

# Change Schools

## Prospectus for Schools December 2007

Creative Partnerships is the government's flagship creative learning programme, designed to develop the skills of young people across England, raising their aspirations and achievements and equipping them for their futures.

We support thousands of innovative, long-term partnerships between schools and creative professionals and organisations.

This world-leading programme is transforming learning.

## **The Change Schools Programme - an opportunity for sustainable and creative change**

The Change School programme is one of three new Creative Partnerships School Programmes that will be launched in 2008.

It will enable schools to enter into a three-year partnership arrangement that can radically transform the ways in which the school operates, placing creativity at the heart of its ethos and operation.

In 2008 Creative Partnerships will be recruiting 850 schools to the Change School Programme. This prospectus sets out the criteria for admission and gives details of how the programme will operate.

**Please read this prospectus and the Frequently Asked Questions document carefully before completing the application form.**

## Contents

<b>1. Creative Partnerships beyond April 2008</b>	<b>4</b>
<b>2. Why become a Change School</b>	<b>5</b>
<b>3. How the Change School approach works</b>	<b>8</b>
<b>4. Benefits &amp; resources</b>	<b>9</b>
<b>5. Commitments</b>	<b>12</b>
<b>6. Selection criteria and eligibility</b>	<b>14</b>
<b>7. How to apply</b>	<b>15</b>
<b>8. What happens next?</b>	<b>18</b>

**Appendix 1 – Local eligibility criteria**

**Appendix 2 – Local selection timetable**

**Appendix 3 – School Creative Partnerships co-ordinator job description**

## 1. Creative Partnerships after April 2008

### Background

Creative Partnerships is changing. We now want to build on the success of our programme since 2002. Our objective is to develop a new national approach to embed creative learning in schools. We are seeking to engage a broader range of partners and to involve up to 80% of schools in every Local Authority across England by 2014.

Independent evaluations of the programme carried out last year, including an Ofsted report, show that Creative Partnerships has successfully engaged disaffected learners and raised standards, equipping young people with the skills they need for the modern creative workplace.

Creative Partnerships has now developed schools programmes that build on Ofsted's recommendations, in particular that, "DCMS and DfES work together with Arts Council England and other key stakeholders to establish a framework that aims to give more pupils the opportunity to work with a creative practitioner".

### What's new?

Creative Partnerships will become a new national organisation, operating independently from Arts Council England. A varied network of organisations will be contracted to deliver our programmes across England.

Our aims remain the same, to develop:

- the creativity and enterprise of young people, raising their aspirations and achievements
- the skills of teachers and their ability to work with creative practitioners
- schools' approaches to culture, creativity and partnership working; and
- the skills, capacity and sustainability of the creative industries and other partners who wish to work with schools.

### Our Values

**Question:** We challenge and relish being challenged, experimenting to find unexpected solutions

**Connect:** We encourage a brave approach to collaboration and are relentlessly partnership spirited

**Imagine:** We believe that the development of the individual imagination is a fundamental human right

**Reflect:** We invest energy to ensure that learning never stops, so that creative experiences result in change with lasting, sustainable impact

## Programme Strands

Creative Partnerships has designed a new national framework, to be applied consistently across the country that includes three distinct programme strands:

- The **Schools of Creativity** programme will enable a small number of leading Creative Partnerships schools to engage in cutting-edge practice over an initial **one year** period. They will develop innovative programmes with other schools and play a pivotal role in the strategic leadership of Creative Partnerships.
- The **Change Schools** programme will enable schools in areas with significant challenges to engage in an intensive **three-year** programme that supports the creative development of the whole school.
- The **Enquiry Schools** programme will enable any school in England to engage in a **three-term** creative learning programme targeted at a specific group of pupils and teachers. For more information, please visit [www.creative-partnerships.com/es](http://www.creative-partnerships.com/es)

This prospectus gives details about the **Change School** Programme.

## 2. Why become a Change School?

The **Change Schools** programme builds upon Creative Partnerships' current practice of working with schools to bring about sustainable change. The schools we now recruit will need to demonstrate an absolute commitment to putting creativity at the heart of their development plans and to educating children and young people for a creative future.

