



21AIN EBRILL 2022

CYD-BWYLLGOR PARTNERIAETH

CYFARFOD RHITHWIR I'W GYNNAL AM
1.00 YP AR DDYDD GWENER, 29AIN EBRILL, 2022

A G E N D A

1. ETHOL CADEIRYDD Y CYD-BWYLLGOR AM GYFNOD O DWY FLYNEDD
2. YMDDIHEURIADAU AM ABSENOLDEB
3. DATGANIADAU O FUDDIANT
4. CYTUNDEB CYFREITHIOL PARTNERIAETH A SWYDDOGAETHAU'R CYD-BWYLLGOR 3 - 64
5. CYLLIDEB AMLINELLOL PARTNERIAETH 2022/23 65 - 82
6. DIWEDDARIAD / CYNLLUN BUSNES DRAFFT PARTNERIAETH 2022-23 83 - 156
7. UNRHYW FATER ARALL Y GALL Y CADEIRYDD OHERWYDD AMGYLCHIADAU ARBENNIG BENDERFYNU EI YSTYRIED YN FATER BRYN YN UNOL AG ADRAN 100B(4)(B) O DDEDDF LLYWODRAETH LEOL, 1972.



Mae'r dudalen hon yn wag yn fwriadol



CYD-BWYLLGOR PARTNERIAETH 29 EBRILL 2022

Cytundeb Cyfreithiol Partneriaeth a Swyddogaethau'r Cyd-bwyllgor

DIBEN: Bod y Cyd-bwyllgor yn cymeradwyo cytundeb cyfreithiol Partneriaeth ac yn gwneud penderfyniadau llywodraethu a gweithredol allweddol yn unol â chylch gorchwyl y Cyd-bwyllgor.

ARGYMHELLION/PENDERFYNIADAU ALLWEDDOL SY'N OFYNNOL:

Argymhellir y dylai'r Cyd-bwyllgor:

1. Nodi a chymeradwyo'r cytundeb cyfreithiol y cytunwyd arno ac a lofnodwyd gan bob un o'r tri Chyngor.
2. Cymeradwyo'r broses o sefydlu'r Grŵp Strategol, y Grŵp Gweithrediadau a'r Grŵp Rhanddeiliaid, yn unol â'r cylch gorchwyl yn Atodlenni 4 a 5 o'r cytundeb cyfreithiol.
3. Nodi a chymeradwyo'r cylch gorchwyl ar gyfer Grŵp Cyngorwyr Craffu y Cyd-bwyllgor yn Atodlen 6.
4. Penodi'r Cyngorau Arweiniol i ymgymryd â'r Swyddogaethau a nodir yn y tabl ym mharagraff 5 o'r adroddiad hwn.
5. Cytuno i benodiadau Prif Weithredwr Arweiniol, Cyfarwyddwr Addysg Arweiniol a Phrif Swyddog Cyllid Arweiniol Partneriaeth.
6. Cymeradwyo penderfyniad pob un o'r Cyngorau y dylai Partneriaeth ddarparu gwasanaethau i gynghorau eraill nad ydynt wedi arwyddo'r cytundeb cyfreithiol, sef Cyngor Bwrdeistref Sirol Castell-nedd Port Talbot a Chyngor Sir Powys, yn unol â chymal 14 o'r cytundeb cyfreithiol, gydag awdurdod yn cael ei ddirprwyo i'r Cyngor Arweiniol â chyfrifoldeb am Gytundebau a Chaffael i ddrafftio'r cytundebau lefel gwasanaeth a'r contractau priodol sy'n ofynnol i ddiogelu buddion Partneriaeth.

RHESYMAU: er mwyn sefydlu'r Cyd-bwyllgor yn ffurfiol a gwneud penderfyniadau llywodraethu a gweithredol sy'n angenrheidiol ar gyfer gweithrediad Partneriaeth.

Awdur yr Adroddiad:	Swydd:	Rhif Ffôn:
Debbie Smith/Gareth Morgans		e-bost:



EXECUTIVE SUMMARY
PARTNERIAETH JOINT COMMITTEE
29TH APRIL 2022

**PARTNERIAETH LEGAL AGREEMENT AND
FUNCTIONS OF THE JOINT COMMITTEE**

BRIEF SUMMARY OF PURPOSE OF REPORT

The Legal Agreement (“the Agreement”) necessary to establish the Joint Committee for Partneriaeth has now been formally agreed and has been executed by the 3 Local Authorities of Carmarthenshire, Pembrokeshire and Swansea. The purpose of the Legal Agreement is to regulate the Councils’ rights and obligations to each other and to enable the Councils to work together to establish and to participate in a joint committee to deliver the aims and objectives of Partneriaeth and facilitate the provision of services to support the delivery of educational improvements for each of the three Councils.

The Joint Committee shall operate and conduct its business in accordance with the terms of this Agreement including the Terms of Reference of the Joint Committee set out at Schedule 3 to the Agreement.

The Joint Committee shall not have power to approve any matter which has been reserved to the Councils as set out in Schedule 8 to the Agreement. Any matter reserved to the Councils will require the unanimous agreement of all Councils before being endorsed by the Joint Committee and implemented by the Partneriaeth.

There are a number of operational and governance functions to be undertaken by the Joint Committee at its first and subsequent meetings. These are set out below: -

1. Appointment of Chair of the Joint Committee

The Agreement states that the Chair of the Joint Committee shall be one of the Council Leaders appointed to the Joint Committee and shall be elected for a two year term in the first instance, reviewed annually thereafter. The two Leaders of the remaining local authorities shall be appointed as Deputy Chairs.

2. Establishment of a Strategic Group.

The Joint Committee shall establish a Strategic Group which shall report to the Joint Committee. The Strategic Group will have responsibility for undertaking certain operational matters and shall operate in accordance with the terms of reference set out in Schedule 4.

3. Establishment of an Operations Group and Stakeholder Group.

The Joint Committee shall establish an Operations Group and a Stakeholder Group which shall report to the Strategic Group. The Operations Group and Stakeholder Group shall have the terms of reference set out in Schedule 5.



4. Joint Scrutiny Councillor Group.

The Councils will create a Joint Scrutiny Councillor Group to provide an informal scrutiny function to ensure greater public accountability over decisions made by the Joint Committee and any of its sub-committees and related entities. The Joint Scrutiny Councillor Group shall comprise elected members of all of the Councils and shall operate within the terms of reference set out in Schedule 6.

5. Appointment of Lead Councils.

The Joint Committee shall appoint Lead Councils to assume responsibility for the discharge of Functions on behalf of the Partneriaeth and agree the terms of the SLA for each of the Functions and any limits on charging. Officers have agreed responsibility for the Functions outlined in the table below for consideration and approval of the Joint Committee.

	FUNCTION	Provider
1	Administration of Joint Committee	Carmarthenshire
2	Contracts and Procurement	Pembrokeshire
3	Employment of PARTNERIAETH Lead Officer and Central Team and Human Resources function	Pembrokeshire
4	Finance (to include debtors, creditors, treasury management, banking, payroll and liaison with external audit), internal audit & Section 151 Officer	Pembrokeshire
5	IT support	Pembrokeshire
6	Legal and Monitoring Officer services	Carmarthenshire
7	Administration of Joint Scrutiny Councillor Group	Swansea
8	Communications	Shared by all partners
9	Data Protection Officer Services	Pembrokeshire
10	Internal Audit / Preparation of the Annual Governance Statement	Pembrokeshire
11	Lead Chief Executive	
12	Lead Director	

6. Appointment of Lead Officers.

The Lead Chief Executive, the Lead Director of Education and the Lead Chief Finance Officer to the Partneriaeth shall be appointed by the Joint Committee.

7. Approval of the Business Plan.

The Strategic Group on behalf of the Partneriaeth shall prepare a Business Plan to be approved by the Joint Committee. A draft Business Plan is presented to the Joint Committee within a separate agenda item.

8. Provision of Services to non-parties.

The decision to allow the Partneriaeth to provide Services to a non-party to the Agreement is a matter reserved to the Councils in accordance with Schedule 8 together with any decision on the terms and conditions upon which the Services are to be provided. The provision of services must be at no detriment to the Partneriaeth's operations and must be provided on at least a full cost recovery basis. If all Councils are in agreement, then the Joint Committee shall authorise the Councils with responsibility for the relevant Functions to put in place the necessary arrangements including contractual agreements for the provision of Services to a non-party.

Each of the Councils has approved the provision of Services to Neath Port Talbot, Ceredigion and Powys Councils and this decision can now be endorsed by the Joint Committee.

9. Agreeing the Annual Budget.



The Terms of Reference for the Joint Committee include “Approving the Annual Budget and the statement of accounts, agreeing the basis on which the Annual Budget will be funded and any change to the basis for calculation of each Council’s Contribution to the Annual Budget. The approval of the first Annual Budget shall be a matter reserved to the Councils in accordance with Schedule 8. All subsequent Annual Budgets will be approved by the Joint Committee taking recognition of the current economic climate and pressure on the public sector in the applicable year, and on the proviso that the approval shall not result in any Annual Budget exceeding the previous years Annual Budget by more than 5 %.”

Therefore, the approval of the first Annual Budget is a matter for each of the individual Councils. Once the Councils have approved then the Joint Committee is able to endorse the Annual Budget and will approve all subsequent Annual Budgets. This matter will therefore be brought back to a future meeting of the Joint Committee for consideration.

DETAILED REPORT ATTACHED?	Yes- Legal Agreement is attached
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IMPLICATIONS

Policy, Crime & Disorder and Equalities NONE	Legal YES	Finance YES	Risk Management Issues YES	Staffing Implications NONE
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Legal

The Local Authorities of Carmarthenshire, Pembrokeshire and Swansea have now agreed and executed a legal agreement allowing them to formally create a new consortium, Partneriaeth, to support the delivery of professional learning and curriculum support within their respective areas. The agreement will ensure that the entity is lawfully constituted and that each partner understands their respective responsibilities. It enables the Councils to work together to establish and to participate in a joint committee to deliver the aims and objectives of the Partneriaeth.

Finance

A Council will undertake the Lead Function for Finance. The Legal Agreement will outline the arrangements regarding how the consortium will be managed financially and the responsibilities of the respective Councils.

Risk Management

There is a requirement to ensure that the Legal Agreement meets the respective needs of each partner, and that the new consortium delivers a high-quality service to our schools and address local priorities

CONSULTATIONS

All partner Local Authorities have been involved in the development of the Legal Agreement.

Section 100D Local Government Act, 1972 – Access to Information List of Background Papers used in the preparation of this report: NONE

Title of Document	File Ref No.	Locations that the papers are available for public inspection



DATED

2022

(1) CARMARTHENSHIRE COUNTY COUNCIL

and

(2) PEMBROKESHIRE COUNTY COUNCIL

and

(3) THE COUNCIL OF THE CITY AND COUNTY OF SWANSEA

**AGREEMENT FOR THE ESTABLISHMENT OF A JOINT COMMITTEE TO
SUPPORT THE DELIVERY OF EDUCATIONAL IMPROVEMENTS THROUGH
PARTNERIAETH ADDYSG DE ORLLEWIN CYMRU/SOUTH WEST WALES
EDUCATION PARTNERSHIP**

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THIS AGREEMENT IS MADE ON

2022

BETWEEN:

- (1) **Carmarthenshire County Council** of County Hall, Carmarthen, Carmarthenshire SA31 1JP (“Carmarthenshire”); and
- (2) **Pembrokeshire County Council** of County Hall, Haverfordwest, Pembrokeshire SA61 1TP (“Pembrokeshire”); and
- (3) **The Council of the City and County of Swansea** of Civic Centre, Oystermouth Road, Swansea SA1 3SN (“Swansea”).

(together referred to as “the Councils”)

WHEREAS:

- (A) The Councils are the statutory education authorities for their respective administrative areas located in south west Wales or such other combined area from time to time for which the Councils or their successors have responsibility.
- (B) The Councils previously operated as a statutory joint committee with other councils under an agreement dated 16th July 2014 with the purpose of improving the standard of education for children and young persons. The Councils have now agreed to work together in order to discharge their statutory functions, their obligations to one another and to the Welsh Government by creating a new regional consortium, Partneriaeth Addysg De Orllewin Cymru/ South West Wales Education Partnership to be known as the PARTNERIAETH.
- (C) The PARTNERIAETH has the following core aims and objectives:-
 - a) Improve the quality of leadership and its impact on outcomes.
 - b) Improve the quality of teaching and learning experiences and its impact on outcomes.
 - c) Reduce the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential.
 - d) Deliver high quality and bespoke support, challenge and intervention to schools.
 - e) Communicate effectively with all stakeholders.
- (D) The Councils have accordingly agreed to enter into this Agreement to document and regulate their respective rights and obligations to each other and to enable the Councils to work together to establish and to participate in a joint committee to deliver the aims and objectives of the PARTNERIAETH and facilitate the delivery of the Services.

IT IS AGREED AS FOLLOWS:

1. Interpretation

1.1 The following definitions and rules of interpretation apply in this Agreement:

“Agreement”	this agreement entered into by Carmarthenshire County Council, Pembrokeshire County Council and the Council of the City and County of Swansea;
“Annual Budget”	the itemised summary of intended income (to include Government Funding) and revenue and capital expenditure for each financial year as described in Schedule 9;
“Applicable Law”	means all applicable laws, statutes, regulations, regulatory requirements, guidance and codes of practice in any relevant jurisdiction as amended, updated or replaced from time to time, including the Data Protection Laws;
“Business Day”	any day other than a Saturday or Sunday or a public or bank holiday in Wales;
“Business Plan”	means the fully costed annual plan containing the strategic objectives of the PARTNERIAETH prepared by the Strategic Group on behalf of the PARTNERIAETH and an annex which may be prepared by each Council as more particularly described in Schedule 10;
“Central Team”	includes all professional and administrative staff employed by the Council with responsibility for managing the Central Team for the purpose of facilitating the delivery of the Services, supporting the Strategic Group and generally performing the roles described in Schedule 11;
“Commencement Date”	the date of this Agreement;
“Confidential Information”	all know-how and other information relating to the business, affairs or methods of all or any Council which is contained in or discernible in any form whatsoever (including without limitation software, data, drawings, films, documents and computer-readable media) whether or not marked or designated as confidential or proprietary or which is disclosed orally or by demonstration and which is described at the time of disclosure as confidential or is clearly so from its content or the context of disclosure;
“Co-opted Member Protocol”	the protocol agreed by the Councils specifying the standard of conduct required of co-opted members of

	the Joint Committee or Strategic Group and set out in Schedule 7;
“Council Contribution”	the funding provided by each Council as part of the Annual Budget as set out in clause 16;
“Council(s)”	Carmarthenshire County Council, Pembrokeshire County Council and the Council of the City and County of Swansea together with any other council who subsequently becomes a party to this Agreement in accordance with clause 14 and “Council” shall be construed accordingly;
“Councils’ Obligations”	the obligations set out in clause 3;
“DPA”	the Data Protection Act 2018;
“DP Regulator”	any governmental or regulatory body or authority with responsibility for monitoring or enforcing compliance with the Data Protection Laws;
“Data”	any data, document, code, information, Personal Data in connection with this Agreement;
“Data Incident”	the reasonable suspicion of, discovery by, or notice to a party that (a) Data has been or is likely to be accessed or obtained by an unauthorised person; or (b) a party’s systems have been or are likely to be compromised or vulnerable; or (c) a person has threatened the unauthorised access to or obtaining of any Data;
“Data Protection Laws”	any applicable laws and regulations in any relevant jurisdiction relating to privacy or the use or processing of Personal Data relating to natural persons, including: the United Kingdom General Data Protection Regulation, Retained Regulation (EU) 201/679 (“UK GDPR”), the Law Enforcement Directive (Directive (EU) 2016/680) (“LED”) and any applicable national implementing laws as amended from time to time, the DPA 2018 to the extent that it relates to processing of personal data and privacy; all applicable law about the processing of personal data and privacy;
“Data Subject”	shall have the meanings set out in the UK GDPR;
“Director”	the Director of Education or equivalent postholder within each of the Councils;
“FOI Legislation”	the Freedom of Information Act 2000 and subordinate legislation made under this and the Environmental Information Regulations 2004;
“Function”	includes those roles, responsibilities and duties of the Councils described in clause 10;

“Government Funding”	funding received by the PARTNERIAETH and/or by the Councils from Welsh Government for the purpose of delivering the Services to include the school improvement element of the Revenue Support Grant and other Welsh Government grants and associated local authority match-funding (except those payable directly to schools);
“IP Material”	the Intellectual Property in the Material;
“Intellectual Property”	patents, rights to inventions, copyright and related rights, trade-marks, trade names and domain names, rights in get-up, rights in goodwill or to sue for passing off, rights in designs, rights in computer software, database rights, rights in confidential information (including know-how and trade secrets), and any other intellectual property rights, in each case whether registered or unregistered and including all applications (or rights to apply) for, and renewals or extensions of, such rights and all similar or equivalent rights or forms of protection which may now or in the future subsist in any part of the world;
“Internal Costs”	the costs to be borne by each Council and associated with the Council providing resources in relation to the PARTNERIAETH not included in Lead Council Costs and includes but is not limited to: staffing costs and associated overheads; technical and administrative support; communications; costs incurred in respect of meeting each Council’s responsibilities in accordance with Schedule 1;
“Joint Committee”	a committee of elected members from the Councils which shall be responsible for ensuring and overseeing the delivery of the functions set out in Schedule 3 (Terms of Reference of the Joint Committee) with a view to securing their more efficient, economical and effective discharge;
“Joint Committee Meeting”	a meeting of the Joint Committee;
“Joint Scrutiny Councillor Group”	a group comprising of elected members of the Councils and operating under the terms of reference set out in Schedule 6;
“Lead Council”	the Council which pursuant to clause 10 is appointed by the Joint Committee to discharge a certain Function on behalf of the PARTNERIAETH;
“Lead Council Costs”	the costs of discharging their Functions in accordance with service level agreements approved by the Joint Committee with the cost rechargeable to the PARTNERIAETH together with those elements of the costs of Lead Officer support to the PARTNERIAETH which have been approved by the Joint Committee;

“Lead Chief Executive /Lead Director of Education/ Lead Chief Finance Officer/ Lead Officer”	means the appropriate officer appointed by the Joint Committee under clause 10 to undertake on behalf of the PARTNERIAETH the Functions set out in clause 10. For the avoidance of doubt the Lead Chief Finance Officer shall be the S.151 officer of the Lead Council with responsibility for Finance;
“Liabilities Schedule”	the schedule of actual and potential liabilities drafted by a Withdrawing Council and contained within the Withdrawal Notice setting out the information prescribed by clause 19;
“Loss”	all losses, claims, expenses, actions, demands, costs and liabilities arising out of this Agreement in contract, tort or otherwise directly suffered by a Council together with any damage, expense, liability or costs reasonably incurred in contesting or quantifying such loss or liability to include loss or repayment of Government Funding but not including indirect or consequential losses;
“Material”	all data, text, graphics, images and other materials or documents created, used or supplied by a Council in connection with this Agreement unless before the first use or supply the Council notifies the other Councils that the data, text supplied is not to be covered by this definition;
“Objects”	means the core aims and objectives of the PARTNERIAETH set out in recital C and as set out in Schedule 2 Part 1;
“PARTNERIAETH Lead Officer”	means the lead officer appointed by the Joint Committee and employed by the Lead Council with responsibility for the Central Team, as principal adviser to the Joint Committee and to manage the Central Team;
“Personal Data”	shall have the meanings set out in the DPA 2018;
“PR Protocol”	a protocol agreed by the Councils for the release of public statements and press releases relating to the PARTNERIAETH;
“Region”	means the combined administrative areas of the Councils for time to time for which the Councils, or their successors, have responsibility;
“Responsibilities”	means the core duties and responsibilities of the Councils and the PARTNERIAETH in pursuance of the Objects and set out in Schedules 1 and 2;
“Services”	means the services to be provided to the Councils and to any other council pursuant to clauses 13 and 14 under the direction of the Joint Committee in pursuance of the Objects and as set out in Schedule 2;

“Strategic Group”	the group established in accordance with clause 6 and Schedule 4;
“Withdrawal Notice”	a notice issued by one of the Councils in accordance with clause 19 to give notice of its withdrawal from the PARTNERIAETH and this Agreement;
“Withdrawing Council”	a Council that has given notice of its intention to withdraw from the PARTNERIAETH and this Agreement in accordance with clause 19;

- 1.2 The headings are inserted for convenience only and shall not affect the construction of this Agreement.
- 1.3 Words importing one gender include all other genders and words importing the singular include the plural and vice versa.
- 1.4 A reference in this Agreement to any clause, paragraph or schedule is, except where it is expressly stated to the contrary, a reference to a clause or paragraph of or schedule to this Agreement.
- 1.5 Any reference to this Agreement or to any other document unless otherwise specified shall include any variation, amendment or supplements to such document expressly permitted by this Agreement or otherwise agreed in writing between the relevant parties.
- 1.6 Words preceding “include”, “includes”, “including” and “included” shall be construed without limitation by the words which follow those words unless inconsistent with the context, and the rule of interpretation known as “*eiusdem generis*” shall not apply.
- 1.7 Any reference to the title of an officer of any of the Councils shall include any person holding such office from time to time by the same or any title substituted thereafter or such other officer of the relevant Council as that Council may from time to time appoint to carry out the duties of the officer referred to.
- 1.8 The Schedules form part of this Agreement and shall have the same force and effect as if expressly set out in the body of this Agreement and references to this Agreement includes the Schedules.
- 1.9 References to “the parties” shall be to the parties to this Agreement.

2. Commencement and Duration

This Agreement shall commence on the Commencement Date and shall continue in force until such time as it is terminated in accordance with the provisions of clause 20.

3. The Councils’ Obligations

- 3.1 The Councils agree to work together to achieve the Objects in accordance with the provisions of this Agreement.

- 3.2 The Councils agree to undertake their Responsibilities and Functions to ensure effective provision of the Services.
- 3.3 Without prejudice to the specific terms of this Agreement, the Councils further agree that they shall conduct their relationship in the spirit of good faith and in an open, collaborative and constructive manner; act with reasonable skill and care and in accordance with best practice.
- 3.4 The Councils further agree that they will act in accordance with the values and principles of the PARTNERIAETH as outlined in Schedule 2 and any applicable policies agreed by the Joint Committee in order to achieve the Objects.

4. Establishment of a Joint Committee

- 4.1 In exercise of their powers under sections 101(5) and 102 of the Local Government Act 1972, sections 19 and 20 of the Local Government Act 2000 and all other enabling powers the Councils hereby create a joint committee for Partneriaeth Addysg De Orllewin Cymru/South West Wales Education Partnership to be known as the PARTNERIAETH Joint Committee with effect from the Commencement Date.
- 4.2 The Councils shall use their Powers in sections 101, 102, 111, 112 and 113 of the Local Government Act 1972, sections 2, 19 and 20 of the Local Government Act 2000, section 1 of the Local Authorities (Goods and Services) Act 1970, section 25 of the Local Government (Wales) Act 1994, section 9 of the Local Government (Wales) Measure 2009, section 13 and 13A of the Education Act 1996 and all other enabling powers available from time to time to facilitate their effective participation in the Joint Committee and the effective delivery of the Services in accordance with the terms of this Agreement.
- 4.3 The Joint Committee shall operate and conduct its business in accordance with the terms of this Agreement including the Terms of Reference of the Joint Committee as set out at Schedule 3 to this Agreement.
- 4.4 The Councils may from time to time vary the terms of reference of the Joint Committee and this shall be a matter reserved to the Councils. The reservation to the Councils does not preclude the Joint Committee from making recommendations to vary the terms of the reference where it considers they shall promote the Council's Obligations.
- 4.5 The Joint Committee shall not have power to approve any matter which has been reserved to the Councils as set out in Schedule 8 to this Agreement. Any matter reserved to the Councils in accordance with Schedule 8 will require the unanimous agreement of all Councils before being endorsed by the Joint Committee and implemented by the PARTNERIAETH.
- 4.6 The Joint Committee may delegate functions to sub-committees and officers.
- 4.7 This Agreement is without prejudice to each Council's other powers and responsibilities for its area.

5. Arrangements for the discharge of functions

- 5.1 The Councils agree to use their powers under section 101(1) of the Local Government Act 1972, sections 19 and 20 of the Local Government Act 2000 and all other enabling powers to enter into arrangements under which the Joint Committee shall discharge and undertake on their behalf those matters set out in the terms of reference of the Joint Committee in Schedule 3 to this Agreement with the purpose of supporting the Councils to discharge their statutory duties and functions.
- 5.2 Each Council hereby represents and confirms to the other Councils that it has obtained all necessary consents sufficient to ensure the effective operation of the PARTNERIAETH as provided for by this Agreement.
- 5.3 Each Council warrants that entering into this Agreement and its participation in the Joint Committee is consistent with its own constitution.

6. Establishment of a Strategic Group.

The Joint Committee shall establish a Strategic Group which shall report to the Joint Committee. The Strategic Group will have responsibility for undertaking certain operational matters and shall operate in accordance with the terms of reference set out in Schedule 4.

7. Establishment of an Operations Group and Stakeholder Group

The Joint Committee shall establish an Operations Group and a Stakeholder Group which shall report to the Strategic Group. The Operations Group and Stakeholder Group shall have the terms of reference set out in Schedule 5.

8. Establishment of a Joint Scrutiny Councillor Group

The Councils will create a Joint Scrutiny Councillor Group with effect from the Commencement Date. The Joint Scrutiny Councillor Group shall provide an informal scrutiny function to ensure greater public accountability over decisions made by the Joint Committee and any of its sub-committees and related entities. The Joint Scrutiny Councillor Group shall comprise elected members of all of the Councils and shall operate within the terms of reference set out in Schedule 6.

9. Subcommittees

The Joint Committee shall establish the membership and terms of reference for any sub-committees or sub-groups which it establishes and may dissolve such sub-committees or sub-groups. Sub-committees to which the Joint Committee delegates functions are bound by the provisions of this Agreement regulating the taking of decisions by the Joint Committee. The Joint Committee may create additional sub-committees from time to time as it sees fit.

10. Appointment of Lead Councils

- 10.1 The Joint Committee shall appoint Lead Councils to assume responsibility for the discharge of Functions on behalf of the PARTNERIAETH. The Functions may include :-
- (a) Administration of Joint Committee

- (b) Contracts and Procurement
 - (c) Employment of PARTNERIAETH Lead Officer and Central Team and Human Resources function
 - (d) Finance (to include debtors, creditors, treasury management, banking, payroll and liaison with external audit), internal audit & Section 151 Officer
 - (e) Preparation of the Annual Governance Statement
 - (f) IT support
 - (g) Legal and Monitoring Officer services
 - (h) Administration and support of Joint Scrutiny Councillor Group
 - (i) Communications
 - (j) Data Protection Officer Services
- 10.2 The Joint Committee shall agree the terms of the SLA for each of the Functions and any limits on charging.
- 10.3 Any change to the appointment of a Lead Council shall be approved by the Joint Committee and unless agreed otherwise by the Joint Committee a twelve month notice period shall be given by the Council ceasing to operate the Function. The Joint Committee shall give notice to the Council which will be appointed as the replacement Lead Council for that Function.
- 10.4 The Lead Council shall, when required, act on behalf of each or all of the Councils in respect of the provision of the Functions.
- 10.5 The Lead Council responsible for management of the Central Team shall, subject to the provisions of Schedules 1 and 2, employ and manage sufficient staff as is approved by the Joint Committee for delivery of the Functions in a cost-effective and efficient manner. This Lead Council is also responsible for the human resources element of the Function and shall provide advice and support on common employment issues arising out of the operation of this Agreement. In recognition of the national model, the human resources Function will encompass organisational development activity in order to provide the regional co-ordination role in the development of policies and procedures and the regional training role associated with all regional activity.
- 10.6 The Lead Council responsible for administration shall act as clerk to and host the Joint Committee and provide other requisite support services including translation.
- 10.7 The Lead Council responsible for Finance shall prepare and manage the Annual Budget and shall prepare the annual statement of accounts and will ensure that accounting practices adopted comply with relevant legislation and good practice.
- 10.8 The Lead Council responsible for Legal and Monitoring Officer services shall supervise the governance arrangements and operation of the Joint Committee, the Strategic Group and the PARTNERIAETH in accordance

with the terms of this Agreement, conduct legal proceedings under Clause 17, and ensure compliance with relevant legislation and good practice.

