



L.E.A.D. Teaching School Hub Lincolnshire

🐦 @LEADTSHub

📘 @LEADTSHub

🌐 www.leadtshublincs.co.uk

Proud to be working with



'WORKING IN PARTNERSHIP, ACHIEVING THE HIGHEST OUTCOMES FOR ALL'

Issue No.20 April/May 2023

APRIL & MAY NEWS...

We hope you have all had a restful break, it is unbelievable that the summer term is upon us already! As the days become brighter in the coming months, we wish you all the best for the new term ahead.

The newsletter contains key updates in each area of the the Hub's responsibility: ITT, ECF, NPQ, CPD and Curriculum Hubs. Alongside this, we have a number of updates and resources which may be useful for your school to use during staff development sessions, widening knowledge of the educational landscape.

Please do share the newsletter with colleagues to maximise the reach and impact.

www.leadtshublincs.co.uk



Headteacher Lincolnshire's CPD Needs Analysis Outcomes

Firstly the Teaching School Hub would like to thank all leaders who completed the needs analysis within the most recent Headteacher briefings across the county. The feedback was powerful in shaping the future programmes including CPD for 2023/24.

NPQ: NPQ facilitators are excellent, key elements are really relevant for new leaders, related to reflection, recognising need, planning improvement and coaching.

Read the full range of comments [here](#).

CPD: Ofsted and protected characteristics - brilliant.

ECF: Training has been high quality for ECTs and Mentors and had clear impact in school and on practice.

CPD: A greater breadth of CPD on offer, this has also responded to the external climate and political agendas.



Department
for Education

Meeting Digital Technology Standards in Schools

Have you seen the latest guidance
around Digital Technology Standards?
Please see [here](#).

CURRICULUM CONSTRUCTION AND DESIGN/INTENT

A Handbook of Curriculum Intent

This [handbook](#) outlines the components of curriculum intent. It is potentially useful to clarify understanding with staff teams and form the policy content for your setting.

Disciplinary and Substantive Knowledge - Could you verbalise the difference as clearly as this?

Chris Quigley has produced a really simple and clear blog outlining the differences between disciplinary and substantive knowledge. A useful document to start a staff meeting? Could staff teams complete the grid if they were given a blank copy?

Read the blog [here](#).

Further categories of knowledge		
Disciplinary Knowledge The knowledge of the methods and processes of a discipline	Substantive Knowledge The knowledge of the content of a discipline	Procedural Knowledge The knowledge of the skills and techniques of a discipline
Conceptual Knowledge The knowledge of the concepts and principles of a discipline	Practical Knowledge The knowledge of the practical applications of a discipline	Transferable Knowledge The knowledge of the skills and techniques that can be applied across disciplines
Declarative Knowledge The knowledge of facts and information	Procedural Knowledge The knowledge of the skills and techniques of a discipline	Transferable Knowledge The knowledge of the skills and techniques that can be applied across disciplines
Declarative Knowledge The knowledge of facts and information	Procedural Knowledge The knowledge of the skills and techniques of a discipline	Transferable Knowledge The knowledge of the skills and techniques that can be applied across disciplines

Mary Myatt

Next year Mary Myatt has offered a discount for Lincolnshire schools to access a portal containing hundreds of recorded webinars for every subject area of the primary and secondary curriculum. This is constructed by experts nationally.

The portal covers all aspects for leaders including subject knowledge, curriculum construction, assessment and pedagogy.

She is offering this at £45 per user instead of almost £100.

TO VIEW
CLICK
HERE

Myatt & Co

Subject Networks | Invoicing | About | Podcast | Film Library | Join

CPD films for teachers, leaders & education professionals

Browse through our CPD film library with 500+ films and webinars, designed to support your work on the curriculum, pedagogy and leadership

questions schools change brain food professional learning challenges barriers stories inspiration

LIMITED LICENCES: If you are interested in signing up for this, register your interest [here](#).
We only have 100 licences in total.

Texts/ Stories to Support Curriculum Planning

Mary Myatt has created a portal which filters texts by subject area. Search [here](#) to explore the collection of stories to support the curriculum.

What is the Teachers' Collection?

It turns out that we learn more if we hear things in a **story**.

This insight is very helpful for us as we develop the **curriculum**.

If we want our pupils to know more, remember more and be able to do more in every subject, then let's find a great text!

Subject Review Summaries

Click [here](#)

Congested Curriculum

How to manage a congested curriculum [here](#).

