting officer, usually the Headteacher or Chair of Governors, but would like Admission to prepare the appeal statement, then a reduced charge will be agreed. The same would apply if the school prefer to prepare the statement but would like a Senior Admissions Officer to present the case. In respect of the latter, the Admission Officer would need to receive the paperwork work in a timely manner and be satisfied with its content.

3. Secondary transfer, primary reception and In-year admissions distance calculations

The majority of schools in all three boroughs now use straight-line (as the crow flies) as their tie-breaker for distance calculations. No charge will apply to own admission authority schools that use this method. For schools that wish to continue using the shortest walking route as their tie-breaker, and would like these provided by the Admissions Team, charges will apply.

The method of calculating distances using the shortest walking route method is often open to challenge, particularly for schools that are heavily oversubscribed and the distances are close to the school. This method must take into account routes that parent may use to take their child to school that are not included in standard GIS routing systems, such as pathways through housing estates, parks and alley-ways. It is also the case that routes that parents may indicate they can use are classified as a public right of way and also safe to use. This in itself can take time to determine and it would normally mean liaising with the relevant council departments that categorise 'rights of way'.

The Admissions Team have software that calculates shortest walking routes for those few schools that may

require this service. The system will take account of any public rights of way that the LAs have been made aware. There is no absolute guarantee that all will be included. For the reasons outlined above, this service requires distances to be calculated using a stand-alone GIS system and is subject to additional checks and is therefore a chargeable service. The timeframe to provide the distances will be agreed with the school, but no sooner than three working days.

4. Distance calculations for Nursery and Sixth Form admissions

As a non-statutory function, charges will apply to all schools that require distances calculated for Nursery and Sixth Form admissions, whether straight line or shortest walking route. The timeframe to provide the distances will be agreed with the school, but no sooner than three working days.

5. Random Allocation

Own admission authority schools that have random allocation as a tie-breaker must ensure this function is carried out independently of the school. A fresh round of random allocation must also be used each time a child is to be offered a place from a waiting list. The timeframe to provide the random ranking will be agreed with the school, but no sooner than 3 working days.

In order for the Admissions Team to be in a position to carry out the function of Independent Random allocation, they must have access to all applicants in the required category. This will only apply to random allocation that is required for In-Year admissions and not Managed Rounds (reception and Year entry).

6. Admissions training

A service open to all schools for a 2-3 hour bespoke admission training session at the school. Each training session will be tailored to the needs of staff and school type and will be given by experienced senior Admissions officers/Managers.

Examples of training provided are as follows and will depend on the school type, eg. Community, Foundation, Voluntary Aided, Academy/Free school:

Options (continued)

- Understanding the key principals of the Admissions Code.
- Understanding and applying the admissions criteria.
- The thresholds that need to be applied when considering priority for medical/social cases.
- Understanding the Pan-London coordinated Admissions Process and local schemes.
- Guidance on the consultation process and the determination of admission arrangements.
- In-year admissions – what you can and can't do, and what you are legally required to do.
- Reception entry – rules that apply to entry deferrals and requests for out of year entry of Summer born children.
- Ranking applications and the timelines that apply.
- The appeals process.
- How to use the LGfL site for Admissions.

The above list is not exhaustive and a steer from the school will determine the content of the training.

7. Ad-hoc services requested by schools

The chargeable services provided by Admissions, and that are included in the Tri-borough SLA document, are considered to be the key services that schools may want to purchase. There are however other services that Admissions are able to provide for a charge agreed between the school and Admissions. Examples are as follows:

- The production of bespoke maps.
- Administering admission ranking for Church school on behalf of the Governing body.
- The administration of waiting lists for own admission authority schools, depending on the criteria and associated work involved.

Options

Service Options				
Presenting appeals	Single appeal	Multiple appeals (5–9)	Multiple appeals (More than 10)	Appeal withdrawn but paper work completed
Presenting Appeals Officer (Tri-borough)	£80	£70 (per appeal)	£60 (per appeal)	£20 (per appeal)
Appeals Service including Clerking (applies to Westminster schools only up until the end of April 2015)*	£150	£100 (per appeal)	£80 (per appeal)	£20 (per appeal)
Distance calculations	Distances between 1 and 20	Distances between 21 up to 50	Distances between 51 and 100	Distances over 100, 300 and 500
Secondary transfer, Primary reception, In-year admissions, Nursery and sixth forms	£40	£60	£100	Over 100–£200 Over 200–£300 Over 300–£400 Over 400–£500
Random allocation	A one off payment of £150 to include applying random allocation each time an offer is to be made from a waiting list. This service can only be provided if the local authority has access to the waiting list on the School Admissions Database.			
School Admissions Training	A one off payment of £250 for an approximate 2-3 hour training session held at the school.			

* If an interpreter is requested by the parent the charges that apply will need to be added to the overall cost.

Key officer contacts:

Wendy Anthony, Tri-borough Head of Admissions

Wendy.anthony@rbkc.gov.uk

020 7745 6432

Douglas Shaw, Deputy, Tri-borough Deputy Head of Admissions

Douglas.shaw@rbkc.gov.uk

020 7745 6445

James Cox, Principal Tri-borough Admissions Manager

James.cox@lbhf.gov.uk

020 7745 6435

[Click here](#) to contact the service

Educational Psychology Service

Introduction

Educational psychology activities are available to schools and partner organisations via the Educational Psychology Service. Educational Psychologists have expertise in education, child development and the application of psychology to improve the learning and well being of children and young people. They also have an understanding of the legal framework for the education of children and young people with special educational needs.