10.9 The Lead Council responsible for Contracts and Procurement will act as the contracting authority for and on behalf of the PARTNERIAETH in accordance with that Council's Contract Procedure Rules and, on behalf of PARTNERIAETH, will process all payments under a contract for payment by the Lead Council for Finance when they fall due and shall, when required, carry out the instructions of the Strategic Group and ensure that its activities are competent, legally compliant and in accordance with relevant regulations, good practice and the terms of this Agreement.

10.10 Change of Lead Council.

10.10.1 Subject to clause 10.10.2 if the Joint Committee determines that it is necessary to change the Lead Council responsible for any Function the outgoing Lead Council shall take any action required by any or all of the other Councils to allow another of the Councils to take on the role of Lead Council and to allow the other Councils to continue with the PARTNERIAETH and the Agreement. Without prejudice to the generality of the foregoing the Lead Council shall promptly:

- (a) Transfer any information which it holds in its role as Lead Council to any person or body to whom the Chair of the Joint Committee instructs it to transfer;
- (b) Co-operate with the other Councils to identify whether the Central Team staff shall transfer to the replacement Lead Council and shall take all steps necessary to facilitate any such transfer unless otherwise agreed by the Councils;
- (c) Transfer any other assets which it holds in its role as Lead Council to any person or body to whom the Chair of the Joint Committee instructs it to transfer;

10.10.2 Prior to making any decision to change the Lead Council for any Function the Joint Committee shall consider a report from the Strategic Group outlining any operational or cost implications arising from any proposed change.

10.11 Lead officers

The Lead Chief Executive, the Lead Director of Education and the Lead Chief Finance Officer to the PARTNERIAETH shall be appointed by the Joint Committee and their duties shall include ensuring, as far as possible, that:

- actions and decisions required from each Council in relation to the Functions are taken promptly.
- each Council provides sufficient and appropriate support to secure effective delivery of the Functions.

11. Central Team

11.1 The Joint Committee shall establish a Central Team to be managed by the PARTNERIAETH Lead Officer to be responsible for the day to day

management of matters relating to the operation of the PARTNERIAETH and the Joint Committee. The Central Team shall provide monitoring reports as requested from time to time by the Joint Committee and the Strategic Group and all other duties as set out in Schedule 11.

- 11.2 The Central Team shall be employed by the Lead Council having responsibility for the Function in accordance with clause 10. Arrangements for the accommodation of the Central Team shall be approved by the Joint Committee.

12. Business Plan

- 12.1 The Strategic Group on behalf of the PARTNERIAETH shall prepare a Business Plan to be approved by the Joint Committee.
- 12.2 Each Council may prepare an annex to the Business Plan concerning its schools, school improvement priorities, improvement services and improvement targets specifying how these matters interact with the Business Plan.
- 12.3 The arrangements for the preparation and approval of the Business Plan and the Council annexes to the Business Plan are set out in Schedule 10.

13. Provision of Services

The Services to be delivered by the PARTNERIAETH are set out in Schedule 2. Each Council shall identify the Services they require from the PARTNERIAETH from time to time and agree the method and timescale for delivery with the Central Team.

14. Admission of new parties to the PARTNERIAETH and the provision of Services to non-parties

- 14.1 The decision to allow the admission of an additional council as a party to the PARTNERIAETH is a matter reserved to the Councils in accordance with Schedule 8. If all Councils agree to the proposed admission then the Joint Committee shall take the necessary steps to arrange for this Agreement to be varied to facilitate such admission of a new party to include confirmation of any Functions to be allocated and their contribution to the Annual Budget.
- 14.2 The decision to allow the PARTNERIAETH to provide Services to a non-party to this Agreement is a matter reserved to the Councils in accordance with Schedule 8 together with any decision on the terms and conditions upon which the Services are to be provided. The provision of services must be at no detriment to the PARTNERIAETH's operations and must be provided on at least a full cost recovery basis. If all Councils are in agreement then the Joint Committee shall authorise the Councils with responsibility for the relevant Functions to put in place the necessary arrangements including contractual agreements for the provision of Services to a non-party.

15. Processes for decision making

- 15.1 The Joint Committee is the decision making body for the PARTNERIAETH for all matters within its terms of reference in Schedule 3. The Strategic

Group has responsibility for undertaking certain operational tasks to support the Joint Committee as outlined within its terms of reference in Schedule 4.

- 15.2 The Strategic Group is assisted in its operational role by the work of the Operations Group and the Stakeholder Group who will report and make recommendations to the Strategic Group for decision by the Joint Committee as appropriate.
- 15.3 For those matters which are reserved to the Councils in accordance with Schedule 8, each Council will be required to make a decision on the matter in question, in accordance with their own constitutional arrangements and the unanimous agreement of all Councils is required prior to the matter being approved by the Joint Committee.

16. Annual Budget

- 16.1 The financial regulations of the Lead Council with responsibility for Finance will be adopted by the Joint Committee as the financial regulations for the PARTNERIAETH.
- 16.2 The Lead Council with responsibility for Finance will prepare the Annual Budget for the PARTNERIAETH for approval by the Joint Committee in accordance with Schedule 9. The Annual Budget shall include details of the Government Funding to be received by the Councils and/or the PARTNERIAETH and funding to be generated by the PARTNERIAETH arising out of charges for services to others (including schools) together with the Council Contribution.
- 16.3 The Joint Committee shall review and agree the Annual Budget.
- 16.4 Internal Costs

The Internal Costs incurred by each Council shall be borne in the first instance by the Council providing that internal resource. In the event that a Council is required to bear an Internal Cost which that Council views as excessive, the Council can make a request to the Joint Committee that the costs in question form part of the Annual Budget.

- 16.5 The Lead Council Costs

The Joint Committee shall determine which of the costs incurred in undertaking the Functions shall be regarded as Lead Council Costs and regulated by a service level agreement (if required) and which costs fall outside of Lead Council Costs and will be regarded as Internal Costs to be borne by the Council incurring the expenditure. Service level agreements if required will be drafted by the Lead Council with responsibility for Finance.

Where a Lead Council for a Function incurs Lead Council Costs or liability in providing the Function, the appropriate officer of the Lead Council discharging the Function shall, on a six monthly basis, provide details of that cost or liability to the Lead Chief Finance Officer.

- 16.6 The Councils Contribution

Each Council shall make a contribution to the PARTNERIAETH representing their share of the Annual Budget to be calculated in

accordance with Schedule 9. Each Council's Contribution will be held and managed by the Lead Council with responsibility for Finance.

16.7 Provision of Services to non-parties

The Lead Council with responsibility for Contracts and Procurement shall prepare all contract documentation necessary to regulate the delivery of Services to a non-party (to include appropriate indemnities) and the Lead Council for Finance shall arrange for the non-party to be invoiced in accordance with the provisions of Schedule 9.

17. Legal Proceedings

17.1 Any legal action or proceedings in respect of any contract or other matter in dispute with a third party under this Agreement may be taken or defended only by the Lead Council for Legal and Monitoring Officer services for and on behalf of the other Councils, and in accordance with the instructions of the Strategic Group.

17.2 If, notwithstanding Clause 17.1, legal proceedings are issued by any one of the other Councils such proceedings will be amalgamated into one claim to be taken by the Lead Council for Legal and Monitoring Officer services alone for and on behalf of the one or all of the other Councils.

17.3 Subject to Clause 17.4, if any legal action, proceedings or claims are instituted against any of the Councils arising out of or in connection with this Agreement, then the costs of defending the proceedings or claims, and the payment of any damages or settlement arising out of the proceedings or claims, shall be shared between the Councils according to the formula used to calculate the Council's Contribution as set out in Schedule 9, provided that the Council notifies and consults the other Councils prior to taking any steps to defend the proceedings.

17.4 In the event that a claim is made which is solely attributable to the actions or omissions of one or more Councils (but not all Councils), or a Council has failed to notify and/or to consult with the other Councils prior to taking any steps to defend the proceedings or claims as required by Clause 17.3 above, the Council(s) solely attributable for the claim and/or which fails to consult prior to defending any proceedings or claims will be solely responsible for the costs of defending such action and solely liable for the payment of any damages or settlement arising out of the proceedings or claim and shall indemnify the other Councils accordingly. Where responsibility is shared by two or more (but not all) Councils then the liability shall be divided between those Councils equally unless those Councils agree otherwise.

18. Mitigation

Each Council shall at all times take all reasonable steps to minimise and mitigate any loss for which the relevant Council is entitled to bring a claim against any other Council pursuant to this Agreement.

19. Withdrawal from this Agreement

19.1 If a Council wishes to withdraw from the PARTNERIAETH and this Agreement, it shall provide not less than twelve months' written notice terminating at the end of a financial year (31st March) of its intention to

withdraw to the Joint Committee (“Withdrawal Notice”). The Withdrawal Notice shall contain a Liabilities Schedule detailing the following prescribed information:-

- 19.1.1 An assessment of the potential impact of the withdrawal on the continued operation of the PARTNERIAETH and in particular the potential impact on the staffing structure of a reduction in service provision.
 - 19.1.2 Details of any outstanding payments of the Council’s Contributions to the Annual Budget as at the date of the Withdrawal Notice and an estimate of any Contribution payable as at the date of withdrawal.
 - 19.1.3 Details of any potential liabilities to the other Councils to include liability in relation to current or potential litigation or any potential claims that may be made pursuant to clauses 17 and 21.
 - 19.1.4 Details of any claims that the withdrawing Council may have against any of the other Councils in relation to a potential breach of the terms of this Agreement or under the indemnity provisions in clause 21.
 - 19.1.5 Details of any assets held or staff employed by the Council which it is proposing to transfer to the PARTNERIAETH and any associated costs.
 - 19.1.6 Proposals for settling any actual or potential claims, making good any losses or liabilities or satisfying any indemnities arising under this Agreement.
- 19.2 The Withdrawal Notice shall not take effect until the content of the Liabilities Schedule has been approved by the Joint Committee. Consideration of a Withdrawal Notice is a matter reserved to the Councils who will make a decision on whether to accept the Withdrawal Notice and approve the Liabilities Schedule, before the matter is considered by the Joint Committee.
- 19.3 The Joint Committee shall notify Welsh Government within 10 working days of receipt of a Withdrawal Notice of a Council’s intention to withdraw from the PARTNERIAETH and this Agreement.

20. Termination of This Agreement

- 20.1 This Agreement may be terminated as follows:
- 20.1.1 By all Councils agreeing that this Agreement may be determined upon terms agreed by all the Councils to include the arrangements for the dissolution of the PARTNERIAETH and the discharge of all outstanding liabilities associated with the PARTNERIAETH.
 - 20.1.2 The Agreement will automatically determine on the expiry of a Withdrawal Notice which has been approved by the Joint Committee leaving only one remaining Council which has not withdrawn from the Agreement.
- 20.2 The following clauses survive termination of this Agreement – clauses 17, 21, 22, 24 and 25

21. Liabilities of the Councils

- 21.1 Each Council shall indemnify and keep indemnified the other Councils against all Loss which the other Councils may incur by reason of or arising directly or indirectly out of any default or breach by a Council of its obligations under this Agreement or of the terms and conditions of any offer of Government Funding. Subject to clause 21.2 in the event that the responsibility is a shared one between 2 or more (but not all) of the Councils (so that it is not reasonably practicable to ascertain the exact responsibility between the Councils) then the amount shall be divided between those Councils equally unless those Councils agree otherwise.
- 21.2 Where responsibility for the Loss is shared by all the Councils and it is not reasonably practicable to ascertain the exact responsibility between the Councils then the amount of the Loss shall be divided between the Councils on a pro rata basis according to formula used to calculate the Council Contributions as set out in Schedule 9.
- 21.3 A Council which receives a claim for losses, expenses, actions, demands, costs and liabilities which relates to this Agreement shall notify and provide details of such claim as soon as is reasonably practicable to the other Councils.
- 21.4 No Council shall be indemnified in accordance with this clause 21 unless it has given notice in accordance with clause 21.3 to the other Council(s) against whom it shall be enforcing its right to an indemnity under this Agreement. The Council seeking the indemnity shall not admit, compromise or settle any claim without the consent of the indemnifying Council except where such consent would be unreasonable in the circumstances of the case.
- 21.5 Each Council shall not be obliged to indemnify the other Councils to the extent that the insurances maintained by the other Councils at the relevant time provide an indemnity against the loss giving rise to a claim and to the extent that another Council recovers under a policy of insurance save that the Council responsible for liabilities suffered by another Council shall be responsible for the deductible under any such policy of insurance and any amount over the maximum amount insured under such policy of insurance.
- 21.6 If the Lead Council for Finance is in receipt of Government Funding on behalf of the PARTNERIAETH and is required to repay some or all of the same then all the Councils will share any Loss on a pro rata basis according to the formula set out in Schedule 9 if the reason for the repayment is as follows:-
- 21.6.1 The actions or event which have led to the demand for repayment have arisen as a result of any of the Councils acting on the instructions of the Joint Committee or Strategic Group; or
- 21.6.2 The requirement to repay the Government Funding has arisen as a result of a decision of Welsh Government which is not attributable to the actions or omissions of any of the Councils.
- 21.7 If any of the Lead Councils whilst undertaking their Functions incur a Loss as a result of following an instruction from the Joint Committee or Strategic Group such Loss shall be shared between all the Councils on a pro rata

basis according to the formula set out in Schedule 9 unless the Councils agree otherwise.

- 21.8 Nothing in this clause shall require any Council to indemnify any other Council for Loss occasioned by the claiming Council as a result of that claiming Council's negligent acts or omissions.
- 21.9 Any Council seeking to withdraw from the PARTNERIAETH and this Agreement in accordance with clause 19 shall indemnify the other Councils against any Loss to the other Councils arising directly out of the consequences of its withdrawal from the PARTNERIAETH and this Agreement.

22. Dispute Resolution

- 22.1 The Councils undertake and agree to pursue a positive approach towards dispute resolution which seeks in the context of this joint working arrangement to identify a solution at the lowest operational level that is appropriate to the subject of the dispute and which avoids legal proceedings and maintains a strong working relationship between the parties.
- 22.2 Any dispute arising in relation to any aspect of this Agreement shall be resolved in accordance with either Option A or Option B of this clause 22. This is without prejudice to the right of any Council under section 103 of the Local Government Act 1972 to refer a dispute about the expenses of a joint committee to be determined by a single arbitrator agreed by the appointing authorities or, in the absence of agreement to be determined by the Welsh Ministers.
- Option A:
- 22.3 All disputes, claims or differences between the Councils arising out of or in connection with this Agreement or its subject matter or formation, including any question regarding its existence, validity or termination, (a "Dispute") shall, at the written request of any Council, be referred by each Council to its Chief Executive officer.
- 22.4 If the Councils' Chief Executive officers do not agree a resolution of the Dispute within twenty Business Days of the date of service of any such request, either party may require the other party by notice in writing to attempt to settle the Dispute by mediation in accordance with the Centre for Dispute Resolution (CEDR) Model Mediation Procedure. Within five Business Days of the date of service of such notice the parties shall each propose a mediator and shall seek to agree as to the selection of a mediator.
- 22.5 If the Councils are unable to agree on a mediator within ten Business Days of date of service of the notice referred to in clause 22.4 or the mediator agreed upon is unable or unwilling to act and the Councils cannot agree upon a substitute, any of the Councils may apply to CEDR to appoint a mediator as soon as practicable.
- 22.6 The Councils shall within five Business Days of the appointment of the mediator (the "Mediator") meet with the Mediator in order to agree a programme for the exchange of any relevant information and the structure to be adopted for the negotiations. If considered appropriate, the Councils

may at any stage seek assistance from CEDR to provide guidance on a suitable procedure.

- 22.7 All negotiations connected with the Dispute shall be conducted in strict confidence and without prejudice to the rights of the Councils in any future proceedings.
- 22.8 If the Councils reach agreement on the resolution of the Dispute, such agreement shall be reduced to writing and, once it is signed by the Councils or their duly authorised representatives, shall be and remain binding upon the parties.
- 22.9 The costs and expenses of the mediation shall be borne equally by the Councils. Each Council shall bear its own costs and expenses of its participation in the mediation.
- 22.10 If mediation fails to secure a resolution within ten Business Days of the Mediator being appointed, the Councils shall attempt to settle the Dispute by arbitration under the Rules of the London Court of International Arbitration (which Rules are deemed to be incorporated by reference into this clause) and otherwise in accordance with clause 22.11.
- 22.11 In the event that an arbitration is commenced pursuant to clause 22.10, the parties agree that:
- (a) the tribunal shall consist of one arbitrator who is to be a chartered accountant who is a full member of one of the CCAB bodies if the dispute relates to a financial matter or a solicitor of at least ten years standing as a qualified solicitor if the dispute relates to any other matter;
 - (b) the place of the arbitration shall be Swansea;
 - (c) the decision of the arbitrator shall be final and binding on the parties (save in the case of manifest error).
- 22.12 In the event that an arbitration is commenced pursuant to clause 22.10 the Joint Committee shall notify the Welsh Government.

Option B

- 22.13 All disputes, claims or differences between the Councils arising out of or in connection with this Agreement or its subject matter or formation, including any question regarding its existence, validity or termination shall, at the written request of any Council be referred to:
- (a) such chartered accountant who is a full member of one of the CCAB bodies if the dispute relates to a financial matter or a solicitor of at least ten years standing as a qualified solicitor if the dispute relates to any other matter as the Councils may agree in writing; or
 - (b) failing agreement on the identity of the chartered accountant for a dispute relating to a financial matter or the solicitor for a dispute relating to any other matter within seven days of the date of service of the request, such chartered accountant as may be appointed for this purpose on the application of any Council by the President for the time being of one of the CCAB bodies if the dispute relates to a financial matter or such solicitor

as may be appointed by the President for the time being of the Law Society of England and Wales if the dispute relates to any other matter.

22.14 The chartered accountant or solicitor appointed under clause 22 (the "Expert") shall act on the following basis:

- (a) he shall act as expert and not as arbitrator;
- (b) his terms of reference shall be to determine the matter in dispute, as notified to him in writing by either party within thirty days of his appointment;
- (c) the Councils shall each provide the Expert with all information which he reasonably requires and the Expert shall be entitled (to the extent he considers it appropriate) to base his opinion on such information;
- (d) the Expert's determination shall (in the absence of manifest error) be conclusive; and
- (e) the Experts' costs shall be borne in such proportions as the Expert may direct or, failing any such direction, shall be borne equally between the Councils unless agreed otherwise by the Councils.

23. Notices

23.1 Form of Notice

Any demand, notice or other communication given in connection with or required by this Agreement shall be made in writing and shall be delivered to or sent by pre-paid first class post or special delivery post to the recipient at the address stated in Schedule 12 (or such other address as may be notified in writing from time to time to all of the other Councils) or sent by email to the address stated at Schedule 12 (or such other email address as may be notified in writing from time to time to all of the other Councils).

23.2 Service

Any such demand, notice or communication shall be deemed to have been duly served:

- (a) If delivered by hand, when left at the proper address for service;
- (b) If given or made by pre-paid first class or special delivery post two Business Days after being posted; or
- (c) If sent by email, at 9 am the day following the receipt of the email. It shall be sufficient to show that the email was addressed to the correct email address without any error message on the delivery receipt. Where a notice is sent by email it shall also be sent by post.

Provided in each case that if the time of such deemed service is either after 4.00pm on a Business Day or on a day other than a Business Day service shall be deemed to occur at 9.00am on the next following Business Day.

24. Information and Confidentiality

- 24.1 Each Council shall keep confidential the Confidential Information and Intellectual Property of any of the Councils and shall use all reasonable endeavours to prevent their employees and agents from making any disclosure to any person of the Confidential Information and Intellectual Property rights of the Councils other than as permitted under the provisions of this Agreement. Each Council shall not use or disclose other than as permitted under the provisions of this Agreement any Confidential Information about the business of or belonging to any other Council or third party which has come to its attention as a result of or in connection with this Agreement.
- 24.2 The obligation in clause 24.1 shall not apply to:
- (a) Any disclosure of information that is reasonably required by persons engaged in the performance of their obligations under this Agreement.
 - (b) Any matter which a party can demonstrate is already generally available and in the public domain otherwise than as a result of a breach of this clause.
 - (c) Any disclosure which is required by any law (including any order or a court of competent jurisdiction) any statutory obligation or the rules of any stock exchange or governmental or regulatory authority having the force of law.
 - (d) Any disclosure of information which is already lawfully in the possession of the disclosing Council without restrictions as to its use prior to its disclosure by the disclosing Council.
 - (e) Any disclosure which is required or recommended by the rules of any governmental or regulatory authority including any guidance from time to time as to openness and disclosure of information by public bodies.
 - (f) Any disclosure which is necessary to be disclosed to provide relevant information to any insurance broker in connection with obtaining any insurance required by this Agreement.
 - (g) Any disclosure by a party to a department, office or agency of the Government.
 - (h) Any disclosure for the purpose of the examination and certification of a party's accounts.
- 24.3 Where disclosure is permitted under clauses 24.2(a), 24.2(f), 24.2(g) or 24.2(h) the recipient of the information shall be placed under the same obligation of confidentiality as that contained in this Agreement by the disclosing Council.
- 24.4 No Council shall make any public statement or issue any press release or publish any other public document relating to, connected with or arising out of this Agreement unless it has been approved by the Strategic Group with the agreement of the Chair of the Joint Committee.

25. Data Protection

- 25.1 The Councils shall comply with the provisions and obligations imposed on them by the Data Protection Laws at all times when processing Personal Data in connection with this Agreement, which processing shall be in respect of the types of Personal Data, categories of Data Subjects, nature and purposes, and duration, set out in a document to be agreed by the Councils.
- 25.2 Each Council shall maintain records of all processing operations under its responsibility that contain at least the minimum information required by the Data Protection Laws, and shall make such information available to any DP Regulator on request.
- 25.3 To the extent any Council processes any Personal Data on behalf of another Council the processing Council shall:
- (a) Process such Personal Data only in accordance with the other Council's written instructions from time to time and only for the duration of this Agreement.
 - (b) Not process such Personal Data for any purpose other than those set out in this Agreement or otherwise expressly authorised by the other Council.
 - (c) Take reasonable steps to ensure the reliability of all its personnel who have access to such Personal Data, limit such access to its personnel who require access, and remove, when no longer required, such access to the Personal Data, and ensure that any such personnel are committed to binding obligations of confidentiality when processing such Personal Data.
 - (d) Implement and maintain technical and organisational measures and procedures to ensure an appropriate level of security for such Personal Data, including protecting such Personal Data against the risks of accidental, unlawful or unauthorised destruction, loss, alteration, disclosure, dissemination or access.
 - (e) Not transfer such Personal Data outside the European Economic Area without the prior written consent of the other party.
 - (f) Inform the other Council within twenty four (24) hours if any such Personal Data is (while within the processing Council's possession or control) subject to a personal data breach (as defined in the UK GDPR) or within such other time period as required under other Data Protection Laws, or is lost or destroyed or becomes damaged, corrupted or unusable.
 - (g) Only appoint a third party to process such Personal Data with the prior written consent of the other Council.
 - (h) Not use or disclose any Personal Data to any Data Subject or to a third party other than at the written request of the other Council or as expressly provided for in this Agreement.
 - (i) Return or irretrievably delete all Personal Data on termination or expiry of this Agreement and not make any further use of such Personal Data.

- (j) Provide to the other Council and any DP Regulator all information and assistance necessary or desirable to demonstrate or ensure compliance with the obligations in this clause and the Data Protection Laws.
 - (k) Permit the other Council or its representatives to access any relevant premises, personnel or records of the processing Council on reasonable notice to audit and otherwise verify compliance with this clause.
 - (l) Take such steps as are reasonably required to assist the other Council in ensuring compliance with its obligations under the UK GDPR and other applicable Data Protection Laws.
 - (m) Notify the other Council within two (2) Business Days if it receives a request from a Data Subject to exercise its rights under the Data Protection Laws in relation to that person's Personal Data; and
 - (n) Provide the other Council with its full co-operation and assistance in relation to any request made by a Data Subject to exercise its rights under the Data Protection Laws in relation to that person's Personal Data.
- 25.4 If any Council receives any complaint, notice or communication which relates directly or indirectly to the processing of Personal Data by another Council or to another Council's compliance with the Data Protection Laws, it shall as soon as reasonably practicable notify the other Council and it shall provide the other Council with reasonable co-operation and assistance in relation to any such complaint, notice or communication.
- 25.5 If a Council requires another Council to make any disclosures or provide any information in respect of this Agreement in order to enable that party to meet its obligations under the Data Protection Laws the other Council shall do so.
- 25.6 The provisions of this clause shall apply during the continuance of this Agreement and indefinitely after its expiry or termination.

26. Intellectual Property

- 26.1 Each Council shall retain all Intellectual Property in its Material.
- 26.2 Each Council shall grant all of the other Councils and any other person specified by the Joint Committee a non-exclusive, perpetual, non-transferable and royalty free licence to use, modify, amend and develop its IP Material for the discharge of the Councils' obligations in relation to the PARTNERIAETH whether or not the Council granting the licence remains a party to this Agreement.
- 26.3 Any Intellectual Property in Material which is produced by the Joint Committee, the Strategic Group or the Central Team shall be held by the Lead Council with responsibility for the Central Team on behalf of the Councils jointly.
- 26.4 Without prejudice to clause 26.1, if more than one Council owns or has a legal or beneficial right or interest in any aspect of the IP Material for any reason (including without limitation that no one Council can demonstrate that it independently supplied or created the relevant IP Material without the help of one or more of the other Councils), each of the Councils who contributed to the relevant IP Material shall grant to all other Councils to this

Agreement a non-exclusive, perpetual, non-transferable and royalty free licence to use and exploit such IP Material as if all the other Councils were the sole owner under the Copyright Design and Patents Act 1988 or any other relevant statute or rule of law.

- 26.5 Any entity or person who is at the date of this Agreement a party to this Agreement and who has licensed any Intellectual Property under this Agreement shall have a non-exclusive, perpetual right to continue to use the licensed Intellectual Property.
- 26.6 Each Council warrants that it has or shall have the necessary rights to grant the licences set out in clause 26.2 and 26.4 in respect of the IP Material to be licensed.
- 26.7 Each Council agrees to execute such further documents and take such actions or do such things as may be reasonably requested by any other Councils (and at the expense of the Council or Councils making the request) to give full effect to the terms of this Agreement.

