



# **Education and Skills Strategy**

**A partnership framework for Staffordshire**

**Appendix 1 –  
Strategic Group Terms of Reference  
and Roles and Responsibilities**



## **Terms of Reference for the Staffordshire Education and Skills Strategic Group**

### **1. Purpose**

The purpose of the group is to lead the delivery of the Education and Skills Strategy: a partnership framework for Staffordshire. The group members hold the responsibility for identifying priorities and reviewing available information to evaluate the impact on outcomes for the people and communities of Staffordshire.

Our aspiration is to motivate partners to align their combined resources to focus on a small set of key priorities to support the delivery of our vision.

### **2. Membership**

- Chair - Councillor Philip White, Cabinet Member for Employability and Skills (SCC)
- Maintained nursery school representative (SCC nominated)
- Early Years PVI (private, voluntary and independent) providers (SCC nominated)
- Special School Headteacher Forum representative
- Primary School Headteacher Forum representative
- Middle School Headteacher Forum representative
- Secondary School Headteacher Forum representative
- PRU Headteacher Forum representative
- Independent school (SCC nominated)
- A University Technology College (UTC)
- Staffordshire Schools Forum representative
- Staffordshire Teaching Schools Alliances representative
- Staffordshire Governors Forum representative
- A Staffordshire MAT (RSC nominated)
- A national MAT with schools in Staffordshire (RSC nominated)
- Staffordshire Joint Advisory Council (JAC) representative
- Association of Staffordshire Colleges representative
- Staffordshire County Council representative
- Entrust representative
- Staffordshire parent governors (SCC nominated)
- Staffordshire academy trustees (RSC nominated)
- Diocese of Lichfield representative
- The Archdiocese of Birmingham representative
- Training provider (Staffordshire Partnership for Employability and Skills nominated)
- A university (SCC nominated)

- Virtual School for Looked After Children representative
- Stoke-on-Trent & Staffordshire LEP (Learning and Enterprise Partnership) representative
- Office of the Regional Schools Commissioner for West Midlands representative

### **3. Functions and outputs**

The functions of the strategic group are to:

- Assess available evidence to identify strengths and variation
- Consider and agree the key priorities for the Education and Skills partnership framework;
- Develop and implement a communication plan to engage with all involved across the sector and share success and hotspots
- Develop delivery plan/s that engage system leaders in focussing attention on the key outcomes that will lead change and have the greatest impact
- Share available information and intelligence
- Evaluate the impact and outcomes
- Promote the engagement and ownership of all stakeholders.
- Model the behaviours of support, challenge and accountability
- Continue to review and refresh the partnership framework and delivery plans in line local and national landscape

The outputs of this group will be:

- Education and skills partnership framework
- High level priorities
- Communication plan
- Delivery plan/s
- Evaluation of impact
- Data sharing principles

### **4. Roles**

- We all commit to support the functions and outcomes of the group
- To share our perspectives on the current and future education landscape
- Share and exchange information which will assist in the delivery of the partnership framework
- The county council will convene and facilitate the Group  
Education and skills providers will act as a reference point for debate and dialogue with peers and reflect feedback and engagement

### **5. Frequency of meetings**

- Twice a year plus separate working groups, as appropriate.

## 6. Reporting

As members of this Strategic Group, the county council representatives report to the Staffordshire Health and Wellbeing Board, through the Family Strategic Partnership Board, which is charged with giving children the best start in life and maximising potential and ability.

## **Roles and responsibilities**

### **Parents**

A parent's role in their children's learning evolves as they grow, however, one thing remains constant: parents are their children's learning models. Attitudes about education can inspire their children and show them how to take charge of their own educational journey. They have a responsibility in providing guidance and information throughout their learning journey.

### **Early years providers**

All providers must meet the standards identified within the Early Years Framework 'to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life'

### **Governing Body and Trusts**

As the education system is changing, increasing focus is being placed on the role and effectiveness of governing boards. In fulfilling their role within the overall system of accountability, Governing Body and Responsible Authorities for Governance operate within a framework of autonomy and have the primary responsibility for their own performance. The Governing Body and Responsible Authorities for Governance hold responsibility for the delivery of an appropriate curriculum and, in secondary schools, option choices. They also have the responsibility for the development and embedding of rigorous self-evaluation using individual school outcomes to set priorities to drive planning to secure continuous improvement for the attainment and progress of all their pupils. They use all available resources as self-managing schools to secure improvement in standards and quality.

### **The Regional Schools Commissioner (RSC) in the West Midlands**

The RSC is responsible for approving and monitoring academies and free schools on behalf of the Secretary of State for Education. The RSC is accountable to the National Schools' Commissioner. The RSC also has a role to address underperformance in Staffordshire LA maintained schools that are "failing", through sponsored academy arrangements, and to address underperformance in coasting Staffordshire local authority-maintained schools or maintained schools requiring improvement through warning notices and notice periods for improvement.

### **Colleges, universities and training providers**

These education providers have the same responsibilities as other educational institutions but are also required to meet the priorities as set out by the appropriate Local Enterprise Partnership which includes working with employers to design flexible

programmes and delivery methods. Delivering appropriate training/learning that improves people's chances of being competitive in the labour market. Delivering a high quality and appropriate curriculum through the required vocational qualifications. Giving graduates the right skills that employers need and are asking for. Improving employer involvement in designing courses including Higher Apprenticeships. Appropriate Labour Market Information (LMI) awareness and advice and guidance given to students.

### **The local authority (LA)**

The local authority retains statutory functions for early years and childcare including securing sufficient childcare for working parents, providing information, advice and assistance to parents and information, advice and training to childcare providers.

The LA supports the provision of excellent education for all children of compulsory school age so that every child has a school place, ensuring fair access through admissions and transport arrangements and ensuring the needs of vulnerable pupils are met.

Local authorities retain the duty to ensure that pupils have the opportunity to attend schools that are good or better, with powers to intervene where there are concerns about standards in maintained schools and to liaise with the Regional Schools Commissioner (RSC) where we have concerns about an academy school.

In respect of post-16 education and training the local authority responsibility is to secure sufficient suitable education and training provision for all young people in their area aged 16-19 and up to 25 for those with an Education, Health and Care Plan (EHCP). They promote the effective participation in education and training of 16 and 17-year olds and identify 16 and 17-year olds who are not participating in education or training and providing support to enable participation.

The role of the LA in education has evolved to encompass three key areas of responsibility: as a convenor of partnerships; as a champion of children, families and communities; and as a maker and shaper of effective commissioning.

### **Employers**

Employers are responsible for articulating the skills required to meet business needs. Supporting and delivering activity that improves careers advice and guidance. Offering work experience and traineeships. Developing the workforce by implementing apprentice and graduate recruitment policies. They are also required to help meet the priorities as set out by the appropriate Local Enterprise Partnership.

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