As a component of the local authority SEN service the Educational Psychology Service has strong links with

schools and with other council and partner agencies, children's social work and health, for example. The advice and support the service is able to offer is therefore well integrated into the broader systems of support for vulnerable children and young people and their families.

A core service to meet statutory requirements is provided to all publicly funded schools in the Tri-borough area.

Statutory

Activities which are duties of the LA or are necessary for it to fulfil its statutory duties:

- Provision of statutory psychological advice.
- Reports for, and attendance at, annual, transition and other reviews of statements of SEN/Education Health Care Plan, where this is needed because needs have changed or information is not up to date.
- Advice for SEN and Disability Tribunal cases, including provision of evidence and attendance at hearings where required.
- Professional advice to and participation in SEN Panels and other decision making forums, including SEN expert at exclusion appeal panels.

Activities which enable the LA to exercise its decision making in an informed way, and which help it manage the boundary between its own responsibilities and those of schools and other partners in work with children and young people with special educational needs and disabilities:

- Consultation, assessment and advice to support mainstream schools working with pupils with SEN.

- Provision of educational psychology advice and support for looked after children and local authority professionals working with them.
- Work to build capacity within maintained schools, and Academies and free schools in the LA area to ensure that the majority of needs can be met from provision 'normally available' in these schools.
- Early intervention work that will not be commissioned by schools or other partners, including work with children under five and not attending a maintained school.

These services will be provided to publicly funded schools on a time allocation basis. Activities will be prioritised jointly by the school and the Educational Psychology Service within the framework of local authority policy.

Options

The following are examples of additional services which schools may wish to purchase. These are examples and the service will be able to offer further options:

1. Additional pupil focused consultation, assessment, planning and review.
2. Services to support and develop staff confidence and competence:
 - Work around a whole class or group of pupils.
 - Work discussion groups: an opportunity to meet with colleagues in a group facilitated by an Educational Psychologist, to discuss the challenges posed by working with children and young people and explore possible solutions.
 - Drop-ins, sometimes known as surgeries: an Educational Psychologist is available at a specific time to hold short consultations with individual staff on issues of concern about particular children and young people.
3. Interventions with children and young people individually or in groups; eg. individual personal development – solution focused interviews, video interaction guidance, study skills training, anxiety management.
4. Parent workshops, for example:
 - Understanding child development.
 - Supporting your children with their learning,
 - Understanding developmental difficulties and conditions.
5. CPD and training:
 - Child Development: An understanding of the stages of child development.
 - Dyslexia: Identifying children with dyslexia, classroom strategies and approaches.
 - Cognitive Behavioural Therapy Approaches:
 - Managing staff anxiety and worries.
 - Helping children manage their worries and get the best out of life and their education.
 - Motivational interviewing.
 - ASD: approaches to the education of children and young people with ASD.
 - Solution Focused Practice in Education. This is a powerful set of interviewing practices to explore issues and difficulties and generate and apply solutions to them. This can be used for problem solving with staff or for therapeutic intervention with children and young people and their parents.

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Costs		
9 or more days per annum	Delivered as whole days. Will typically include 3½ hours contact time and 3½ hours preparation and recording	£525 per day
3–8 days per annum		£550 per day
Individual days		£575 per day
Half day		£300
Twilight session	Including preparation	£300
Bespoke packages, such as programmes of CPD sessions, or intervention work with children and young people can be quoted for on request. Please discuss with your link EP or a member of the Educational Psychology Service Management Team.		

For more information please speak to the link EP for your schools or contact a member of the Educational Psychology Service management team:

Hammersmith and Fulham: Alison Russell: alison.russell@lbhf.gov.uk 020 7938 8261
Kensington and Chelsea: Helen Kerslake: helen.kerslake@rbkc.gov.uk 020 7938 8250
Westminster: Sam Habal: shabal@westminster.gov.uk 020 7938 8285

Or via SEN and Vulnerable Children's Service general enquiry line: 020 7361 3311

School Governor Clerking Service

The service

School Governor Clerking Service provides a service to schools which is designed to give your Governing Body the professional support it needs to enable it to operate as effectively as possible within the requirements of current education law and in line with recognised good practice. The School Governor Clerking Service team has the experience of working with a wide range of schools and is ideally placed to offer general information and advice, as well as to help identify, understand and respond to the needs of your particular Governing Body. The service comprises the following elements:

The School Governor Clerking Service – Paper Despatch £3,650

The School Governor Clerking Service is recommended to enable Governing Bodies to operate effectively and provides a standard clerking service for up to four ordinary Governing Body meetings per year. It consists of the following:

- Clerking services for four ordinary Governing Body meetings per academic year.
- Preparation of the agendas, in liaison with the Chair of Governors and the Headteacher.
- Despatch of Governing Body agendas and associated papers to all members of the Governing Body, including papers provided by the school.
- Attendance of a clerk at ordinary Governing Body meetings and committees where purchased.
- The maintenance of records of attendance for Governors.
- Procedural advice and guidance at meetings.
- Preparation and circulation of the draft minutes to the Chair of Governors and the Headteacher, within 14 working days of the date of the meeting.
- Amendments of draft minutes as appropriate.
- Storage of signed copies of Governing Body and committee minutes when provided by the school.