27. Freedom of Information

- 27.1 Each Council acknowledges that it and the other Councils are subject to the requirements of FOI Legislation and therefore recognise that information relating to this Agreement may be the subject of a request to access information. The Councils shall comply with their policies on FOI Legislation in respect of information disclosure obligations to the extent that they relate to the PARTNERIAETH.
- 27.2 Where a Council receives a request for information under the FOI Legislation in relation to information which it is holding on behalf of any of the other Councils in relation to the operation of the PARTNERIAETH, it shall inform the other Councils of the request and its response.
- 27.3 Any Council which receives a request for information under FOI Legislation shall be responsible for determining in their absolute discretion whether any information requested under FOI Legislation:
- (a) Is exempt from disclosure under FOI Legislation.
 - (b) Is to be disclosed in response to an Information Request.
- 27.4 Each Council acknowledges that any of the Councils may be obliged under FOI Legislation to disclose information:
- (a) Without consulting the other Councils where it has not been practicable to achieve such consultation; or
 - (b) Following consultation with the other Councils and having taken their views into account.

28. Language

The Joint Committee shall undertake its functions in such a way as to comply with each of the Councils compliance notices issued under the Welsh Language Standards (No 1) Regulations 2015.

29. Severability

29.1 If at any time any clause or part of a clause or schedule or appendix or part of a schedule or appendix to this Agreement is found by any court, tribunal or administrative body of competent jurisdiction to be wholly or partly illegal, invalid or unenforceable in any respect:

- (a) That shall not affect or impair the legality, validity or enforceability of any other provision of this Agreement.
- (b) The parties shall in good faith amend this Agreement to reflect as nearly as possible the spirit and intention behind that illegal, invalid or unenforceable provision to the extent that such spirit and intention is consistent with the laws of that jurisdiction and so that the amended Agreement complies with the laws of that jurisdiction.

30. Relationship of Councils

Each of the Councils is an independent Council and nothing contained in this Agreement shall be construed to imply that there is any relationship between the parties of partnership or principal/agent or of employer/employee. No party shall have any right or authority to act on behalf of another party nor to bind another party by contract or otherwise except to the extent expressly permitted by the terms of this Agreement.

31. Third Party Rights

The Councils as parties to this Agreement do not intend that any of its terms shall be enforceable by virtue of the Contracts (Rights of Third Parties) Act 1999 by any person not a party to it.

32. Entire Agreement

This Agreement and all documents referred to in this Agreement set forth the entire agreement between the parties with respect to the subject matter covered by them and supersede and replace all prior communications, representations (other than fraudulent representations), warranties, stipulations, undertakings and agreements whether oral or written between the parties. Each party acknowledges that it does not enter into this Agreement in reliance on any warranty, representation or undertaking other than those contained in this Agreement and that its only remedies are for breach of this Agreement, provided that this shall not exclude any liability which either party would otherwise have to the other in respect of any statements made fraudulently by or on behalf of it prior to the date of this Agreement.

33. Law of Agreement or Jurisdiction

This Agreement shall be governed by the laws of England and Wales as they apply in Wales and the parties submit to the exclusive jurisdiction of the courts of England and Wales.

34. Assignment

34.1 The rights and obligations of the Councils under this Agreement shall not be assigned, novated or otherwise transferred to any person other than to any public body acquiring the whole of the Agreement and having the legal

capacity, power and authority to become a party to and to perform the obligations of the relevant Council under this Agreement being:

- (a) The Welsh Ministers,
- (b) A devolved Welsh authority as defined in the Wales Act 2017.
- (c) A Minister of the Crown pursuant to an Order under the Ministers of the Crown Act 1975,
- (d) A UK public body exercising functions in Wales or in England and Wales.

35. Waiver

No failure or delay by any Council to exercise any right, power or remedy shall operate as a waiver of it nor shall any partial exercise preclude any further exercise of the same or some other right, power or remedy unless a waiver is given in writing by that Council.

36. Counterparts

This Agreement may be executed in any number of counterparts each of which so executed shall be an original but together shall constitute one and the same instrument.

37. Discretion of the Councils

The discretion of any Council shall not be fettered or otherwise affected by the terms of this Agreement.

THE COMMON SEAL OF
the Carmarthenshire County Council
was hereunto affixed in the presence of

THE COMMON SEAL OF
the Pembrokeshire County Council
was hereunto affixed in the presence of

THE COMMON SEAL OF
the Council of the City and County of Swansea
was hereunto affixed in the presence of

SCHEDULE 1

Each Council's Responsibilities

1. Each Council will retain statutory accountability for school performance and the exercise of statutory powers of intervention and organisation of schools. They will not duplicate the work or activities of the PARTNERIAETH.
2. The PARTNERIAETH will nominate a senior officer to liaise with each Council's relevant Lead Officer who shall jointly agree on the scope and frequency of their meetings having regard to issues requiring attention.
3. The Councils' responsibilities will include:
 - a) recommending a Lead Director of Education, for approval by the Joint Committee, to act as the main point of contact with the PARTNERIAETH.
 - b) arranging for its lead school improvement officer to work collaboratively with the dedicated strategic lead/senior adviser appointed by the PARTNERIAETH.
 - c) discussing with the PARTNERIAETH their respective roles, functions and actions with a view to avoiding duplication of effort and, in particular, each Council shall share with the PARTNERIAETH information relating to the overall vision and social and economic development priorities for their areas, having particular regard to issues that are likely to affect schools.
4. Councils will monitor progress of schools in their area through their member-level scrutiny arrangements
5. Each Council's scrutiny committee for children's and education services will meet at least once a year to consider performance and progress in their schools such meetings to be attended by Council and PARTNERIAETH staff equipped to answer questions
6. Each Council shall cooperate with and support the Joint Scrutiny Councillor Group in the scrutiny of the work of the PARTNERIAETH.
7. Councils shall provide the PARTNERIAETH with access to relevant data systems including anonymised data sets on pupil performance where these are held at local authority level.
8. Councils and the PARTNERIAETH shall jointly consider recommendations on statutory school interventions and, in the absence of exceptional circumstances, will implement them in accordance with agreed protocol.
9. Each Council undertakes to act reasonably in their expectations of PARTNERIAETH staff and resources and agrees that staff shall not be required to spend a disproportionate amount of their time on reporting and scrutiny work.

SCHEDULE 2

The PARTNERIAETH: Values and Principles, Organisation and Services

Part 1: Values and Principles

Effective partnerships and collaboration only become truly effective when they are underpinned and enclosed by shared values and principles. They allow trust and mutual understanding to develop within a safe environment.

Inclusivity- the PARTNERIAETH needs to ensure that all Councils are involved and included in the decision making, accountability and performance management process of regional working.

Accountability- Robust quality assurance and accountability processes must be established. This should include a value for money element. Accountability is the responsibility of all partners and processes should ensure that every Director is equally involved – this leads to collective responsibility and should secure high quality provision.

Open and honest, Transparency, agility, subsidiarity

Mutual trust- not unravelled by individuals or groups of individuals.

Equity and Fairness

- Equity and excellence go hand in hand. Location, deprivation or childhood experiences will not prevent learners from reaching their maximum potential
- Learners in the Region will be resilient, imaginative, compassionate and ambitious – they will aim high and achieve their goals
- The PARTNERIAETH will take pride in the job that it does and is ambitious for all of the schools and pupils in the region
- The PARTNERIAETH is committed to ensuring effective learning and that all pupils reach their potential

Support

- The PARTNERIAETH celebrates and shares success
- The PARTNERIAETH leads by example and inspires confidence in others
- The PARTNERIAETH leads by example and drives continuous improvement, by asking how could this be done better
- The PARTNERIAETH focuses on longer-term outcomes rather than short-term goals
- Barriers and challenges are resolved promptly and success is celebrated

Innovation

- The PARTNERIAETH inspires others and continuously seeks innovative solutions.
- The PARTNERIAETH effectively plans and anticipates change.
- The PARTNERIAETH acts on opportunities.
- The PARTNERIAETH recognises problems and implements solutions

Collaboration

- Within the PARTNERIAETH, transparency, trust and honesty are a professional obligation
- The PARTNERIAETH listens, reflects and prepares well and questions.
- The PARTNERIAETH engages and supports each other by working together and developing a shared focus.
- The PARTNERIAETH builds effective relationships with all stakeholders and partners.
- The PARTNERIAETH recognises people's contributions and achievements
- The PARTNERIAETH focuses on sustainable progress and growth

Integrity

- All involved work together with each partner feeling valued, motivated, responsible and having the opportunity to contribute to the collective outcomes of the process;
- The PARTNERIAETH is trustworthy and reliable
- The PARTNERIAETH is able to adapt to changing priorities and seeks to create a positive and healthy working environment.
- The PARTNERIAETH stands by difficult decisions and openly acknowledges errors.
- The PARTNERIAETH challenges and confronts poor performance.

Key Principles

- Deliver a genuine partnership with other local authorities and the region to build capacity
- Share learning across the region to better support schools using consistent school improvement methodologies.

- Deliver on a small number of priorities (*the priorities will be agreed and reviewed annually by effective co-construction, collaboration and partnership working*)
- Maximise devolved funding to schools ensuring transparency on funding issues
- Needs of all learners and schools in the collaboration are known and understood by partners and is at the centre of the work of the partnership
- the strong relationship between the school and the Local Authority should be the basis of an integrated approach to school improvement.
- exceptional quality, innovation and rigour in the delivery of agreed support services
- good value for money
- to work towards providing a fully bilingual service
- a service led by the needs of schools and Local Authority priorities
- Local employment and deployment of a school improvement team
- Provide a secure central service which can encourage excellent people to commit to it, enabling funding to be delegated purposefully and provide higher levels of funding to reach schools as our key partners.
- Be an acknowledged hub of excellence, led by securely employed, high level specialists, who are able to provide leadership and support for local, hub or other sub-regional groupings.
- Be a partnership enabling the best use of intelligence about schools and the resources available to support improvement
- Share learning across the region to better support schools using consistent school improvement methodologies.
- Establish a consistent regional approach to reduce duplication, ensure fairness and equity for all schools and to demonstrate value for money.
- Have a secure and effective model of governance to underpin a more responsive and innovative regional service which supports accountabilities that are shared between the regional and the local.
- Develop a regionally formulated and agreed school improvement strategy to be delivered locally to ensure the best possible provision of school improvement to further improve learner outcomes

Part 2: Organisation

Staffing Structure

The PARTNERIAETH will assign a dedicated strategic lead/senior adviser to link with each lead school improvement officer in each of the Councils to aid communication and integration.

Retention of central powers

The PARTNERIAETH will ensure that there is sufficient expertise in the Central Team to manage the following matters effectively:

- a) progress of schools within the Region
- b) strategic planning and coordination of the professional learning service and performance management of its effectiveness in delivering the Objects
- c) strategic leadership of key themes of work such as leadership development, curriculum support, support for Welsh and any other function determined by the Joint Committee.
- d) in conjunction with the Councils, business planning including management of financial resources, risk management, human resource management of PARTNERIAETH staff and the procuring of services

Part 3: Services Provided by the PARTNERIAETH to the Councils

- a) Functions of the PARTNERIAETH will include
 - **Leadership programmes and professional learning** on all levels throughout the workforce
 - Support for **Schools Causing Concern**/schools at risk of causing concern if required / Improving quality in our Schools
 - Implement and support Welsh Government Strategies and develop **regionally formulated strategies to implement these**
 - ⊖ Develop **regionally formulated and agreed strategies**
 - **Cymraeg including Cymraeg 2050**
 - Enable schools to become effective **learning organisations**
 - Support for **Digital learning**
 - Professional learning for **blended learning**.
 - **Equity and Wellbeing**
 - Research and links with **Higher Education Institutions**
 - Provide good quality advice and guidance for the **world of work**
 - Secondary Support

- Qualifications
- Pedagogy
- Collaborative Learning
- Additional Literacy and Numeracy
- Regional support for Modern foreign languages (Global Futures/Primary)
- Links with LA officers
- Facilitate School to School support
- Education Workforce Council links

Supporting the development of school leadership at all levels including affording opportunities for emerging and senior leaders to develop their experience and expertise through assignment and secondment to other schools, and commissioning and co-ordinating the provision of professional learning and development programmes

Ensuring the effective delivery in all schools and pupil referral units of national frameworks to support Welsh Government policy and strategy frameworks and co-ordinating and quality assuring the provision of professional learning and development to achieve this

Aligning Welsh Government and local strategies across the partnership to raise standards and ensuring the provision of high quality professional development offering relevant professional learning for practitioners

Working with the Authorities to ensure that their plans develop ensuring the alignment of the Welsh in Education Strategic Plans (WESP) across each Council to achieve consistency in the development of excellence in education in both the Welsh-medium and bilingual sectors and also in the delivery of Welsh as a second language

Providing and enabling strategic vision, focused leadership at a regional level and guidance, advice and focus to work supporting all aspects of school improvement.

SCHEDULE 3

Terms of Reference of the Joint Committee

1 Governance

1.1 Leaders of the three Councils

2 Purpose

2.1 The Joint Committee has ultimate responsibility and accountability for decisions taken in relation to the operation of the PARTNERIAETH.

2.2 The Joint Committee's functions shall include:

- (a) Implementing appropriate governance structures for the PARTNERIAETH.
- (b) Developing and implementing the strategic planning for the PARTNERIAETH to include approval and adoption of the Business Plan.
- (c) Overall responsibility for the performance monitoring.
- (d) Approving the Annual Budget and the statement of accounts, agreeing the basis on which the Annual Budget will be funded and any change to the basis for calculation of each Council's Contribution to the Annual Budget. The approval of the first Annual Budget shall be a matter reserved to the Councils in accordance with Schedule 8. All subsequent Annual Budgets will be approved by the Joint Committee taking recognition of the current economic climate and pressure on the public sector in the applicable year, and on the proviso that the approval shall not result in any Annual Budget exceeding the previous years Annual Budget by more than 5 %.
- (e) Approving the internal audit plan, internal audit charter and receiving the Head of Internal Audit annual assurance option.
- (f) Receiving external audit reports, including the audit of accounts report (ISA 260)
- (g) Approving the annual governance statement
- (h) Appointing the Lead Council for each of the Functions
- (i) Responsibility for resource allocation and ensuring optimal staffing levels to achieve the Objects.
- (j) Appointing the Lead Officers as required by clause 10.11.
- (k) Appointing (in consultation with the Strategic Group) the PARTNERIAETH Lead Officer.
- (l) To receive and consider reports and recommendations from the PARTNERIAETH Lead Officer, the Strategic Group or the Joint Scrutiny Councillor Group.

- (m) Strategic communications.
- (n) Subject to the prior approval of the Councils, receiving and considering Withdrawal Notices and approving the Liabilities Schedule for a withdrawing Council.

3 Membership

- 3.1 Each of the Councils shall appoint its leader or equivalent as its representative as a member of the Joint Committee and all such members shall have full voting rights.
- 3.2 Each of the Councils shall appoint its Cabinet Member with responsibility for Education as a non voting member of the Joint Committee.
- 3.3 In the event that a Council's leader is unable to attend all or part of a meeting of the Joint Committee the relevant Cabinet Member with responsibility for Education will automatically substitute for the leader and shall be able to vote in their place. In the event that the Cabinet Member is unable to attend the meeting then the leader can appoint an alternative substitute with full voting rights for the period that they are substituting for the leader.
- 3.4 In the event that that the Cabinet Member with responsibility for Education is either substituting for the leader in accordance with paragraph 3.3 or is otherwise unable to attend the meeting of the Joint Committee then that Cabinet Member may appoint a substitute to attend meetings of the Joint Committee in a non-voting capacity.
- 3.5 The Joint Committee shall be entitled to co-opt such additional persons to the Joint Committee as non-voting members as the Joint Committee sees fit and on terms to be determined by the Committee.
- 3.6 The co-option of any person as a non-voting member shall be subject to that person confirming in writing to the monitoring officer that he or she agrees to comply with the Co-opted Member Protocol in Schedule 7. No co-option shall take effect until such confirmation has been given.
- 3.7 The following officers shall attend the meetings of the Joint Committee and shall not have a vote:
 - (i) The Chief Executive of each of the Councils with the Lead Chief Executive to support the Chair and advise members.
 - (ii) The Director of Education of each of the Councils with the Lead Director to provide technical advice to the members.
 - (iii) The PARTNERIAETH Lead Officer who shall provide a report dealing with the progress in attaining the Objects including an update on the Business Plan.
 - (iv) The Chair of the Joint Scrutiny Councillor Group with observer status only.

- (v) The Lead Council with responsibility for Finance will arrange for its S.151 officer (or a deputy) to attend to report on the Annual Budget, Statement of Accounts and any other financial matters.
 - (vi) The Chair of the Strategic Group to present and advise on reports from the Strategic Group.
 - (vii) The monitoring officer and section 151 officer of each of the Councils shall be entitled to attend meetings of the Joint Committee as an advisor dependant on the subject matter of agenda items.
- 3.8 The Joint Committee may invite officers of the Councils or from outside bodies to attend committee meetings to present reports or to participate in Joint Committee business or to observe proceedings. These officers will not be members of the Joint Committee, will not form part of the quorum and will not be entitled to vote.

4 Chair

- 4.1 The Chair of the Joint Committee shall be one of the Council Leaders appointed to the Joint Committee.
- 4.2 The Chair of the Joint Committee shall be elected for a two year term in the first instance, reviewed annually thereafter.
- 4.3 The two Leaders of the remaining local authorities shall be appointed as Deputy Chairs.

5 Voting

- 5.1 Each member of the Joint Committee shall have one vote. Decisions of the Joint Committee shall be made by simple majority vote. In the event of an equality of votes, the Chair of the Joint Committee shall have a casting vote. In the absence of the Chair or in the event of the Chair withdrawing from the meeting for a particular agenda item, then the Joint Committee shall determine which of the Deputy Chairs shall sit as chair pro tem and that Deputy Chair shall have the casting vote for such period as the Chair is absent from the meeting.

6 Proceedings of Meetings

- 6.1 The rules of procedure in the constitution of the Lead Council responsible for administration of the Joint Committee shall apply to meetings of the Joint Committee.
- 6.2 The leaders of the Councils shall be subject to the codes of conduct of their respective Councils.
- 6.3 Co-opted members of the Joint Committee who are not members of the Councils shall be subject to the rules of conduct in Schedule 7 and shall sign an undertaking in the form set out at Schedule 7 to confirm that they shall abide by those rules of conduct.

7 Quorum

- 7.1 The quorum for a meeting of the Joint Committee shall be one representative with voting rights from each of the three Councils.

8 Frequency

- 8.1 The Joint Committee shall meet on a regular basis at a frequency to be determined by the Joint Committee. Additional meetings may be called by the Chair on at least seven clear days' notice issued through the Central Team.

9 Allowances

- 9.1 No allowances shall be paid.

10 Servicing

- 10.1 The Lead Council with responsibility for administration of the Joint Committee shall organise appropriate servicing for the meetings.

11 Sub groups

- 11.1 The Joint Committee by agreement can introduce sub-groups or task & finish groups for any matters which they feel would be better dealt with in this way. These sub-groups shall report to the Joint Committee with any recommendations or draft papers or reports.

12 Review

- 12.1 The terms of reference of the Joint Committee shall be reviewed annually and any recommendations for variation shall be referred to the Councils for determination.

SCHEDULE 4

Terms of Reference for the Strategic Group

1 Governance

1.1 Officer Governance

2 Purpose

2.1 The Strategic Group shall have the following roles:

- (a) To act as a reference point for PARTNERIAETH in terms of its interface with the Joint Committee of PARTNERIAETH and PARTNERIAETH's Operations Group.
- (b) Enabling PARTNERIAETH to plan strategically and efficiently for the delivery of key functions and strategic objectives.
- (c) Advising PARTNERIAETH's Joint Committee on strategic plans, performance, resource and risk management in relation to the functions PARTNERIAETH delivers on behalf of the 3 local authorities.
- (d) Embracing and advocating a partnership approach to the effective delivery of national policy for professional learning and leadership development within the context of school improvement.
- (e) Supporting strong governance and strategic oversight of the business plan
- (f) Ensuring value for money within a costed business plan
- (g) Demonstrating oversight of PARTNERIAETH's risk register and its management
- (h) Ensuring suitable staff capacity to deliver the required functions
- (i) Evaluating performance against outcomes prescribed within the business plan
- (j) Ensuring that the collaborative partnership meets the needs of local authorities and that additional needs are prescribed in Annex A of the business plan
- (k) Ensuring that members are available to meet with PARTNERIAETH's Joint Scrutiny Councillor Group in accordance with the Joint Scrutiny Councillor Group's terms of reference.
- (l) Representing the consensus of the group in the Joint Committee, as required.
- (m) Receiving updates from the PARTNERIAETH Lead Officer on the work of PARTNERIAETH's Operations Group.

2.2 The Strategic Group shall have the following responsibilities:

- (a) Contributing to the development and formulation of strategy for the attainment of the Objects.
- (b) Preparing the Annual Budget for approval by the Joint Committee with the guidance and support of the Lead Chief Finance Officer.
- (c) Preparing the Business Plan for approval by the Joint Committee with the guidance and support of the PARTNERIAETH Lead Officer.
- (d) Scrutiny and monitoring of the operation and performance of the PARTNERIAETH, the Central Team and each of the Councils in pursuance of the Objects.
- (e) Advising, setting targets and monitoring the work of the PARTNERIAETH, ensuring that all targets towards the attainment of the Objects are met and, to this end, requesting and considering regular reports from the Lead Council.
- (f) Scrutiny and monitoring of financial controls and systems of risk management and undertaking a budget monitoring function.
- (g) Consulting with the Joint Committee over the appointment (and removal) of the PARTNERIAETH Lead Officer and senior management and recommending appropriate levels of remuneration.
- (h) Making recommendations to the Joint Committee on the approval of and changes to the staffing structure of the Central Team.
- (i) Advising, setting targets and monitoring the work of the Central Team and, to this end, requesting and considering regular reports from the Lead Council having responsibility for management of the Central Team.
- (j) Overseeing the work streams of the Central Team with a view to ensuring that all targets towards the attainment of the Objects are met.
- (k) Approving all contractual arrangements necessary for the attainment of the Objects to be entered into by the Lead Council for Contracts and Procurement on behalf of the PARTNERIAETH.
- (l) Doing such other things in accordance with the terms of this Agreement as may be agreed from time to time.

3 Accountable to

- 3.1 Joint Committee

4 Reporting

- 4.1 All reports prepared by the Strategic Group once approved by the Strategic Group shall be submitted as draft to the Joint Committee for approval via the Central Team.

5 Membership

- 5.1 The Strategic Group shall consist of the following members:-

- (a) the Directors of Education for each Council;
 - (b) the PARTNERIAETH Lead Officer;
 - (c) PARTNERIAETH strategic advisers as and when required.
- 5.2 If a member of the Strategic Group is unable to attend a meeting that member may be represented by a deputy nominated in writing by the Council or body they represent to attend the meeting in their place.
- 5.3 The Joint Committee may approve the co-option of additional representatives to the Group. Co-opted members may include representatives of other key stakeholders such as diocesan authorities, etc and other consultative and stakeholder forums that the PARTNERIAETH may choose to engage.
- 5.4 The co-optees shall not count towards the quorum. Their co-option shall be subject to that person confirming in writing to the monitoring officer that he or she agrees to comply with the Co-opted Member Protocol in Schedule 7. No co-option shall take effect until such confirmation has been given
- 5.5 The Strategic Group may invite officers of the Councils or from outside bodies to attend Group meetings to present reports or to participate in Group business or to observe proceedings. These officers will not be members of the Strategic Group and will not form part of the quorum.

6 Chair

- 6.1 The Chair will be the Lead Director of Education as agreed by the Joint Committee.
- 6.2 In the absence of the Chair at a meeting a chair for that meeting shall be appointed by the Strategic Group from amongst the members in attendance.
- 6.3 The responsibilities of the Chair include
- a) deciding, in consultation with the PARTNERIAETH Lead Officer, the agenda for each meeting of the Strategic Group, ensuring that standing items in relation to strategic planning, performance, resource and risk management are included on each Strategic Group meeting agenda. Ensuring that reports on planning, performance, resource and risk management are considered by Directors prior to consideration by the Joint Committee
 - b) ensuring the provision of accurate, timely and clear information for members
 - c) ensuring the Strategic Group operates effectively in all aspects of its role
 - d) facilitating and encouraging effective contributions from members and appropriate and effective relationships between members and officers
 - e) supporting effective communication with the Councils and Welsh Government
 - f) attending (with the PARTNERIAETH Lead Officer) meetings of the Joint Committee

7 Voting/Agreement

- 7.1 The Strategic Group shall not have any decision making powers. Agreement shall be reached by consensus of the membership referred to in paragraph 5.1.
- 7.2 Where alternative views and opinions are expressed these shall be recorded and included in any reporting process.

8 Meetings

- 8.1 Meetings of the Strategic Group shall be convened by notice in writing issued at the direction of the Chair, in consultation with the PARTNERIAETH Lead Officer and delivered with the agenda and all reports to each member at least 3 clear working days before the date of the meeting.
- 8.2 The chair of the Group shall arrange for minutes of the proceedings of each meeting to be taken, approved and recorded. This role shall be undertaken by the Central Team.

9 Quorum

- 9.1 To constitute a valid meeting of the Group at least two-thirds of the members shall be in attendance at the meeting.

10 Frequency

- 10.1 The Group shall meet regularly at such frequency as the Group shall determine.

11 Conflicts of interest

- 11.1 Occasions will arise where conflicts of interest preclude specific named officers, individuals, committee members and local authorities from taking part in discussions which shall form views and recommendations on specific matters. Members have an obligation to declare any such interests which shall then be recorded.

12 Allowances

- 12.1 No allowances shall be paid.

13 Servicing

- 13.1 Support for the Strategic Group shall be provided by the Central Team.

14 Review

- 14.1 The terms of reference of the Strategic Group shall be reviewed annually by the Joint Committee.

SCHEDULE 5

Other governance arrangements

PARTNERIAETH OPERATIONS GROUP - Terms of Reference

Frequency

- Meetings will be held on fortnightly basis, initially. These meetings form part of the governance arrangements of PARTNERIAETH and should be sequential by feeding into PARTNERIAETH's Strategic Group, Joint Scrutiny Councillor Group and Joint Committee.

Membership

- PARTNERIAETH Lead Officer
- 3 local authority Lead School Improvement Officers or their nominated deputies
- PARTNERIAETH's strategic advisers

The meeting will be chaired by the PARTNERIAETH Lead Officer or another member of the group in his/her absence.

Content

- PARTNERIAETH's Operations Group is the main driver for producing delivery plans for the strategic themes outlined in PARTNERIAETH's business plan.
- Each Strategic Adviser in PARTNERIAETH will have a budget agreed by Directors at their Strategic Group to deliver plans within the overall business plan for PARTNERIAETH. Any anticipated additional expenditure beyond budget will require authorisation at the Strategic Group.
- The Operations Group will receive secretariat support from PARTNERIAETH's central team.
- Each Strategic Adviser will be responsible for reporting their part of the business plan to the Operations Group and to PARTNERIAETH's Stakeholder Group.
- The Operations Group will evaluate the successful delivery of plans across the 3 local authorities.
- The Operations Group will note key successes and risks in relation to the delivery plans across a range of strategic themes.

Expectations

- Members of Operations Group should at all times act and contribute in a fair and understanding manner. Members should be prepared to offer their insights at a local level, while respecting and appreciating that the group needs to think as a formal partnership, in accordance with strong governance arrangements.

- Consensus should be sought whenever possible. Where there is not a unanimous agreement then a majority decision is acceptable, but this should be recorded and reported to PARTNERIAETH's Strategic Group.
- There is an expectation that as a member of the Operations Group, members are tasked with communicating their work externally, by using both local and regional communications channels for PARTNERIAETH.
- The PARTNERIAETH Lead Officer and strategic advisers will be responsible for bringing any national messages or communications to the meeting, so that the group may contribute to feedback, or cascade messages locally.