## **Embracing change as a positive aspect of education**

Creative Partnerships works in the belief that in all aspects of contemporary life change is inevitable and ever-present. As society changes at an increasingly rapid pace, one of the greatest challenges children and young people have to face is managing these changes – changes in the social make up of communities, employment patterns, cultural and leisure options and the use of technology. One of the primary purposes of education is to prepare children and young people to manage these changes. To do so schools have developed increasing levels of confidence and skill in constantly adapting and innovating to meet learners' needs, embracing change as a positive aspect of school life.

We believe that whatever changes come about in young people's lives, the key skills required for success are above all, creative skills – key skills that act as a foundation for the development of a broad range of other skills and as an important set of enablers for learning. Creative skills include questioning, making connections, imagining possibilities, exploring and expressing ideas and reflecting critically on ideas, actions and outcomes. In addition to creative skills, creative attributes or qualities are equally important. These include application and perseverance, playfulness, risk taking, curiosity and self-awareness.

However society is shaped in the future, we can be certain that creative people will always be much in demand with their ability to adapt, innovate and discover new ways of contributing to a sustainable economy and society.

## **Creative Partnerships – working with schools to improve outcomes for children and young people**

Creative Partnerships programmes have consistently demonstrated that when schools foster creative skills and attributes in learners, those learners become more motivated and engaged in their own learning, taking greater responsibility for their learning and playing a fuller role in the life of the school and of society. Creative Partnerships is fully committed to exploring new ways for children and young people to be involved as co-producers of learning, in order that motivation, engagement and personal agency in learning can be maximized.

When Ofsted carried out an inspection of Creative Partnerships in 2006 they reported very positively on the programme's impact. For example:

- Schools offered evidence of improvement in achievement in areas such as literacy, numeracy and information and communication technology (ICT) which

they associated with pupils' enjoyment in learning through Creative Partnerships programmes and their aim to develop thinking skills.

- Often the outcomes of programmes could be seen in changed attitudes and behaviours, and the demonstration of creative approaches to work. This represents a significant achievement; it included teachers who previously lacked belief in their own creativity and ability to inspire creativity in others, and pupils who were previously unconvinced by approaches to learning or the value of education.

*Creative Partnerships – initiative and impact - Sept 2006*

Creative Partnerships consistently demonstrates that through close partnership work with teachers and other school professionals, a range of positive outcomes are generated for children and young people in relation to all five areas of the Every Child Matters Agenda. For example, the focus on emotional well-being that characterizes many programmes, contributes to keeping children healthy and safe. The positive physical aspects arising from programmes that involve extensive physical activity, such as Dance or outdoor learning, also contribute to the development of healthy lifestyles. Pupils' enjoyment of learning is well documented in evaluations of Creative Partnerships' programmes and this enjoyment commonly results in improved achievement in its broadest sense and in formal attainment measures. Through encouraging learners to play a full role in the design of programmes, the habit of making a positive contribution is fostered at an early age and, as stated earlier, creative skills and attributes are increasingly recognized as the defining characteristics for economic and social well-being.

We believe that connecting children and young people to a rich and diverse cultural offer – linking them to the work of the thousands of cultural organisations around the country who work with Creative Partnerships and to those others who are not yet involved with the programme - is of crucial importance in broadening horizons and opening up opportunities.

### 3. How the Change School approach works

We start from a belief that teaching is a fundamentally creative profession and that teachers are well accustomed to finding creative solutions to complex challenges. By pairing the complementary skills of creative practitioners and teachers, Creative Partnerships works to liberate the creativity of everyone involved so that fresh and engaging approaches to teaching and learning are developed through collaborative processes.

Our approach is distinctive. Creative Partnerships:

- starts with the school improvement plan – linking programme development closely with priorities identified by the school
- makes time for proper in-depth planning and research to ensure programmes are relevant and needs based
- works with young people, teachers and practitioners – so that they might work together as co-producers of learning experiences
- brokers and supports long-term relationships between young people, teachers and creative practitioners and
- supports in-depth evaluation and reflection leading to sustainable practice.

