



Policy for supporting the appointment and deployment of advanced skills teachers

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Contents

Principles	1
Hampshire ASTs – policies and procedures	3
Hampshire rationale and policy for ASTs	3
Appointment of an AST	4
Outreach work	4
The nature of outreach work	5
Protocols for outreach work	5
CSD monitoring of AST outreach work	7
CSD support team	7
Terms and conditions of employment of ASTs	8
Protocols	9
Headteachers of schools with ASTs	9
Professional leaders	10
County AST Co-ordinator	10
Appendix 1 – Advanced skills teacher appointment flow chart	13
Appendix 2 – Documentation for advanced skills teachers in Hampshire	15

Principles

- The primary purpose of a managed network of advanced skills teachers (ASTs) in Hampshire is to:
 - support excellence in pupil learning
 - further the Local Authority's (LA's) promotion of good classroom practice
 - provide targeted coaching in schools where improvement is necessary.
- The number and geographical location of LA supported ASTs will be dependent on:
 - LA improvement priorities as they relate to local and national agendas
 - the size and specialism of this field force necessary to complement that of the substantive LA teams.
- The importance of the outreach work of ASTs will be recognised through:
 - induction training, as appropriate
 - professional support and guidance from a named LA professional leader
 - evaluation by the professional leader of their effectiveness when undertaking outreach activities
 - an expectation that school performance management processes will include, routinely, a target that relates to the outreach role of an AST.
- Although the LA determines the outreach work of an AST it supports, the co-ordination of outreach will be made with appropriate regard to any priorities of the employing school with its local community of schools.
- The use of ASTs will form one part only of the LA's wider use of school-based practitioners in support of school improvement.
- The LA would, in general, not expect a school to request funding in order to support the *recruitment* of an AST into a school. An exception to this might be any situation where the LA, through the local area director, judges that this action would benefit a school that was working in challenging circumstances.

- Any school employing an AST whose post is receiving support from the LA recognises that:
 - funding will usually continue whilst the AST remains in post, subject to satisfactory evaluations of outreach work and continuing need
 - contingency arrangements should be put in place should LA funding be reduced or withdrawn
 - there is an expectation for the AST postholder to fulfil a minimum of one day per week in outreach activities (includes AST continuing professional development). This should not be made up of short sessions, so should be either two half days or a full day.
- The LA will endeavour to provide, on request, professional support for any AST that a school may choose to fund fully outside of the managed service.

Hampshire ASTs – policies and procedures

This document outlines the policies, systems and procedures for the appointment, induction, deployment and evaluation of ASTs and their work in Hampshire schools. The governing body of a school appoints an AST and it is to their own school that an AST is ultimately responsible and accountable. The outreach component of the work of an AST contributes to the effectiveness of both a wider number of schools and the Children's Services Department (CSD). The policies and procedures that follow have been developed and agreed collaboratively with headteacher representatives, teacher associations, ASTs and CSD officers. This paper complements the Department for Education (DfE) document: *Advanced skills teachers – Induction handbook*, and other guidance to be found at:

www.education.gov.uk/schools/careers/traininganddevelopment/ast/a0013975/advanced-skills-teachers-asts-key-guidance .

It does not replace them.

Hampshire rationale and policy for ASTs

The CSD believes that a team of ASTs will provide a valuable resource to schools in their work to raise the standards of Hampshire pupils and will also provide an important career opportunity for good classroom teachers. They will enhance and complement the current Hampshire Inspection and Advisory Service (HIAS) advisory and training function, in a similar way to leading teachers and teaching and learning advisers already deployed across the county. Although the appointment of ASTs will be on the basis of their generic qualities as excellent teachers, some posts may be created to meet local specialised needs.

In the event that there are more expressions of interest for AST posts than the LA can support, then a selection process will take place. This will be separate from the AST accreditation process.

Appointment of an AST

AST posts are mainly created either by:

- a school considering that a teacher with excellent classroom teaching and coaching skills, and an ability to use those skills in the development of colleagues, could help to strengthen the level of classroom practice in the school and in other schools in the county
- the CSD encouraging a school to accredit or recruit an AST for a specified purpose.

Nationally, schools are encouraged to advertise AST posts externally, but can also identify candidates by internal selection. Unless the school intends to finance the post through its own budget, the school must first gain funding approval from the monies held by the CSD for this purpose. Those schools seeking LA funded AST appointments must submit the AST's application for accreditation within one school term. (See the *Advanced skills teacher appointment flow chart* in Appendix 1 on page 13.)

Outreach work

An AST is required to spend 20% (one day per week for full-time ASTs) of their time undertaking outreach work beyond their school. The CSD has a key co-ordinating role in ensuring that this work:

- addresses the improvement or support priorities identified by the CSD
- improves learning, teaching and, ultimately, pupils' achievements.

(This is measured through monitoring the planning and delivery of this work and evaluation of its impact.)