PARTNERIAETH Stakeholder Group - Terms of Reference

Purpose

To act as a reference point for PARTNERIAETH in terms of its interface with school leaders:

- Enabling PARTNERIAETH to test ideas and principles in advance of policy formulation and during policy development.
- Advising PARTNERIAETH of potential strengths and weaknesses of proposed policies and strategies.
- Embracing and advocating a regional approach to problem solving.

Membership

- Representative leaders from secondary, primary, pupil referral unit and special school sectors from the 3 local authorities in the PARTNERIAETH (12 members in total).
- PARTNERIAETH Lead Officer and other officers as and when required.

Secretariat support from PARTNERIAETH's central team.

Frequency

- The Stakeholder Group will be convened on a quarterly basis.

Representation role

- Acting as a general conduit for information.
- Feeding back to relevant Headteacher groups on a regular, agreed basis.
- Receiving the views of Headteacher colleagues on agreed items
- To provide feedback on current and emerging priorities particularly in relation to the impact on schools.

Expectations of:

Members

- To disseminate information to other Headteacher colleagues.
- To receive feedback from colleagues, formally through regular headteacher meetings at local authority level, and informally from colleagues via individual approaches, and to forward this to PARTNERIAETH as appropriate.
- To represent PARTNERIAETH, where appropriate, at regional events involving Headteachers.

PARTNERIAETH

- To produce minutes of each meeting, within 5 days, that can act as the information base for dissemination via headteacher representatives.
- To ensure that, by rotation, significant issues affecting schools under consideration by PARTNERIAETH, are brought to the stakeholder group and reflected in discussion.
- To meet with wider headteacher groups within each of the three local authorities, twice annually.

SCHEDULE 6
Terms of Reference of Joint Scrutiny Councillor Group

1. Membership.

1.1 The Joint Scrutiny Councillor Group shall comprise of Education Scrutiny Chairs and Vice Chairs or equivalent of each of the 3 Councils.

1.2 Each member may appoint a deputy who may attend meetings of the Joint Scrutiny Councillor Group as a substitute for the appointed member but such deputy shall only be entitled to attend meetings of the Joint Scrutiny Councillor Group in the absence of the appointed member.

1.3 The membership may not include Cabinet/Executive Members.

2. Purpose

2.1 The purpose of the Joint Scrutiny Councillor Group shall be:

2.1.1 Performing the overview and scrutiny function for the PARTNERIAETH on behalf of the 3 Councils;

2.1.2 To develop a forward work programme reflecting the functions under clause 2.1.1 above;

2.1.3 To seek reassurance and consider if the PARTNERIAETH is operating according to the Joint Committee Agreement, its Business Plan, timetable and / or is being managed effectively. In particular to review and scrutinise the Joint Committee's financial affairs; review and assess the Joint Committee's risk management, internal control and corporate governance arrangements and review and assess the economy, efficiency and effectiveness with which resources have been used.

2.1.4 To make any reports and recommendations to the Councils, whether to their executive Boards or full Council as appropriate, in respect of any function which has been delegated to the Joint Committee pursuant to the Joint Committee Agreement.

2.2 For the avoidance of doubt scrutiny of individual Council's statutory responsibilities as set out in Schedule 1 shall be a matter for the relevant Council's Scrutiny Committee.

3. Chair

3.1 The Chair and Vice-Chair of the Joint Scrutiny Councillor Group shall be elected by the Joint Scrutiny Councillor Group for a term to be determined by the Joint Scrutiny Councillor Group.

3.2 The Chair and Vice-Chair of the Joint Scrutiny Councillor Group shall not be from the same Council as the Chair of the Joint Committee.

4. Voting

4.1 Each member of the Joint Scrutiny Councillor Group shall have one vote. Decisions of the Joint Scrutiny Councillor Group shall be made by simple majority vote.

4.2 In the event of equality of votes the Chair of the Joint Scrutiny Councillor Group shall have a casting vote.

5. Conflicts of Interest

5.1 Members of the Joint Scrutiny Councillor Group must declare any interest either before or during the meetings of the Joint Scrutiny Councillor Group (and withdraw from that meeting if necessary) in accordance with their Council's Code of Conduct or as required by law.

6. Proceedings of Meetings

6.1 The rules of procedure and access to information rules of the Lead Council with responsibility for the administration of the scrutiny function shall apply to meetings of the Joint Scrutiny Councillor Group.

6.2 Members of the Joint Scrutiny Councillor Group shall be subject to the Codes of Conduct for Members of their Councils.

6.3 Members shall be entitled to Joint Committee papers in accordance with the procedure rules of the Lead Council with responsibility for the administration of the scrutiny function.

7. Quorum

7.1 The quorum for meetings shall be no less than 3 members, which must include at least 1 member from each of the 3 Councils.

7.2 Officers of the Councils or from outside bodies may be invited to attend Joint Scrutiny Councillor Group meetings to present reports, participate in scrutiny discussions or to observe proceedings but these officers will not form part of the quorum nor will they be entitled to vote.

7.3 The PARTNERIAETH Lead Officer and the Lead Director for Education shall attend meetings of the Joint Scrutiny Councillors Group.

7.4 The Directors of Education of each of the Council shall attend together at least once per annum.

7.5 The Chair of Joint Committee shall attend at least once per annum.

8. Frequency

8.1 The Joint Scrutiny Councillor Group shall meet at a frequency to be determined by the Joint Scrutiny Councillor Group. Additional meetings may be convened by the Chair on at least 7 clear days' notice.

9. Allowances

9.1 No allowances shall be paid.

10. Servicing

10.1 The Lead Council with responsibility for administration of the joint scrutiny functions shall support the Joint Scrutiny Councillor Group.

11. Sub-Groups

11.1 The Joint Scrutiny Councillor Group by agreement may create task and finish groups.

12. Review

12.1 The terms of reference of the Joint Scrutiny Councillor Group shall be reviewed annually.

SCHEDULE 7
Rules of Conduct of Co-opted Members of the Joint Committee and the Strategic Group

- 1 These rules apply to you in your capacity as a **co-opted member of the Joint Committee or the Strategic Group**. You must observe these rules whenever you attend a meeting of the Joint Committee or the Strategic Group.
- 2 You shall conduct yourself appropriately and shall treat others with respect at meetings of the Joint Committee and the Strategic Group.
- 3 You shall not conduct yourself in a manner which could reasonably be regarded as bringing the Joint Committee or the Strategic Group or the PARTNERIAETH into disrepute.
- 4 You shall abide by any policies and procedures adopted by the Joint Committee or the Strategic Group.
- 5 You shall prepare fully for meetings of the Joint Committee and the Strategic Group including reading papers and seeking advice from the Central Team when necessary.
- 6 You shall comply with any request for information from the Lead Officers properly and reasonably required in connection with your role as a member of the Joint Committee or the Strategic Group.
- 7 As part of your role you may be requested by the Joint Scrutiny Councillor Group to provide information or to attend a meeting and answer questions in connection with your activities as a member of the Joint Committee or Strategic Group, as the case may be and you are expected to comply with any such request.
- 8 You shall not disclose confidential information nor any information relating to business of the Joint Committee or the Strategic Group which is exempt from public access.
- 9 You shall avoid situations where your interests will conflict with the interests of the PARTNERIAETH.
- 10 You shall regard yourself as having a personal interest in any business of the Joint Committee or Strategic Group if it relates to or is likely to affect:
 - 10.1 Any employment or business carried on by you or any person who employs or has appointed you.
 - 10.2 Any firm in which you are a partner or any company for which you are a remunerated director.
 - 10.3 Any corporate body which has a place of business or land in the Region and in which you have a beneficial interest in a class of securities of that body that exceeds the nominal value of £25,000 or one hundredth of the total issued share capital of that body.
 - 10.4 Any land in which you have a beneficial interest which is in the Region.

- 10.5 Any land in the Region in which you have a licence to occupy for 28 days or longer.
- 11 You shall regard yourself as having a prejudicial interest in any business of the Joint Committee or Strategic Group if you have a personal interest which a member of the public with knowledge of the relevant facts would reasonably regard as so significant that it is likely to prejudice your judgment of the public interest.
- 12 You shall inform the Central Team of your personal interests and related party interests so that the Central Team may register your interests on a register of interests of co-opted members of the Joint Committee and the Strategic Group.
- You shall inform the Central Team of your personal interests:
- 12.1 No later than 28 days after your acceptance of co-option to the Joint Committee or the Strategic Group; and
- 12.2 No later than 28 days after you become aware of any new personal interests.
- 13 If you have a personal interest in any business which is considered at a meeting that you attend of the Joint Committee or the Strategic Group you must disclose to that meeting the existence and nature of your interest before or at the commencement of the consideration of the business or when the interest becomes apparent.
- 14 Where you have a prejudicial interest in an item of business of the Joint Committee or the Strategic Group you shall subject to paragraph 15 withdraw from the meeting and you shall not participate in the consideration of the business.
- 15 Where you have a prejudicial interest in any business considered by the Joint Committee or the Strategic Group you may attend a meeting of the Joint Committee or the Strategic Group at which the business is considered for the purpose of making representations answering questions or giving evidence to the same extent that members of the public are allowed to attend the meeting for the purpose of making representations answering questions or giving evidence.

Undertaking to abide by the rules of conduct

I (name of co-opted member) undertake to abide by the rules of conduct of co-opted members of the Joint Committee and the Strategic Group

Signed -----

Date -----

SCHEDULE 8
Matters Reserved to the Councils

- 1 Making decisions on admission of other councils into the PARTNERIAETH.
- 2 Making decisions on the provision of services to a council who is not a party to the PARTNERIAEH and the terms upon which any services are to be provided.
- 3 Varying the terms of reference of the Joint Committee.
- 4 Deciding whether to accept a Joint Committee Withdrawal Notice from one of the Councils to allow a Council to withdraw from the PARTNERIAETH.
- 5 Approving the Liabilities Schedule accompanying a Withdrawal Notice to include details of the withdrawing Council's liability to the other Councils.
- 6 Agreeing the terms for termination of this Agreement by agreement of all the Councils.
- 7 Deciding on actions to implement the provisions of the dispute resolution procedure in clause 22.
- 8 Approving the first Annual Budget of the Partneriaeth and any subsequent Annual Budget which would exceed the scope of the authority delegated to the Joint Committee within its terms of reference.

SCHEDULE 9 Annual Budget

1. The Lead Chief Finance Officer shall be responsible for accepting any offer of Government Funding on behalf of the Councils and the PARTNERIAETH.
2. The PARTNERIAETH shall operate within the Annual Budget as approved by the Joint Committee.
3. The PARTNERIAETH via the Lead Council with responsibility for Finance, shall provide a draft Annual Budget to the Joint Committee for approval before the start of the following Financial Year.
4. The Lead Council with responsibility for Finance shall be entitled to recover from the other Councils each Council's Contribution to its share of the Annual Budget. The Council's Contribution shall be calculated according to the following formula:-

The element of the Annual Budget to be funded by Council Contributions shall be divided on a pro rata basis between the Councils based on the number of learners in each Council's administrative area as detailed in PLASC for each year as a proportion of the aggregate number of learners. This pro rata figure shall be used to calculate 80% of the Council Contribution. The remaining 20% shall be calculated using the number of schools in each Council's administrative area each year as a pro rata share of the total number of schools in the Region.

Any revision to the means of calculating each Council's Contribution to the Annual Budget is a matter for the Joint Committee to determine.

5. Each Council shall pay its Council Contribution at the start of each financial year upon the basis of an invoice submitted by the Lead Council with responsibility for Finance.
6. Subject to the agreement of each Council's S.151 officer, any costs, expenses or liabilities that may arise as a result of the cessation of any funding which forms part of the Annual Budget, or the cessation of any funding which is of a fixed term nature, shall be shared between the Councils on the same basis as used to calculate each Council's Contribution.
7. The Lead Chief Finance Officer (the S.151 officer of the Lead Council with responsibility for Finance) shall supply the Joint Committee with a half yearly budget monitoring report showing the projected outturn for the financial year and an outturn budget report following the end of the financial year.
8. If a half yearly budget monitoring report indicates a projected overspend for the financial year the Joint Committee shall consider whether such overspend is necessary or permissible and, if so, identify the funding available.
9. The Lead Chief Finance Officer shall, on at least a half yearly basis, report to the Joint Committee on all Government Funding which has become available for the Objects.
10. Any underspend of the Annual Budget will be appropriated to reserve and used for such purposes as agreed by the Joint Committee.

11. Overspends will be promptly notified by the Lead Chief Finance Officer to the Joint Committee with a clear explanation of the reasons for the deficit. Any underspends appropriated to reserve as referred to in paragraph 8 will be utilised in the first instance towards funding the overspend and any remaining deficit will be met by the Councils according to the share of the Annual Budget as calculated in accordance with paragraph 3.

12. The Lead Chief Finance Officer shall ensure that any purchase or supply of services made on account of the PARTNERIAETH which are subject to VAT, whether or not the purchase price includes an element of VAT, shall be paid for only on the receipt by the Lead Chief Finance Officer or other responsible financial officer of the Lead Council an invoice complying with VAT regulations or a written guarantee that an authenticated VAT receipt will be issued on payment.

13. VAT will be chargeable on payments between the Councils only where a taxable supply of goods or services is deemed to have been made as defined by statute in the VAT Act 1994 as amended.

14. In the event that the Joint Committee approves (following prior approval by the Councils in accordance with Schedule 8) the addition of a new party to this Agreement, the Lead Chief Finance Officer shall prepare a revised Annual Budget for approval by the Joint Committee.

15. In the event that the Joint Committee approves (following prior approval by the Councils in accordance with Schedule 8) the provision of Services to a non-party to this Agreement, the Lead Chief Finance Officer shall calculate the cost of providing such Services taking into account the Annual Budget so that the PARTNERIAETH is not in a position of financial detriment as a result of providing the Services. The Lead Chief Finance Officer in conjunction with the Lead Council for Legal Services shall ensure that appropriate contract documentation is in place to protect the interests of the PARTNERIAETH and that the non-party is promptly invoiced for the Services delivered.

16. The Lead Chief Finance Officer shall ensure that the PARTNERIAETH maintains a working balance and/or a prudent level of reserves as a general contingency and to fund predicted liabilities or plans in future years.

SCHEDULE 10

The Business Plan

The Business Plan

The overall PARTNERIAETH Business Plan

1. The PARTNERIAETH will produce a fully costed annual Business Plan setting out:
 - a) a summary of the PARTNERIAETH's strategic objectives, priority outcomes and targets
 - b) a report summarising the performance of the schools in the Region over the previous twelve months and an analysis of the main areas of strength and weakness within the Region
 - c) the priorities for improvement both with regard to particular schools and strategic regional issues
 - d) the work programmes to be undertaken over the following twelve months,
 - e) measurable improvement in school performance to be achieved over the following twelve months.
2. The PARTNERIAETH Lead Officer will discuss the draft Business Plan with each Council's Director and with representatives of the schools of the Region, and report the outcome of such discussions to the Joint Committee when submitting the draft Business Plan to the Joint Committee for approval.
3. The Business Plan, as approved by the Joint Committee, shall be submitted to Welsh Government by the end of February in each year with the final sign-off by Welsh Government by the end of March in each year.

Council annex to the Business Plan

1. Each Council may prepare for approval an annex to the Business Plan concerning its schools, school improvement priorities, improvement services and improvement targets specifying how these matters interact with the Business Plan
2. The draft annex will be discussed by the PARTNERIAETH Lead Officer and the Council's Education Director and the portfolio holder for children's and education services or equivalent.
3. If, following discussions, concerns are raised in relation to the content of a Council's draft annex that cannot be resolved between the PARTNERIAETH Lead Officer and that Council, such concerns shall be reported in writing to the Joint Committee as part of their consideration of the Business Plan
4. An annex prepared by a Council will be complementary to and not duplicate other corporate plans concerning the education function of that Council
5. An annex prepared by a Council may, once approved, constitute a service level agreement between the PARTNERIAETH and the Council.

Approval of the Business Plan by Welsh Government

1. The Welsh Government, through the Minister for Education and Welsh Language, will be responsible for approving the Business Plan

2. The PARTNERIAETH Lead Officer, with the managing directors of the other Welsh consortia, will use reasonable endeavours to meet the lead officials of Welsh Government on a regular basis in a spirit of co-operation to:

- a) review progress of the Councils' priorities
- b) exchange information on the working of the consortia
- c) identify factors that are enabling or holding back progress on school improvement
- d) liaise on the implementation of government programmes and initiatives

SCHEDULE 11

The Central Team

The Central Team will be managed by the PARTNERIAETH Lead Officer and be accountable to the Joint Committee through the PARTNERIAETH Lead Officer.

1. Functions to support the Joint Committee

- a) preparation of an annual self-evaluation report on the performance of the Region in relation to the regional strategy and business plan.
- b) supporting the Strategic Group to prepare a fully costed operational business plans to support the agreed priority areas for the Region during any one academic year.
- c) production of half yearly financial reports including income and expenditure linked to the ring-fenced allocations under this Agreement, grant funding streams and central costs.
- d) preparation and presentation of various discussion papers under this Agreement and in response to the requests from Welsh Government
- e) engaging with key stakeholders including other consortia, WLGA, Welsh Government and research establishments.

2. Functions to support the Strategic Group

- a) co-ordination of data analysis for the relevant and appropriate key indicators to assess the performance of the Region effectively.
- b) monitoring the delivery of the operational business plans and ensuring consistency of implementation
- c) ensuring the effective utilisation of the internal operational framework for the Region that determines level of support and appropriate resources individual schools require. The resources will be deployed in line with the common agreed approach to address need rather than demographic entitlement
- d) co-ordinating and managing events and meetings including organising venues, costs, drafting schedules, agenda and taking of minutes
- e) preparing interim and final progress reports for various funding organisations that are providing grants to the region
- f) engaging with key stakeholders including teachers, head teachers, governors and Challenge Advisers.

SCHEDULE 12 Notices

Chief Legal Officer
Carmarthenshire County Council
County Hall
Carmarthen
Carmarthenshire
SA31 1JP
Email - LRJones@carmarthenshire.gov.uk

Chief Legal Officer
Pembrokeshire County Council
County Hall
Haverfordwest
Pembrokeshire
SA61 1TP
Email - rhian.young@pembrokeshire.gov.uk

Chief Legal Officer
City and County of Swansea Council
Civic Centre
Oystermouth Road
Swansea
SA1 3SN
Email – Tracey.meredith@swansea.gov.uk

Mae'r dudalen hon yn wag yn fwriadol



CYD-BWYLLGOR PARTNERIAETH 29 EBRILL 2022

CYLLIDEB AMLINELLOL PARTNERIAETH 2022-23

DIBEN:

Y Cyd-bwyllgor i ystyried a chymeradwyo cyllideb amlinellol Partneriaeth ar gyfer 2022-23 cyn iddi gael ei chymeradwyo gan y Cynghorau.

ARGYMHELLION/PENDERFYNIADAU ALLWEDDOL SY'N OFYNNOL:

- Bod y Cyd-bwyllgor yn nodi'r rhagdybiaethau ac amcangyfrifon a wnaed wrth lunio'r gyllideb amlinellol ar gyfer 2022-23;
- Bod y Cyd-bwyllgor yn cymeradwyo cyfraniadau'r Awdurdodau Lleol ar gyfer 2022-23, y Cytundebau Lefel Gwasanaeth (CLGau) ar gyfer 2022-23, a'r gyllideb amlinellol ar gyfer 2022-23 cyn iddynt gael eu cymeradwyo gan y Cynghorau;
- Bod y Cyd-bwyllgor yn awdurdodi Swyddog Adran 151 Partneriaeth i wneud newidiadau i'r gyllideb amlinellol ar gyfer 2022-23 wrth i ragdybiaethau ac amcangyfrifon gael eu cadarnhau.

RHESYMAU:

Cydymffurfedd â Chytundeb Cyfreithiol a Rheoliadau Ariannol Partneriaeth

Awdur yr Adroddiad: Jon Haswell Mark McLaughlin	Swydd: Swyddog A151 Partneriaeth Prif Gyfrifydd	E-bost: jonathan.haswell@pembrokeshire.gov.uk mark.mclaughlin@partneriaeth.cymru
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EXECUTIVE SUMMARY
PARTNERIAETH JOINT COMMITTEE
29 APRIL 2022

PARTNERIAETH OUTLINE BUDGET 2022-23

BRIEF SUMMARY OF PURPOSE OF REPORT

To provide the Joint Committee with the Partneriaeth outline budget for 2022-23, including:

- Assumptions and estimates
- Local Authority contributions
- Service Level Agreements (SLA's)
- Risks

The Partneriaeth Legal Agreement, which it is anticipated will be signed off by each Local Authority imminently, provides the following as a matter reserved for Councils: 'Approving the first Annual Budget of Partneriaeth and any subsequent Annual Budget which would exceed the scope of the authority delegated to the Joint Committee within its terms of reference'. It is therefore proposed that the Joint Committee consider and endorse the first Annual Budget of Partneriaeth, prior to approval by the Councils.

DETAILED REPORT ATTACHED?

YES



IMPLICATIONS

Policy, Crime & Disorder and Equalities NONE	Legal NONE	Finance YES	Risk Management Issues YES	Staffing Implications NONE
<p>1. Finance As outlined in the detailed report.</p>				
<p>2. Risk Management Issues As outlined in the detailed report.</p>				

CONSULTATIONS

N/A

<p>Section 100D Local Government Act, 1972 – Access to Information List of Background Papers used in the preparation of this report: THESE ARE DETAILED BELOW</p>
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Title of Document	File Ref No.	Locations that the papers are available for public inspection
N/A	N/A	N/A



Mae'r dudalen hon yn wag yn fwriadol

**Partneriaeth
Outline Budget
2022-23**

**Partneriaeth Joint Committee
29 April 2022**

**Partneriaeth
S151 Officer**

1. Introduction

This report presents the Joint Committee with an outline budget for the new entity 'Partneriaeth', an alliance of Carmarthenshire County Council, Pembrokeshire County Council and Swansea Council.

The Partneriaeth Legal Agreement, which it is anticipated will be signed off by each Local Authority imminently, provides the following as a matter reserved for Councils: 'Approving the first Annual Budget of Partneriaeth and any subsequent Annual Budget which would exceed the scope of the authority delegated to the Joint Committee within its terms of reference'. It is therefore proposed that the Joint Committee consider and endorse the first Annual Budget of Partneriaeth, prior to approval by the Councils.

2. Assumptions and Estimates

A number of assumptions and estimates have had to be made to create the outline budget and should be considered throughout.

The assumptions and estimates for the outline budget, based on the alliance of the three Local Authorities, are:

- The assumptions and estimates are subject to change as they are confirmed;
- The funding for the RCSIG is indicative only, see Appendix A, is subject to change by Welsh Government and it is assumed that it will be paid direct to Partneriaeth for 2022-23 (it was paid direct to Local Authorities in 2021-22);
- For budgeting purposes, where elements of the RCSIG and PDG are still to be confirmed, the funding level has been excluded as agreement will need to be made as to the distribution from Partneriaeth in the future;
- No commissioning of Partneriaeth services by NPT/Ceredigion/Powys has been included within this outline budget, for prudence and due to the "TBC" status of these funding streams within the indicative funding, other than the HLTA and future leaders programme for NPT (assumed £80k);
- All posts for 2022-23, both filled and vacant, have been included;
- A 4.0% pay increase from April 2022 has been budgeted for anyone on the non-teaching pay grades;
- Salaries for all other staff have remained the same for the period April to August 2022, as their increases do not come into effect until September 2022, with a 4.0% pay increase budgeted for September 2022 to March 2023.
- Remote working will continue for this period due to uncertainty around Covid-19 and to reduce costs;
- Service Level Agreements (SLA's) – the costs has been re-calculated for the Partneriaeth structure, including the Principal Accountant and the Accounting Technician moving into the Finance SLA;
- Audit Wales have yet to confirm their fees for 2022-23;
- £20k has been included for laptop replacements, to ensure technology is fit for purpose especially as remote working is to continue.

3. Partneriaeth Outline Budget 2022-23

Local Authority Contributions

Local Authority contributions for 2022-23 will be £300,000, following a request by the Lead Education Director to reduce the contributions from 2021-22 levels.

The Partneriaeth contribution is based on PLASC-20 figures (80%) and the number of schools within each Local Authority (20%).

Local Authority	2019-20	2020-21	2021-22	2022-23
	ERW Contribution £	ERW Contribution £	ERW Contribution £	Partneriaeth Contribution £
Powys	33,535	81,934	34,139	-
Pembrokeshire	33,895	79,898	79,898	65,370
Carmarthenshire	53,167	123,998	123,998	107,160
Swansea	69,998	150,785	150,785	127,470
Ceredigion	18,692	43,741	-	-
NPT	40,713	0	-	-
Total	250,000	480,356	388,820	300,000

The increase in contribution levels for 2020-21 was due to a requirement to fund the ERW structure following the review and reform work undertaken in 2019 as outlined in the report considered and approved by the ERW Joint Committee on 9 December 2019.

Powys only contributed £34,139 for 2021-22 (5/12th's).

Service Level Agreements (SLA's)

The budgets presented within this report include the re-calculated SLA's below.

SLA's	2021-22 ERW £	2022-23 Partneriaeth £
Committee Services (Carmarthenshire)	5,000	5,000
Scrutiny (Swansea)	5,000	5,000
Finance (Pembrokeshire)	40,000	121,000
Internal Audit (Pembrokeshire)	25,000	26,000
Human Resources (Pembrokeshire)	20,000	6,000
Information Technology (Pembrokeshire)	24,000	31,000
Procurement (Pembrokeshire)	20,000	20,000
Total Budgeted SLA's	139,000	214,000

The reason for the increase in the Finance SLA is that the Principal Accountant and the Accounting Technician are now included. Previously they were part of the ERW Central Team but it was deemed prudent for them to be included in the Finance SLA in order to provide a level of resilience in their absence.

The reason for the reduction in the HR SLA is due the reduced size of the Partneriaeth structure but a 0.8 FTE HR Manager still being retained by Partneriaeth.

For the purposes of the budget, the SLA's have been rounded to the nearest £k.

There continues no charge being made for the services of the Partneriaeth Lead Chief Executive, Partneriaeth S151 Officer, Partneriaeth Monitoring Officer or the Partneriaeth Lead Education Director.

Partneriaeth Outline Budget 2022-23

Budgeted Expenditure	Core Funded £'000	Grant Funded £'000	Total £'000
Staffing Costs			
Salaries, Secondments, Specialists		1,930	1,930
Travel, Subsistence, Training & Development		15	15
IT Hardware & Mobiles	8	12	20
	8	1,957	1,965
Development and Running Costs			
Rent and Accommodation	25		25
General Office Expenses	7		7
Stationary, Telephone & Photocopying	5		5
Translation		40	40
Software & Marketing	26		26
Service Level Agreements	214		214
External Audit	15		15
Business Plan Objectives		3,058	3,058
	292	3,098	3,390
Estimated Total Expenditure	300	5,055	5,355
Budgeted Income	Core Funded £000	Grant Funded £000	Total £000
Local Authority Contributions	300		300
Grant Funding RCSIG		4,159	4,159
Grant Funding RCSIG EIG Retained		841	841
PDG Co-ordinator		55	55
Estimated Total Income	300	5,055	5,355

- The above does not include an estimate for PDG LAC, as this is 'TBC' by Welsh Government, however, 10% is usually retained to carry out work across the region in line with the Business Plan approved by the Joint Committee and the LAC Plan approved by the Directors of Education. It is suggested that 10% be made available for this purpose once funding is confirmed.
- The £80k from NPT outlined above is included in the £4.159m in the table.