Our Change School programmes focus on generating a long-term dialogue across the whole school community about creative teaching and learning and the ways in which schools can become more effective creative learning environments. By this we mean that the schools are constantly exploring how they can create the conditions where creativity can thrive; in the ways that teachers teach and learn, the ways that children learn, the ways that spaces and other resources are used and the ways in which external partners, especially creative practitioners, are involved in the life of the school.

What this actually looks like in schools varies greatly as each of the programmes and the projects within them are created as individual responses to the needs of each school. The defining characteristic of project activity is the collaborative partnership between creative professionals and classroom staff and the ways in which this partnership helps to bring the curriculum to life, providing new ways for learners to engage with subjects and to develop increased motivation for learning. Creative Partnerships projects always allow time for in depth planning, co-delivery and reflection, but more importantly they look and feel different – more active, more fun and with increased involvement of pupils in decision-making at the core of the process.

Successful projects involve a broad range of creative professionals from a variety of backgrounds and disciplines including, for example: scientists, architects, designers, engineers, marketing experts, cooks, gardeners, as well as artists. It is this mix of professionals that means that projects can be designed to truly excite everyone involved.

The pace of change is different in every school and is shaped by a myriad of influences and demands. Creative change programmes sometimes result in rapid and dramatic changes in a school's culture and a complete re-working of its ethos and approach. More commonly the changes are gradual, building over time to an embedded approach.

#### 4. Benefits and Resources

Becoming a Change School will offer your school the following benefits and resources:

##### Funding

Creative Partnerships will offer each Change School an average of £15,000 per annum which will need to be matched with £5,000 (25% of the total programme costs) of the school's own resources per annum. Funding will be available for a **maximum** of three years.

In addition Change Schools will be entitled to 15 days of Creative Agent time, worth approximately £3,750, together with a range of high quality professional development and networked learning opportunities.

This funding will contribute to supporting creative practitioners and other external partners to develop the creative programme with school staff and pupils and to create professional development opportunities with school staff. Building on the existing expertise within the school, funding will create space, time and resources to try new ideas, take risks and extend practice.

##### National profile, support and challenge

The work of Change Schools will contribute to the growing body of knowledge about the development of sustainable creative learning practice. Creative Partnerships encourages all participants in the programme to develop and share knowledge with colleagues locally, nationally and internationally. While the Change Schools programme will be managed and coordinated by Creative

Partnerships area delivery organisations, the overall programme will be led by a national director with specific responsibility for Change Schools.

### **Local profile, support and challenge**

Creative Partnerships area delivery organisations will help Change Schools develop learning networks with other schools in the Creative Partnerships programme and establish professional learning communities to develop practice. There will be a focus on sharing practice between colleagues, and playing a role in the development of the Creative Partnerships programme in your area. In order to help teachers extend their skills and confidence, access to a broad range of continuing professional development (CPD) opportunities, publications and other resources will also be provided. Change Schools will also receive local support and challenge from a Creative Agent.

### **The role of Creative Agents**

If you are successful in your application to become a Change School you will be assigned a Creative Agent. Because of the size of the national programme it is not possible for schools to choose Creative Agents, but we try very hard to ensure that there is a suitable match between Creative Agents and schools. Your school may already be working with a Creative Agent and you may wish to continue this partnership if you progress from your present relationship with the programme as a Change School. Creative Partnerships will try to accommodate these wishes wherever possible.

Creative Agents are creative practitioners who are experienced in working in educational settings in an advisory and enabling capacity. They are skilled in relationship building, partnership management, programme development and delivery, brokering contractual arrangements with other practitioners, enabling professional development and developing networks of practice. Most importantly Creative Agents are skilled in developing reflective practice through fostering the growth of professional learning communities in schools.

It is envisaged that your Creative Agent should remain as a partner to the school for the entirety of the three year programme, thereby enabling the development of a long-term and significant partnership grounded in deep knowledge of the school and its community. During this period Creative Agents will gradually learn how best to work with partners across the school community to maximize the impact of the programme, reflecting continuously on the dynamics of the partnership and working to the strengths of school staff. Each Change School will

receive 15 days of support per year from a Creative Agent in addition to the programme funding outlined above. Creative Agents will be directly contracted and paid by your local Creative Partnerships delivery organisation.

