

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	25 October 2016
Reporting Officer:	Bob Berry, Interim Assistant Executive Director, Learning
Subject :	EDUCATION VISION FOR TAMESIDE
Report Summary :	The following report and Appendix A documents the Education vision for Tameside.
Recommendations :	That the Vision be recommended for adoption.
Links to Sustainable Community Strategy :	The Vision seeks to endorse the strategy by enhancing the role of schools within their communities.
Policy Implications :	The Vision is in line with other council policies.
Financial Implications : (Authorised by the Section 151 Officer)	There are no direct financial implications arising from this report.
Legal Implications : (Authorised by the Borough Solicitor)	If this is to be approved the Council's approach will needs some formal governance.
Risk Management :	There are no risks.
Access to Information :	The background papers relating to this report can be inspected by contacting Bob Berry, Interim Assistant Executive Director, Learning



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1 INTRODUCTION

- 1.1 The following report documents the Education vision for Tameside.

2 RATIONALE

- 2.1 Education in England is at a critical point in its development. The national picture is, as ever, one of constant change and initiatives. There is an important local Tameside agenda, as well as the emergence of both the AGMA and the regional agendas, which incorporate the concept of the Northern Powerhouse. A key function of our senior leaders in education is to look ahead to where we need to be as a service, and to make sense of the macro trends and influences.
- 2.2 The vision seeks to combine the usual challenges in terms of standards, for example Ofsted gradings, along with how we see the role of schools developing within our communities. There is an increasing need for schools to be more outward-looking, and 'joined-up' in the way they work with other local agencies. Many of our schools in Tameside are the largest local employers, and places where significant numbers of people come together because of a shared interest, their children. Schools have enormous potential to be the focal point for signposting to other services for advice, and supporting adults with issues such as employment and health, both physical and mental.
- 2.3 There is also a need for the wider AGMA agenda to be shared with school leaders, and the two key features of this are (a) early years provision, and (b) employability. It is important that our school leaders engage with these macro challenges, and move beyond the traditional, and at worst inward-looking Ofsted agenda. This is also an opportunity to define the new set of leadership skills that 21st century school leaders will require.
- 2.4 The aim of bringing this report to the board is in order to ensure that it complements the wider work of the Council, is sufficiently ambitious, and sits well with our wider regional commitments.

3 RECOMMENDATIONS

- 3.1 That the Board are kept up to date with developments, that this Vision is shared with relevant teams in the Council, as well as head teachers and governors.