4. Risks

Continued reliance on grant funding was a risk for ERW and remains a risk for Partneriaeth.

Partneriaeth currently has no working balance or reserves, however, it is anticipated that a working balance and reserves will be created following the cessation of ERW, utilising any ERW reserve or EWC balances. If there are no balances following the cessation of ERW, consideration would have to be given how to fund a Partneriaeth working balance or reserve, e.g. Specific contribution from each Local Authority.

It is anticipated that the costs of any redundancies from the cessation of ERW will be met from ERW balances, however, should there be insufficient balances, the costs would have to be funded by Local Authorities in accordance with the ERW Joint Agreement.

5. Recommendations

- The Joint Committee notes the assumptions and estimates made in compiling the outline budget for 2022-23;
- The Joint Committee endorses the Local Authority contributions for 2022-23, the Service Level Agreements (SLA's) for 2022-23 and the outline budget for 2022-23 prior to approval by the Councils;
- The Joint Committee authorises the Partneriaeth S151 Officer to make amendments to the outline budget for 2022-23 as assumptions and estimates are confirmed.

RCSIG 2022-23 Indicative Figures							
Funding Description	All Wales 22-23	Former ERW Total	Partneriaeth Total	Pembs	Carms	Swansea	Formula
Curriculum Reform - Regional support for curriculum and assessment reform	£3,400,000	£971,364	£588,745	£130,064	£214,636	£244,045	PLASC
Curriculum Reform - National Network schools' engagement	£3,000,000	£857,085	£519,480	£114,762	£189,384	£215,334	PLASC
Curriculum Reform - Schools curriculum and assessment reform, inc learning progression	£6,346,000	£1,813,022	£1,098,875	£242,760	£400,612	£455,503	PLASC

Curriculum Reform - Wellbeing in learning	£330,000	£94,279	£57,143	£12,624	£20,832	£23,687	PLASC
Education Improvement Grant for Schools (EIG) - Total	£120,159,000	£33,923,625	£20,949,162	£4,711,435	£7,416,364	£8,821,363	Weighting by month and PLASC
Curriculum reform professional learning programme (Curriculum Design and Development + New PL for curriculum)	£3,200,000	£800,000	£400,000	£133,333	£133,333	£133,333	Equal

Professional learning, enquiry and research to realise curriculum - school-led (NPEP, research, pedagogy school funding)	£3,200,000	£914,223	£554,113	£122,413	£202,010	£229,690	PLASC
Professional learning for developing practice and reflection (RALD/ WCLD, SLO, Pedagogy, Professional Standards)	£1,100,000	£ 274,998	£137,499	£ 45,833.00	£ 45,833.00	£ 45,833.00	Equal

Regional support for Modern languages - (Modern Foreign Languages (Global Futures))	£462,000	£115,500	£57,750	£19,250	£19,250	£19,250	Equal
Literacy & Numeracy Grant	£500,000	£124,998	£62,499	£20,833	£20,833	£20,833	Equal
Coding & Digital Skills	£300,000	£85,707	£51,947	£11,476	£18,938	£21,533	PLASC
Primary LNF Oracy Scheme for Wales	£400,000	£114,278	£69,264	£15,302	£25,251	£28,711	PLASC
Higher Level Teaching Assistants (HLTA) - & TALP	£950,000	£237,498	£118,749	£39,583	£39,583	£39,583	Equal
Welsh - Professional Development	£2,700,000	£771,377	£467,533	£103,286	£170,446	£193,801	PLASC
A Level Improvement	£800,000	£ 184,000	£73,600	£ 16,560	£ 44,160	£ 12,880	Number of sixth form learners

Modern Foreign Languages – building capacity for MFL in the primary sector	£271,000	£77,424	£46,927	£10,367	£17,108	£19,452	PLASC
Digital Competence Framework	£100,000	£25,002	£12,501	£4,167	£4,167	£4,167	Equal
All Age Schools - Support for Research and Collaborative Projects	£70,000	£0	£0	N/A	N/A	N/A	EAS only
Induction / Early Career support package	£250,000	£62,502	£31,251	£10,417	£10,417	£10,417	Equal
Professional Learning funding for schools	£12,000,000	£3,261,220	£2,000,120	£424,090	£717,305	£858,725	FTE teachers

Support Collaborative Working & Help Develop Capacity in Consortia	£70,000	£0	£0	N/A	N/A	N/A	EAS only
Building Capacity in Leadership	£60,000	£0	£0	N/A	N/A	N/A	CSC only
Future Leadership Programme (Aspiring, middle leaders including Coaching & Mentoring support)	£1,000,000	£250,002	£125,001	£41,667	£41,667	£41,667	Equal

National Professional Qualification for Headship (NPQH)	£675,000	£198,000	£198,000	£198,000	N/A	N/A	Based on numbers. Partners are delivering for Mid-Wales as well, funding distributed via Pembrokeshire.
Multi-agency support approach - EAS only	£10,000	£0	£0	N/A	N/A	N/A	EAS only
Funding to Support System Preparation for International Tests	£250,000	£0	£0	N/A	N/A	N/A	GWE only
Remote instruction of Language and Literacy	£145,000	£0	£0	N/A	N/A	N/A	GWE only
National Welsh in Education Project Manager	£70,000	£0	£0	N/A	N/A	N/A	GWE only

Total RCSIG	£161,818,000	£45,156,104	£27,620,159	£6,428,222	£9,752,129	£11,439,808
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**CYD-BWYLLGOR PARTNERIAETH
29 EBRILL 2022**

DIWEDDARIAD/CYNLLUN BUSNES 2022-23 PARTNERIAETH

DIBEN:

- Rhoi diweddariad i Gyd-bwyllgor Partneriaeth ar y gwerthusiad o Gynllun Busnes 2021-22
- Darparu ar gyfer Cyd-bwyllgor Partneriaeth ddrafft o Gynllun Busnes 2022-23, ynghyd â diweddariad o'r ddarpariaeth bresennol yn Partneriaeth

ARGYMHELLION/PENDERFYNIADAU ALLWEDDOL SY'N OFYNNOL:

Bod y Cyd-bwyllgor yn nodi cynnwys y Cynllun Busnes drafft ar gyfer 2022-23, fel sydd ynghlwm, ac y bydd fersiwn derfynol yn cael ei dwyn gerbron y Cyd-bwyllgor i'w chymeradwyo

RHESYMAU: Sicrhau bod blaenoriaethau rhanbarthol yn cael eu cyflawni yn unol â disgwyliadau cyllido RCSIG

<p>Awdur yr Adroddiad: Ian Altman</p>	<p>Swydd: Swyddog Arweiniol, Partneriaeth</p>	<p>Rhif Ffôn:</p> <p>e-bost: ian.altman@partneriaeth.cymru</p>
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**EXECUTIVE SUMMARY
PARTNERIAETH JOINT COMMITTEE
29 APRIL 2022**

PARTNERIAETH UPDATE / BUSINESS PLAN 2022-23

BRIEF SUMMARY OF PURPOSE OF REPORT

Detailed evaluation of all areas of Business Plan 2021-22

As above - draft Business Plan included

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

Policy, Crime & Disorder and Equalities	Legal	Finance	Risk Management Issues	Staffing Implications
NONE	NONE	YES	YES	YES

Finance

Lines in Business Plan are linked to indicative funding shared by Welsh Government – awaiting confirmation of budget.

Risk Management

The Business Plan includes areas related to the risk management process (TBC)

Staffing Implications

The Business Plan reflects the current capacity within the organisation and additional support will be discussed with Directors of Education when appropriate.

Some funding lines may require additional capacity in the organisation.



CONSULTATIONS

N/A

Section 100D Local Government Act, 1972 – Access to Information

List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW

Title of Document	File Ref No.	Locations that the papers are available for public inspection
N/A	N/A	N/A



Mae'r dudalen hon yn wag yn fwriadol



Business Plan Evaluation

March 2022



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SECTION 1: Introduction

This report provides an overview of the strategies and actions undertaken by Partneriaeth officers in support of school communities and Local Authorities during 2021-21 linked to Business Plan priority areas:

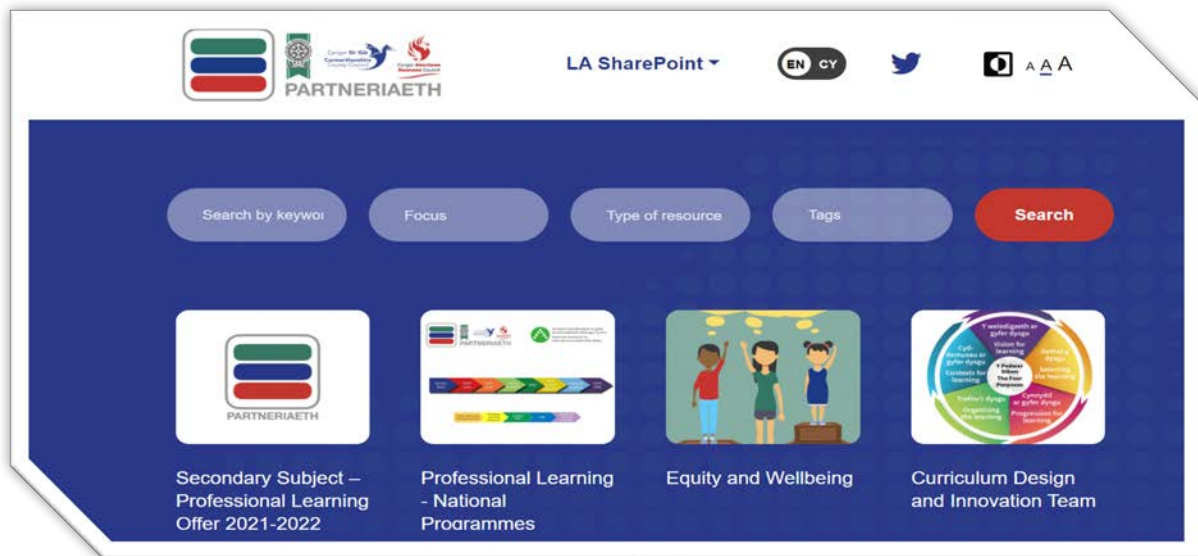
- *Curriculum*
- *Professional Learning and Research*
- *Equity and Well-being*
- *Leadership*
- *Digital Skills*
- *Cymraeg*

While it is accepted that the context and setting of each Local Authority in Partneriaeth is different, the purpose of collaborating on a regional level is to achieve a greater scale of economy through co-operation. Whilst changes and innovations can be incorporated to take into account local priorities or differences, there must remain a degree of regional consistency. This has been the case throughout this Business Plan despite the challenges of delivery for schools in a reduced ERW footprint of 4 partners and then a Partneriaeth footprint of 3 LAs – Carmarthenshire, Pembrokeshire and Swansea.

The report also considers areas where delivery/objectives have not been met and, where appropriate, how this will be addressed during 2022-23.

Covid-19 restrictions and subsequent staffing issues in schools has required a more agile approach to support and this has included a range of synchronous and asynchronous professional learning as well as bespoke support for schools/clusters both online and, where appropriate, through face-to-face sessions.

Partneriaeth Website



<https://www.partneriaeth.cymru/>

A new website has been developed to detail the full range of support and professional learning opportunities provided by the Partneriaeth team to practitioners and leaders across the region. The offer outlined takes into account the challenging circumstances schools are facing at present and has been structured in a flexible way to ensure a range of synchronous and asynchronous training and professional learning.

This website is still under development and will be regularly updated with PL and additional Curriculum for Wales support / guidance.

SECTION 2: Business Plan Overview and Activity

Curriculum

Partneriaeth will ensure that all schools and settings are supported to:

- realise the school vision and aspiration for every child to embody the four purposes
- be designers of their own inclusive, authentic and meaningful curriculum
- develop the effective and varied use of pedagogy using evidence-based inquiry approaches to strengthen learning, teaching and assessment
- be informed of developments in qualifications and assessments
- collaborate within and between settings to develop and share their thinking
- deliver appropriate support for the 'Learning Forward' agenda post-Covid19

A range of valuable opportunities have been developed at a regional level to ensure that leaders engage with experts on curriculum design. For example, virtual workshops have been delivered by George MacBride of Glasgow University, focusing on Designing the School Curriculum. In addition, Developing the Curriculum workshops have been developed and delivered by Professor Mark Priestley of Stirling University. There have also been sessions developed on Sharing Practices for RSE facilitated by Dr Esther McGeeney and Professor EJ Renold.

These have been informed and selected by feedback from schools, Local Authority school improvement teams and Partneriaeth staff. This includes the following workshops:

George MacBride - Designing School Curriculum: Starting Points

Attended by 198, representing 150 schools

Professor Mark Priestley - Developing the Curriculum: Concepts and Practices

Attended by 79, representing 66 schools

93% of attendees provided positive responses to these sessions and, in the best cases, leaders have used the materials provided to lead and replicate discussions and considerations in the context of their own schools to support their curriculum design process.

Further expert support has been provided by Dr Ester McGeeney and Professor EJ Renold for Relationships and Sexuality Education. Limited to 60 places for teachers and leaders across 2 cohorts, the demand for this programme is oversubscribed and a third cohort will begin in the new year (January 2022).

In each of these workshops, appropriate time has been allocated to ensure effective collaboration across settings with supply costs covered to ensure strong attendance. All workshops developed have been made available as both synchronous and asynchronous sessions to allow schools to access in their own professional learning sessions.

School Improvement Advisers across Partneriaeth have been invited to attend all workshops to ensure aligned messages when supporting schools and resources have also been widely shared. This has included a Four Purposes and You reflection tool and Four Purposes

Characteristics materials and tasks explored through whole school and AoLE Vision workshops.

Each AoLE has a bilingual workshop which can be delivered synchronously or accessed asynchronously which considers initial engagement with the guidance materials and the vision its teaching or learning. This can be by developing a vision for the AoLE or considering how the school vision is articulated through each respective Area. A majority of the schools currently in Partneriaeth have engaged with these workshops synchronously. Asynchronous support has been accessed by 2,466 individual users across the 6 areas since January 2021. In the best cases schools and settings have developed AoLE visions which contribute to the development and delivery of the whole school vision or clearly articulate their whole school vision through the lens of each AoLE.

All schools and settings have been supported to be designers of their own inclusive, authentic and meaningful curriculum through a range of Partneriaeth activity. A range of virtual workshops have been developed and delivered on Designing the School Curriculum and Developing the Curriculum – concepts and practices by George MacBride and Professor Mark Priestley.

The cross-regional offer has been delivered in line with national programmes for senior leaders with a specific focus on:

- Creating Time and Space
- Leading Pedagogy
- Managing Change
- Developing Vision

Whole School and AoLE Vision workshops for senior leaders, middle leaders, curriculum leads and practitioners have been delivered and all of are available asynchronously to ensure strong engagement. Bespoke support has been delivered to those schools/clusters in need of additional support from Partneriaeth officers. This has been brokered through conversations with our school improvement partners in the local authorities.

Bilingual asynchronous and synchronous workshops have been developed and delivered by the Curriculum Team and are offered to all to support the ongoing curriculum reform for the following aspects:

- Vision - Accessed by 1,023 individual users asynchronously and delivered to 42 (in revised footprint) schools synchronously
- Pedagogy - Accessed by 382 individual users asynchronously
- Collaboration - Accessed by 320 individual users asynchronously
- Progression and assessment (i & ii) - Accessed by 824 individual users asynchronously

(All information provided January 1st - December 1st, 2021)

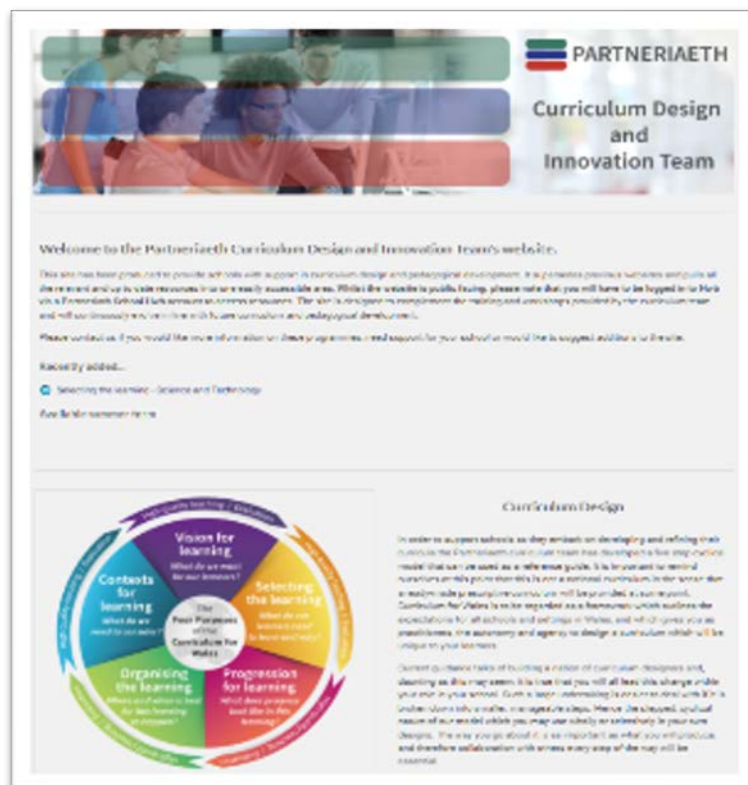
These workshops emphasise the need of co-construction and promote the importance of the knowledge, skills, and experiences which a curriculum should provide. By undertaking response and reflection tasks, attendees consider the key messages, principles and needs specific for their school, setting and learners and apply those to the focus of the session.

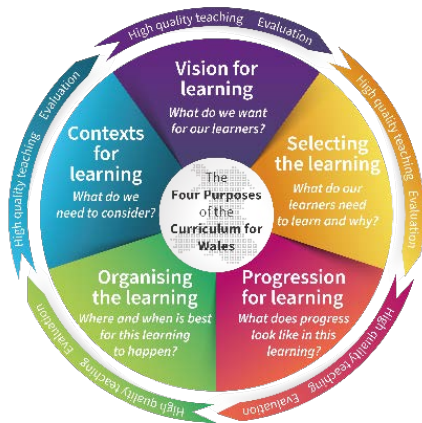
These have been delivered synchronously to some schools but many schools have accessed and undertaken these asynchronously since their online publication and during the pandemic. Nearly all Partneriaeth schools now have whole school visions and have considered what they mean for their learners, locality and school. Most are considering how their pedagogy will support their curriculum design. Many schools recognise the importance of collaboration. However, only a few have established processes at a cluster level to share understanding of aspects such as progression and assessment. A total of 3,500 individual users have accessed this platform remotely, reading over 13,000 pages since January 2021. In the best cases, these have allowed leaders to develop coherence and clarity of messages and principles across staff to consider when developing their curriculum design.

Sessions on whole school considerations and aspects required for curriculum design – Vision, Collaboration, Pedagogy, Assessment and Progression (part 1) and Assessment and Progression (part 2) have been developed and delivered and all professional learning materials and resources are available synchronously and asynchronously to allow for schools to access when convenient. However, the asynchronous approach is limited to a degree as it allows engagement to be measured but does not necessarily reflect the impact.

This platform is currently under redevelopment to align with ongoing Curriculum for Wales guidance published by Welsh Government and as a rebranding process for the organisation as the new partnership is formalised.

Click on the image to visit the platform:





Curriculum design workshops are being delivered in line with an approach which has been developed regionally whilst working closely alongside experts, academics, stakeholders (school and LA based) and cross regional colleagues.

These include:

1. Vision for Learning – delivered summer 2021
2. Selecting the Learning – delivered autumn 2022
3. Progression in Learning – delivered spring 2022
4. Organising the Learning – scheduled summer 2022
5. Contexts for Learning – scheduled summer 2022

Aspects are considered through the six AoLEs, with all being supported at each stage. Workshops are being delivered synchronously through regional events which are virtual and bilingual. They can also be self-led / facilitated asynchronously and accessed through the revised online platform (shown above).

On conclusion of this process, it is planned for regional networks to develop in each of the AoLEs to further support the curriculum reform process and its evaluation.

Progression for Learning workshops had been planned to take place during autumn 2021, however these were delayed to allow for consideration of the supplementary assessment and progression guidance published by Welsh Government on January 2022. It is planned that Organising the Learning and Contexts for learning for each AoLE will be delivered in the same workshop during summer 2022.

Partneriaeth curriculum officers have worked in collaboration with one Local Authority to provide intensive professional learning support package for a cluster of identified schools to further develop their understanding of Curriculum for Wales and the consequential actions needed in their curriculum design / reform process. This pilot project has allowed officers to review and develop working in a similar way for all partner authorities. However, this work is not yet underway in all LAs at present and will continue to develop throughout the academic year.

Programmes have been developed to ensure that all schools and settings have the opportunity to be supported to develop the effective and varied use of pedagogy using inquiry approaches to strengthen learning and teaching.

The Learning for Excellence programme supports the capacity of consistently good performing teachers to improve and achieve excellence. Delivery of this research informed programme has been developed from face to face to virtual in response to the ongoing pandemic. Through a series of 10 sessions, practitioners discuss and consider academic research, high functioning qualities and have the opportunity to collaborate to discuss practice and experiences. Partneriaeth officers facilitated 6 cohorts (5 English medium, 1 Welsh medium) from January 2020 – July 2020 with 132 delegates from schools and settings attending. 12 further bilingual catchup sessions were facilitated

November/December 2020 for several delegates who missed original sessions due to pandemic. Evaluations from the delegates showed that nearly all (98.5%) of them found the content was appropriate to their needs and their skills level and would recommend this programme to other practitioners and most participants (95%) reported that the learning had a positive impact on their behaviours. Course participants also reported that the programme had inspired them to be brave about planning for the new curriculum, allowing time in lessons to nurture creativity and focus on achievement. Many headteachers reported that their staff had valued the programme and had already shared resources or started coaching colleagues.

To further support the understanding of pedagogy, the Curriculum Team have created an evidence based bilingual suite which can be accessed asynchronously or delivered synchronously that explores the 12 pedagogical principles. Each principle contains supporting reading (What can I learn?); a reflection tool (What do I know?); resources (What can I do?) and a strengths, opportunities, aspirations, and results (SOAR) analysis (How can it help?) section. Since January 2021, the asynchronous support provided Principles for Excellence website has been accessed by 1,971 individual users and 17,458 pages read. In the best cases this has been used to develop a shared understanding of the pedagogical principles and how these can be considered for curriculum design and implementation.

Nearly all schools who have been able to attend the secondary PL sessions have found them useful and relevant to classroom practice, for example the use of AfL strategies to identify how pupils can progress in their learning on an individual level. However, a minority of schools have reported logistical difficulties in attending sessions and in these cases bespoke support has been offered for the session at a more convenient time. This approach has proven to be effective where, in the best cases, a PL session has been tailored to a schools needs and has led to ongoing support for individual departments and teachers. In these cases it has been easier to measure the impact of the support. For example, supporting a science department in developing extended responses where an improvement in pupil progress in this area was reported as a result. A few schools reported being unaware of the PL sessions and have been offered future sessions at convenient times. Areas for improvement in this area include improved communications/marketing, a more flexible approach to delivering PL, and developing follow-up support to assess impact of PL on pupil progress.

English Examples

PL Title	Focus	Audience	Date
Successful Delivery of English Language GCSE Writing – Unit 3	A session providing training on how to be successful in delivering GCSE English Language Unit 3 writing. Delegates will be given ideas, strategies and resources to improve their teaching of argumentation and persuasion.	All secondary English teachers	1/10/21
Moving Forward Through Oracy	Drawing on the understanding and lessons learnt in from school closures, this professional learning	All secondary English teachers	27/1/22

	<p>event will provide secondary English teachers with strategies to:</p> <p>improve pupils' speaking, listening and thinking skills in school and home</p> <p>embed oracy within the classroom and school</p> <p>use oracy to improve reading and writing.</p>		
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Maths Examples

PL Title	Focus	Audience	Date
Supporting the newly appointed Head of Maths department.	Leadership. A typical year for a Head of Maths. Leading the department and ensuring all learners reach their potential. Tracking, monitoring, quality of assessment, etc.	Newly appointed Head of Maths departments	23/9/21
Secondary Mathematics and Numeracy Teaching for Curriculum for Wales 2022	Improving the understanding of the key pedagogical approaches and exploring progression through the proficiencies in Mathematics and Numeracy in Curriculum for Wales 2022.	All secondary Maths teachers	5/4/22

Science Examples

PL Title	Focus	Audience	Date
Supporting the new Head of Science – session 1	Session 1 of 2. A typical year for a Head of Science. Leading the department and ensuring all learners reach their potential. Tracking, monitoring, quality of assessment, etc. This session will lead to tailored support for new Heads of Science	New secondary heads of science	23/9/21
Assessment for Learning (AfL) in science	A session to explore assessment for learning in science, with a focus on responsive teaching, setting the conditions for AfL, gathering information about pupil progress, and moving pupils forward.	Secondary science teachers	13/1/22

Cymraeg Examples

PL Title	Focus	Audience	Date
Athrawon Anarbenigol y Gymraeg	Cwrs ar gyfer athrawon anarbenigol sy'n dysgu'r Gymraeg eleni, fel iaith gyntaf neu'n ail iaith.	Athrawon anarbenigol (iaith gyntaf ac Ail iaith)	22/09/21
Croesawu'r her (Cymraeg Ail iaith)	Trafod heriau paratoi at GiG, rhannu profiadau a symud mlaen.	Athrawon Cymraeg Ail iaith	05/05/22
Croesawu'r her (iaith Gyntaf)	Trafod heriau paratoi at GiG, rhannu profiadau a symud ymlaen.	Athrawon Cymraeg iaith Gyntaf	1/05/22

Humanities Examples

PL Title	Focus	Audience	Date
Developing effective approaches to teaching Black history in your school	To develop an understanding of the underpinning principles, starting points and strategies to engage learners in teaching inclusive history.	All humanities teachers	25/11/21
Carrying out research enquiry (follow up session)	To reflect on actions from term one in developing teachers' action research skills in the humanities classroom	All teachers of humanities	20/01/22

Post-16 Examples

PL Title	Focus	Audience	Date
Post-16 Leadership Development Programme 2021 / 22	<p>The topics covered in the programme include:</p> <ul style="list-style-type: none"> Understanding the strategic and operational role of post-16 leadership Effective self-evaluation and planning for improvement in the sixth form Planning Interventions and well-being for learners Providing high quality and inclusive advice and guidance to support learner transition, aspirations and chosen destinations 	The post-16 leadership development programme is aimed at existing, new or aspiring post-16 leaders and has been designed to offer practical advice about the role of a post-16 leader.	19/10/21 24/11/21 27/1/22 8/3/22



English Literature Conference 2022: A week of professional learning events for teachers of GCSE and A Level

A Level: The 'all-licensed Fool' - ways of teaching the Fool in King Lear. Students often find the Fool bewildering, as he talks in riddles and seems to appear and disappear from the play at unexpected moments. My session aims to provide teachers with some exercises to help students get closer to the Fool. This anarchic and caustic character, speaking from the edge of society, can help students to understand Lear and the play as a whole.		
Cathy O'Neill Education Consultant	Cathy O'Neill taught English for nearly forty years at schools in London and Oxford. She now works as an education consultant and career coach. She runs Oxbridge workshops for Year 13 students. She is an academic mentor with Causeway Education and writes and edits for The English Review. She lives in Oxford.	Monday 21 st March 2022 9.00-10.00
A Level: 'Contexts and Critical Interpretations of Christopher Marlowe's Dr Faustus'		
Dr Sean McEvoy University of Cambridge	Dr Sean McEvoy is a Bye Fellow of Murray Edwards College, University of Cambridge. For many years he was Head of English at Varndean Sixth Form College in Brighton. His publications include Shakespeare: The Basics and Ben Jonson, Renaissance Dramatist. He is a frequent contributor to emagazine.	Monday 21 st March 2022 11.00-12.00

A full range of collaborative events / updates have been delivered on a regional and local level. Range of collaborative events developed in ERW and continued through to Partneriaeth. National conversations developed. The Partneriaeth website (and previously Dolen) is regularly updated with emerging and effective practice. Regular network meetings facilitate this process. The Curriculum for Wales Partneriaeth site has now been developed and is available to practitioners across the region.