While Creative Agents are recruited from a broad range of professional creative backgrounds, they all have one thing in common – a commitment to working in partnership with schools to help realise the creative potential of all learners and to help to make learning more engaging and effective through creative approaches.

### **The school's Creative Partnerships coordinator**

Each Change School is required to appoint a Creative Partnerships coordinator who will act as the main point of contact between the Creative Partnerships area delivery organisation and the school. The coordinator will also take responsibility for driving the programme, ensuring it is integrated into the wider practice of the school. The Creative Partnerships coordinator should be a member of the school's senior management team – experience has revealed that a high degree of senior management involvement in the programme is key to its success.

The influence the Creative Partnerships Coordinator is able to exert across the school community is vital to the success of the programme. The Coordinator will need to work very closely with the Creative Agent to identify where developments are most likely to have a positive impact and how those impacts might be built upon to create a sustainable and long-term approach to creative teaching and learning in the school.

The partnership between the School's Creative Partnerships coordinator and the Creative Agent is therefore of crucial importance. They should meet very regularly and develop a deep partnership based on mutual trust and respect, sharing their views on the programme's successes and frustrations with equal honesty. This partnership is further broadened in schools through the appointment of a Creative Partnerships Advisory Group, made up of staff, pupils, governors, parents and community members. This group plays a key role in shaping the programme, making sure that all stakeholders have a say in how it is developed.

A job description for Creative Partnerships school coordinators is included in appendix 3

## The Creative School Development Framework

As well as starting to build relationships throughout the school with pupils, teachers and other members of the school community through a variety of methods, one of the first tasks of the creative agent when they are appointed to work with a school is to work closely with Creative Partnerships Coordinator to establish a process for undertaking a diagnostic review of the school's current practice in relation to creative teaching and learning.

This self-assessment should act as a means of establishing a 'baseline' from which a school might then measure future progress and can report that progress using a framework that makes links with the school's Self Evaluation Form (SEF). The tool Creative Partnerships offers to assist this process is the **Creative School Development Framework**, which has been developed over several years by Creative Partnerships with the assistance of a range of external partners including schools that have been involved in the programme since 2002. The self-assessment process is straightforward and results in the school developing an action plan that is then used as the basis for subsequent programme and project development.

## 5. Commitments

Competition to become a Change School will be intense and expectations are therefore high. Schools will be asked to make the following commitments:

### A commitment to develop practice and transform your school

- To generate, through collaboration, new ideas that support creative teaching, learning and partnership working and which help raise attainment and achievement
- To engage in project and programme evaluation, using the Creative Partnerships Evaluation Framework, school data and the CP online planning and monitoring process. A handbook will be provided.
- To undertake an annual whole school self-assessment using the Creative School Development Framework, linking this to the school's SEF
- To involve pupils as active partners, and co-producers in the planning, delivery and evaluation of the creative programme

### A commitment to influence practice

- To participate actively in Creative Partnerships knowledge sharing groups and sharing your learning within networks of other CP schools. This will include attending termly network learning events.
- For schools entering the programme in 2008 to work with a number of local schools to develop a collaborative project during the third year of the programme.

### A commitment to find resources, time and capacity.

This will include:

- A contribution towards programme costs, either from your own budget or from other sources, so that at least 25% of the creative programme in your school is funded by sources beyond Creative Partnerships. For example for a Change School with a standard allocation of £20,000 as a total annual programme budget, an annual cash contribution of £5000 is expected. **Please note, contributions cannot be ‘in kind’ or consist of ‘teacher time’.** However, up to 10% of programme expenditure will be allowed for supply cover for teachers involved in collaborative projects.
- An active commitment to the programme from your headteacher, senior management and your school’s governing body, demonstrated by regular participation in the programme in a leadership capacity e.g. attendance at networking and review meetings.
- The designation of a Creative Partnerships Coordinator, at an appropriate level of seniority and with dedicated time to influence and make decisions. The anticipated **minimum** time commitment is anticipated to be the equivalent of 20 days each year – with adequate cover provided to enable the coordinator to be fully released to carry out their responsibilities. This should not form part of the programme budget.
- The establishment of a Creative Partnerships advisory group in the school, made up of teachers, other staff, governors, parents, community members and pupils.
- Allocation of time for staff to plan, evaluate and reflect with your creative agent and all partners.
- Acting as the budget holder and distributor for the Creative Partnerships programme.
- The identification of a Creative Partnerships governor to act as a main point of contact between the programme and the school’s governing body.

