

Application Pack

Non-executive Director, Education Achievement Service (EAS) Company Board

Date: 30th October 2020

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(Resources, Business and Governance,
Company Secretary)

Cc: Debbie Hartevelde, Managing Director





Dear Applicant

Thank you for your enquiry about the role of the non-executive director (NED) on the South East Wales Education Achievement Service (EAS) Company Board.

We are an ambitious, not for profit organisation looking to appoint an additional two non-executive directors to support and challenge both the company's leadership and help shape the future of the EAS. We are looking for a range of governance skills and experience relevant to our strategic objective that is found in the regional business plan. The EAS vision is to ensure excellent leadership and provision in schools and settings across the region to inspire and motivate all our young people to be the best they can be.

This pack provides you with information on the role and responsibilities of the NEDs and details about the application process.

The information provided is designed to help you participate fully in the selection and appointment process, and to assist you in providing the information we need to understand how you meet the requirements of the role. After reading the information, we hope you will feel encouraged to apply.

Whilst an educational background would be useful it is not essential. We are keen to ensure a good balance of governance skills on the Company Board. Experience in finance, human resources or policy would be ideal.

If you would like to discuss any aspect of the role, personal specification, or appointment process in confidence, please contact Geraint Willington, on 0794094437 or by email at Geraint.willington@sewaleseas.org.uk

Yours sincerely

Councillor Kelly Preston
Chair of the EAS Company Board

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1. About the Education Achievement Service for South East Wales

1.1. Regional Context

The EAS is the school improvement service for the five local authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The EAS is a not for profit company limited by guarantee. It is owned by the five councils who each nominate a Director for the Company Board.

A centralised model of service delivery has been adopted across the South East Wales region and this has enabled efficiencies to be realised, economies of scale to be secured, particularly in relation to avoiding duplication of functions and the ability to secure a range of educational expertise within the region. The talent and expertise that resides in schools within and beyond the region is incentivised and used effectively to support professional learning and school improvement activity.



1.2. Key Facts

- The number of pupils of compulsory school age within the region in 2019 was 72,698. This represents 19% of all pupils in Wales.
- There are 234 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2019, Wales figure from PLASC, 2019).
- There are 20 Welsh medium primary schools, 3 Welsh medium secondary, 17 Roman Catholic and 11 Church in Wales schools within the region.
- The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 19.2%. This level of eligibility is the joint highest of the four regional consortia with Central South Consortium (PLASC, 2019).
- In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS).
- The percentage of pupils aged 5 or over from an ethnic minority background is 10.8%.
- Based on local authority reported numbers (Summer 2019), 1024 children in the region are looked after (LAC) by a local authority and attend a school in the region.



EAS



Our Core Values

Our core values guide everything we do in our day to day practices and interactions with our key partners, the wider educational community and our employees.

Our core values are;

Excellence	We aim for excellence in teaching, learning, leadership and in all that we do.
Innovation	We face the challenge of radical change with courage, reason and optimism.
Integrity	We act with honesty and transparency at all times and always in the best interests of all learners across our region.
Collaboration	We work in partnership so that, together, we can make a greater difference.
Accountability	We take collective ownership for the quality of our service and for pupil outcomes.

Our Mission

Working with our key partners we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:

Ensuring successful learning experiences and high levels of wellbeing particularly for those facing the greatest challenges.

Building effective networks of professionals, across the five Local Authorities and beyond and working together to improve leadership, teaching and learning and;

Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

Our Vision

Transforming pupil outcomes; Creating capacity through networks; Enabling excellence in teaching and leadership.