- Carrying out eligibility checks on newly appointed Governors when provided with the appropriate information.
- Planning a regular cycle of Governing Body and committee meeting dates.
- Undertaking follow-up action on decisions made at Governing Body meetings and actioning Governing Body resolutions.
- Quality Assurance of the minutes by the Clerking Services Manager and Head of Tri-borough School Governor Services.
- A new Governors' induction pack, including documents from the school such as the most recent Headteacher's Report to Governors, recent copies of Governing Body minutes and a copy of the National Governors' Association publication "Governors: who they are and what they do" and other NGA publications on request.
- Welcome to Governors training for new Governors.

The School Governor Clerking Service – Electronic Despatch £3,275

- As above, but all despatches will be electronic only.
- If this option is chosen schools will have to ensure that Governors with no access to email are provided with papers.

Committee meetings purchased on an annual basis £160 per meeting

- Schools can purchase regular committee meetings individually.

The service (continued)

Additional services on an ad-hoc basis

- Clerking of emergency meetings of the Governing Body at a rate of £350 per meeting.
- Clerking of ad hoc meetings such as complaints, staff capability/disciplinary, exclusions or grievance meetings, to be charged at an hourly rate of £160 for preparation and arranging the meeting, clerking the meeting, and writing up the minutes of the meeting and any other associated work of the meeting. Schools that buy into the Clerking SLA will be charged at an hourly rate of £120 for preparation and arranging the above meetings, clerking the meeting, and writing up the minutes of the meeting and any other associated work of such meetings.
- Clerking of additional ordinary Governing Body or committee meetings. If additional clerking is required please contact Jackie Saddington to discuss. It should be noted that this service is subject to clerking capacity.

The benefits

- The School Governor Clerking Service offers a quality service provided by staff who are well trained, receive monthly training and briefing updates and have a wide range of experience.
- Advice will be given on committee structures, terms of reference and Schemes of Delegation.
- Your Governing Body will receive the security of having the support of the School Governor Service team which consists of the Tri-borough Head of Schools Governor Services, a clerking manager, two administrative support staff and a team of clerks.
- The School Governor Clerking Service combines professional standards with flexibility in meeting the needs of your Governing Body.
- The School Governor Clerking Service team is ideally placed, within the Children's Services department, so that it is able to provide information, support and advice on national and local initiatives and developments.
- The School Governor Clerking Service team has a pool of knowledge of local issues, together with links with other key departments within the LA and this adds significantly to our ability to understand and meet the needs of your school.
- An alternative clerk if your regular clerk is unavailable.

Service standards

- The draft agendas will be sent to the Chair and Headteacher at least 14 school working days before the next meeting.
- The agenda and associated papers will be sent to all members of the Governing Body at least eight days before the meeting.
- Follow up action from the meeting, for example, membership updates and correspondence, will be carried out within five school working days from the meeting, where possible. The Chair of Governors will be informed of any delay beyond five days.
- The draft minutes will be sent to the Chair and copied to the Headteacher within 14 school working days of the meeting.
- The guarantee of a prompt response from a member of the School Governor Services team to any query made between meetings.
- An introductory meeting for the Chair, Headteacher, School Business Manager and clerk to establish needs and ways of working.

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The price

The cost of the standard clerking service, as outlined on [page 26](#), is:

Governor Services' charges	
The Standard Clerking Service with paper despatch	£3,650
The Standard Clerking Service with electronic dispatch	£3,275
Committee meetings purchased on an annual basis	£160 per meeting
Ad hoc Committee meetings	£200 per meeting
Extraordinary Governing Body meetings	£350 per meeting
Ad hoc meetings	£160 per hour or part hour
Ad hoc meetings for schools who buy into the clerking SLA	£120 per hour or part hour

Priority for additional clerking services for ad hoc meetings to cover committee meetings or to consider complaints, staff Capability/disciplinary, exclusions, grievance hearings etc to be given to those schools that buy back the service on an annual basis.

The contact

Your contact for any queries about the services offered:

Your existing clerk to the Governing Body, the clerking manager:

Owen Rees

07785 721279

Head of Tri-borough School Governor Services

Jackie Saddington

0207 598 4782

or select the link below to send us an email.

[Click here](#) to contact the service

Specialist Dyslexia, Literacy & Numeracy Support Service

Introduction

This service is a team of Hammersmith and Fulham teachers who all have specialist dyslexia qualifications. Two members of the team have higher level qualifications in diagnosing children with specific learning difficulties and maintain current assessment practicing certificates from PATOSS (Professional Association for Teachers and Assessors of Students with Specific Learning Difficulties). All teachers on the team are also trained in Reading Recovery and can support and advise in this area.

The team have wide teaching experience in mainstream schools. They work with schools providing support for children with literacy/numeracy difficulties and also in carrying out diagnostic assessments and providing recommendations to accelerate learning. A bespoke service is provided to match individual school's needs and capacity. We work closely with a school together with teachers, parents and Governors to provide continuity and coherence in the provision and support for pupils. The service aims to adopt a flexible, sustainable approach to identifying a school's area of need and matching this to our professional specialist service.

