**Sefton Education Partnership Board**

**DRAFT FOR CONSULTATION**

**“Together we are Sefton an great place to be”**



Sefton Icons.eps

**Sefton Education Partnership**

**Background and Context**

Over the course of the last few years there has been wide ranging change in the Education and Skills sector, with new legislation, revised inspection framework, new types of provision, funding reform and a revised SEN code of practice and this change is set to continue with proposals around revised curriculum and performance measures.

Sefton now has a rich variety of educational provision from early years providers, primary schools, secondary schools, special schools and alternative provision. Within the schools sector there are a range of schools from maintained schools, faith schools, converter academies, sponsored academies and a Free School. There is also a range of FE providers who are starting to provide 14-16 curriculum and Studio School and further Free School proposals.

Within Sefton there are a range of issues which the education sector need to work in partnership to address such as the percentage of secondary pupils who attend good of outstanding provision, the disparity between attainment in different parts of the borough, the availability of quality school places and issues of under and over provision in different areas. There are also challenges around the implications of funding reform, the new SEN code of practice, curriculum reform, and the gaps in progress and attainment between different pupil groups.

The Sefton Education and Skills Strategy sets out a vision to ensure all children and young people in Sefton receive the best possible education and sets out ways of working to achieve this and sets out the following key priorities:

1. ***Ensure good leadership and governance across all educational settings in Sefton***
2. ***Ensure that barriers to participation and progress are addressed***
3. ***Ensure children are ready for school and to move onto the next stage of their lives***
4. ***Ensure that all settings and pupil progress are at least good***
5. ***Ensure young people leave education with the knowledge and skills to continue achieving.***

**The Sefton Education Partnership**

The Sefton Education Partnership has been set up to play key role in implementing our shared vision and delivering the key aims. The Partnership will build on and enhance existing working relationships in the education sector. The Partnership Board is an autonomous organisation accountable to the whole education community in Sefton.

**Role and Membership**

The role of the Sefton Education Partnership is to have oversight of the education system in the Borough from 0 to 19 (and up to 25 for students with SEN), the quality of provision, the progress and attainment of students, school admissions and school organisation issues.

The partnership recognises and will work to the following principles:

* The need to champion Sefton’s children and young people above all else, particularly the most vulnerable and have a commitment to listening and engaging with parents and children,
* A focus on every child’s journey through life (& education).
* Recognition that different types of settings sometimes have different priorities and drivers
* Ensuring that settings are inclusive and that every child is accessing education in the best and most appropriate setting for their needs
* Encourage settings to work collaboratively around transition stages – school readiness, move to secondary and on to FE, employment and training.
* The need to use best practice, learn from others and base decisions on available national and local evidence
* A need to be responsive and flexible in the face of changing national requirements by focusing on the best way of achieving broad aims and objectives
* Encourage a range of educational pathways which lead to future employment or training

The Partnership Board comprises:

* Lead Member for Children’s Service
* Director of Children’s Services
* Chair of SASH
* Chair of SAPH
* Primary school representative
* Secondary school representative
* Special School Representative
* Early Years representative
* FE representative
* Chair of Sefton Governor’s Association
* Representative from the Liverpool Arch-diocese
* Representative from the Diocese of Liverpool
* Higher Education representative
* Employer’s representative
* Representative from Training providers

The Partnership structure is shown below:



**Terms of Reference**

The Board brings together senior representatives from both school and education sectors and the local authority (both Senior Officers and the Lead Member) in a formal partnership.

The structure builds on existing groups and meetings, but seeks to co-ordinate these arrangements, provide a focus for discussion and challenge and a vehicle for referring matters onto decision making bodies and holding them to account.

The Board will consider the work of the Working Groups and commission them to provide reports to the Board as required. The partnership is constituted to have an overview of education in the Borough and is committed to evaluating the challenges faced in Sefton, seeking the most appropriate means to address these, developing required actions, reviewing the success of these actions and, where necessary, seeking more effective responses.

**Meetings and Organisation**

The Board shall meet no less often than three times a year and administrative support will be provided by the Local Authority.

The Board may invite any other such persons to attend meetings or part of meetings as may be considered appropriate to support informed decision making. Whilst meetings of the Board will not be open to the public, members of the wider Partnership may attend Board meetings to observe.

People attending as observers will be subject to the same protocols regarding confidentiality as all other Board members.

Meeting dates for the Board will be confirmed on an annual school year basis with a forward plan being maintained by the Board.

Board meeting papers will be made available a minimum of ten working days in advance of the meeting

The Board may establish additional subgroups as required to deliver the agenda.

The membership and terms of reference of the subgroups will be agreed by the Board and these subgroups will report to the Board.

The board may also establish working arrangements with subgroups of other organisations and agencies in support of their work.