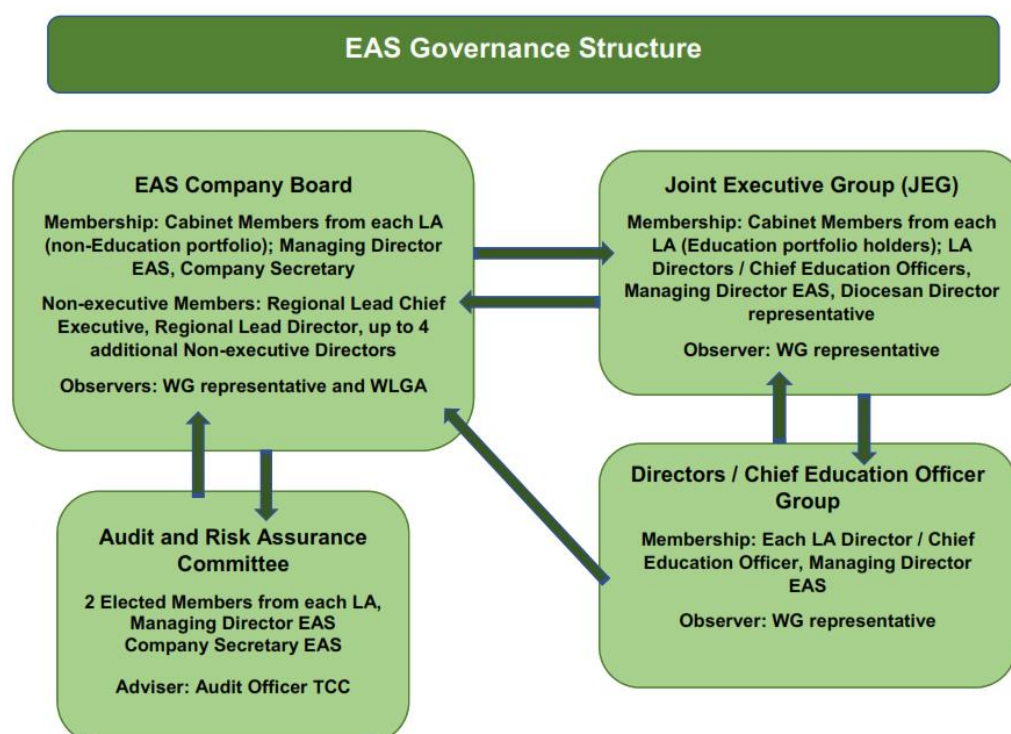
1.3. Working with key partners our aim is to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:

- Raising aspiration, improve pupil outcomes (particularly for vulnerable groups of learners (FSM, gender, EAL, MA and LAC)) and reduce the variance within and across schools, settings and LAs.
- Accelerate the improvement in schools and settings where progress is too slow by ensuring that a more consistent approach is applied to schools causing concern and the use of local authority statutory powers to accelerate progress in identified schools.
- Facilitate the sharing of best practice within and beyond the region, ensuring that all schools and settings have access to evidence-based research to continually improve their practice and aim for excellence.
- Continue to improve the quality of leadership, teaching and learning, particularly within the secondary phase.
- Support the development and implementation of the new curriculum' that will help raise standards for all in Wales.
- Support schools to ensure the effective development of pupil skills at all phases.
- Working with key partners to develop and deliver a regional strategy to better support schools and settings to ensure that the success and wellbeing of every learner is maximised.
- Support the development and implementation of a quality assurance model to support high-quality, consistent blended and distance learning,
- Continue to support schools in developing effective strategies for teaching and learning, in the context of distance learning. This will include the blend of some class-based learning (synchronous) and some online (synchronous and asynchronous) learning.
- Provision of a range of guidance and professional learning for schools on what effective pedagogies could support the approach to 'blended' learning.
- Preparing schools to meet the curriculum and assessment demands in line with new accountability arrangements.
- Embed the regional approach of developing a self-improving system through the cluster, networks and peer-review model.
- Building effective networks of professionals, across the five local authorities and beyond, and working together to improve leadership, teaching and learning.

- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.
- Reshape the EAS to work effectively as a smaller service whilst embedding and growing the self-improvement system in-line with national education vision for Wales.
- Provide effective governance, financial and legislative arrangements.