Teaching Problems → Solutions



#TPS8 Congested Curriculum
How do I manage a congested curriculum which seems to leave little time for retrieval practice and consolidation?

IMPLEMENTATION AND PEDAGOGY



Evidence Based
Education

What is your implementation policy?
Which elements of pedagogy are
underpinned by research? [Here](#) is a
document to support this aspect of
policy and practice, with videos of each
element to use with staff teams.

Teacher Toolkit Videos

Click [here](#)



Cambridge Assessment
International Education

Metacognition

Cambridge University
have produced a site
with videos relating
to strategies for
metacognition.

Please click [here](#)
to see more.

THRIVING AND FLOURISHING, LEADING UNDER PRESSURE

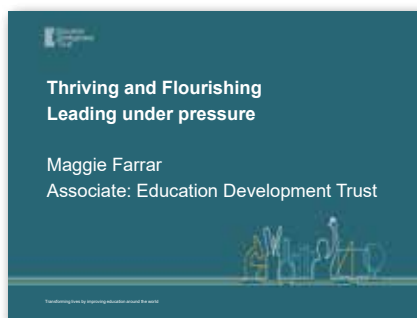
Wellbeing Video for staff teams

Maggie Farrar, in conjunction with EDT, has recorded a webinar to
support leaders with strategies in the current climate.



Wellbeing PowerPoint

TO VIEW
CLICK
HERE



How to 'Survive and Thrive'

Four phases of
headship, Five uses of time,
Six essential tasks and
Seven ways to hold on
to your sanity.

TO VIEW
CLICK
HERE



SECONDARY SCHOOLS

Ofqual's student guide on exams

Ofqual has published the
[Ofqual Student Guide 2023](#).

The guide covers GCSEs, AS, A levels,
other general qualifications, and
vocational and technical qualifications.

The guide provides students with
information about this year's
arrangements for qualifications and
explains what support is in place when
taking exams and assessments.

TO VIEW
CLICK
HERE



The Senior HMI Simon Hollingsworth shared
an input around inclusion in a secondary
context. This included: Reading, AP,
SEND and EDI. If you were unable to
attend, please find the video [here](#).



Equality, Diversity and Inclusion

L.E.A.D. Teaching School Hub remains committed to supporting schools in developing their approach to Equality, Diversity, Inclusion and Protected Characteristics.

Please find a case study [here](#) from a colleague within the county.

TO VIEW
CLICK
HERE

EDI Calendar

Click on the month to view



April



May

EDI & PROTECTED CHARACTERISTICS

A TEACHER AND LEADER RESOURCE

Focus area: **LGBT+**

April 2023

SCHOOL IN FOCUS

William Farr C of E Comprehensive School

Hello and welcome to the William Farr LGBT+ Space!

The LGBT+ Space has been running at William Farr CE School, Welton for almost a decade and provides a space for the LGBT+ students and allies to meet, socialise and learn more about the LGBT+ community. For a lot of us, it is a lunchtime session where we can meet our friends and be accepted for who we are without judgement or having to explain anything to anyone. For others, it is a place to get advice from older students or a member of staff. For some people it is the first time someone has understood how we feel and for some people, it has literally saved lives.

The LGBT+ Space has changed a lot over the decade in which it has been running. It began with mainly older students from Year 10 to Sixth Form using it as a space to seek advice and visibility from others. However, since the pandemic, there has been a big increase in younger students attending. The importance of this space and the visibility that has been created at William Farr is hard to put into words. LGBT+ people and relationships are

LGBT+ Toolkit

Recommended Reading:

- Being the teacher that I never had...
- What if we replace toxic masculinity with intersectional masculinity?
- Belonging on Purpose

"I didn't feel I could speak to anyone at primary school. This meant I didn't report homophobia or nasty comments and just suffered, carrying all of that around with me. There is no way I'd have a conversation with someone who I didn't feel will be kind and understanding. I'd rather suffer."

usualised at William Farr. We use this wording very deliberately. To say that it is normalised is not very inclusive to the LGBT+ community because it suggests that we are "other" and let's face it...what is normal anyway? Weekly meetings offer the chance to discuss many of the issues of the day, the group has taken an active role in the fight to ban conversion therapy writing to our local MP to express our views. We have asked for and achieved gender neutral toilets in the school and a move towards gender neutral changing

Developing an approach to support LGBT in Secondary Schools



To book click [here](#)