- All these commitments to be established in a partnership agreement signed by the Headteacher, Chair of Governors and the School Improvement Partners.

## 6. Eligibility and selection criteria

### Eligibility

In 2008 eligibility is restricted to:

- Schools in England who have **not** previously been in receipt of Creative Partnerships funding for 4 or more years on January 1 2008
- Schools that meet the national eligibility criteria, i.e. 'schools in areas with significant challenges'. (see below)
- Schools that meet the particular selection criteria established by area delivery organisations. - Please note - programmes must address a specific educational need identified in the school development plan. In making its final selection from short-listed schools, the local selection panel may take into account a range of issues including socio-economic, demographic and geographical factors.

In accordance with the requirements of the DCMS and as a reflection of our own values, Creative Partnerships will continue to prioritise work that is targeted at the most disadvantaged children and young people in England. We will build on our proven commitment to improving life chances and educational outcomes for children and young people who are in areas with significant challenges.

Defining significant challenges can be done in straightforward terms - i.e. by examining multiple indices of deprivation and deciding that the schools that draw children from the most deprived wards in England should be eligible. We recognize, however, that this represents only part of the picture and therefore ask area delivery organisations to enter into detailed discussions with the local authorities with whom they are working to decide what the local indicators of 'significant challenges' should be.

Please note – a degree of variation exists in local recruitment criteria to take account of area circumstances. Please refer to **Appendix 1– Local Eligibility Criteria** for individual area selection criteria.

**Please note:** Schools that are already working with Creative Partnerships who have been in receipt of funding for less than 4 years on January 1 2008 can

apply to become a Change School. Their application will be assessed in the same way as any other school's application. If a school currently involved in the programme is admitted to the Change Schools programme it may be allocated funding for one, two or three years, depending on the area delivery organisation's assessment of the time required to make creative learning practice sustainable in that school together with an assessment of resources available.

## Selection Criteria

Schools will be required to demonstrate a high degree of readiness to participate fully in the Change Schools programme. In order to be admitted into the programme schools will have to satisfy the following selection criteria:

### Developing Practice

- A demonstration of commitment by the school's leadership team to developing the school as a creative learning environment and for the development of creativity to be seen as a key driving force for whole school change
- A commitment to developing creativity clearly articulated within the SEF and the School Development/Improvement Plan
- Evidence of a culture within the school that values and embraces change
- A genuine valuing of pupil voice and a commitment to working with pupils as co-producers in learning
- A demonstration of commitment to working in genuine partnership with creative practitioners to explore innovation in teaching and learning.

### Influencing Practice

- Evidence of commitment to partnership working with a range of external agencies and professionals, particularly from the creative and cultural sector.
- The desire to explore new learning, to engage in reflective practice within a professional learning community and learn through networks.

### Capacity

- The ability to develop a vision for creative learning in the school combined with a readiness to take risks and innovate.
- The ability to make available and secure the necessary resources to ensure the programme's success.

## 7. How to Apply

Change schools will be selected through a two-stage process.

**Stage one** will involve a written application, submitted with your school improvement/development plan and Self Evaluation Form (SEF). Schools will then be shortlisted to progress to the second stage for an interview.

**Stage two** will involve an interview between school representatives and the local Creative Partnerships area delivery organisation selection panel

Your Creative Partnerships area delivery organisation will offer the following **support** to help you with your application:

- A briefing session for all eligible schools (**the date of area delivery organisation briefings can be found in appendix 2 – local timetable**)
- Answering phone or email enquiries. Area delivery organisations will strive to answer all telephone enquiries fully. However, please be aware that they will be continuing to manage their local programmes and you are therefore advised to refer in the first instance to this prospectus, or the Frequently Asked Questions page on [www.creative-partnerships.com/cs](http://www.creative-partnerships.com/cs) to see if your question is answered, **before** contacting your area delivery organisation.