Headteachers and Governors have a responsibility to provide for the individual educational needs of the children in our schools. In order to ensure that all children have full access to the curriculum and can achieve their potential it is important to ensure sound literacy and numeracy skills. Our team supports the delivery of quality first teaching, together with personalised and targeted provision which is planned and implemented on a flexible individual school and pupil level. Early identification and the effective implementation of targeted support is as the core of ensuring meaningful and sustained progress.

The service leads on the LA dyslexia strategy and has active links with specialist voluntary groups. This service will provide part of schools targeted local offer provision.

The service provided can be targeted at a whole school, group or individual level and offers the following:

- Diagnostic standardised assessments and teaching of pupils with specific learning difficulties (dyslexia).
- Literacy/numeracy assessment reports.
- Direct teaching for individual pupils or small groups.
- Contribute to annual reviews.
- Advice on planning individual evidence based intervention programmes.
- Baseline assessment, target setting, tracking and evaluation of pupil's progress.
- Advice on good practice for pupils with specific learning difficulties as well as collaborative working with schools to support curriculum access for pupils with dyslexia, literacy and numeracy difficulties.
- Assessments for exam access arrangements.
- Training for teachers and support staff through school based INSETS and Tri-borough events.

Diagnostic standardised assessments provided include the following areas:

- Reading – comprehension, accuracy, fluency/reading rate.
- Processing speed.
- Spelling.
- Phonological awareness.
- Working memory.
- Auditory comprehension.
- Numeracy assessments.
- Dyslexia screening.

Introduction (continued)

Flexible INSET for teachers and LSAs is available on a variety of topics including:

- Development of whole school specialist teaching skills.
- Developing dyslexia friendly schools.
- What is dyslexia?
- Assessments of early literacy.
- Use and analysis of running records for reading.
- The reading process – individual, shared and guided reading at Key Stage 1 and Key Stage 2.
- The writing process – individual, shared and guided writing at Key Stage 1 and Key Stage 2.
- Supporting pupils with spelling, reading and writing difficulties.
- Identifying and supporting pupils with dyscalculia.

Statutory

Where a pupil has specialist dyslexia teacher identified in their statement of special educational needs the service is able to provide this support.

Options

SDLNSS teachers' time is bought back in a minimum of two-hour blocks per week for a year

Specialist teachers will agree a yearly Service Delivery Plan (SDP) with the school and send the Headteacher a copy by half term.

Within two weeks of the beginning of term, specialist teachers will provide agreements which specify the number of teaching hours per week and the number of teaching weeks for the term.

Specialist teachers will attend at the times negotiated with the school. Where a teacher is unable to attend, eg. through illness, the school will be informed immediately. Specialist teachers will provide where appropriate an initial assessment and termly progress reports for the pupils they teach.

Outcomes of work undertaken will be discussed annually to inform future practice and to ensure that expectations from schools are clearly met and evaluated.

Level of Service	Maintained
Hourly rate with a minimum purchase of 2 hours weekly per year	£70 per hour*
Full assessment	£450*

**Rates may change as of September 2015*

For further information please contact:

Gabrielle Nyman

Alison Leao

Telephone: 020 8811 8190

[Click here](#) to contact the service

Pupil Support Service

Introduction

The Pupil Support Service is a team of specialist, additionally qualified teachers, who support schools in meeting the educational needs of pupils with a wide range of SEN. The team's approach is flexible, working in partnership with schools to enable effective delivery and to ensure high quality outcomes for all learners. The Service is delivered by a dedicated team who offer:

- direct, specifically tailored teaching and learning for individual pupils and small groups.
- base-line formalised assessments including:
 - York Assessment of Reading for Comprehension
 - Helen Arkell spelling test
 - Neal Analysis of reading accuracy
 - Sandwell Early Numeracy Test
 - British Picture Vocabulary Test
 - Phonological Assessment Battery.
- close and rigorous tracking of progress.
- evaluation of the impact of intervention over time.
- professional assessment and reporting eg. for statutory assessment.
- intervention that is planned and monitored and promotes pupils independence.
- INSET to a variety of professional groups including teachers and LSAs.
- ongoing advice and support for staff and parents.

Examples of work undertaken:

- Statutory and non-statutory delivery.
- Flexible contribution to annual reviews.
- Lessons modelled for school staff in order to sustain progress.
- Individual regular teaching of pupils with eg. language delay, developmental delay, ASD, dyslexia, dyscalculia.
- Support with aspirational target setting.

- Advice on SEN resources, teaching and learning approaches.
- Standardised assessments.
- Workshops and programmes to nurture self-esteem and confidence.
- Build capacity within schools to ensure that pupils are provided with targeted support to optimise outcomes.
- Outcomes of work undertaken are regularly reviewed in partnership with schools.

"We highly value the PSS expertise and advice that has made a difference to the children's learning and wellbeing." Deryn Welbourne – Headteacher, Holy Trinity Primary School

Service Delivery

Our team supports the delivery of high quality specialist teaching, together with personalised and targeted provision, implemented on a flexible individual school and pupil level.

Delivery is negotiated on an annual basis although there is the availability of one-off INSET upon request.

An annual evaluation of delivery will be carried out with the school.

Outcomes of work undertaken will be discussed half termly to inform future practice and to ensure that the expectations of the school are clearly met and evaluated.