1.4. Governance

The governance arrangements within the region are aligned with the National Model for Regional Working. The EAS is legal bound to the five Local Authorities through Articles of Association and a Collaboration and Members Agreement.



1.5. The Senior Management Team

Debbie Hartevelde is the Managing Director of the EAS, providing strategic direction and leadership for the development and management of the organisation.

Whilst maintaining responsibility for the delivery of school improvement services across the South East Wales Region, the Managing Director maintains a close working relationship with all LAs, the other regional Managing Directors, and Welsh Government, striving towards a consistency of approach across Wales.

The Managing Director is joined on the Senior Management Team by Kirsty Bevan, Director, Outcomes, Pedagogy and Leadership and Geraint Willington, Director Resources, Business and Governance (Company Secretary).

2. Vacancy Description: Non-executive Director

Successful applicants will be strategic thinkers able to lead and influence at Board level. You will be able to consider issues from a big picture, macro perspective, and to support and challenge the Directors and Officers in the strategic planning. Practical experience at board level with accounting, commercial, financial, business, educational, sustainability credentials from any sector, and theoretical understanding of the challenges and issues facing Education in Wales will be beneficial in your ability to contribute across the breadth of EAS activities.

2.1 Post Specification:

To provide strategic governance to EAS which holds the Managing Director to account for delivering the agreed strategy, legislative and financial requirements and improving outcomes for learners across the five local authorities.

2.2. Accountabilities:

- To oversee and ensure compliance with the corporate governance code.
- To establish and maintain the vision, mission, and values of EAS which will serve to guide the company in how it operates and compliance with all legal and good practice requirements.
- To agree and monitor the strategy and business plans for EAS which will achieve the long term aims of the company.
- To appoint successive Managing Directors.
- To challenge the thinking of the MD and the EAS senior leadership team to ensure that all possibilities have been explored and that risk is managed effectively.
- To set an annual budgets and monitor finances throughout the financial year.
- To ensure the Audit and Risk Committee is fulfilling its duty by providing assurance that the company is operating within the agreed budget parameters, adheres to corporate governance regulations and law.
- To protect the public image of EAS and ensure that it is held in high esteem.
- To stay informed of activities that EAS is involved with and be well prepared for board meetings.
- To act in the best interests of EAS at all times and ensure that company business is prioritised.

2.3. Expectations:

- To attend board meetings (generally held quarterly) and other meetings, as required by the Board. Meetings will be held either physically or virtually via Microsoft teams.
- To be well briefed for these meetings by reading the associated papers beforehand
- To understand the respective roles within the governance structure and the needs of different stakeholders associated with EAS.
- To take an active role in training events, including induction, and in ongoing evaluation of the effectiveness of the board
- To keep abreast of EAS activities between board meetings and to represent EAS as appropriate with other stakeholders.

2.4. Skills and knowledge:

- An understanding of the education system in Wales although this will be provided at the induction training if needed.
- The ability to understand and analyse financial reports alongside proposed budgets in the light of priorities and strategic goals is essential.
- The ability to understand and process information sent out in board papers, seeking clarification as needed, is a core part of the role.
- Knowledge of how effective boards function would be helpful.
- Business acumen is desirable to the role.

2.5. Personal attributes:

- Strategic thinking – the ability to keep the big picture in mind and not get caught up in the detail, to be alert and responsive to change and to consider things from different perspectives.
- Decision-making – show sound judgment and decisiveness once all of the facts have been considered.
- Results focused – maintain high aspirations and show drive and tenacity to improve outcomes for learners.
- Communication – demonstrate excellent listening skills, think critically and provide challenge which explores the rigour of decisions.

- Teamwork – interact with other board members and contribute to discussion, remaining respectful always, and articulate ideas and opinions which serve to move conversations forward and achieve practical consensus.
- Passion for education – an appreciation of the privilege and opportunities associated with providing an excellent education for the young people across SE Wales.

3. Appointment Details

3.1. Term of Office

The term will be for one year in the first instance and then extended for a further two years, subject to performance.