NB: Outreach work is not a requirement for those ASTs employed in schools subject to special measures or an improvement notice. However, some outreach work is recommended in order to extend and develop the AST's own skills and experience.

The nature of outreach work

An AST is **expected** to undertake a range of outreach activities. These **may** include:

- coaching teachers in schools causing concern, providing exemplar lessons to be observed by one or more teachers, acting as a support for teaching and learning to school teams
- disseminating good practice and the outcomes of educational research programmes
- the production of high-quality classroom resources
- the delivery of sessions in the CSD professional learning programme and other leadership of professional development activities
- participating in the planning and delivery of school-based activities
- supporting targeted teachers (eg: newly qualified teachers (NQTs), assisting Graduate Teacher Programme (GTP) trainees, initial teacher training (ITT), teachers experiencing difficulties, teachers in need of subject-specific training, teaching assistant training).

Protocols for outreach work

- **School responsibilities**

Schools should:

- ensure that the principle of appointing an AST and the specific scope of the outreach work is discussed in detail and formalised with the professional leader of that AST **before** appointment procedures commence
- provide a named contact within the school who can ensure that the AST is fully briefed as to the school's needs and intended outcomes of the AST's work
- involve the AST in the planning of the work to be undertaken
- ensure that school staff involved with the AST are fully informed
- complete and forward evaluation forms as and when appropriate.

• **AST responsibilities**

The AST should:

- agree, in advance of the beginning of each term, with the designated professional leader, how the outreach component of the work will be delivered
- liaise with or meet the professional leader at agreed times, but at least once a term
- observe appropriate protocols in relation to contacting outreach schools and liaising with their staff
- ensure that the teacher(s) in outreach schools have a common understanding of the purpose and form of the outreach work
- report to the designated member of staff at the start and end of outreach visits
- provide the school and the professional leader with copies of any notes of visit or summaries of work undertaken
- provide their own school and professional leader with a termly summary of their work.

Note: An AST cannot:

- act as a supply teacher
- take part in any activity linked to performance management of a teacher (unless it has been agreed by all those involved that AST feedback can be used as evidence)
- provide references for staff with whom they have worked
- be used in the same way as CSD inspectors and advisers, for example, to report on the quality of learning and teaching and standards across a subject area, etc.

• **CSD responsibilities**

The CSD will:

- agree in advance with the AST how the outreach component of the work will be delivered
- provide the CSD-supported ASTs with a professional leader

- maintain an accurate database of AST expertise to ensure that this field force is deployed efficiently
- help to match school requests to appropriate ASTs
- provide AST induction and professional development programmes
- maintain accurate records of evaluations and provide summaries to appropriate school representatives and CSD officers
- promote and sustain the community of ASTs as a resource to Hampshire schools
- ensure that ASTs share and present a service-wide view about school improvement
- communicate with ASTs and schools on the work of ASTs in Hampshire.

CSD monitoring of AST outreach work

This will be undertaken in the first instance by the officer designated as the professional leader for that AST. The County AST Co-ordinator will, upon request, collate the information from all the professional leaders to provide an evaluative summary of the total work undertaken by ASTs. This will be communicated to appropriate groups within the CSD as is necessary by the County AST co-ordinator.

CSD support team

The CSD AST support team links with the management team of HIAS through Jeff Stanfield (County Inspector/ Adviser for Geography and County AST Co-ordinator) and consists of:

- Jeff Stanfield – County AST Co-ordinator
New Forest Local Office

E-mail: jeff.stanfield@hants.gov.uk

Tel: 023 8081 6131

- Barbara Seymour – Teaching and Learning Adviser/
County Professional Learning Adviser
Fleet Local Office

E-mail: barbara.seymour@hants.gov.uk

Tel: 01252 814771

- Karen Smith – AST funding issues
E-mail: karen.smith@hants.gov.uk
Tel: 01962 846262
- Teresa Butcher at New Forest Local Office, Bartley
E-mail: teresa.butcher@hants.gov.uk
Tel: 023 8081 6131
- County subject inspector/advisers
(where appropriate as professional leaders).

Terms and conditions of employment of ASTs

The pay, conditions of service, standards and assessment arrangements for ASTs are determined by statute. They can be found in the DfE's *School teachers' pay and conditions* document, a copy of which is kept in every school. Information is also contained on the DfE's AST website:

www.education.gov.uk/schools/careers/traininganddevelopment/ast/pay/a0013979/advanced-skills-teacher-ast-pay .

Queries on terms and conditions can be referred to Education Personnel Services at:

Hampshire House
2nd Floor
84 – 98 Southampton Road
Eastleigh
SO50 5PA

Tel: 023 8038 3500.