PART OF THE 9 PROTECTED CHARACTERISTICS PROGRAMME

Supporting & Understanding LGBT+ Young People

Tuesday 25th April Online 4pm-5pm

Presented by Chris Mattley

AIMED AT SECONDARY SCHOOLS

ABOUT THE SESSION:

Chris Mattley, who teaches at William Farr School, Welton, will deliver an online session discussing the importance of supporting LGBT+ young people within a secondary setting. Drawing on his experiences, OfSTED, the challenges, pitfalls and joys, we'll discuss how you can make a secondary school setting inclusive and supportive of LGBT+ students and staff. Our aim is to prepare children for life in a modern 21st century Britain which is caring and compassionate to all, regardless of who they are.

ABOUT CHRIS:

By placing himself at the front and centre of the LGBTQ+ community in his own school, local community and beyond, Chris Mattley has supported with care, advocated with empathy and lead with integrity.

Chris understands the importance of community and, to this end, has established a thriving LGBTQ+ Space society at his school. Weekly meetings are supplemented by a unifying social media presence @WFS_LGBTSpace where Chris will highlight many of the issues and themes of the day. Guest speakers, most recently Caroline Paige, have been invited to share their experiences and further add colour to an increasingly vibrant scene.

Working, as he does, in a school whose stated vision is that every student should be valued, he has allowed his community to identify directly with two of the most important aspects of their lives – their sexuality and the school they attend. Chris has shown it is okay to be proud of both.

Of course, there are still those who struggle and Chris has faultlessly modelled the importance of empathy and care. As an academic, Chris knows the importance of education; he has led CPD sessions within his own school on how to ensure teachers include LGBTQ+ students in their lessons and has taken his message to the wider community, supporting students as they present at the Lincolnshire Partnership Trust's annual LGBT conference. Covering issues such as being gay in rural communities and the importance of reconnecting after lockdowns, he has developed an entire generation of advocates.

His innovative approach is perhaps highlighted best by his "thank a teacher" scheme of asking LGBT students to write to those teachers who have been most supportive of the community.

ITT

Ensuring that initial teacher training prepares trainees for the world of education, in the current climate, is fundamental.

We have collated a case study which shares the experience and journey of a trainee, as well as advice for future trainees.

Please do share this with anyone considering entering the profession.

TO VIEW
CLICK
HERE

ITT Case Study: Spring Term 2023

Miss Bingley - Current SCITT Trainee

During my teacher training with the Lincolnshire SCITT, my main school placement took place in Year 1 at St Michael's Church of England Primary School and my second placement took place in Year 5/6 at Elton Boulton's Church of England Academy. Initially, I was nervous about my placement in Year 5/6 as I was not confident in my ability to teach and I was not confident in my ability to manage 30 highly active children in a challenging classroom. However, my single point of contact was a fantastic mentor and I was able to gain the confidence to teach and manage my class. I was able to face this challenge and put my training into practice. I was able to face this challenge and put my training into practice. I was able to face this challenge and put my training into practice.

Being a trainee has been tough at times. Having to control my emotions and not to let my emotions get the best of me. I was able to quickly develop and learn from the experience of being a teacher. In addition to my training, I was able to quickly develop and learn from the experience of being a teacher. In addition to my training, I was able to quickly develop and learn from the experience of being a teacher.

Being in a classroom environment from day one was such a huge advantage. I was able to quickly develop and learn from the experience of being a teacher. In addition to my training, I was able to quickly develop and learn from the experience of being a teacher.

ADVICE FOR FUTURE TRAINEES:

- The process will fly by, so really enjoy and take in every single moment.
- Be proactive with every single piece of feedback given to you. Every part of it will shape you as a teacher in the best way.
- Don't be afraid to step out of your teaching comfort zone, it could end up enhancing your experience in the best way possible.

Use this QR code to find out more information on Teacher Training with Lincolnshire SCITT.

For more information on school-centred initial teacher training (SCITT), please contact Laura Douglas, ITT Lead: laura@leadshub.co.uk

www.leadshub.co.uk



Do you have an ECT starting induction in April 2023?

Sign up for the April 2023 cohort. This closes on 31st May.

TO SIGN UP, PLEASE FOLLOW THE STEPS BELOW.

How does my school sign up to the ECF Full Induction Programme?



STEP 1

Register your ECTs on the Manage training for Early Career Teachers Service by clicking [here](#).

To access a step-by-step guide to set up your school's ECF-based training programme, click [here](#).