**Please note: Area delivery organisations are unable to comment on draft applications as they are involved in the selection process.**

The outline timetable for application and selection for Change Schools entering the programme in April 2008 is as follows:

**Please note that there is some local variation in timetables for selection. Please see appendix 2 for an up-to-date timetable for your area.**

1. **December 2007:** information available to schools and applications invited.
2. **December 2007:** Briefing events for schools
3. **February 2008:** Deadline for written applications from schools entering the programme in April 2008. Prospective Change Schools submit a short written application to their Creative Partnerships area delivery

- organisation, together with a copy of their school development plan and self-evaluation form with references to creativity highlighted.
4. **By end February 2008:** shortlisting in each Creative Partnerships area by local selection panels consisting of Creative Partnerships staff, a creative practitioner and a Local Authority representative.
  5. **By end February 2008:** applicants informed of shortlisting decisions.
  6. **March 2008:** second stage selection interviews scheduled. Shortlisted schools will be sent guidance to help them prepare for this interview.
  7. **By mid April 2008:** individual schools informed of final decision made by the area delivery organisation.
  8. **May 2008:** Change Schools announced nationally.

### Applications

Having decided that you wish to participate in the Change Schools Programme the next steps are listed below. Please note that dependent on existing commitments and capacity, some area delivery organisations will be recruiting Change Schools to start the programme in April 2008 and others to start in September 2008. Therefore the dates below are likely to vary from office to office, depending on local timetables – please see Appendix 2 - Local Selection Timetable for details.

- Complete the Change School application form and submit it to your local area Creative Partnerships by the required deadline in both electronic and paper formats. Applications will not be considered unless both formats are received and the paper copy has been signed by your headteacher and chair of governors.
- Include with your application copies of your latest School Improvement/Development Plan, Ofsted report and a completed school SEF.
- You will hear from your area delivery organisation whether you have been shortlisted for an interview. Unsuccessful schools will receive feedback on their application.
- If you have been shortlisted an interview will be arranged, either at your school or at the local CP area delivery organisation's premises.
- After final decisions have been made regarding selection, you will be informed by letter whether or not you have been admitted into the programme plus feedback on your application and interview.

**Where to send your application form**

Your completed application form, school development/improvement plan and SEF should be sent to your Creative Partnerships area delivery organisation in two formats:

1. An electronic copy by email to [teesvalleyinfo@creative-partnerships.com](mailto:teesvalleyinfo@creative-partnerships.com)
2. A hard copy signed by the Headteacher and Chair of Governors by post to:

Change Schools  
Creative Partnerships Tees Valley  
Billingham Art Gallery  
Queensway  
Billingham  
Stockton-on-Tees  
TS23 2LN

**8. What happens next?****Successful applicants**

Schools that are selected to become a Change School will sign a partnership agreement with Creative Partnerships, detailing the school's commitment and the support from Creative Partnerships.

For area delivery organisations selecting Change Schools in the Spring Term 2008, Creative Agents will be assigned to the new Change Schools by April 2008. Schools will then begin planning with their Creative Agent during summer term 2008. For area delivery organisations recruiting in the summer term 2008 Creative Agents will be appointed for a September start when the planning process will begin. In both cases Headteachers, Creative Partnerships coordinators and Creative Agents will be expected to attend an area induction event for Change Schools. Details of these events will be supplied by area delivery organisations.

**Feedback to unsuccessful applicants**

It is our intention that all schools, whether successful or unsuccessful, will derive some benefit from the application process, so feedback will be offered to all

schools that apply. The aim is to identify areas for further development that will help with future applications and be of value to the school more generally.

- Stage 1: schools not shortlisted at the first stage will receive brief feedback from their area delivery organisation.
- Stage 2: schools that progress to the second stage and are subsequently involved in an interview will receive more detailed feedback in the form of a brief report.

