



Priority 1: Improve Self-evaluation & Accountability Systems across the Nexus Learning Partnership

Key Actions	Success Criteria:
<input checked="" type="checkbox"/> HT & DHT to complete group data analysis of ROL and school-based data.	<input checked="" type="checkbox"/> All schools have an impartial & objective understanding of possible achievement issues, including the identification of possible under-performing groups.
<input checked="" type="checkbox"/> Drawing on OFSTED training, HT complete 2 days of evaluation work in other NEXUS schools.	<input checked="" type="checkbox"/> Schools receive objective feedback on agreed focus areas by way of a short report. <input checked="" type="checkbox"/> School judgments are tested and validated, ensuring consistency across the group.
<input checked="" type="checkbox"/> Assessment Leaders to agree common approach to post-level attainment reporting. <input checked="" type="checkbox"/> Assessment Leaders to agree best practice on formative & summative assessment activities. <input checked="" type="checkbox"/> Assessment Leaders to moderate post-level assessments to ensure consistency.	<input checked="" type="checkbox"/> Moderation shows that teacher assessments against new National Curriculum are consistent across learning partnership. <input checked="" type="checkbox"/> Common approach to Teacher Assessment & Testing established.
<input checked="" type="checkbox"/> HT moderate pay decisions across Learning Partnership to ensure consistency of pay award judgments.	<input checked="" type="checkbox"/> Pay decisions made fairly and consistently.
<input checked="" type="checkbox"/> School Business Managers audit School & Travel Fund in Learning Partnership. <input checked="" type="checkbox"/> Share good practice surrounding School Financial Values Standard. <input checked="" type="checkbox"/> Compare financial Benchmarking Systems to ensure consistency. <input checked="" type="checkbox"/> SBMs explore joint procurement, Health & Safety and promises management systems.	<input checked="" type="checkbox"/> NEXUS Learning Partnership schools can demonstrate good value for money as a result of collective tendering, benchmarking and auditing. <input checked="" type="checkbox"/> SBM have access to a network to provide training and support. <input checked="" type="checkbox"/> Financial accountability systems are robust and meet all requirements of Schools Financial Management Standard.



Priority 2: Improve ITT Opportunities across the NEXUS Learning Partnership	
Key Actions	Success Criteria:
School Direct 2015-2016	
<input checked="" type="checkbox"/> Research and agree School Direct(SD) Partnership Provider for 2014-2015	<ul style="list-style-type: none"> ❖ School Direct(SD) Partnership Provider agreed ❖ Best value considered including cost to schools/input from university/ provision for all trainees/ qualification available
<input checked="" type="checkbox"/> UCAS website updated and good quality information available to all potential applicants for 15-16	<ul style="list-style-type: none"> ❖ Applicants able to access information and be able to apply to the alliance by the closing date ❖
<input checked="" type="checkbox"/> Refine SD recruitment and retention arrangements including long listing/ shortlisting/ and interview procedures. <input checked="" type="checkbox"/> Offer 5-6 places unconditionally and documentation and checks completed including skills tests/ DBS <input checked="" type="checkbox"/> Start induction arrangement's in July 2015	<ul style="list-style-type: none"> ❖ All schools involved and the best possible candidates selected for 15-16
School Direct 2014-2015	
<input checked="" type="checkbox"/> Agree Partnership working with trainees/schools and university. Draw up agreement. <input checked="" type="checkbox"/> Agree training programme with schools and university <input checked="" type="checkbox"/> Embed 13-14 practice and improve training and opportunities in 14-15. <input checked="" type="checkbox"/> Review and evaluate programme throughout the year. <input checked="" type="checkbox"/> Lead mentor to work with school mentors to ensure equality of opportunity and enable all trainees to achieve their best. <input checked="" type="checkbox"/> Lead mentor to ensure second placement compliments first. <input checked="" type="checkbox"/> Graduation in Term 6 (after June 30 th)	<ul style="list-style-type: none"> ❖ Partnership Agreement signed by all parties ❖ Training programme agreed ❖ High quality training programme in place including Safeguarding as a priority in term 1 ❖ Good practice and liaison between all parties- trainees, school mentors, lead mentor, university and Headteachers. ❖ All trainees appointed to teaching posts within the alliance or other local schools. ❖ All trainees teaching good or outstanding lessons



<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bath Spa Inclusion Project to be continued and involve schools in the alliance that can offer an inclusive placement <input checked="" type="checkbox"/> Workshops provided throughout the year to enhance trainees SEND experiences, knowledge and skills. 	<ul style="list-style-type: none"> ❖ Inclusion promoted ❖ Trainees offered inclusive placements ❖ PGCE awarded to successful trainees.
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Priority 3 : Networks and Capacity Building
 • Induction of Newly Qualified Teachers

Key Actions	Success Criteria:
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide a Network for NQTs to provide opportunities to share best practice. <input checked="" type="checkbox"/> Wednesday 19th November 1st Network at Kings' Forest 4-5pm <input checked="" type="checkbox"/> 5 Meetings across the year 	<ul style="list-style-type: none"> ❖ NQTs feel supported and have a range of opportunities to observe best practice beyond their own setting ❖ All NQTs have the opportunity to visit other NEXUS schools ❖ All NQTs successfully pass their induction year ❖ NQTs are prepared for year 2
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide a network for SEN coordinators to share best practice <input checked="" type="checkbox"/> 3 meetings across the year 	<ul style="list-style-type: none"> ❖ SEN coordinators have support in implementing the changes to the SEN code of practice ❖ A consistency across NEXUS in the local offer ❖ Moderation of SEN practices ❖ Shared best practice ❖ SEN coordinators have the opportunity to visit other NEXUS schools
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English and Mathematics subject leader Networks 	<ul style="list-style-type: none"> ❖ Subject leads have opportunities to discuss/ share ideas/practice around assessment without levels ❖ Subject leads build a support network of other NEXUS subjects leads ❖ Subject leaders can be supported in monitoring activities at key points if desired e.g. joint learning walk, work scrutiny or pupil interview. This can show moderation/validation