Each member of the Curriculum Team is registered to facilitate the ongoing National Conversation areas, with the majority undertaking the role in Topic1: Progression. Through these ongoing sessions it has been reported that most schools are starting to develop a shared understanding of progression in their setting and a small number are beginning to consider this at a cluster level. One hundred and fifty-one teaching staff are registered to attend the conversations across 57 Partneriaeth schools. Joint Leads for Curriculum are both members of the Welsh Government National Conversation Coherence Group.

High quality school to school support to share best practice in pedagogy and assessment has been developed and sharing models of proven effective practice which demonstrates positive impact through a range of platforms including Dolen/Hwb has consistently happened. However, the conversation has developed to sharing models of schools with emerging messages and reflections on lessons learned rather than 'best practice'. This has allowed the conversation to develop further with leaders and practitioners and support the opportunities to share/collaborate in secondary middle leader network meetings and other platforms.

Partneriaeth has ensured that schools and settings have been supported to deliver appropriate support linked to the 'Renew and Reform' agenda. Officers have facilitated local



engagement between and within schools as well as providing resources and professional learning opportunities for schools to directly support curriculum and assessment reform, including those which address diversity in curriculum reform (Diversity / Welsh histories including Black, Asian, Minority ethnic; RSE).

Regular beneficial opportunities have been developed for collaborative working with other schools and middle tier partners, which support the creation of time and space to design and plan.

Professional Learning and Research

Partneriaeth will ensure that all schools and settings are supported to:

- engage with a national professional learning offer, appropriate to the individual's role, to enhance their skills, improve their teaching, knowledge and career progression
- collaborate with higher education institutions to make effective use of high- quality research as part of the National Strategy for Educational Research and Enquiry in order to critically evaluate approaches to recovery
- use the professional standards to identify areas for professional learning to improve practice and develop themselves as learning organisations
- engage with professional learning that promotes inclusivity and equity
- engage with professional learning and research to support the 'Learning Forward' agenda
- respond to the specific developmental needs of schools from the partner local authorities.

Support has been delivered in line with the national PL offer for senior leaders that covers: Managing change, vision, curriculum design, making time and space for PL, leading pedagogy. All sessions have been made asynchronously to ensure engagement and are available via the Partneriaeth website. The sessions support and supplements the work outlined in the Curriculum section of this report.

Partneriaeth officers continue to support the delivery of national PL offer for middle leaders and teachers that covers: Curriculum for Wales 2022, using the planning guidance materials, long and medium-term planning, cross-curricular skills, disciplinary and interdisciplinary approaches, progression, links within and across AoLEs, pedagogic content knowledge and assessment. This work is outlined in both the Curriculum and Leadership sections of this report.

The regional NPEP launch event was held on October 15th, 2021, with partners from Ceredigion, Powys and NPT LAs and three HEIs (Swansea, Aberystwyth and UWTSD). Seventy-eight schools were initially involved with the project from across the three LAs within Partneriaeth. The National Launch event was held on November 11th, 2021.

Partneriaeth has facilitated additional support sessions held by HEI partners to include:

- 4/11/21-Enquiry overview discussion
- 23/11/21 and 24/11/21 - Refining questions and addressing queries
- 12/11/21 and 19/11/21 - Coffee and Enquiry
- 26/11/21 - Enquiry Skills Refresher
- 21/01/22 – Coffee and enquiry session for Partner Enquiry schools
- 28/01/22 – Coffee and enquiry session for Lead Enquiry schools
- 31/01/22 – Qualitative research methods
- 01/02/22 – Quantitative research methods
- 10/03/22 – Preparing for Section 2
- 21/03/22 – Writing a lit review
- 24/03/22 – Consideration of ethics
- 01/04/22 – Sharing our progress
- 29/04/22- Data collection and analysis

In addition, the Post-16 NPEP Pilot involving 10 schools and 4 FE colleges was completed with 9 reports completed and submitted. Areas of enquiry include:

- How effective are extended advice and guidance sessions in supporting pupil transition to year 12; with a view to reducing early dropout rates?
- To what extent can the wellbeing of year 12 and 13 students be improved by a shared approach to developing student's organisation and system skills'
- How effective is the practice of interleaving for specific teaching groups in Year 12?
- Sut mae gweithredu strategaethau effeithiol o ddwyn i gof e.e. mapiau meddwl yn gwella cyrhaeddiad disgyblion ym mlwyddyn 12/13 mewn Daearyddiaeth Safon Uwch?

A few schools and colleges involved in the Post-16 NPEP pilot project have been invited to attend workshops with Welsh Government as part of the evaluation of the pilot. Following the evaluation there will be an opportunity for other regions to take part in post-16 enquiry in September 2022.

One school in each Partneriaeth LA has contributed to the work with HEI partners to support the development of the National Strategy for Research and Enquiry with a particular focus on the Evidence Informed Education Profession to support pedagogical enquiry.

Camau Nesaf - Supporting NQTs post Covid-19

Yr Athrofa and the induction team at Partneriaeth have co-constructed a research enquiry model of learning programme that seeks to support NQTs, mentors and schools at the important transition point between achieving QTS and evidencing the Professional Standards for Teaching and Leadership throughout the induction year as an NQT.

The programme included sessions on:

- Planning the first weeks as an NQT and Learning loss
- Planning for progression over time – what does progression mean in Curriculum for Wales?
- Transformative Learning
- Advancing Pedagogy
- Sharing good practice in a professional setting
- Evaluation

Each of the sessions are still going ahead separately, up until the end of June. 28 schools attended the first session, 7 schools attended the second session.

Six NQTs from four schools have subsequently taken the opportunity to receive grant funding in order to participate in an enquiry based mentoring process and the Meet, Test, Share approach.

Post-16 Leadership Development programme

Forty-one delegates registered for the programme from across all four regions. Four sessions written and delivered online by representatives from Partneriaeth, EAS, CSC and GWE with guest speakers from schools and colleges.

Focus of each session:

- Session 1: Understanding the strategic and operational role of post-16 leadership
- Session 2: Effective self-evaluation and planning for improvement in post-16 settings
- Session 3: Planning intervention and well-being for learners
- Session 4: Provide high quality and inclusive advice and guidance to support learner transition, aspirations and chosen destinations

Schools as Learning Organisations have been explored as part of LFE sessions (see Curriculum section) and Partneriaeth attendance has continued at the national strategy group. However, LAs have retained the SLO funding for the 2021-22 financial year and have worked on a range of local priorities.

Partneriaeth officers have continued to deliver training on Remote Asynchronous Learning Design and capture practitioner reflections and assets for sharing with wider community and as part of the Wales Collaboratory for Learning Design, to further develop practice relating to blended learning approaches.

Four schools have been recruited as Pedagogy Network Schools develop their thinking, trial approaches and support schools across all phases and clusters to work together to improve pedagogy to underpin the Curriculum for Wales through professional learning. This will include sharing the progress of professional enquiries i.e. what is working well and challenges encountered.

These schools will collaborate with the Partneriaeth and local authority teams to develop a programme of professional learning opportunities and resources to be accessed either synchronously or asynchronously to address identified pedagogical priorities. However, a range of challenges faced by schools has meant that the progress has been slightly slower than expected. The work will continue to gather pace during the 2022-23 BP.

A PL session on Pedagogy in Curriculum for Wales – Mathematics and Numeracy has been delivered to support the understanding of the new mathematical proficiencies to as well as to see how they can be applied to bespoke examples. The first session provided an opportunity to work in groups to discuss in more detail and to share ideas and good practice. This developed significant conversations between primary and secondary teachers to ensure that all attendees understood the progression that learners need as they move along the continuum. Eighteen teachers attended the Welsh medium session and 47 attended the English language session. Most attendees stated that they intended to use the content of these session to inform curriculum planning and cluster work. Nearly all stated that this would support their planning for progression.

Further cluster work will allow schools to develop their thinking and to create different examples for each 'What Matters'. The second session planned for the summer term will ensure effective sharing of these resources so that each school has a substantial bank of examples showing the proficiencies being integrated into the new curriculum.

A second session is planned for June to share learning and examples of proficiencies and progression steps to plan across a range of projects.

Five schools in Partneriaeth have supported the National Resource: Evaluation and Improvement by completing playlists to support specific elements of evaluation. The schools, from a range of sectors and mediums have all attended regional and national meetings to discuss effective evaluation practices and are in the process of sharing their practices and the impact that they have on school improvement via a Hwb playlist. All schools have been part of the quality assurance processes by supporting one another during the planning phase and are now implementing these changes to create their final playlists to be used for the resource. One of the secondary settings playlist has already passed all quality assurance processes and has been shared nationally via the NR:EI's website. The remaining 4 schools are making final edits before being published at the end of this academic year.

Equity and Well-being

Partneriaeth will ensure that all schools and settings are supported to:

- develop an understanding of why some learners find it difficult to positively engage with the social, emotional and cognitive aspects of school life in order to inform policies, processes and pedagogy which drive towards equity and well-being
- identify and embed universal provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being'
- Identify and embed targeted provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being'
- design and deliver the health and well-being area of the curriculum aligning it to the 'Framework for embedding a whole-school approach to emotional and mental well-being'
- be informed and prepared for the Additional Learning Needs and Education Tribunal (Wales) Act in order to implement in September 2021



Partneriaeth will ensure that all schools and settings are supported to develop an understanding of why some learners find it difficult to positively engage with the social, emotional and cognitive aspects of school life in order to inform policies, processes and pedagogy which drive towards equity and well-being.

All schools and settings have had access to training and bilingual resources in this area throughout the year. Timings of sessions and the method of delivery have been planned and designed to offer flexibility to practitioners. Partneriaeth have developed 7 training packages and commissioned 5 external providers where there was an identified need for specific expertise. Underpinning the professional learner is a commitment to promoting equity in education. All training sessions make clear and explicit links to Curriculum for Wales and the Whole School Approach. Nearly all attendees have said that they find this aspect of the training relevant and beneficial.

Partneriaeth has developed training sessions and commissioned external providers to provide a comprehensive professional learning offer that focusses on how schools / settings can reduce inequalities caused by socio-economic disadvantage. Partneriaeth has delivered half termly workshops on this aspect of equity and nearly all attendees have said that they found it to be beneficial. However, very few schools across the region have attended these sessions due to staffing pressures caused by covid. All sessions are recorded, and materials are made available to provide asynchronous access.

Partneriaeth continues to work closely with Challenging Education. All schools across the region have access to the award-winning 'Thinking Differently for Disadvantaged Learners' online learning resource that provides professional learning content for all staff across the school to better understand disadvantaged learners and the steps that can be taken to reduce the inequalities that can arise for learners experiencing economic disadvantage. Around half of schools in the region are already actively engaging with the resource and Carmarthenshire has recently committed to funding all their schools to do so.

Nearly all schools in Pembrokeshire are now engaged with the RADY (Raising Attainment of Disadvantaged Youngsters) project that Partneriaeth launched as a pilot in 2020. The programme enables schools to consider the strategic steps needed to better support their most vulnerable and disadvantaged youngsters in order to reduce the attainment gap. A minority of schools in Carmarthenshire and Swansea are also part of the RADY network and are accessing support from Challenging Education. Partneriaeth will continue to promote the 'recorded RADY' resources across the remainder of schools. Initial feedback has been very positive and Challenging Education will conduct an impact survey in the summer term 2022.

Partneriaeth has recently started to work in partnership with Children North East making their 'poverty proofing the school day' available to all schools/settings. Very few schools were able to attend and one session had to be cancelled due to low numbers. However, sessions were recorded and Partneriaeth will use these to develop an asynchronous resource which will hopefully increase engagement. A train the trainer model with Children North East is also being developed as part of this work.

Partneriaeth has worked closely with LA inclusion leads to provide training that will address some of the developmental needs of early years learners that have been exacerbated by lockdown restrictions and school closures. Twelve schools across the region are receiving SKIP (Successful Kinesthetic Instruction for Pre-schoolers) training with Dr. Nalda Wainwright. Twenty-three teachers have started the Level 4 Developing and Supporting Physical Development in Early Childhood. Thirty-four Teaching Assistants have started the Level 3 Supporting Physical Development in Early Childhood. All schools will share their learning journeys and provide an impact report at the end of the training.

Partneriaeth has commissioned training with ELKLAN in speech, language and communication to support children's language and learning.

In Carmarthenshire seven specialist teachers are working towards becoming accredited ELKLAN trainers to deliver the ELKLAN 3-5, 5-11 programme. In Pembrokeshire two speech therapists are working towards accreditation to deliver the ELKLAN 3-5 programme. In Swansea, two specialist teachers and three teachers are working towards accreditation to deliver the ELKLAN 3-5 and 5-11 programmes.

Partneriaeth will ensure that all schools and settings are supported to identify and embed universal provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being'

Clear and explicit links are made in every workshop and training project with the 'Framework on embedding a whole-school approach to emotional and mental well-being'. It stresses the importance of using evidence based universal approaches and Partneriaeth has continued working with Emotion Coaching UK to build capacity of schools to use this well researched whole school approach that benefits the wellbeing of the whole school community. Ninety-three practitioners across 66 schools/settings have either gained accredited practitioner training status with ECUK or are working towards this. A further 60 practitioners will complete accreditation before the end of the academic year. Nearly all trainee practitioners report that the training is highly relevant and useful. Nearly all accredited practitioners report that they feel that Emotion Coaching is a highly effective universal approach to promoting the positive mental and emotional wellbeing of a school community. Swansea University has been commissioned to conduct a research project which will focus on the impact that this approach has on staff wellbeing.

The framework also stresses the importance of belonging and connectedness. Partneriaeth has worked closely with Professor Robin Banerjee at Sussex University in the area of peer-to-peer relationships. A training package on how to use sociograms to better understand and support peer to peer relationships has been developed. Workshops have been delivered half termly and a PLC has been established. All schools in the PLC have developed a piece of action inquiry to examine the positive impact that using sociograms can have on supporting learners to build positive relationships. All schools in the PLC have received funding to complete this work and share their findings before the end of the academic year.

The framework also stresses the importance of outdoor learning. A research informed Outdoor Learning Google Site to support the provision of outdoor learning in schools and settings has been developed. The site has been designed around the principles of Curriculum for Wales and signposts practitioners to relevant research, ideas on outdoor pedagogies and links to external agencies and has over 770 unique users.

Partneriaeth will ensure that all schools and settings are supported to develop identify and embed targeted provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being'

Partneriaeth has continued to develop resources and materials for practitioners working with trauma experienced learners. All schools and settings have had access to half termly sessions on 'understanding trauma'. Whilst numbers have been low, nearly all attendees went on to join further related training sessions being delivered by Partneriaeth and external providers. Seventy-five schools have attended training from Trauma Informed Schools; 40 schools have completed training with Ardenydd on sensory regulation; 9 schools have completed training with FASD Cymru and 24 have completed training in relationship based play. All sessions have been recorded and are made available along with Partneriaeth resources. A few schools have cascaded whole school training on these areas. Partneriaeth will adapt and amend resources to facilitate this train the trainer model next year.

Partneriaeth has also worked closely with Adoption UK Cymru. Online sessions have been made available for and offered sessions for any member of staff within school to better understand adopted learners and the challenges that this group of learners can sometimes present with. The training session includes effective practice, ideas for support. Whilst numbers were low at the events 89 users have accessed the materials that have been made available so they can access them asynchronously.

Partneriaeth will ensure that all schools and settings are supported to design and deliver the Health and Well-being Area of Learning and Experience aligning it to the Framework on embedding a whole-school approach to emotional and mental well-being'

All Partneriaeth schools and settings have open access to online materials developed by Professor Neil Frude which focus on how to apply principles of positive psychology through the school day. However, numbers accessing the materials have been low with only a few schools making use of them. A review of how these materials are promoted will take place later in this academic year.

All schools and settings have had access to workshops on selecting the learning for the Health and Well-being AoLE. 3 two-hour sessions were delivered with 38% of schools in the region attending.

The sessions stressed the value of using HAPPEN (primary) and SHRN (secondary) as useful tools for completing a needs analysis for a setting that can inform the selection of learning. Partneriaeth has developed materials to guide practitioners how to use their HAPPEN or SHRN reports. 135 users have accessed the HAPPEN materials and the SHRN materials are currently being reviewed in readiness for publication of SHRN reports at the end of April 2022.

Twelve schools are receiving physical literacy training for early years learners. General professional learning on physical literacy has not been further developed in 2021-22 due to lack of capacity. However, this area will remain a priority and professional learning will be available for 2022-23.

Partneriaeth will ensure that all schools and settings are supported to be informed and prepared for the Additional Learning Needs and Education Tribunal (Wales) Act in order to implement in September 2021.

Partneriaeth has continued to collaborate with regional ALN Transformation Leads and Welsh Government leads and a series of playlists were developed in the autumn term to support schools to develop inclusive settings. Further resources, including NQT training, have been designed and delivered. External training has been commissioned and in February 400 practitioners attended sessions delivered by inclusion expert Mike Gershon on supporting learners with ALN in mainstream classrooms. The sessions were recorded and will be made available to all practitioners across the region.

Partneriaeth has continued to collaborate with LA inclusion services to provide updates and training for schools and settings on ALN reform and inclusive practice. Another playlist has

been co-constructed to support schools when making links between ALN reform and the inclusive nature of Curriculum for Wales. There is ongoing work with LA's developing training resources to support ALN implementation. The 'decision making process' training is completed and inclusion staff in the LAs are delivering this.

Leadership

Partneriaeth will ensure that all schools and settings are supported to:

- access a high-quality, extensive portfolio of leadership development opportunities at every stage of the Professional Leadership Pathway including national Coaching & Mentoring Programme
- utilise the Professional Standards in order to develop and lead effective learning organisations
- access a high quality, portfolio of development opportunities at each stage of the Teaching Assistant Learning Pathway (TALP) including accreditation for Higher Level Teaching Assistants

The Range of National Leadership Pathway Programmes

Partneriaeth remains part of the National Cross Regional Leadership Group that has developed and coordinates the Leadership Pathway programmes. These programmes support leaders from Middle Leader to Experienced Head teacher and currently forms the core of all the regional provision.



Pathway Programmes:

- Middle Leader Development Programme (MLDP)
- Senior Leader Development Programme (SLDP)
- NPQH Assessment Only 2021
- Aspiring Headteacher Development Programme – Preparation for NPQH
- New and Acting Headteacher Development Programme
- Experienced Headteacher Programme

All programmes with exception of SLDP have been endorsed by NAEL. (National Academy of Educational Leadership). Whilst some have been accredited by USTDW and Bangor University.

Programme Key Elements

The programmes have a key common structure delivered through five modules. Candidates undertake a Leadership Experience Task (LET), reflect on the professional standards and maintain their Leadership Standards Review and have the support of a mentor or a coach. The high-level content is developed by the cross-regional leadership group. However, the programme specific content and materials are developed by practising headteacher and leaders from across all four regions. They collaborate cross regionally as 'writing and development groups' to ensure that the content reflects current practise and national policy.

The programmes are facilitated by members of the regional consortia leadership group, headteachers and senior leaders who have a proven track record in delivering professional learning.

The materials are reviewed and updated at regular intervals to ensure current practise, leadership thinking and policy is incorporated.

Participants apply through their regions and are endorsed by an agreed selection process which is robust and consistent across the regions. Further details of the individual programmes are available via the Partneriaeth site. The demographic of participants is collated and reviewed. The provision of the national leadership programme in Partneriaeth continues to rely heavily on the support of school-based personnel for the facilitation and coaching on these programmes. Where headteachers and school leaders undertake these roles funding for their release time is sent directly to their schools. This model has ensured that the regional delivery of programmes is by facilitators and coaches who have the increased credibility of being current practitioners. It also ensures that funding is returned to the system allowing schools to develop their own staff and facilities.

All Leadership Programmes operate in full compliance with the National Cross Consortia Leadership Group. This group ensure equity in the access and delivery of all National Leadership Programmes. Many aspects of these programmes are now being delivered on a national basis with shared resources and personnel.

The Partneriaeth Leadership group includes the Lead Challenge Adviser from each LA. This group promote programmes within their LA and form the endorsement panel for applications for all programmes, ensuring applications are appropriate and that capacity and local resources are available. The group ensures equity in the access and delivery of all National Leadership Programmes. Many aspects of these programmes are now being delivered on a national basis with shared resources and personnel.

Newly Qualified Teachers (NQTs)

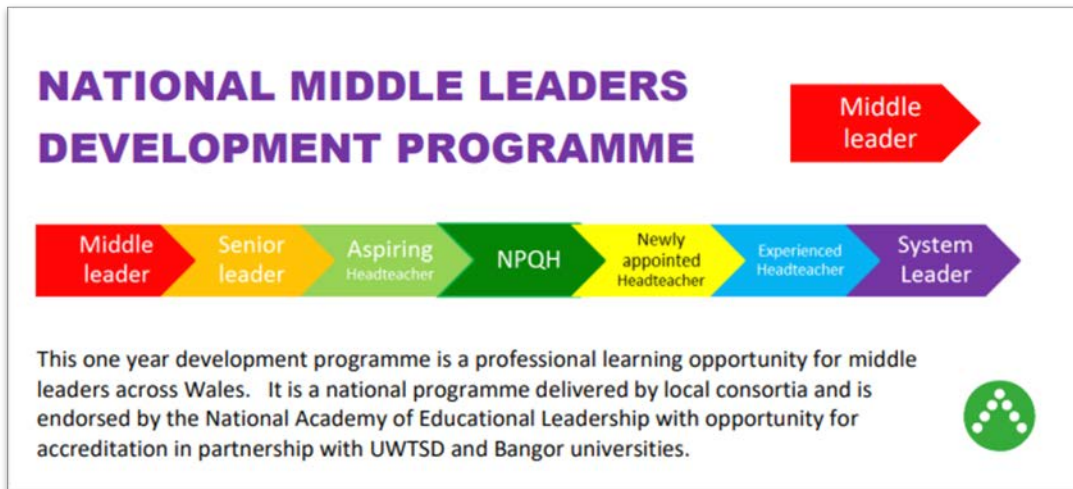


All schools have a named and trained IM in place should they need to employ an NQT (Including ST Supply) at short notice, ensuring that appropriate support can be offered.

NQT Induction programme timetable for all induction modules are in place. Training for External Verifiers is offered from a selection of dates during the Autumn term and Induction Mentors training is offered from a selection of dates throughout Autumn and Spring term with 4 modules being delivered with support from ITE colleagues.

Across Partneriaeth, 412 NQTs have been trained on the 6 national training programmes via live events on Teams during the Autumn term. Effective changes to induction in the light of Covid 19 to allow NQTs to access to recordings of training sessions if they have been unable to attend Teams sessions have been implemented. Close working with WG, Partneriaeth, 6 consortia and with LAs has ensured aligned messages for individuals in schools and support for the amended process. This is a strong example of collaborative working to support schools and has been successful as the system has continued without any negative impact for NQTs or schools.

Middle Leader Development Programme



Both cohorts 1 and 2 completed in December 2021, with 58 out of 76 completing (76%) for cohort 1 and 66 out of 79 completing (84%) for cohort 2.

Cohort 3 commenced in February 2022, with 58 participants split across two English medium groups and 21 participants in one Cymraeg group (originally 12).

Applications for another cohort of the programme opened up in January 2022. There have been 30 applications for the English group and 12 for the Cymraeg group. Early Cymraeg applications were put into Cohort 3 to make a more viable group, leaving 3 applications running over. This means the English group will start in May but we will need to recruit more participants before commencing the Cymraeg group. Each LA lead for leadership is contacting their WM schools to encourage additional applications.

Most new facilitators have completed training to deliver the modules with many existing facilitators joining in as a useful refresher. The next round will open in late September and close in mid-November. A hybrid model of virtual and in-person delivery is under consideration as are alternative delivery models for this programme. A paper will be shared in due course.

Senior Leader Development Programme

Cohort 1 completed in December 2021, with 28 out of 31 completing (90%). Cohort 2 commenced in February 2022, with 34 participants in one English medium group and 13 participants in one Cymraeg group (originally 7).

Applications for another cohort of the programme opened up in January 2022. There have been 28 applications for the English group and 11 for the Cymraeg group. Early Cymraeg applications were put into Cohort 3 to make a more viable group, leaving 6 applications running over. This means the English group will start in May, but we will need to recruit more participants before commencing the Cymraeg group. Each LA lead for leadership is contacting their WM schools to encourage additional applications.

Most new facilitators have completed training to deliver the modules with many existing facilitators joining in as a useful refresher. The next round will open in late September and close in mid-November. This will ensure we close after the endorsement process for the

Aspiring HT programme to offer unsuccessful candidates a supportive route through leadership development. A hybrid model of virtual and in-person delivery is under consideration as are alternative delivery models for this programme. A paper will be shared in due course.

NPQH

Following their completion of the AHTDP and 66 out of 72 participants in Cohort 1 applied for NPQH assessment in February 2022. It was agreed by all consortia and WG that the NPQH Assessment centres would follow the same process as in 2021 using a Microsoft Teams platform to conduct assessments virtually. The regional and National Cross Regional moderation processes were also conducted virtually. Just under 73% (48 out of 66) of the candidates met the standards required for NPQH. This reflected similar proportions of candidates achieving the standards in the other regions.

Aspiring Headteacher Programme

As indicated above, cohort 1 completed the aspiring Headteacher programme in November 2021, with nearly all of them proceeding to NPQH assessment in February 2022. The programme is delivered by groups of Leadership Coaches who facilitate modules with a Playlist and half day session. Modules are supported with facilitated Peer Support Network Meetings. LC/Facilitators were initially paid to deliver until programme conclusion December 2021. It is anticipated that there will be further enhancement of remuneration to LCs and facilitators for the preparation period for NPQH assessment, in addition to remuneration for NPQH assessors. Cohort 2 commenced the AHTDP in January 2022 and will be completing module 2 at the end of March 2022.

NATIONAL ASPIRING HEADTEACHER DEVELOPMENT PROGRAMME – PREPARING FOR NPQH

This one-year development programme is an exciting professional learning opportunity for experienced school leaders across Wales who wish to become head teachers in the near future. Completion of this programme is an expectation for all future NPQH applicants.

This national programme is delivered by Regional Consortia and their partners, which include Local Authorities and Higher Education Institutions. It has been endorsed by the National Academy of Educational Leadership with opportunity for accreditation in partnership with UWTSD and Bangor universities.