**Thank you for reading this prospectus. We look forward to receiving your application.**

## Appendix 1 – Local Eligibility Criteria

As national eligibility criteria specified on page 14, in addition to:

- Schools must not be in ‘Notice to improve’ or ‘Special measures’
- We require schools to outline the nature of their ‘significant challenges’, For example, schools may be situated in deprived urban or rural areas, or have barriers to developing new approaches to the curriculum

## Appendix 2 – Local Selection Timetable Tees Valley

<b>Selection process for schools entering the Change School programme September 2008</b>	
<b>How many Change Schools do you anticipate recruiting at this stage?</b>	<b>Enter number here 20</b>
<b>Action</b>	<b>Date</b>
Publicise opportunities to eligible schools	21/1/08
Briefing session for potential Change Schools	25/2/08
Deadline for receiving applications for the Change Schools programme	4/4/08
Shortlisting of applications by	2/5/08
Interviews for shortlisted candidates completed by	13/6/08
Schools informed of decision	20/6/08

## Appendix 3.

### Job Description - Creative Partnerships School Co-ordinator for Change Schools

**Job title:** Creative Partnerships School Coordinator

**Responsible to:** Headteacher

**Principal purpose:** To coordinate the school's Creative Partnerships programme

**Time requirement:** A minimum of the equivalent of 20 days per annum – please note school coordinators will be expected to be released from other duties in order to ensure this role is allocated sufficient time to attend planning and evaluation and networking meetings.

#### Background to the role

Creative Partnerships school coordinators play a key role in making the Change Schools programme successful. They act as the main point of contact between the Creative Partnerships area delivery organisation and the school, taking responsibility for driving the programme, ensuring it is integrated into the wider practice of the school. School coordinators are members of the school's Senior Management Team and are able to influence the thinking and practice of colleagues and other stakeholders across the school community.

#### Key Functions

##### Developing a creative professional learning community across the school

- To have knowledge, understanding and enthusiasm for creative teaching and learning as a key to raising achievement, aspiration and motivation.
- To build a community of creative learning practice across the school involving all departments as appropriate.
- To involve parents, governors and other members of the community extensively throughout the programme.
- To establish and facilitate a Creative Partnerships advisory group in the school made up of teachers, support staff, governors, parents and community members.

##### Ensuring the programme is linked to broader developmental issues

- To develop through dialogue with the wider school community an enquiry based approach which addresses a range of issues relevant to the broader developmental needs of the school and its learners and is linked to the school development plan.

- To facilitate the long-term development of creative teaching and learning at a structural and systemic level, using the Creative School Development Framework (CSDF) and similar resources.
- To establish a Creative Partnerships action plan on an annual basis linked to the CSDF.

### **Programme and project management**

- To act as a 'facilitator' in school, able to translate the school's vision for creative learning into practical implementation.
- To ensure that children and young people play a meaningful and active role in shaping the Creative Partnerships programme so that it truly reflects their interests, needs and enthusiasms.
- To take overall responsibility for programme and project management, delegating extensively across the school community and ensuring roles and responsibilities are understood clearly by all.
- To coordinate in partnership with the Creative Agent meetings and activities with creative practitioners, school staff and other partners.
- To ensure that external partners engaged in the programme are able to develop appropriate communications across the school community.
- To ensure all programme activity is carried out with due regard to health and safety and the safeguarding of children and young people.

### **Working closely with the school's Creative Agent and Creative Partnerships staff.**

- To maintain a regular schedule of contact with the Creative Agent, working towards the establishment of a long-term dialogue based on trust, challenge and collaboration.
- To act as the main point of contact with Creative Partnerships staff.
- To ensure that all systems for project planning and evaluation are made use of in line with Creative Partnerships established procedures.

### **Evaluation and sustainability**

- To ensure that all monitoring and evaluation requirements are fulfilled and that partners commit to developing reflective practice throughout the programme.
- To ensure that the financial management of the programme is managed by the school and integrated into its overall budget management systems with due attention paid to the financial monitoring and reporting requirements requested by Creative Partnerships.
- To work closely with the Creative Agent and the whole school team to ensure that good practice becomes embedded in the ongoing practice of the school and that effective approaches to creative teaching and learning become the norm across the school.

### **Advocacy and dissemination**

- To ensure that the school participates fully in broader opportunities developed by Creative Partnerships related to advocacy and dissemination and plays a proactive role locally and more widely to promote the benefits arising from the programme.
- To actively network with other school partners and external partners linked with the programme, attending Creative Partnerships networking meetings as appropriate.