3.2. Time Commitment

Board meetings generally take place quarterly. The time commitment required is approximately six days per year.

3.3. Remuneration and expenses

The post is unremunerated. Travel expenses incurred in fulfilling duties will be paid directly.

4. Appointment Process

4.1. How to apply:

Please submit a covering letter and an accompanying CV (max 5 sides in total) to Geraint Willington, Assistant Director, Resources Business and Governance. (Geraint.Willington@sewaleseas.org.uk)

The CV should include details of employment, public appointments, qualifications history and the name and contact details of two referees willing to provide a reference. It should also include any relevant information regarding your eligibility for appointment and any directorships you hold.

The covering letter should provide details of why you are applying to join our board and what specific skills and attributes you can offer whilst addressing the criteria listed under the person specification.

Following assessment of applications against criteria for appointment, shortlisted applicants will be interviewed by a selection panel formed by the Chair of the Board, the Managing Director, Company Secretary and one other.

Unsuccessful candidates will be notified in writing.

The closing date for submission of applications is 12 noon on Friday 27th November 2020.

4.2. Managing conflict of interests

Directors are subject to approval and disclosure requirements derived from the Companies Act 2006 and must declare and get approved for any potential or actual conflicts of interest before accepting their appointment.

5. Induction

The EAS will offer a full induction programme and ongoing training in all aspects of governance as well as mentoring, guidance, and feedback.

The EAS regularly evaluates its performance as a Company Board and looks for ways to improve its effectiveness. This takes place through brief discussion after every meeting and a more detailed annual review. The Chair conducts 1:1 feedback on an annual basis with every board member to help them to assess the contribution that they have made and to look at ways this could be enhanced further.

Thank you for your interest, we look forward to receiving your application.



Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
I Dde Ddwyrain Cymru

Education Achievement Service Revised Regional Business Plan (Covid-19)

(September 2020 – March 2021)



Introduction

This revised plan EAS Business Plan provides an overview of the ways in which the EAS will endeavour to support schools and settings across the region over the next two terms. It is critically important that the EAS remains sensitive and responsive to the needs of the school workforce. Schools and settings will be facing many challenges and new approaches, the EAS must be a highly supportive, reflective and responsive organisation. The support that the EAS will be offering will fully align to the expectations set by local authorities and Welsh Government (WG) and links to emerging research. The views of school leaders will be a critical factor in the way in which the EAS responds to any national guidance and to local needs.

The EAS understands the need to over communicate with clarity to provide reassurance regarding advice, guidance, support and expectations. As a result, we will repurpose existing delivery models to support schools and settings in a time sensitive manner during this next period. The EAS will work with LAs to minimise any unnecessary bureaucracy for schools and settings to ensure they are able to focus on the important priorities within schools and settings.

Supporting schools through the ‘Recruit, Recover and Raise Standards’ phase

The focus for the work of the EAS will encompass the following aspects. The timing, delivery and focus of the support will be carefully considered considering the challenges that the pandemic presents to schools and settings. It is likely that that many schools will be facing periods of time whereby both staff and pupils will be required to isolate. With this in mind, the professional learning the EAS offers must support schools and settings to meet the challenges that the implementation of blended learning presents.

Support for well-being: The well-being of leaders, staff and pupils remains of paramount importance. The EAS will continue to provide resources and guidance materials for schools in supporting the recovery to school by addressing the 5 Rs: Regrouping reflection, renewal, relationships and relaxation. The EAS will also support the implementation of the national coaching and mentoring programme, with a specific focus on leaders within this.

Supporting adaptive and innovative leadership: The EAS will continue to work with schools through the already established networks to ensure that leaders at all levels are prepared to be adaptive, creative and innovative. For all leaders, expanding the focus on wellbeing and protection will be a key priority in the coming weeks and months. Following this, will be the absolute necessity to strengthen teaching and learning to service a blended approach to learning where schools may be operating on partial or otherwise adapted schedules.