National New Headteacher Programme

Cohorts 1 and 2 of the NAHTDP have now completed their 2 year programme. The final stage was to give a presentation to the rest of their Peer support network on an aspect of their leadership. This was completed by nearly all participants by the first week of July 21, with some deferring, due to work pressures and will give their report with cohort 3 in summer 2022. Cohort 3 have completed Phase 1 and Phase 2 of the programme have been working

with their Leadership Coach in year 2 of their programme. Cohort 4 New HT started the newly developed NAHTDP in September 2021, after being supported by their LA as part of Phase 1 arrangements. The 22 participants from the Carmarthenshire, Pembrokeshire, Swansea and NPT schools are now about to complete Module 3 of the programme by the end of March. The themed National days with regional follow ups on the same theme are proving to be well received by the participants.



National Experienced Headteacher Leadership Programme

This programme was paused as a consequence of the pandemic. However, the programme resumed in January 2022 and is being delivered by Elishea on behalf of all Consortia. This is a 2-year programme and where participants complete a 360degree self-review of themselves as leaders, for the initial part of the programme. This will lead to the allocation to Peer Support Networks to work on research projects of their own choice.

Teaching Assistant Learning Pathway (TALP)

Induction Programme

The Induction Programme for Newly Appointed Teaching Assistants is in the form of a playlist. There are 4 sessions with each session introduced by a regional coordinator. Teaching Assistants can access the playlist on demand. Since September 2021, 95 Teaching Assistants across Partneriaeth have engaged with the programme.

Practising Teaching Assistant Programme

25 Teaching Assistants registered for the programme for Practising Teaching Assistants. The programme was previously on hold since the beginning of lockdown but has been adapted for delivery on-line.

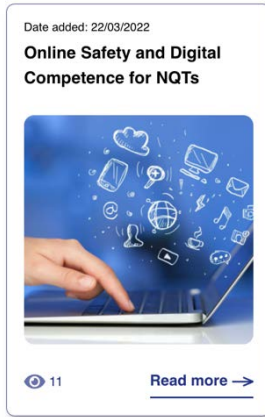
Module 1 – 26-01-2022

Module 3 – 09-03-2022

Module 2 – 09-02-2022

Module 4 – 23-03-2022

The four modules have been facilitated by experienced HLTAs from Partneriaeth’s local authorities.



NQTs are supported, where appropriate, across the whole of the Business Plan. For example, an Online Safety and Digital Competence session was run for NQTs, with contributions from EWC, LA Digital Leads, as well as Partneriaeth officers. Fifty-one NQTs joined the session live, with the session being made available via the Partneriaeth website for others to view on-demand.

Aspiring HLTA

Cylch 3 commenced in September 2021

From 31 applications, 26 Teaching Assistants from across Partneriaeth accepted their place on the programme with the expectation that they apply for assessment for HLTA status early in the summer term 2022. Assessment will take place between 23-05 and 17-06-2022.

Cylch 4 commenced in January 2022

From 39 applications, 33 Partneriaeth Teaching Assistants accepted their place on the programme. Assessment taking place in autumn term 2022.

Cylch 5 applications open early in the summer term 2022.

The programme is due to commence in September 2022 with assessment early in the summer term 2023.

HLTA Assessment

Cylch 2 – 25 candidates applied for assessment for HLTA status during the autumn term 2021. There was a 100% success rate. They were congratulated for their achievement during the National Development Day for HLTAs held on March 11th, 2022.

Specialised Teaching Assistants

National HLTA Assessor Training Programme

Cylch 2 (autumn 2021) – 4 new HLTA Assessors were trained, and update training provided for 13 Cylch 1 HLTA Assessors.

Cylch 3 (spring/summer 2022) – 4 candidates have registered for the National HLTA Assessor Training programme.

Partneriaeth TALP Team – January 2022

8 experienced HLTAs from across Partneriaeth attended a train the trainer session as an update in preparation to facilitate the national programmes on offer on-line.

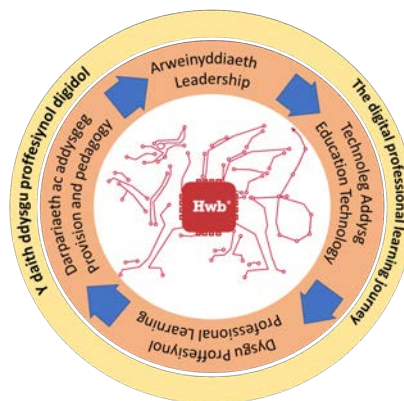
Digital Skills

Partneriaeth will ensure that all schools and settings are supported to:

- develop leadership of Digital Learning
- ensure Online Safety, across all stakeholders, is as robust as possible
- develop digital competence as a cross-curricular skill, engaging with the Digital Competence Framework
- setup and run Code Clubs to develop logical thinking and coding skills
- share effective practice in the use of digital technology, both in the classroom and as a management and collaboration tool for staff

To develop leadership of Digital Learning

Partneriaeth colleagues have worked with the Welsh Government as part of the cross-regional Digital Learning group to develop the Digital Professional Learning Journey (DPLJ) resource.



The DPLJ, available via Hwb

This national resource has been created as a model to support schools to develop and implement their vision for digital learning, developing staff professional learning and support the effective implementation of the Digital Competence Framework with a view to developing learners' digital competence.

The DPLJ has been organised into the following strands to assist schools in developing and realising their vision for digital learning:

- Leadership
- Professional learning and innovation
- Curriculum, provision and pedagogy
- Education technology

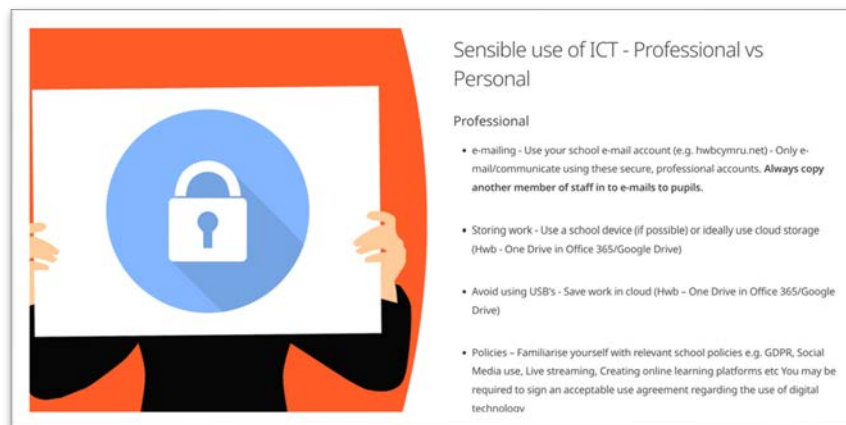
A beta version is currently available to all schools on Hwb:

<https://hwb.gov.wales/professional-development/digital-professional-learning-journey>

This resource will be used by both regional and LA colleagues to ensure a structured, consistent approach to the support and development of the leadership of Digital Learning across schools.

To ensure Online Safety, across all stakeholders, is as robust as possible

An awareness of how to remain safe online has always been an essential skill for both staff and learners and is more important than ever as blended learning becomes the norm in schools. Partneriaeth has continued to support the development of Online Safety with a specific webinar being run for the 274 NQTs in Partneriaeth. Eighty three attended the event live and a recording is available for all to access asynchronously EWC have shared a number of scenarios to raise professional awareness of safe, acceptable practice. Online Safety resources were produced and shared both with NQTs and made available to the wider profession via the region's sharing platform.

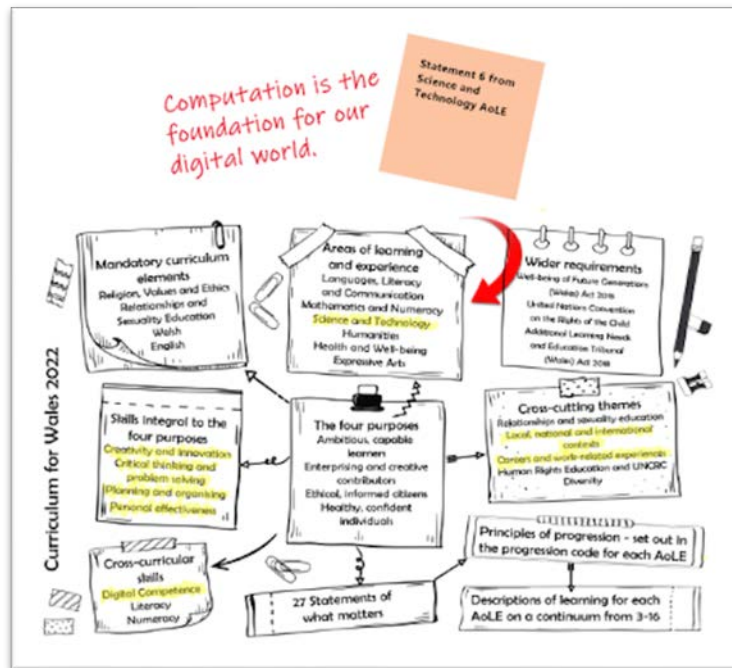


The Online Safety playlist, shared with all schools

To develop digital competence as a cross-curricular skill, engaging with the Digital Competence Framework

As well as support for implementation of the Digital Competence Framework via the DPLJ (see above), bespoke material has been created to model progression through the DCF, including:

- what progression in the DCF looks like along the 3-16 continuum
- exemplifying the role of the DCF withing the framework of Curriculum for Wales
- illustrating how the DCF can be used appropriately to enhance learning experiences, working across AoLEs
- highlighting opportunities within the Computational Science strand of the Science and Technology AoLE
- develop generic resources supporting the DCF that can be used / adapted to schools' own settings
- exemplification of effective use of the regional loan kit e.g. drones, vinyl printers etc.



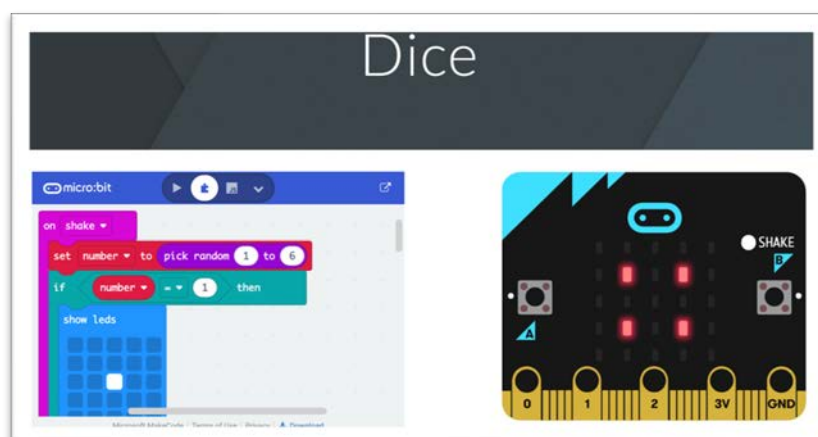
Material to support embedding the DCF across Curriculum for Wales

Partneriaeth also supported NQTs in their awareness and implementation of the DCF, with 83 attending a webinar detailing content and sharing relevant support material.

To setup and run Code Clubs to develop logical thinking and coding skills

The regional Code Kit Loan Scheme restarted in April 2021, following its suspension due to the pandemic. Kit was delivered to schools upon request and in collaboration with LA Digital Leads. Unfortunately, relevant face-to-face training was not possible, therefore a virtual model of support was developed. This training was delivered via an MS Team and supporting material was shared digitally. Sixty-two teachers joined the team to access this supporting material. The regional's Digital Learning Hwb Network also hosted a number of training resources to support the loan kit.

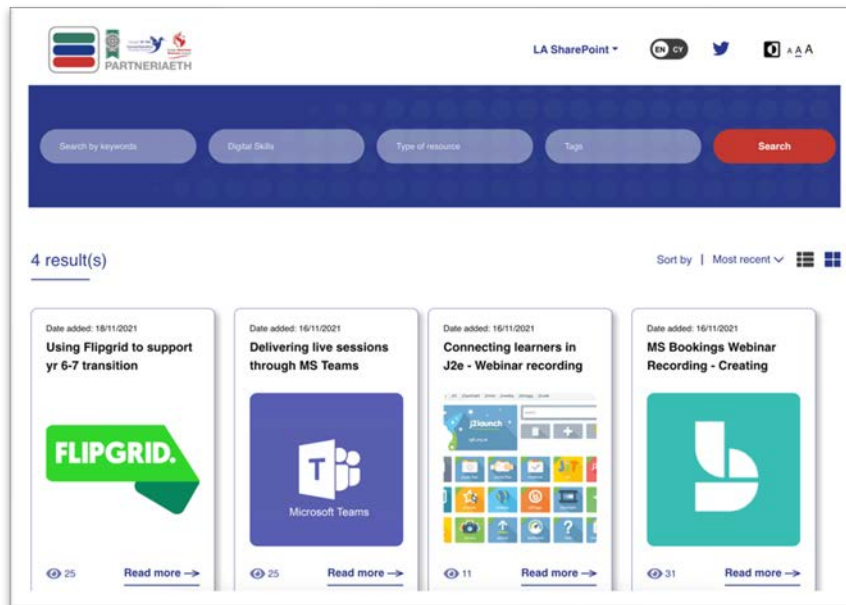
Virtual support for micro:bit use in Code Clubs and to develop coding in the classroom is provided via the bespoke website specifically developed for this purpose.



Virtual support micro:bits

To share effective practice in the use of digital technology, both in the classroom and as a management and collaboration tool for staff

The sharing of effective practice continued to be facilitated via Dolen during the summer term. This content was migrated to the new Partneriaeth website during the autumn term and this platform will continue to host effective practice, resources and access to the region's Professional Learning offer. However, this work is still under development and will continue to be populated with a wide range of resources during the next Business Plan cycle.



Partneriaeth's new sharing platform and website

Partneriaeth has continued to provide effective and targeted support for digital learning and strong collaboration with LA digital leads has ensured continuity across the three local authorities. This ensured that the Digital Skills area of the business plan was delivered in a timely and co-ordinated manner and support for schools was strong. However, challenges of capacity within the organisation will be addressed through effective deployment of the operational team and further collaboration with LA colleagues.

Cymraeg

Partneriaeth will ensure that all schools and settings are supported to:

- deliver current and future curriculum to support improvement in the teaching of Welsh as a language, and of teaching through the medium of Welsh as a whole;
- Strengthen as bilingual communities by promoting Welsh and increasing the use of Welsh in an informal context;
- plan effectively in order to contribute to the delivery of the 'Cymraeg 2050: Welsh Language Strategy'
- develop the Welsh language proficiency of teachers and education assistants at different levels
- deliver the 'Learning Forward' agenda with a particular focus on pupils who have less contact with the Welsh language outside of the classroom.

Supporting and improving the teaching of Welsh

As a region, high-quality support has been provided both at school departmental level, and at a regional level to improve the teaching of Welsh as a language. At a departmental level, subject specialists have provided tailored targeted support to address identified areas of need, delivered workshops and have facilitated school to school support and the sharing of strong and effective practice where appropriate. On a regional level, termly network meetings have been held to share information, to provide support and to offer training to every Welsh department within the region. A series of two PL sessions for non-specialist teachers have been provided as well as PL sessions for the GCSE First and Second Language syllabuses, Reading and Literature. A series of PL sessions have also been provided for Welsh medium secondary and primary practitioners on Literacy across the Curriculum. Partneriaeth has also led pilot projects in two clusters looking at progression from 3-16 in oracy in First and Second Language Welsh within Curriculum for Wales.



Alongside the direct, bespoke departmental support, the network meetings and the PL sessions, a range of high-quality resources have been created. Some examples of resources created during the last year include publishing a reading resource 'Rhwyng y Llinellau', 'Taith yr Iaith' videos, and a series of videos to stimulate discussion and further

writing in both First and Second Language Welsh as well as aiding in the preparation for the GCSE examinations in autumn 2021 and spring/summer 2022.

All resources have been widely promoted through Partneriaeth communication platforms to ensure they are available and easily accessed by all schools. There are two designated networks on HWB (ERW – Welsh and ERW – Second Language Welsh) where secondary teachers can find a wide range of resources. The two national platforms developed in 2020-21 – Y Pair (Welsh Secondary Resources), and Y Gist (Welsh Secondary Second Language Resources) – have been further developed to provide a wealth of national educational resources.

The secondary subject specialists have also played an active and a leading role in many cross-regional networks to develop educational resources across all key stages, building on the work of the networks established in 2020-21 e.g. Partneriaeth have contributed to the success of *Y Silff Lyfrau* and led on the *Cornel Cerddi* website for the First Language this year with the Second Language networks having concentrated on specific areas of the WJEC examinations and the added emphasis on literature in the new curriculum. The impact of this work is yet to fully emerge, but the resources have been greatly welcomed by teachers and the feedback to date has been extremely positive

Promoting Welsh and increasing the use of Welsh in an informal context

Partneriaeth officers have been key contributors to the strategic development of the Siarter Iaith at a national level in collaboration with Welsh Government officers and the regional Welsh in Education leads. This has ensured effective facilitation and delivery of the Siarter Iaith across the region and has also ensured that the region has a voice in the development of the Siarter Iaith, ensuring that the region's schools' needs and ambitions are addressed. Cross-regional work has also been strong throughout the year, and Partneriaeth officers have played a key part in several working groups including a working group to develop a new set of principles for schools that have already achieved the 'gold award', and a working group to discuss how best to develop the Siarter Iaith in secondary schools.

The region has actively created promotional materials to increase understanding and awareness of the Siarter Iaith's aims and objectives. Short video clips were created with school governors and parents in mind as their audience with the aim of ensuring that the school community understands the aim of the Siarter Iaith, and can be involved in the schools' programmes for the delivery of the Siarter Iaith and support the work of both teachers' and learners. On the request of the other regions and Welsh Government, these videos will be used nationally in the future.

Centrally, the Siarter Iaith Co-ordinator has maintained and developed the Siarter Iaith network on HWB, with new resources added on a weekly basis. The network remains to be one of the most popular on HWB with 2273 members. The newly developed '*Dimensiwn Cymreig*' website by Partneriaeth officers, has also been a significant development and work has continued on the development of the site throughout the year with new resources added and good practice in the use of the platform and the resources shared with schools and LA officers, and also shared cross-regionally. The *Dimensiwn Cymreig* platform has proved to be a very popular site as well and it currently has 1207 members. The region collaborated with an external PR company to promote the '*Dimensiwn Cymreig*' platform, and the

Facebook marketing campaign was very successful. The following data shows the reach and the effects of the campaign:

Reach (the number of people that saw the content) – 72,109

Impressions (the number of times the contact was shown to people) – 308,033

Response (number of likes / shares) – 3992

Click-through rate to the *Dimensiwn Cymreig* website – 3300



A co-ordinated approach to promoting and supporting the delivery of the Siarter Iaith in primary and secondary schools across the region has been beneficial, and collaborative work across the partnership has been consistently strong. Termly Siarter Iaith meetings with LA Welsh in Education officers / Siarter Iaith officers have been held to share good practice and develop a regional approach to the development and delivery of the Siarter Iaith. The shift from regional funding to LA funding has however brought some challenges in ensuring strategic and targeted use of the funding, and in ensuring a consistent regional approach. The process of submitting and authorising LA level plans for the use of the grant worked well in previous years, ensuring that the focus of the work remained strategic, however the responsibility for creating and monitoring LA level plans was moved directly to the LAs in September 2021 therefore the region hasn't got a full overview of the current use of the grant within each LA. The arrangements for 1 April 2022 onwards will need to be discussed and agreed in the near future.

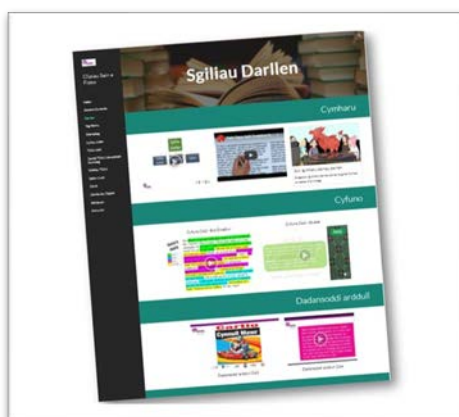
In addition to the PR and marketing work associated with the Siarter Iaith and the *Dimensiwn Cymreig* website using the 'Clwb Ysgol' brand, Partneriaeth commissioned a series of short videos to promote Welsh medium education and bilingualism as a skill, sharing the positive experiences of families from diverse backgrounds and contexts of Welsh education. The target audience for these videos is parents / guardians, and those who may have doubts or concerns or questions about Welsh language / bilingual education. The videos are near completion and once the final edited versions are available they will be shared across all Partneriaeth platforms and beyond, contributing to the region and the LAs work in promoting Welsh medium education. Partneriaeth also commissioned a vital piece of research to explore the views and attitudes of secondary school learners towards the Welsh language and Welsh language education. An action plan to address the reports' findings has been developed and work will commence on delivering the plan in the near future.

Contributing to the delivery of the ‘Cymraeg 2050: Welsh Language Strategy’

Partneriaeth’s Strategic Lead for Welsh has liaised with Welsh Government officers and the Leads for Welsh in Education in the other regions to ensure that the region is fully engaged with the national agenda, and able to communicate national priorities at a regional level. Regular meetings with LA officers ensure effective communication at a regional level, and ensure that key messages from the Welsh Government are communicated effectively within the region. However, in general terms, the LAs work independently on their WESPs and this is an area in need of discussion as Business Planning for 2022-23. The LAs new 10 year WESPs will all be operational from September 2022. The role of the regions in supporting LAs to address and meet their WESP priorities and targets is a matter that is also being considered and discussed by the other regional Leads for Welsh collectively and will be discussed with WG in view of the regions’ new grant funding T&Cs for 2022-23.



Developing the Welsh medium teaching workforce



Effective communication with Welsh Government officers has continued on national priorities and programmes to develop the Welsh language proficiency of teachers and education assistants, and to support and promote the delivery of such programmes. The regional has continued to have regular meetings with the Sabbatical Scheme providers in the region, and discussions have been held with Sabbatical Scheme providers and WG officers regarding future sabbatical courses and other possible forms of provision. Work has also continued on a collaborative project with the National Centre for

Learning Welsh to share and develop resources. Discussions are ongoing regarding further Welsh language courses for the education sector, including newly announced flexible programmes of study that will be delivered by the National Centre for Learning Welsh. Defining Partneriaeth’s role in developing the language proficiency of teachers and teaching assistants across all levels is another area that needs to be discussed in the future. All LAs are required to demonstrate in their WESPs how they aim to address the need to increase

the Welsh speaking teaching workforce, and the region will need to look at how it can best support the LAs work in this context.

In the context of the Welsh teaching workforce, Partneriaeth have recently launched a pilot project – *Athrawon Cymraeg Yfory* – which offers the opportunity for all Secondary Welsh student teachers in Wales to be part of an exciting new Professional Learning Network that offers half-termly PL sessions and a safe space to share experiences and collaborate with others across Wales. The pilot has proved to be very successful, showing the need to establish such networks and the potential for growing such networks nationally, and across all subject areas in the future.

SECTION 3: Partneriaeth Stakeholder Engagement

Partneriaeth is represented on, and has a full and active role in, numerous groups and central team officers attend many stakeholder meetings.

Engagement with Welsh Government

Challenge and Review

Weekly meeting with Welsh Government

ALNCo Professional Learning (PL) Steering Group Meeting

Assessment Advisory Group

Careers and work-related experiences group

Curriculum for Wales practitioner group

National Networks

Cross-Regional Professional Learning Leads

National Strategy for Educational Research and Enquiry

National Professional Enquiry Project meetings with WG

Professional Learning Journey

Schools as Learning Organisation meetings

National Pedagogy Project meetings

Curriculum Team meetings

OECD Links

Post-16 Professional Enquiry Project

EWC Recruitment and Retention Meeting

PL & Collaboration Group

Pedagogy, Leadership and Professional Learning Division regarding National Leadership

Programmes and TALP

RSE working group

360 Self Review Framework working group

Hwb working partnership

ADEW Digital Learning sub-group

Democratic Renewal 16/17 year olds working group

Qualifications Stakeholder Group: Quals Wales

Qualifications Stakeholder Group: WJEC

NEIR

National School Improvement Document working group

Engagement with Cross Regional Groups

Consortia Managing Directors / Regional Leads

Estyn

National Academy of Educational Leadership

WJEC – subject officer meetings

Regional ALN Transformation group

Regional ALN Transformation Training subgroup

Cross regional network with GWE leads for special schools and PRUs

Curriculum for Wales cross-regional group
Talk Pedagogy project
BAME working party
Global Futures
Regional support networks e.g. Empathy Lab, HAPPEN
Regional training for NQTs, MLDP and ACEs
Leading Collaborative Learning
National Leadership Group
National Leadership Group sub-group
National TALP Group
National TALP Group sub-group
Wellbeing of Leaders
Disadvantaged and Vulnerable Learners Cross Regional Group
Cross regional digital group
Regional Leads for Welsh in Education Meetings
Cross-Regional meetings with WG Officers (Siarter Iaith)
Cross-regional meetings with WG Officers (Welsh in Education)
PISA group
A Level Steering group
Cross-Regional Welsh First Language meetings
Cross-Region Welsh teachers
Post-16 team
Post-16 Leadership Development Programme
Skills Challenge Certificate
Post-16 NPEP
Cymraeg KS3 and KS4 - Cross consortia working parties
Wellbeing of Leadership cross regional project

Local Authorities

ADEW
LA Directors of Education
Senior Challenge Advisers
Partneriaeth Senior Strategic Officer LA link meetings

HEIs

Examples of Support / Engagement

A variety of support has continued to be provided to schools across the region, with many approaches being modified into a hybrid offering.

Examples of support accessed by schools in Swansea

Secondary School

Planning your curriculum (RVE)
Curriculum for Wales 2022 (Partneriaeth NQT Training Day 1)
NQT Secondary Numeracy
NQT Secondary Numeracy training - day 1
Paratoi at y TGAU 2022
Swansea Mathematics HoD network meeting
Secondary NQT Literacy (English Medium)
Curriculum for Wales (Partneriaeth NQT Training Day 2)
GCSE English
CYMRAEG
Geography Heads of Department Meeting

Primary A

Using sociograms to develop peer relationships -
Camau Nesaf programme Session 2
Primary NQT Mathematics and Numeracy
NQT Primary Literacy (English)
Peer relationships and sociograms

Primary B

Curriculum for Wales 2022 (Partneriaeth NQT Training Day 1)
Partneriaeth RSE Sharing Day
Primary Mathematics and Numeracy NQT training - Welsh and English medium
NQT Primary Literacy (English)

Examples of support accessed by schools in Pembrokeshire

Secondary School

GCSE English Support - Teaching Poetry
Humanities catch up
SCC Coordinator's network meeting - Pembrokeshire
Planning your curriculum (RVE)
Gweminar : Cyflwyno llenyddiaeth
Gweithgor Traws-ranbarthol Cymraeg Ail Iaith
Camau Nesaf programme Session 2
Developing approaches to teaching Black History
Curriculum for Wales 2022 (Partneriaeth NQT Training Day 1)
English GCSE
Gweithgor Traws-ranbarthol
Paratoi at y TGAU 2022

Inclusive Humanities Curriculum INSET
Pembs Head of Maths network meeting
Secondary NQT Literacy (English Medium)
Secondary NQT Literacy (English Medium)
Curriculum for Wales (Partneriaeth NQT Training Day 2)
GCSE English
Secondary Literacy
GCSE English
Cyfarfod Grŵp Strategol Iaith Sir Benfro
CYMRAEG
Camau Nesaf
Inclusive History session
Geography Heads of Department Meeting
Business Studies Heads of Department meeting

Primary A

Planning your curriculum (RVE)
Curriculum for Wales 2022 (Partneriaeth NQT Training Day 1)
NQT Primary Literacy (English)

Primary B

Planning your curriculum (RVE)
Partneriaeth RSE Sharing Day
Primary Mathematics and Numeracy NQT training - Welsh and English medium

Examples of support accessed by schools in Carmarthenshire

Secondary School

Special School Curriculum working group
Post-16 Leadership Development Programme - Day 2
Curriculum for Wales 2022 (Partneriaeth NQT Training Day 1)
NQT Secondary Numeracy
NQT Secondary Numeracy training - day 1
Professional learning - Essential skills for Maths Teachers
Paratoi at y TGAU 2022
Secondary NQT Literacy (English Medium)
GCSE English
GCSE English
Cyfarfod Rhwydwaith Cymraeg Iaith Gyntaf

Primary A

Primary Mathematics and Numeracy NQT training - Welsh and English medium
ANG Llythrennedd Cynradd (Cyfrwng Cymraeg)
Curriculum for Wales (Partneriaeth NQT training Day 2) WELSH

Primary B

Gweithgor Ieithoedd, Llythrennedd a Chyfathrebu clwstwr Maes y Gwendraeth
Curriculum for Wales 2022 (Partneriaeth NQT Training Day 1)
Primary NQT Mathematics and Numeracy
ANG Llythrennedd Cynradd (Cyfrwng Cymraeg)
Gweithdy Deall y Daith Ddysgu
Curriculum for Wales (Partneriaeth NQT training Day 2) WELSH
Deall y Daith Ddysgu - Gweithdy 2

Curriculum for Wales engagement

Vision Workshops (Summer 2021)

A total of 350 attendees attended this series of workshops.