Costs

Specialist teacher time is bought back in blocks of half a day.

Statutory

Where a pupil has weekly IST identified in the statement of SEN or Education Health Care (EHC) Plan the team is experienced in delivering this regular and targeted intervention delivered using evidenced based intervention programmes.

The school is invited to take out a SLA with the PSS to be provided with experienced and trained IST's for those pupils whose statement or EHC Plan indicates this level of additional support.

If the level of IST input required by the school increases or decreases during the year the level of staffing will be adjusted accordingly. This will be reflected in the cost.

The IST will work collaboratively with the SENCO, classroom

teachers and other agencies to ensure the needs of the pupil are met as outlined in the statement or EHC Plan. A comprehensive professional development programme is provided for all team members. This includes specific training on teaching pupils with a variety of severe and/or complex special needs. All teachers will receive five days per year pro rata professional training.

Programmes of Support, linked to the Individual Education Plan (IEP), will be drawn up in consultation with the SENCO and class teacher to show the aims of the IST support, strategies to be undertaken and targets to be met linked to performance indicators. This programme will then be regularly reviewed as agreed with the school.

Options

Funding for non-statutory support is delegated to schools. The school is invited to take out a SLA with the PSS in order to be provided with experienced SEN teachers for a set amount of time each week.

The pupils to be supported and type of input to be provided will be agreed between the school and service, taking into account the differing requirements of schools and pupils. This will then be monitored and reviewed to ensure that the Client receives the support agreed in the SLA.

The Head of Service will ensure that any teacher deployed into the school is clear about the agreed expectations with regard to the support provided and that this is then reviewed and evaluated.

All programmes of support will be planned, monitored and recorded. Each piece of work will state the aims, strategies to be used and targets to be achieved and will be regularly reviewed.

This service will be part of the schools "Local Offer" as required in September 2014.

Services	Cost for all Tri-borough schools with SLA
Services of IST Teacher	0.1 Teacher Allocation £6,648
	0.2. Teacher Allocation £13,296
	0.3 Teacher Allocation £19,944
	0.4 Teacher Allocation £26,592
	0.5 Teacher Allocation £33,240

Costings from 1st April 2015.

For further information please contact the Head of Service or Sandra Peyton on 020 8811 8190 or select the link below to send us an email.

[Click here to contact the service](#)

One Education Business Partnership (EBP)

Introduction

One EBP, a Tri-borough service, is an organisation with the expertise and professionalism to engage a substantial number of employers to work with children and young people, raising their aspiration and achievements whilst at school and beyond.

We are a brokerage service and through our marketing and employer engagement strategy we target and recruit new and sustain existing relationships with employers, continually building on our current database of 4,000 employers. The use of Business Volunteers fundamentally supports all of our programmes, where children and young people can extend what they learn in education to learn from industry professionals.

Working with Primary, Secondary Schools, FE Colleges and Employers:

We offer a bespoke service to each school or academy. On average the EBP work with 4,200 employers and

5,300 students per year delivering work experience, work related learning, employability programmes, career and apprenticeship awareness days, coaching programmes and reading and number partner programmes in primary schools.

Health and Safety

Each placement is vetted for Health and Safety (H&S). The EBP fulfils the statutory responsibility of the LA to ensure all placements have been assessed for H&S and suitability for 14–19 year old students. The EBP team are appropriately trained and competent to vet placements and our practices around H&S are in line with the law as we are regularly updated on work experience and the law through membership with professional bodies.

DBS Checks

DBS checks will be carried out by the EBP where appropriate.

Options

Schools can buy a range of work related learning and careers programmes to raise the aspirations of young people by preparing them for the world of work **including:**

- Work experience (pre and post 16).
- Internships.
- CV clinics.
- Mock interviews.
- Careers events.
- Apprenticeship events and employability packages.

Targeted Programmes:

- RiseUp Programme works with those at risk of exclusion.
- SpeakUp SpeakOut Programme works with students on their communication, speaking and listening skills.
- Tailored work experience for those with LLDD needs.

The EBP also arranges bespoke programmes for individual schools tailored to meet the needs of the curriculum.

[**Click here**](#) to contact the service

Legal Services

Introduction

In April 2013 the Bi-borough Legal Service was formed combining the Royal Borough of Kensington and Chelsea Legal Service and the London Borough of Hammersmith and Fulham Legal Service. We are working very closely with our colleagues in Westminster Legal Services with a view to forming a Tri-borough Legal Service by mid 2015.

Our service

We have a number of dedicated legal teams within our Services to assist you. Our teams of knowledgeable and experienced Local Authority Solicitors can assist you with Contract and Procurement enquiries, Property related enquiries, Education enquiries (to include establishing and/or closing schools, exclusion appeals, governance queries) as well as Employment advice.

We also have a very experienced team of Lawyers who deal with Childcare and Adult Social Care related legal issues.

Generally, we charge any client set hourly rates ranging from approx £50 for more junior staff to £80–£100 for Solicitors and £115+ for Principal Solicitors and above.

If we cannot deal with your query ourselves in the time frame you require or your query is a specialist one requiring external legal advice – then we have a list of external experienced Solicitors firms and Barristers Chambers who may be able to assist you at a reduced negotiated rate.