Supporting effective teaching and learning: The region will continue to support schools in developing effective strategies for teaching and learning, in the context of distance and blended learning. This will include the blend of some class-based learning (synchronous) and some online

(synchronous and asynchronous) learning. The region will provide a range of guidance and professional learning for schools on what effective pedagogies could support the approach to 'blended' learning. This will include bespoke follow-up support to identified schools, including all secondary schools currently involved in the regional teaching and learning pilot programme.

Professional Learning: EAS will continue to provide a range of professional learning that focuses on:

- Supporting the entire workforce to meet the professional learning needs over the next academic year.
- Ensuring that all staff have the skills to support 'blended learning'. This will require a combination of an understanding of curriculum planning (based on the contact models that schools develop), the pedagogies that underpin effective 'blended' learning and the digital skills to support, structure and enhance this.
- Ensuring that all staff have the knowledge and skills to support learner well-being.

It is fully appreciated that there will be periods of time whereby schools and settings will not be able to access professional learning. Wherever possible professional learning sessions will be recorded so that it is readily available to be used at the most appropriate time for individual schools.

Planning for learning to include support for Curriculum for Wales: The EAS will continue to support schools in planning for learning, considering what the research tells us in terms of supporting curriculum planning, teaching and learning in the next phase and how this relates to the guidance provided by Welsh Government. The timetable for the introduction of the Curriculum for Wales has not changed. The current situation provides an opportunity for schools to trial approaches that are better aligned to the existing curriculum.

Sharing effective practice: Based on the outcomes of the evidence gathered, a range of schools / settings will continue to be selected to create case studies of practice worth sharing, building on existing materials, in a variety of media formats. These will focus on:

- The school approach to distance learning and how this has refined overtime.
- Emerging strategies that the school/setting has employed to quality assure the distance learning provision for learners.
- The strategies for engagement of 'hard to reach' learners.
- Approaches to ensure the wellbeing of learners.

All case studies will be shared with schools and settings. In addition, 'Team Around the School' meetings will be used to provide focussed support and professional learning in identified schools. They will also be the vehicle for beginning to sample and share existing provision for distance learning across the region, developing models of quality assurance in conjunction with local authorities.

What we intend to offer schools and settings?

The actions below have been developed in collaboration with our key partners, many of the actions have been refined from the originally agreed Business Plan 2020/21. As noted above, the EAS will be sensitive and response to changing priorities and may need to change direction and repurpose priorities as the term progresses. The actions will encompass any local and national development strategies that are agreed throughout this period.

What will the EAS offer schools and settings during this period?

The support will be made available to all schools and settings, there is an understanding that schools and settings will be facing different challenges at different times. It will be the decision of leaders to determine the most appropriate type and timing of attendance at any or all the support on offer in line with their priorities.

1.1 Support the refinement and development of the impact of all live, web based or virtual professional learning, to include links to distance and blended learning

- Support schools to develop effective blended learning approaches, with a focus on the provision and quality assurance of distance and blended learning at school level.
- Provide 'live' and recorded sessions of PL so that schools can access this as appropriate for their circumstance.
- Quality assure online eLearning resources in order to signpost schools to best practice across all age groups, including those appropriate for Non-Maintained Settings and Early Years.

1.2 Schools as Learning Organisations

- Design and facilitate professional learning that encourages schools to continue to develop as effective learning organisations.
- Provide a coordinated programme of support to ensure all schools develop as effective learning organisations e.g. how to use the survey to inform school development priorities, particularly during the COVID period and how this will inform their distance learning and blended approaches for 20/21.
- Offer additional virtual support, as appropriate, for the very few remaining schools who have yet to engage the schools as learning organisation (SLO) survey.
- Share case studies where schools and clusters are effectively developing as learning organisations, particularly those that have developed effective distance and blended learning approaches.

1.3 Professional Learning

- Establish internal teams to develop and collate bilingual resources for professional learning to include: Curriculum for Wales, Teaching and Learning, Wellbeing and Equity, Leadership and governance.
- Provide guidance to schools on overcoming challenges across the system to Welsh language education within the current climate.

