

## LLE Review of designation policy



The LLE review of designation model aims to provide teaching schools with a robust framework and criteria that can be consistently and fairly implemented in the de-designation, resignation or withdrawal of LLEs.

The process will allow for transparency in decision making, giving equity across the board, when reviewing designations. Furthermore the framework will quality assure the LLEs providing school-to-school support – and to those commissioning their services, will provide the assurance that their services will lead to improved outcomes in schools.

This policy document should be read in conjunction with the review of designation criteria (see appendix 1)

The purpose of this document is to answer the following questions:

1. When are reviews of designation undertaken?
2. What does a review of designation involve?
3. What are the possible outcomes of the process?
4. What happens when a LLE moves from one school to another?
5. Do LLE have a right of appeal?
6. What happens if the teaching school that designated me is de-designated?
7. Who should a LLE contact if s/he have further questions?

### 1. When are reviews of designations undertaken?

The review of designation criteria highlights the various scenarios which may occur during the lifespan of a LLE. If any one of the criteria applies to a LLE, the teaching school would review the case and make a decision on de-designation where appropriate. In some instances the LLE may resign from their designation, or could be withdrawn from the role due to factors outside of their control.

We expect that LLEs will normally be designated for a period of **four years** after which time the designating teaching school will review their designations against a set criteria as well as local needs and priorities. This is in line with the teaching schools review of designation. Teaching schools will be reviewed **at the start of the fourth year** of designation after the externally moderated peer to peer review and it is during this process that the LLE designations are also reviewed.

However, **a review may be undertaken at any time** during the four year designation period, should a concern be identified and if either the teaching school or the LLE no longer appears to meet the relevant criteria.

It is important to note that where a teaching school is de-designated this does not mean that their LLEs are de-designated automatically. In such cases, the teaching school should look to reallocate the LLEs to another teaching school, where possible. See section 3 below.

We have organised the **de-designation criteria** under four headings: eligibility, misconduct, delivery or impact (see appendix 1 of this document).

## 2. What does a review of designation involve?

Although a LLE may work with more than one teaching school it is recommended that the teaching school who designated the LLE adopts the same panel approach as for designation, including representation across phase/sector and with the headteacher from another teaching school alliance. The role of the 'external' headteacher is particularly important.

Teaching schools should review the LLE against the review of designation criteria. If any LLEs are considered for de-designation or withdrawal, the teaching school should compile evidence to enable an appropriate decision to be made.

The final decision should be communicated to the LLE by the link teaching school. The headteacher of the teaching school must discuss the outcome with the LLE. A formal letter with the decision will confirm the outcome following the meeting. Teaching schools will notify the National College of any changes to designation through the KIF or replacement document.

## 3. What are the possible outcomes of the process?

- **De-designation** – This is when a LLE no longer meets the eligibility criteria due to reasons such as underperforming; has not supported another school for longer than 12 months; or as a result of conduct that makes continuation in the role of LLE untenable (see appendix 1)
- **Withdrawal** – This is when the LLE no longer meets the eligibility criteria due to reasons such as changing role, or no longer has the support of their governors/trustees
- **Resignation** – This is when the LLE opts to resign from their designation

### Exceptions to the review of designation policy:

- Cases that are deemed serious enough to require urgent action. In such cases the teaching school is able to invoke a de-designation immediately

## 4. What happens when a LLE changes school and/or moves away from their present region?

When a LLE leaves their present school s/he should discuss the matter with their designating TSA and consider any implications that this might have. For example existing deployments. If after the move the LLE still meets the LLE eligibility criteria but is some distance away from their designating TSA s/he should contact a local teaching school in their new location

## 5. Does the LLE have the right to appeal?

A LLE does have the right to appeal if he/she is not satisfied with the decision made by the teaching school.

Appeals can be made on the grounds that:

1. an incorrect judgement has been made against the published de-designation criteria
2. proper procedures have not been followed

If the LLE is not satisfied with the outcome of the appeal he/she has the option of submitting a formal complaint to the TSC Representative for the East Region.