Schedule of hourly rates (2014–15)

Principal Solicitor:	£110+ per hour
Solicitor/Lawyer:	£80-£95 per hour
Legal Officer/Assistant:	£50+ per hour

We are based in the RBKC Town Hall and WCC Hall but we can visit your site or LBHF Town Hall.

If you have any queries please contact:

Joyce Golder

Principal Solicitor

joyce.golder@rbkc.gov.uk

Telephone: 020 7361 2181

Or our Social Services Litigation Business Support POD on 020 7361 2142.

[**Click here**](#) to contact the service

School Library Service

Headlines

- **Price Freeze** for services provided by Westminster School Library Service.
- Services are focusing on supporting the **New Curriculum**, especially “**reading for pleasure**”!
 - A lower priced Project Loan Service “Mini” option.
 - “**Reading for Pleasure**” Collections.
- **New for 2015–16:**
 - Each year group can now receive fresh resource collections, each term, for under **£1000 annually!**
 - All schools who subscribe to Project Loan Service options standard and plus will get one free place on SLS Training Days.
 - **Best Practise School Library Meetings** – a free networking opportunity.
 - **Code Clubs** (participating libraries only).
 - **New half-term allocation for standard and plus Project loan options.**
 - The book purchase scheme now offers a discount of up to **32% off new books.**

Introduction

The Library Services in the Royal Borough of Kensington and Chelsea, Westminster City Council and the London Borough of Hammersmith and Fulham offers a range of services to all members of the communities across the three boroughs, including a range of services specifically for children and schools.

The services offered by the Library Service are free for schools and children, except for some services operated by Westminster Schools Library Service (WSLS), which is a locally commissioned self-financing service that operates across the Tri-borough Authorities.

Benefits

The Library Service can help support language and literacy development, promote and encourage reading for pleasure and foster the development of lifelong learning skills as well as promoting the development of citizenship. Our Libraries are well resourced with age appropriate books and other resources, as well as computers, internet access and printers to help children with their studies and develop their interests.

The services offered By Westminster Schools Library benefits the school by providing a cost effective, professional service, which saves staff time and provides relevant, attractive and up to date resources for pupils, teachers, classes and libraries.

Services Offered

The services offered by the Library Service (inc. Westminster Schools Library Service) are:

- **Library Visits:** All our Libraries offer Library Visits, where individual classes can visit their local library, have a book talk or a story session or a more themed talk by our staff. Children can borrow books using a special class ticket and have the opportunity to learn about their local library.
- **Project Loan Service:** provides a comprehensive range of resources to support schools' curriculums (inc. the new national curriculum) as well as reading for pleasure and independent learning. Can be fiction or non-fiction or a mixture of both. A WSLS charged service.
- **Reading for Pleasure Collections:** Specifically developed to encourage a love of reading these collections are mainly fiction based, but will include poetry and recreational non-fiction. A WSLS charged service.
- **Chatterbooks:** Library reading groups for children aged 8 to 11. They provide activities for children to develop their reading, giving them the chance to talk about books and to build confidence in expressing their opinions.
- **Homework Clubs:** are run by library staff and volunteers, using a wide range of books, and computers, to provide help and assistance to children aged 7–13.
- **Summer Reading Challenge:** The Library Service is keen to work with schools to promote the Summer Reading Challenge, which helps to reduce the Summer Holiday Reading Dip.
- **Bookstart:** The Library Service runs Bookstart at a local level and delivers the free gifting of books for 3 year olds in Nursery Classes with the Treasure packs, and for Reception children there are Booktime packs.
- **School Library Advice visit:** Westminster Schools Library Service also offers all Primary Schools and Academies in the Tri-borough authorities a free Advice Visit – to assess the library and other book resources and provide information and advice on how these resources can be developed. A WSLS charged service.
- **Professional Support and Training:** WSLS can provide practical support in improving your school library, including editing, classifying and cataloguing stock, library layout and guiding and producing stock profiles. WSLS Staff can provide inset training as well as running regular CPD training days. A WSLS charged service.
- **School Library Best Practise Meetings:** these networking meetings, run by Westminster Schools Library Service, are free for Tri-borough school staff to attend.
- **Discounted Book Purchase Service:** WSLS can advise and purchase new stock for schools with up to 30% off the RRP. A partly WSLS charged service.
- **Code Clubs:** A selected number of libraries are now running code clubs for children. We are aiming at increasing the number of clubs during the year!

Options and costs for charged for services

The services provided by WSLS are identical (inc. the price), for maintained schools, free school, academy and those from the independent sector.

Topic based and Reading for Pleasure resources

The Project Loan Service provides a comprehensive range of quality resources to support the delivery of literacy, the curriculum, and reading for pleasure.

Teachers can request loans on as many subjects as they wish and they can include fiction as well as non-fiction books. Loans can also include Group Reading Sets, Big Books, Posters, Audio Books and DVDs.

The loans are especially compiled by specialist SLS staff from a dedicated collection of over 70,000 books and other resources.

Loan options and costs: All options are based on a three term academic year and all loans are for one term and supplied within 10 working days of receipt of order. Resources can be selected by teachers or by SLS librarians, and can be delivered and collected to and from schools.

Are resources are suitable for EYFS and Primary Schools, but we can cater for Yr7 Secondary.