- Agree content possible to access through remote learning and possible methods of engagement during this period of partial return to school to include use of technology e.g. online modules, podcasts, webinars.

1.4 Curriculum for Wales (CfW)

- Work with other middle tier partners and Welsh Government to support the whole system in preparing for the implementation of Curriculum for Wales.
- Schedule the release of professional learning materials and online seminars, including recorded versions, to support the realisation of the curriculum for Wales.
- Provide schools with examples of effective school development actions for curriculum reform that support distance and blended learning and support schools to implement these.
- Encourage all schools to be research informed by creating a network of lead enquirers from professional learning schools to develop the capacity for professional enquiry in all schools, with a focus on distance and blended learning approaches.
- Review the regional Welsh language strategy in collaboration with school leaders and other partners, considering the findings to inform future delivery models.

1.5 Teaching and Learning

- Identify and share effective whole school distance and blended learning strategies for teaching and learning from within and beyond the region to increase expectations around provision and to reduce variability.
- Work with partners to support national developments around the accelerated learning programme and related materials, this will include the support materials for Welsh medium schools where learners are from English speaking homes.
- Support schools to use a range of evidence to improve the quality of their distance and blended learning provision through a modelled, shared and guided approach.
- Identify and work with effective leaders, teachers and teaching assistants from within and beyond the region from all phases to share best practice in their distance and blended learning approaches that captures the progress of learners.
- Continue to work in partnership with key partners, to include Welsh Government and Higher Education Institutions to offer a programme of professional learning to develop staff proficiency in the Welsh language.
- Outdoor Learning support materials and accompanying professional learning to be devised for all phases of education in line with ministerial guidance.
- Continue to develop eLearning resources for learners for all age groups, including vulnerable learners, with a focus on Y10 and Y12 learners, hosted on Hwb, quality assured by team leads.

1.6 Professional learning teaching assistants

- Provide an updated virtual professional learning offer that supports teaching assistants whether new to the role, a practicing teaching assistant or as an experienced higher-level teaching assistant.

1.7 Professional Learning for statutory induction

- Continue to refine and develop the induction support for Newly Qualified teachers in light of changes during the COVID period and the resulting changes due to COVID period. A Virtual and blended professional learning offer will be available including PL to support the role of the school-based induction mentor, the role of the external verifier and the support provided beyond the statutory induction period. Strengthen partnership working with HEI institutions to offer joint induction support for early career entry.

1.8 Initial Teacher Education

- Continue to work with higher education partners, cross regional partners and schools in developing and delivery of all routes into initial teacher education, in light of the changes implemented during the COVID period that will impact on provision and access to schools during 2020/21.

Inspirational leaders working collaboratively to raise standards

1.9 National professional learning offer for leaders

- Provide an updated virtual blended learning professional learning offer in partnership with higher education institutions and other regions to support leaders at all levels in all schools and settings through a nationally endorsed range of programmes. Review the facilitation models for professional learning for all Middle leadership, senior leadership, aspiring headteacher / preparation for NPQH, NPQH, New and Acting headteachers, experienced headteachers.
- Work in partnership with local authorities to support school leaders to address the actions, as appropriate within the current context, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy.
- Schedule the release of materials and online seminars to support continuity of professional learning across key milestones that have begun National PL programmes prior to March 2020 including:
 - Middle Leader Development Programme, days 1-5.
 - New and Acting Headteachers, days 3 and 4.
 - Experienced Headteachers - Cohort 2 + onwards, days 1 and 2.
- Provide access to a range of professional learning and materials that support leaders to manage through this current period based on international thinking and research from OECD, WG, UNESCO, EEF, UNICEF.