## 6. What happens if the teaching school that designated the LLE is de-designated?

If a teaching school is de-designated it does not mean that the LLEs designated by the school are also de-designated. The National College/TSC will work with the de-designated teaching school to reallocate the LLEs to another teaching school if possible. Teaching Schools should:

1. consider how to reallocate their LLEs as part of their exit strategy to another teaching school
2. ensure that LLEs are able to continue with their deployment whilst their exit strategy is in place or after this time if the deployment requires it
3. communicate the school's de-designation with the LLEs and what that means for them
4. notify the TSC rep, if and when LLEs relocate with another TSA or resign from the programme so that the LLE directory can be updated

## Appendix 1: De-designation criteria

LLEs will be eligible for de-designation if they meet one or more of the following **criteria**. The review of designation will determine the final outcome.

Area	Criterion	Potential outcomes for designation and frequency of review	Qualifying examples:
<b>Eligibility</b>	A LLE no longer meets one or more of the current designation criteria	<ul style="list-style-type: none"> <li>- retained</li> <li>- de-designated</li> <li>- withdrawal</li> <li>- resignation</li> </ul> <p><b>Reviewed after four years or as required</b></p>	<p>The LLE no longer meets the eligibility criteria as a result of;</p> <ul style="list-style-type: none"> <li>- the LLE retiring</li> <li>- the LLE being dismissed</li> <li>- the governors/trustees no longer supports release of the LLE)</li> </ul> <p>the LLE changing role and following reassessment of their application against new role, does not meet the criteria</p>
<b>Professional misconduct</b>	The LLE has behaved in a way which brings the teaching school or the College into disrepute.	<ul style="list-style-type: none"> <li>- retained</li> <li>- de-designated</li> </ul> <p><b>Reviewed as required</b></p>	<p>The Teaching School will investigate any complaints, which allege that the LLE has engaged in professional misconduct. <b>Using the National College definition of professional misconduct, which is broadly:</b></p> <ul style="list-style-type: none"> <li>- failure to act as an ambassador for their teaching school and the College, including where reasonable, not promoting the teaching schools initiative or assisting in the support and growth of other school leaders, and,</li> <li>- failure to behave in a way that upholds the reputation of the LLE role and the initiative as a whole</li> </ul> <p><b>Examples of behaviour and practice which may lead to de-designation under the misconduct criterion, include, but are not limited, to;</b></p> <ul style="list-style-type: none"> <li>- withholding or misrepresenting any information in the LLE application in such a way that it may materially affect the original designation decision</li> <li>- withdrawal from a commitment (contractual or otherwise) to a school without good cause and appropriate and reasonable notice.</li> <li>- where an LLE is involved in behaviour, including outside his or her work as an LLE that has or could call into question his or her integrity*.</li> </ul> <p>*Where an allegation has been made against an LLE, suspension should only be considered in a case where there is cause to suspect (a) child/ren is at risk of significant harm. Where an LLE has been suspended from his or her post pending investigation, the designation of the LLE will automatically be frozen until the investigation has concluded.</p>

<b>Delivery</b>	A LLE has failed to demonstrate, either at review or at any other time, that he/she has supported another school for a year or more (exemptions apply*)	<ul style="list-style-type: none"> <li>- retained</li> <li>- de-designated</li> </ul> <p><b>Reviewed after four years or as required</b></p>	<ul style="list-style-type: none"> <li>- a year or more has elapsed since the LLE has provided school-to-school support despite being offered appropriate opportunities to do so.</li> </ul> <p>*examples of exemptions from this criterion include;</p> <ul style="list-style-type: none"> <li>- the school undertaking conversion to academy status (grace period of six months allowed)</li> <li>- the LLE is suffering from long-term sickness</li> <li>- the LLE is on maternity leave</li> <li>- the LLE in on paternity leave</li> </ul>
<b>Impact</b>	The SLE has failed to demonstrate that their work has led to a positive impact to schools they support.	<ul style="list-style-type: none"> <li>- de-designated</li> </ul> <p><b>Reviewed after four years or as required</b></p>	<ul style="list-style-type: none"> <li>- a lack of/no evidence to demonstrate the impact of their work as an LLE</li> <li>- outcomes for the school for example improved leadership capacity, improved pupil progress or improved Ofsted evidence</li> <li>- impact on staff for example improved leadership progression, confidence and learning and improved CPD</li> <li>- organisation impact for example greater focus on priorities and improved planning including strategic planning</li> <li>- impact on others for example increased support for the most able and greater progress by individual children</li> </ul>