All schools who subscribe to Project Loan Service options standard and plus will get one free place on SLS Training Days.

Project Loan Service

Standard

- An allocation of 60 items **per class** per term.
- The entitlement includes 10 Big Books and six sets of six Group Readers per loan.
- An extra two loans of 60 items for the second half of term per form of entry.

Plus

- **All qualified teachers** (including Headteachers, Deputies, part-time and specialist teachers) have an allocation of 60 items per term.
- All Class teachers can also receive an extra 30 item loan for the second half of term.
- The entitlement includes 10 Big Books and six sets of six Group Readers per loan.

Mini

- **An allocation of 30 items per class per term.**
- The entitlement includes five Big Books and three sets of six Group Readers per loan.

Pay As You Go

- **Any staff member may request a 30 or 60 item loan.**
- Loans will be delivered and collected as per above.

Reading for Pleasure Collections

- These collections are specifically put together to encourage a love of reading. Mainly fiction based, but they will also include some poetry and recreational non-fiction books.
- We can modify these collections to meet specific needs, such as Talented and Gifted, High Interest Low Ability, boys or girls reading, etc, but cannot relate them to topic work.
- An allocation of 60 items per class per term.

Pay as you Go also available.

Other services offered

Professional Support and Training:

- Practical support in library re-organisation, including editing and classifying stock, library layout, guiding and stock profile. SLS will visit the school to assess and discuss the support required.
- Library Automation: Cataloguing the school stock onto an appropriate Library Management System.
- Staff and Volunteer training on matters concerning School Libraries and their resources.

Book Purchasing for Schools:

- SLS can advise and purchase new stock for schools and can acquire high levels of discount, now normally 32% off.
- Compiling Stock Reports
- Ordering stock for schools from web-sites, lists or by visiting library suppliers on behalf of or with school staff.

Training and Courses: Cost Estimate on Demand

- SLS staff can deliver inset training to groups or individual members of staff on running a school library, using Library Management Software, etc.
- SLS also organises regular courses on school libraries, reading and books, etc. These are advertised via the school bulletins and library websites.
- All schools who subscribe to Project Loan Service options standard and plus will get one free place on SLS Training Days.

Artefacts and Costume Loans:

- Westminster SLS are working in partnership with Islington Education Library Service to enable schools in Tri-borough to access their excellent collections of artefacts and costumes. Please contact Westminster SLS for more details.

Option	Cost
Project Loan Standard (60 items per class)	£15.25 per FTE pupil
Project Loan Plus (60 items per teacher)	£19.40 per FTE pupil
Project Loan Mini (30 items per class)	£7.00 per FTE pupil
Project Loan Pay as You Go (30 item loans)	£70.00 per loan
Project Loan Pay as You Go (60 item loans)	£120.00 per loan
Reading for Pleasure Collections (60 items per class)	£6.75 per FTE pupil
Reading for Pleasure Collections Pay as You Go (30 item loans)	£45.00 per loan
Reading for Pleasure Collections Pay as You Go (60 item loans)	£75.00 per loan
Professional Support and Training	Contact SLS
Book Purchasing for Schools	Contact SLS
Training and Courses	Contact SLS
Artefacts and Costume Loans	Contact SLS

Service Manager contact details

Nicholas Fuller Tri-borough Libraries Children Coordinator
Telephone: 020 7641 4320/4321
Fax: 020 7641 4322

[Click here](#) to contact the service

The Tri-borough Music Hub

Who we are

Established in August 2012, the Tri-borough Music Hub (TBMH) is the lead organisation that oversees the delivery of music education in the three West London Boroughs of the Royal Borough of Kensington & Chelsea; London Borough of Hammersmith & Fulham; and City of Westminster. The Hub aims to develop musical potential and foster a life-long love of music in all children, irrespective of background.

The TBMH works closely with three internationally renowned Strategic Partner organisations – The Royal Albert Hall, The Royal College of Music, and Aurora Orchestra – and with a further 30 Delivery Partner organisations. In collaboration with these partners it offers innovative, outstanding and progressive provision

to schools, families, children and young people. It also seeks to nurture a creative dialogue between young people and professional arts organisations which not only inspires participants but also enriches the artistic life of the Tri-borough area and beyond.

All work delivered by the Tri-borough Music Hub will support schools in developing their own School Music Education Plans (SMEP). These should reflect the ambitions of the National Plan for Music Education and the National Curriculum for Music. The DfE, Ofsted and Arts Council England have tasked all Music Education Hubs nationally to support all schools in developing their own SMEP.

Options

- The option for schools to purchase instrumental provision (£38 per hour).
- Support to schools to ensure that their core National Curriculum Music offer is well-balanced and taught effectively.
- Support to schools for developing their in-school singing.
- CPD and training opportunities.
- An instrument loan service to schools/pupils (where appropriate and according to demand).
- Additional performance opportunities outside of school.
- Additional music education opportunities and provision from the approved Hub's Delivery Partners.
- A full range of first-access learning opportunities outside of school-hours at after-school music centres; 2x Saturday Music Centres; and a progressive range of ensembles, orchestras and choirs for pupils to engage with Instruments taught by the TBMH include:
- Strings – violin, viola, cello, double bass.
- Woodwind – recorder, fife, flute, oboe, clarinet, saxophone, bassoon.
- Brass – cornet, trumpet, French horn, baritone, euphonium, trombone, tuba.
- Percussion – drum kit, steel pans, African drums, tuned percussion.
- Piano & Keyboard.
- Contemporary – acoustic guitar, electric guitar, bass guitar.
- Vocal.