1.10 Identifying, recruiting and retaining effective leaders

- Identify aspirational leaders and provide them with bespoke professional learning and a range of leadership experiences that supports them to develop an individual professional learning journey, particularly within the Welsh medium and secondary sectors (Regional Talent Management Professional Learning Pilot Resource).
- Work with local authorities and governing bodies to explore a range of leadership models e.g. Executive headship
- Regional specialist HR will work with local authorities to review and revise senior leadership recruitment processes to include using evaluations from a range of stakeholders and professional learning for appointment panel members.
- In partnership with other regions and higher education institutions, provide a national blended virtual mentoring and coaching programme to develop and support school leaders and governors.

1.11 Governors

- Establish processes for supporting virtual governing body meetings, that enable governing bodies to fulfil their statutory responses and manage urgent business.
- Develop and deliver of a broader range of virtual training for all governors to support aspects of their statutory role and also specific advice during this period of time.
- Continue to host briefing sessions for Chairs of Governors across all phases.

1.12 Specialist HR

- Virtual online recruitment support to continue and key considerations documentation developed for all schools and governing bodies, including Headteacher Appointments.
- Development of protocols and supporting documentation for virtual statutory committee meetings.
- Virtual / online HR specialist PL sessions being developed e.g. holding difficult conversations

1.13 Targeted support for the secondary phase (in addition to above)

- Provide support, advice and resources for specific year groups effected by the 2021 examination series and those pupils requiring accelerated learning.
- Continue to work with identified secondary schools to develop their teaching and learning strategies.
- Explore the opportunities that may exist for the development of collaborative Post 16 learning resources.
- Continue to provide a range of strategies to support leadership of teaching and learning through a distance and blended learning approach e.g. school to school, research informed approaches.
- Continue to provide professional learning for Chairs and Vice Chairs of governors in secondary schools focussing on improving the quality of leadership and teaching and learning with reference to blended learning.
- Review and refine co-ordinated Challenge Adviser and subject specific support and delivery in identified schools e.g. intensive block time, challenge adviser and school to school model.

Improvement Strand 2	National Mission Link: Strong and inclusive schools committed to excellence, equity and wellbeing
What will the EAS offer schools and settings during this period?	
<p>The support will be made available to all schools and settings, there is an understanding that schools and settings will be facing different challenges at different times. It will be the decision of leaders to determine the most appropriate type and timing of attendance at any or all the support on offer in line with their priorities.</p>	
<ul style="list-style-type: none"> • Embed the regional Equity and Wellbeing Strategy (which encompasses strategies for all vulnerable learners) to further develop multi-agency working within a virtual environment, to build on the universal provision for all schools and settings. • To maintain the wellbeing element of the regional playlist (5Rs to Wellbeing) to assist schools. • Identify and share effective practice from within and beyond the region. 	
2.1 Professional Learning (virtual, as appropriate) <ul style="list-style-type: none"> • Work with partners to support national developments around the Accelerating Learning Programme and related materials for vulnerable learners. • To provide a programme of professional learning through a ‘Train the Trainer’ approach that provides the foundations of universal provision across all schools and settings. • Develop and deliver a range of virtual professional learning opportunities, working with the Wellbeing and Equity Learning Network Schools. 	
2.2 RADY <ul style="list-style-type: none"> • Extend the network of schools engaged with the ‘Raising the achievement of disadvantaged youngsters (RADY)’ programme and compliment this programme with termly RADY network meetings and a half termly newsletter. 	
2.3 Curriculum for Wales <ul style="list-style-type: none"> • Support schools with the Health and Wellbeing Area of Learning, providing resources and sharing practice virtually and as appropriate. • To create a toolkit to assist schools plan for the Health and Wellbeing Area of Learning. 	
2.4 Pupil Development Grants (PDG) <ul style="list-style-type: none"> • To implement the agreed approach for the sign off of the PDG. 	

- To continue to support schools and settings with the planning of grant plan expenditure. Continue to provide schools with guidance to complete, publish and evaluate the impact of the PDG as appropriate within the current times.