Selecting the Learning Workshops (Autumn 2021)

	Number of schools
Whole school	52
Expressive Arts	73
Humanities	82
Maths & Numeracy	92
Health & Wellbeing	74
Science & Technology	81

Progression Workshops (Spring 2022)

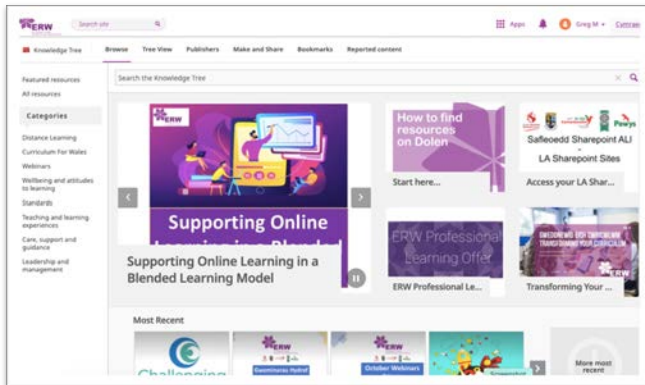
	Number of schools
Maths & Numeracy	157
Science & Technology	144
LLC	170
Humanities	145
Health & Wellbeing	162
Expressive Arts	145

Access to Partneriaeth support websites

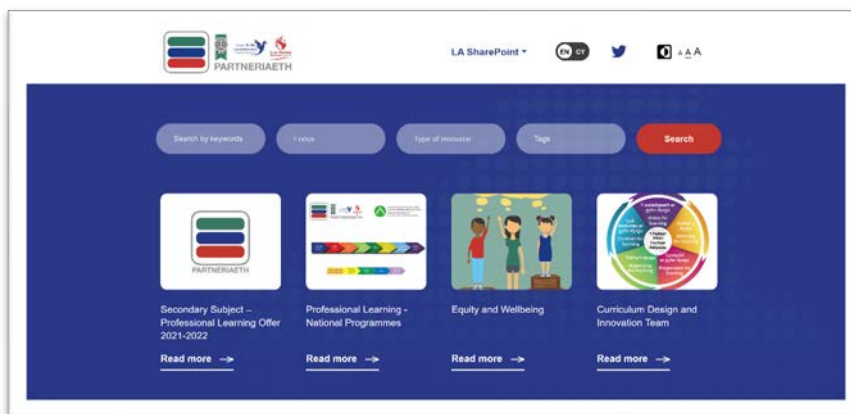
Websites	Users	Pageviews	Sessions
Transforming Your Curriculum (Eng)	585	4250	1042
Gweddnewid Eich Cwricwlwm (Cym)	213	1213	336
Journey to Curriculum for Wales (Eng)	1602	5443	2839
Taith i'r Cwricwlwm i Gymru (Cym)	986	2991	1630
Principles for Excellence (Eng)	901	7750	1636
Egwyddorion ar gyfer Rhagoriaeth (Cym)	316	2327	609
Outdoor Learning (Eng)	314	1340	508
Dysgu awyr agored (Cym)	129	266	157
Totals	5046	25580	8757

SECTION 4: Communication

Website and Sharing Platform



Dolen was used to share resources and provide access to webinars and the Professional Learning offer, while information regarding the organisation was held on the ERW website.



Both Dolen and the ERW website were replaced by the new Partneriaeth website, which was launched on November 1st. This streamlined approach of having everything held in one place has proved popular with schools.

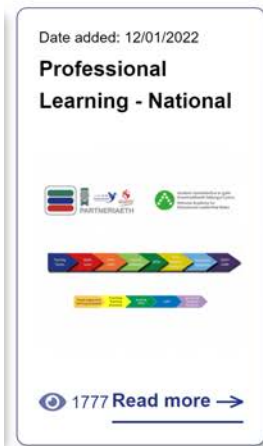
The new site holds:

- Resources
- Access to both synchronous and asynchronous events
- Details of the Professional Learning offer
- News items
- Information about the team and organisation
- Statutory documents

There are currently 69 resources held on the site. All resources previously held on Dolen will be migrated, subject to a quality assurance process to ensure the content is still relevant and information is accurate.

<https://www.partneriaeth.cymru/>

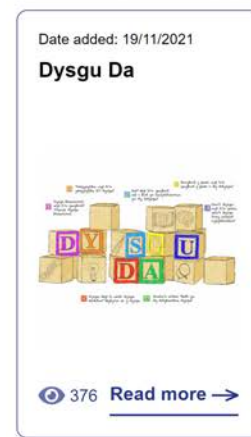
Examples of resources



1777 views*



692 views*



376 views*

*views since November 2021

Newsletter

A Welsh and English version of the Partneriaeth newsletter is sent to every headteacher across the region on Thursdays during term time. Individuals can also subscribe to receive the communication. It is currently sent to 1,241 individual email addresses.

Examples –

[https://mailchi.mp/140fbc097ea3/erw-headteacher-newsletter-15327768?e=\[UNIQID\]](https://mailchi.mp/140fbc097ea3/erw-headteacher-newsletter-15327768?e=[UNIQID])

[https://mailchi.mp/f81d2e8cce78/erw-headteacher-newsletter-15325188?e=\[UNIQID\]](https://mailchi.mp/f81d2e8cce78/erw-headteacher-newsletter-15325188?e=[UNIQID])

Twitter

The Partneriaeth Twitter handle, @PartneriaethREC, has 4,928 followers.

	Tweet impressions	Profile visits	Mentions
March	5,717	2,526	108
February	3,023	1,941	68
January	5,653	1,781	62

<https://twitter.com/partneriaethrec>

Mae'r dudalen hon yn wag yn fwriadol



Cyngor Sir Gâr
Carmarthenshire
County Council



PARTNERIAETH

Partneriaeth Business Plan 2022-2023



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INTRODUCTION

Partneriaeth strives to deliver a consistent school improvement service, focused on challenge and support strategies that improve teaching and learning in classrooms and lead to improved pupil attainment and progress in all schools.

Our aim is to build school capacity through support, challenge and intervention so that schools become self-improving, resilient organisations. We facilitate school led support and intervention programmes at a peer to peer, department to department and school to school level according to the area of need that has been identified within the school.

The region will build school capacity through continuing support, challenge and intervention to become self-improving, resilient organisations which continually improve outcomes for learners. This regional strategy for a self-improving system is well underway and is firmly founded in the principles of school-to-school improvement.

Partneriaeth is committed to the Welsh Language and its prosperity, and the language is an integral part of all the administrative procedures of the organisation. We consider Welsh to be a central element of the identity of the region, and we will continue to do as much as we can to promote the language and its use.

VISION

To be developed in collaboration with full Central Team – in line with Legal Agreement



Effective partnership and collaboration only become truly effective when they are underpinned and enclosed by shared values and principles. They allow trust and mutual understanding to develop within a safe environment.

- Inclusivity - We need to ensure that all LA partners are involved and included in the decision making, accountability and performance management process of regional working.
- Accountability - Robust quality assurance and accountability processes must be established. This should include a value for money element. Accountability is the responsibility of all partners and processes should ensure that every Director is equally involved – this leads to collective responsibility and should secure high quality provision.
- Open and honest, Transparency, agility, subsidiarity
- Mutual trust- not unravelled by individuals or groups of individuals

Equity and Fairness

- Equity and excellence go hand in hand. Location, deprivation or childhood experiences will not prevent learners from reaching their maximum potential
- Our learners will be resilient, imaginative, compassionate and ambitious – they will aim high and achieve their goals
- We take pride in the job that we do and we are ambitious for all of our schools and their pupils
- We are committed to ensuring effective learning and that all pupils reach their potential

Support

- We celebrate and share success
- We lead by example and inspire confidence in others
- We lead by example and drive continuous improvement, by asking how we could do this better
- We focus on longer-term outcomes rather than short-term goals
- Barriers and challenges are resolved promptly and success is celebrated

Innovation

- We inspire others and continuously seek innovative solutions.
- We effectively plan and anticipate change.
- We act on opportunities.
- We recognise problems and implement solutions

Collaboration

- Within the Consortium, transparency, trust and honesty are a professional obligation
- We listen, we reflect and we prepare well and question.
- We engage and support each other by working together and developing a shared focus.



- We build effective relationships with all stakeholders and partners.
- We recognise people's contributions and achievements
- We focus on sustainable progress and growth

Integrity

- All involved work together with each partner feeling valued, motivated, responsible and having the opportunity to contribute to the collective outcomes of the process;
- We are trustworthy and reliable
- We are able to adapt to changing priorities and seek to create a positive and healthy working environment.
- We stand by difficult decisions and openly acknowledge errors.
- We challenge and confront poor performance

Key Principles

- Deliver a genuine partnership with other local authorities and the region to build capacity
- Share learning across the region to better support schools using consistent school improvement methodologies.
- Deliver on a small number of priorities (*the priorities will be agreed and reviewed annually by effective co-construction, collaboration and partnership working*)
- Maximise devolved funding to schools ensuring transparency on funding issues
- Needs of all learners and schools in the collaboration are known and understood by partners and is at the centre of the work of the partnership
- Provides timely and intelligent data to schools and local authorities to support improvement.
- The strong relationship between the school and the Local Authority should be the basis of an integrated approach to school improvement.
- Exceptional quality, innovation and rigour in the delivery of agreed support services
- Good value for money
- Fully bilingual service
- A service led by the needs of schools and Local Authority priorities
- Local employment and deployment of a school improvement team
- Provide a secure central service which can encourage excellent people to commit to it, enabling funding to be delegated purposefully and provide higher levels of funding to reach schools as our key partners.
- Be an acknowledged hub of excellence, led by securely employed, high level specialists, who are able to provide leadership and support for local, hub or other sub-regional groupings.
- Be a partnership enabling the best use of intelligence about schools and the resources available to support improvement
- Share learning across the region to better support schools using consistent school improvement methodologies.
- Establish a consistent regional approach to reduce duplication, ensure fairness and equity for all schools and to demonstrate value for money.

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- Have a secure and effective model of governance to underpin a more responsive and innovative regional service which supports accountabilities that are shared between the regional and the local.
- Develop a regionally formulated and agreed School Improvement strategy to be delivered locally to ensure the best possible provision of school improvement to further improve learner outcomes

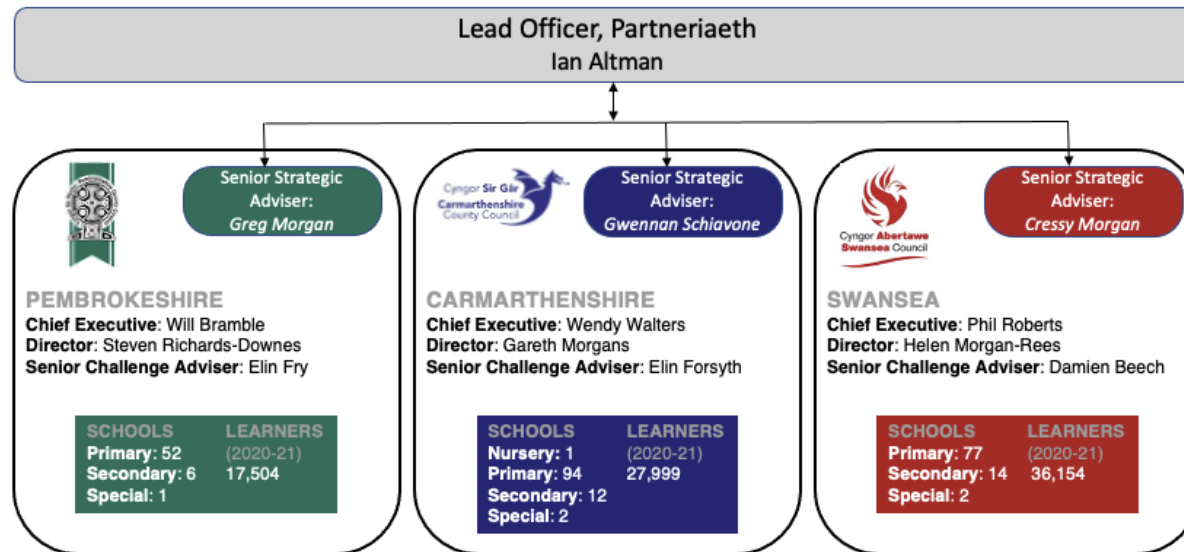
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REGIONAL CONTEXT

Partneriaeth services the 3 Local Authorities in South-West Wales, namely Pembrokeshire, Carmarthenshire and Swansea. We realise the value of working collaboratively and our new approach is based on a vision of a partnership working on behalf of our local authorities and contributing to the improvement in the performance of our schools and the education of our children and young people. The Partnership is a regional collaborative arrangement designed to promote excellence in all of our schools.

Each of the 3 Senior Strategic Advisers are directly linked with one of the Local Authorities to ensure effective support for schools in each LA. This reflects the agile approach and relies on high-quality collaboration between Partneriaeth Senior Strategic Advisers and LA senior officers.





Priority 1 – Raise standards in schools, particularly in literacy, numeracy and Welsh second language

- Develop strategies for the teaching of English/Welsh and mathematics
- Further strengthen cross-curricular provision for literacy & numeracy
- Maintain monitoring and promoting effective use of RRRS/PDG for lit/num catch-up programmes (link to disadvantage in R2)
- Provide strong support and challenge to schools causing concern

Priority 2 – Improve the outcomes for all groups of learners, including those eligible for free school meals and those who are more able

- Further develop and embed RADY approaches to support disadvantaged pupils across schools (R3)
- Further develop vocational pathways to support pupils with different skills and aptitudes
- Provide specialist support and training to schools to develop their own whole school approaches: Trauma Informed Schools, Emotion Coaching, ELSA, refocused Counselling Service

Priority 3 – Improve the effectiveness of the authority's work to improve teaching and school leadership

- Promote evidenced-informed approaches to teaching and learning that support CfW, assessment and WG's NSERE and SLO approaches
- Strengthen school-to-school working in various forms
- Support schools with leadership development and planning

Priority 4 – Strengthen the quality of evaluation by officers at all levels to improve the precision of planning for improvement

- Work with the newly formed Partneriaeth to ensure Pembrokeshire's schools receive high-quality support

*Need to reference the Pembs Roadmap here

Key Focus areas – DRAFT – based on focus areas of SFGs, HT survey and HT wellbeing charter

Priority 1 - High-quality education services profession

- Ensure effective communications, including sharing platforms and response times.
- Clarify the aims and expectations of the WESP and all related professional learning.
- Ensure that our Professional Learning offer meets the needs of School- based staff and LA officers. (CCC and Partneriaeth).

Priority 2 - Inspirational leaders working collaboratively to raise standards

- Ensure stakeholder engagement in strategic development and review.
- Ensure the development of leaders at all levels (Including recruitment) .

Priority 3 - Strong and inclusive schools and services committed to excellence, equity and wellbeing

- Ensure the Wellbeing of all.
- Ensure that schools are well equipped to address pupil behaviours and wellbeing needs.
- Ensure robust attendance and pupil engagement support for schools.
- ALN transformation .
- Ensure appropriate range of learning pathways to ensure engagement, equity, Welsh language considerations, response to RSLP.

Priority 4 - Robust assessment, evaluation and accountability arrangements supporting a self-improving system

- Ensure learner progress through effective support relating to the Curriculum For Wales (Including Skill development, Transition and Evaluation)
- Net Zero Carbon principles to underpin all strategy .





Priority 1. Curriculum, Teaching and Assessment

- Support schools to design and deliver Curriculum for Wales
- Develop Welsh language provision
- Develop support for schools in STEM subjects

Priority 2. Support for Learners (Equity and inclusion)

- Ensure staff are supported to identify and remove barriers to learning so all learners can reach their potential
- Embed ALN, well-being and behaviour strategies to provide safe and supportive learning environments

Priority 3. Leadership

- Support the development of current and future leaders to build resilience and sustainability into the system.
- Support leaders to work collaboratively to raise standards

Priority 4. Workforce

- Work with ITE providers to ensure Swansea has highly qualified staff now and in the future
- Ensure that there is quality teaching in every classroom

Priority 5. Environments

- Support schools to ensure that all learners have access to learning environments that make effective use of the outdoors.

CENTRAL TEAM



All Partneriaeth officers work in an agile way across all LAs and deliver on a range of strategic priorities linked to the RCSIG. SLT of the Lead Officer and 3 Senior Strategic Advisers develop the high-level planning in conjunction with Extended SLT including the 3 Lead Advisers.

Members of Extended SLT have oversight and responsibility for budget lines in the Business Plan and leading operational delivery teams.

All Central Team officers are involved in the development of the Operational Delivery Plans.

STRATEGIC OBJECTIVES

Priority 1 – Curriculum & Assessment - Supporting a national curriculum with equity & excellence at its core that sets high standards for all learners

Priority 2 – Developing a high-quality education profession - improving the teaching & learning in our schools

Priority 3 – Leadership and Career Pathways - supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks




Priority 4 – Strong & inclusive schools committed to excellence, equity & well-being




Priority 5 – Supporting a self-improving system - supporting a system in which the education profession have the skills, capacity & agency to continually learn & improve their practice

Priority 6 – Ensure that Partneriaeth has strong governance and effective business and operational support that provides value for money

BETTER OUTCOMES FOR LEARNERS – Diagram needed?

Priority 1 – Curriculum & Assessment - Supporting a national curriculum with equity & excellence at its core that sets high standards for all learners

			
1. Curriculum & Assessment Reform			
2. Curriculum reform professional learning programme (Curriculum Design and Development + New PL for curriculum)	P3		
<ul style="list-style-type: none"> a. To develop the capacity of schools to engage in curriculum reform through a flexible, implemented programme of targeted interventions. b. To continue to support the national PL programme for Curriculum for Wales. c. To continue to provide asynchronous CfW support for middle leaders and teachers. d. To support schools with the collaborative development of shared understandings on curriculum and assessment in line with Curriculum for Wales guidance. e. To continue to support schools in progression conversations. f. To continue to support schools in their reform journey from curriculum vision to design and implementation. g. To ensure high-quality collaboration within Partneriaeth and with partners in the middle-tier. h. To deliver bespoke support for schools with furthest to go on reform journey. i. To support and facilitate local and national engagement through a range of focused networks. j. To develop and deliver a range of support for current qualifications and the Qualified for the Future agenda. 			

Priority 2 – Developing a high-quality education profession - improving the teaching & learning in our schools			
			
1. Professional learning, enquiry and research to realise curriculum - school-led (NPEP, research, pedagogy school funding)	P3		
<ul style="list-style-type: none"> a. To support school-to-school working to enable schools to deliver professional learning on a cluster, local or regional basis b. To facilitate joint-working with HEI on the delivery of key programmes such as NPEP/Post-16 NPEP/National Pedagogy Network to support the transition to a national approach. 			
2. Professional learning for developing practice and reflection (RALD/ WCLD, SLO, Pedagogy, Professional Standards)	P3		
<ul style="list-style-type: none"> a. To support school-to-school working to enable schools to deliver professional learning on a cluster, local or regional basis b. To continue to support national implementation of the Schools as Learning Organisations (SLOs) approach, leading to a significant increase in engagement with the national SLO survey 			
3. Regional support for Modern Languages - (Modern Foreign Languages (Global Futures))	P1		
<ul style="list-style-type: none"> a. To support secondary schools to engage and collaborate with quality improvement practitioners, innovation schools and professional learning pioneer schools within other Consortia to improve the teaching of MFL and to support planning for International Languages provision b. To support secondary schools to work with Language Institutes, HEIs (including the Open University) to provide opportunities and support for the teaching and learning of international languages 			
4. Literacy & Numeracy Grant	P1		
<ul style="list-style-type: none"> a. To continue to provide direct support for literacy and numeracy towards further improvements in 2021-22 as part of a self-improving system 			




5. Coding & Digital Skills	P1		
a. To support the development of coding and digital skills b. To develop support and resources for schools to improve digital skills at a whole school level			
6. Primary LNF Oracy Scheme for Wales *new line in this years RCSIG	P1		
New T&Cs needed here			
7. Higher Level Teaching Assistants (HLTA) - & TALP	P3		
a. To offer and deliver a range of suitable programmes across the different levels of Teaching Assistants b. To deliver an Aspiring Higher Level Teaching Assistant Programme			
8. Welsh - Professional Development - Consortia Funding (some lines combined)	P1		
a. To support the implementation of the Welsh in Education Action Plan Confirmation of staffing capacity within the region to deliver the plan needed?			
9. A Level Improvement	P2&3		
a. To provide support to improve teaching and learning of A Levels and the Advanced Welsh Baccalaureate			
10. Modern Foreign Languages – building capacity for MFL in the primary sector	P1&3		
a. To build capacity to teach international languages in primary schools in preparation for the new curriculum			
11. Digital Competence Framework	P1		
a. To further embed digital competence across the curriculum b. To develop support and resources for schools to improve digital planning and implementation at a whole school level			
12. Professional Teaching Awards Cymru (PTAC)	P3		
T&Cs needed from new doc			




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**Priority 3 – Leadership and Career Pathways - supporting inspirational leaders working collaboratively to raise standards.
Includes future leadership & professional networks**

			
1. Future Leadership (Aspiring, middle leaders including Coaching & Mentoring support)	P3		
a. To offer and deliver a range of programmes across the different levels of leadership in Wales including those national development programmes for aspiring, senior, middle and experienced Leaders.			
2. National Professional Qualification for Headship (NPQH)	P3		
a. To deliver an Aspiring Heads Programme that provides access to the NPQH assessment. Details of NPQH assessment process needed?			
3. Induction / Early career support programme	P3		
a. To engage with schools, induction mentors, external verifiers to develop a series of blended learning professional learning resources for Newly Qualified Teachers b. To deliver additional professional learning to schools and external verifiers who will be engaged with the induction placement programme			
4. Higher Level Teaching Assistants (HLTA) - & TALP	P3		
a. To offer and deliver a range of suitable programmes across the different levels of Teaching Assistants b. To deliver an Aspiring Higher Level Teaching Assistant Programme			

Priority 4 – Strong & inclusive schools committed to excellence, equity & well-being			
			
Pupil Development Grant (PDG) exc PDG Access NB there is going to be a stronger emphasis on poverty and reducing inequalities in PDG 2022-3	R1&2		
<p>NB PDG grant offer letter is sent separately</p> <ol style="list-style-type: none"> To appoint a strategic adviser to support schools and settings To support the educational achievement and attainment of those learners who are eFSM To support the educational achievement and attainment of looked after children and other related groups To support emotional, learning and developmental needs of EY learners from disadvantaged backgrounds To plan and deliver support to children who are in PRUs and EOTAS Renew and reform 			

Priority 5 – Supporting a self-improving system - supporting a system in which the education profession have the skills, capacity & agency to continually learn & improve their practice

			
	P3		
<ul style="list-style-type: none"> a. To develop peer and school-to-school working to ensure effective sharing and development of practice across the region b. To communicate with LA partners to provide bespoke support for identified schools c. To ensure resources are effectively shared across the region d. 			



Priority 6 – Ensure that Partneriaeth has strong governance and effective business and operational support that provides value for money

- a. To develop and review Performance Management processes **RENAME?**
- b. To ensure consistent, high-quality communication
- c. To ensure high-quality professional learning for Partneriaeth staff
- d. To ensure a robust and effective business planning cycle
- e. To ensure coherent and transparent self-evaluation and monitoring processes
- f. To ensure accountability is evidenced through impact and VFM reports
- g. To ensure regular preparation of reports for Partneriaeth governance boards
- h. To develop reports for presentation at Partneriaeth Governance Boards
- i. To update regional Risk Register
- j. To support the internal audit process

NEED A CHART OF THE SPEND HERE – INCLUDING DELEGATION RATES ETC.

***Reference needed to the following RCSIG funding lines:**

EIG

Professional Learning funding for schools

GOVERNANCE

Governance Group	Members	Meeting Frequency
Joint Committee	<ul style="list-style-type: none"> • 3 Leaders. Voting member. • 3 Cabinet Members for Education. These will be non-voting members. • 3 Chief Executives with a Lead Chief Executive, non-voting. • 3 Directors of Education with a Lead Director, non-voting. • Lead Officer PARTNERIAETH • S151 Officer and Monitoring Officer, as required. • External observers and advisers, on request – Estyn, WG, Audit Wales. • Chair of scrutiny Councillors’ group, as non-voting observer – TBC 	Quarterly
Scrutiny Councillor Group	<ul style="list-style-type: none"> • 3 Education Scrutiny Chairs • 3 Education Scrutiny Vice Chairs • 3 Directors of Education to attend together at least once per annum • Lead Officer PARTNERIAETH • Chair of Joint Committee to attend at least once per annum • External observers and advisers, on request 	Quarterly
Strategic Group*	<ul style="list-style-type: none"> • 3 Directors of Education • Lead Officer PARTNERIAETH • 3 PARTNERIAETH Strategic Advisers 	Fortnightly
Operations Group**	<ul style="list-style-type: none"> • 3 local authority Lead School Improvement Officers • Lead Officer PARTNERIAETH • PARTNERIAETH Strategic Advisers, as required according to business plan priorities 	Fortnightly
Stakeholder Group	<ul style="list-style-type: none"> • Lead Officer Partneriaeth • 3 Partneriaeth Senior Strategic Advisers linked to each local authority – to be appointed, we will have one linked to Swansea. • 12 headteachers covering primary, secondary, special and pupil referral unit sectors 	Quarterly

*PARTNERIAETH Strategic Group (fortnightly) – delegated responsibilities from Joint Committee for planning, performance, resource and risk monitoring. This is the group that sees spending plans and makes decisions on distribution of funding streams from WG. Section 151 officer and accountant of PARTNERIAETH to be invited to this group. Section 151 officer produces budget reports for Joint Committee.



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**PARTNERIAETH Operations Group (fortnightly) – this is the group that knows about the operational delivery of work streams (funded by WG work streams). Each strategic adviser will have a costed plan and budget. Cannot go above budget without Directors' approval.

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Mae'r dudalen hon yn wag yn fwiadol