How we can work with your school in 2015–16

What are the 2015-16 costs of a Music Hub Service Level Agreement?

- All Tri-borough Music Hub provision is charged to schools at a cost of £38 per hour.
- Schools can also buy-in TBMH Management support for Curriculum Support advice and/or quality assurance of non-TBMH music provision, at a daily rate of £400 (or pro rata). This will be negotiated with each school as a bespoke package of support.

What is my school agreeing to with a Music Hub Service Level Agreement?

- Teaching that spans the whole academic year (Sep–July).
- Working in partnership between my school and the TBMH.
- Allowing pupils to attend lessons (small groups/ individual lessons).
- Helping pupils to practice in school, if practising at home is problematic.
- Assigning a key school contact to work with TBMH tutors and TBMH managers.
- Providing data information about the pupils who learn with TBMH tutors (name, date of birth, gender, year group) NOTE: data reporting is part of the requirement of all music hubs by Arts Council England and Department for Education.

What benefits will my school receive?

- Support with writing your own School Music Education Plan.
- Free loan of instruments, (where possible).
- Quality Assurance of all TBMH work.

- Access to a range of performance opportunities.
- Access to special events offered by our Delivery Partners.
- Fully trained and DBS checked staff.

How many lessons are taught each term?

- Tutors will teach 10 lessons per term, 30 lessons over the academic year. Schools can request additional lessons via prior agreement with the TBMH.

How will my school be invoiced for TBMH work?

- Schools are invoiced each term. Any adjustments will be made in the following term.

How can I ensure my pupils are progressing and developing their musical skills?

- The TBMH is committed to working with every school to ensure all pupils make good progress. The TBMH will recommend a long-term strategy for how music can be delivered and sustained in your school.
- The TBMH will quality assure all its work via their programme of tutor monitoring and observation visits.

For more information about the Tri-borough Music Hub please visit:

www.triboroughmusicclub.org; follow us on Twitter @TBMHMusic; telephone 020 7854 5931; email info@triboroughmusicclub.org; or email the Tri-borough Music Hub Manager: stuart.whatmore@triboroughmusicclub.org

Urban Studies Centre

Intro

Active learning in the local area is an important part of the new national curriculum. There is now a greater emphasis on learning geographical skills and fieldwork, exploring local habitats in science and applying methods of historical enquiry to a local study.

The Urban Studies Centre specialises in teaching about all aspects of the local urban environment to children and teachers, contributing to a rich, broad and balanced curriculum. We cover aspects of the cultural and social development that schools need to deliver, including promoting 'a sense of enjoyment and fascination in learning about themselves, others and the world around them' (Ofsted Inspection Handbook 2015)

We work with children by:

- Promoting active enquiry based learning in the local area.
- Engaging young people and adults in environmental change.
- Capturing young people's views and ideas on issues which concern them.

We offer schools:

- A Local Studies programme for pupils at each key stage offering them practical experience of investigating their local area.
- CPD programme for whole staff teams and individual teachers, on how to inspire your pupils by using the local area.
- Advice on how to use the local area for teaching and learning.
- Annual Children's Parliament on the Environment project for Year 6 pupils.
- Annual Children's Choice Citizenship Conference for Key Stage 2 pupils.
- Bespoke Local History and Environmental Projects.

- Co-ordination of History and Geography Tri-borough Teachers Network.
- A range of teaching resources.

What Ofsted says about Learning Outside the Classroom

"The first hand experience of learning outside the classroom can help make subjects more vivid and interesting for pupils and enhance their understanding. It can also contribute to pupil's personal social and emotional development . When planned and implemented well, learning outside the classroom contributed significantly to raising standards."

Due to support from London Borough of Hammersmith and Fulham and John Lyon's Charity we are able to offer schools within the Tri-borough area our Local Studies and CPD programme at a subsidised rate.

We are now able to offer schools two Urban Studies Service options that will reduce costs still further and also provide a range of additional benefits. This will enable schools to work in partnership with us to extend the curriculum and increase the range and quality of children's learning opportunities.

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Services

Standard Service	Cost
<ul style="list-style-type: none"> - Choice of 4 half days of our Local Studies programme - Termly advice session on how to use your local area for curriculum enrichment - Termly newsletter - Telephone and e mail advice for teachers - Free teaching resources on the local area 	£350

Enhanced Service	Cost
<ul style="list-style-type: none"> - Choice of 5 half days of our Local Studies programme - Termly advice session on how to use your local area for curriculum enrichment - A bespoke 'Green Day' "Local History Day or 'Geography Day' delivered for your whole school community - A bespoke whole school staff team CPD training session (half day or twilight) - Termly newsletter - Telephone and e mail advice for teachers - Free teaching resources on the local area 	£890

If you are interested in either the Standard or Enhanced Service option, we are happy to visit and discuss what would be best for your school and we can also offer a free taster session from our Local Studies programme to help you to decide.

Additional sessions can also be booked at any time.

For details of the Local Studies programme and our current CPD offer please go to our website, www.hfusc.org.uk

[Click here](#) to contact the service