Protocols

Headteachers of schools with ASTs

The headteacher or delegated colleague will ensure that:

- the required 20% non-contact time for outreach work is agreed in advance with the relevant professional leader of the AST
- procedures for the AST's role within the school are agreed internally in advance and arranged to maximise the impact of their work
- the job description and outreach focus are reviewed annually as part of the school's normal performance management processes. This process should be informed by information from the CSD professional leader on the scope of outreach work
- the AST's terms and conditions of employment are consistent with the statutory *School teachers' pay and conditions* document – see:

www.education.gov.uk/schools/careers/payandpensions/teacherspayandconditionsdocument/a0064179/school-teachers-pay-and-conditions-document-2010

- the school's performance management of the AST includes feedback from the CSD professional leader on the quality of the outreach work
- performance objectives include one target that relates to the outreach function of the AST
- when an AST is working with colleagues in another school, that the status and destination of their feedback is negotiated and clarified.

For queries regarding the financial implications of ASTs, contact Karen Smith, Finance Officer, on:

Tel: 01962 846262.

Professional leaders

Professional leaders are those county officers who have the professional overview of the AST's outreach work. Professional leaders will:

- ensure that the AST is clear about the focus, context and frequency of their outreach work
- establish, in agreement with the headteacher(s), clear lines of communication with the AST
- organise **at least one** face-to-face meeting during the year to discuss priorities and evaluate progress
- use the AST(s) in accordance with CSD priorities
- look carefully at the geographical location of AST teams (so as to avoid heavy travel commitments and ensure an appropriate work/life balance)
- enable the AST to access current national and local developments and research relevant to their focus
- obtain and collate the evaluation of the AST's outreach work
- ensure that all requests for AST work have been effectively processed
- provide the County AST Co-ordinator with activity logs on a termly basis.

County AST Co-ordinator

The County AST Co-ordinator will:

- act as the focal point for consultation and advice on the appointment of ASTs
- administer the AST service to schools
- ensure the provision of:
 - an AST induction and continuing professional development programme
 - an AST support network
- maintain the database of ASTs
- ensure access to correct paperwork for all matters relating to AST work

- collate all requests for AST work to the correct professional leader
- prepare any reports as necessary on the work of the ASTs for the members of the CSD.

Appendix 1

Advanced skills teacher appointment flow chart

Set out below are the main steps involved in the creation of a post in a Hampshire school to secure funding, support, guidance and deployment for an AST.

CSD quota figure of ASTs is agreed.

CSD reviews the current field force of ASTs to identify where there may be opportunities for an AST post to be supported.

A school considering the creation of an AST post that will be funded by the CSD:

- confirms with the County AST Co-ordinator that funding may be available
- draws up a proposed job description and outline strategic plan for the AST outreach work (in consultation with either the appropriate professional leader and/or with the County AST Co-ordinator)
- ensures that evidence of the required standards can be demonstrated in the application for accreditation
- submits a proposal to the County AST Co-ordinator.

In the event that there are more expressions of interest for AST posts than the LA can support, then a selection process will take place. This will be separate from the AST accreditation process. A decision on funding is notified to the school.

If the proposal is for a designated teacher, an application is submitted directly to the National Assessment Agency for ASTs and Excellent Teachers (ETs) (Babcock4S). If advertising the post, the school places the advert.

The school notifies the County AST Co-ordinator of successful assessment by submitting a copy of the assessment certificate.

AST funding is allocated to the school.

Induction and support of the AST from the professional leader as part of the CSD's role in guiding, monitoring and evaluating the AST outreach work.

Appendix 2

Documentation for advanced skills teachers in Hampshire

The following documents should be available and being used by all funded ASTs. (See also the National Assessment Agency for ASTs and Excellent Teachers (ETs) (Babcock4s website:

www.babcock4s.co.uk/4S/AST-Resources) .

A Contract of employment

B Generic job description

- Generic. →
- Remains in place until change of appointment.
- Refers to *School teachers' pay and conditions* document and contract of employment.
- Fits to format used by school.

School:

Name:

Job(s):

Purpose – ie:

To do **what** ...

For **whom** ...

In order **that** ...

Accountable to:

- An important document for governors and the whole school.

→ **C AST strategic plan (1 – 2 years)**

- Identifies the purpose of the role and will be key in evaluating effectiveness.

- Should be used in performance management discussions.

Name:			
School:			
Role/focus:			
	Intended outcome	How success will be measured	Review date
A			
B			
C			
D			

E Evaluation sheet for outreach work

AST name:		Date:	
School:			
E-mail:			
School tel no:			

Focus of the work:

1 Please attach the planning sheet indicating which actions/objectives were met.

2 *Which aspect of the outreach work was most successful in terms of impact?*

3 *Which aspect was least successful?*

4 Please rate the following, where 1= *most favourable* and 4 = *least*:

<i>How effective was the AST's:</i>	1	2	3	4
<i>Planning and preparation?</i>				
<i>Ability to form effective working relationships?</i>				
<i>Flexibility?</i>				
<i>Analytical/feedback skills?</i>				
<i>Self-management and organisation?</i>				

Any further comments about your use of the AST to support effective teaching and learning in your school and your assessment of the potential longer-term impact of this work:

Thank you. Please e-mail or send this form to:
(insert name of professional leader of AST).