2.5 Partnership working

- Work with local authorities to ensure that local authority strategic plans for vulnerable learners are complimented by the regional strategy.
- Work with local authority Looked After Children Co-ordinators to deliver support sessions, as appropriate.
- To support the Regional Transformation Officer to update stakeholders, as appropriate, on ALN Reform and support the shaping of a professional learning programme to meet the changing requirements of ALN Reform.

2.6 Targeted support for the secondary phase (in addition to above)

- To extend Vulnerable Learner Lead programme.
- Implement a virtual professional learning network to support schools to meet the needs of their most able and engage with the Seren programme.
- To disseminate three professional learning modules for all secondary staff with a focus on: The Wonder of Mind Mapping, Engaging the Disengaged, The Revision Review and Adapting to Adversity.

Improvement Strand 3	Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system
<p>What will the EAS offer schools and settings during this period?</p> <p>The support will be made available to all schools and settings, there is an understanding that schools and settings will be facing different challenges at different times. It will be the decision of leaders to determine the most appropriate type and timing of attendance at any or all the support on offer in line with their priorities.</p>	
<p>3.1 Assessment, evaluation and accountability</p> <ul style="list-style-type: none"> • Refine the regional approach to schools causing concern in partnership with local authorities in light of the situation to ensure that identified schools are making appropriate progress and are well supported. • Implement the regional process to support schools in the development of their SDP and grant plans. 	

- Provide schools with a range of bespoke support focussed on school development priorities (with a focus on distance/ blended learning).
- Provide professional learning opportunities for schools, governing bodies, local authorities and elected members to understand the changing assessment and accountability arrangements.
- Provide opportunities for virtual professional learning to all schools and settings to promote effective self-evaluation with regard to distance learning, improvement planning processes and effective strategies for formative assessment.
- Provide ongoing virtual professional learning for elected members with regards the work of the EAS and the current educational landscape so they can undertake their role effectively in light of the current context.

3.2 Self-Improving System

- Refine the Learning Network Schools approach to reflect new and emerging service priorities including the need to support distance / blended learning approaches.

3.3 Partnership Working

- Continue to work with Welsh Government, Estyn and cross regional partners to respond to the dynamic circumstances around continuity of learning, developing resources, release materials and professional learning activities for all stakeholders to support the national plans for blended learning approaches.
- Professional learning cross regional group will continue with their planned developments on the resources to support Curriculum for Wales.
- Support and advise local authorities, as appropriate, in the delivery of their statutory functions for SACRE and the development of individual Welsh in Education Strategic Plans.
- Continue to work with all cross regional groups to disseminate strategies to schools to support vulnerable groups of learners.
- Continue to maintain links with LA Inclusion Leads, LACEs and the Regional ALN Transformation Officer.

Improvement Strand 4	<p>EAS Business Development</p> <ul style="list-style-type: none"> • Developing revised systems and processes that enable the company to effectively and efficiently support schools and settings during this period. • Ensure the EAS adheres to legislative requirements and fully supports the wellbeing of staff.
<p>What will the EAS do?</p>	

- Continue to refine the business model for the EAS to ensure that it aligns to and addresses the current local, regional and national priorities.
- Maintain effective communication with EAS staff to ensure they are well informed about the current situation and to support their health and wellbeing.
- Undertake regular risk assessment of the situation to determine the next steps for the workforce in line with current guidance from national and Welsh Governments.
- Continue to work with key partners to ensure the regional grants are maximised and to secure an updated Collaboration and Members Agreement.
- Ensure the effectiveness of the company board and the audit and risk assurance committee, through this period via the use of virtual technology.
- Continue to develop the regional grant mapping tool to enable more efficient and effective interrogation of data, impact capture and value for money at school, LA and regional level.
- Implement the recommendations from the recent value for money review and work to commission the model for 20/21.
- Refine and enhance the communication strategy to ensure appropriate stakeholder engagement within this current period.
- Continue to engage with other consortia and middle-tier organisations, such as Estyn, to realise efficiencies in programme development and delivery.



Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

Innovation

Integrity

Excellence

Accountability

Collaboration