STEP 2

Register for the Early Career Professional Development Programme (EC PDP) otherwise known as the Full Induction Programme (FIP) with Education Development Trust (EDT) by clicking [here](#).

Schools already partnered with EDT and accessing the Early Careers Professional Development Programme (EC PDP) for their ECTs and Mentors do not need to complete the Expression of Interest (Eoi) each time they register participants.

How does my school sign up to the AB?



STEP 3

To register with L.E.A.D. Teaching School Hub's Appropriate Body services: Click [here](#).

If your school does not appear in the drop down menu, please email Rachael Viscomi – rachael@leadtshub.co.uk or call 01522 214459.

Please note:
Schools must
sign ECTs up
with an AB.

If you have any questions or want further information about L.E.A.D. Teaching School Hub's ECF or AB Provision, please visit our website or contact:



Teaching School Hub ECF & Appropriate Body Lead
Stacey Williams
stacey@leadtshub.co.uk



Teaching School Hub ECF Administrator
Rachael Viscomi
rachael@leadtshub.co.uk

ECF Ready Events

L.E.A.D.
Teaching School Hub
Lincolnshire



L.E.A.D. Teaching School Hub will be running one-hour informative live webinars in the summer term. This is for schools who are new to having an ECT or want a refresher on the expectations.

To book, simply click on one of the dates to register.



NEW TO HAVING AN ECT IN YOUR SCHOOL?

This session is appropriate for School Leaders and/or Induction Leads/ Tutors involved in the set-up of the ECF.

Prospective Mentors are welcome to attend to find out more.

ECF Ready Event 1

Thursday 25th May

12.30pm-1.30pm

ECF Ready Event 2

Tuesday 20th June

8.30am-9.30am

ECF Ready Event 3

Monday 3rd July

3.30pm-4.30pm



Click on your chosen event to book



AB Twilight Drop In

Wednesday 24th May 2023
3.45-4.30pm

APPROPRIATE FOR ALL COHORTS

Colleagues involved in the statutory induction process are welcome to attend. This is a scheduled opportunity to pose questions to a named contact from the AB. These will all take place online. Links are available from your **Lincolnshire Hub Delivery Partner named contact**.

Transitional arrangements reminder

Teachers who started their induction prior to September 2021 have until 1st September 2023 to complete their induction. **It is not possible for any Appropriate Body to extend the transitional period and there are no exceptions to these arrangements.**

After 1st September 2023, when the transition period ends, all ECTs will be required to complete a two-year induction period. There will be no expectation to restart induction, but rather complete what remains of a two-year induction. For example, a transitional ECT who has completed two terms of induction by 1st September 2023 will then be required to complete a further 4 terms of induction.

Any remaining induction after 1st September 2023 must have regard to the updated 2021 regulations and statutory guidance. Those ECTs will also become eligible for all entitlements including access to DfE-funded ECF-based induction programmes and statutory entitlements around mentoring. An additional 5% off timetable in the second year of induction will also be necessary.

Further information on transitional arrangements can be found in paragraphs 1.4 – 1.7 of the Statutory Induction Guidance [here](#).

Early Career Framework Funding

On the 14th February, the ESFA published guidance: Early career framework (ECF)-based induction year 2 time off timetable conditions of grant - view [here](#).

ECF year 2-time off timetable funding is paid in the summer of year 2 of the early career teacher's (ECT's) induction. This funding covers the cost of giving each ECT in year 2 of induction:

- 5% off timetable for induction activities including ECF-based training and mentor sessions;
- a dedicated mentor for each ECT, based on 20 hours of mentoring in year 2 of induction.

Where an ECT moves to another school during the second year of their induction, funding will be allocated to the school where the ECT is currently teaching.

If you have any further questions please contact:

Stacey Williams – ECF & AB Lead
stacey@leadtshub.co.uk

Rachael Viscomi – ECF & AB Administrator
rachael@leadtshub.co.uk

Telephone:
01522 214459



From September 2023, L.E.A.D. Teaching School Hub is delighted to be working with David Weston at TDT for the delivery of NPQs.

If you are interested in any of the following NPQs for your staff team, please do click [here](#) to register:



Leadership NPQ [Click to view](#)

NPQEL

National Professional Qualification
for Executive Leadership

NPQH

National Professional Qualification
for Headship

NPQSL

National Professional Qualification
for Senior Leadership

NPQEYL

National Professional Qualification
for Early Years Leadership

Specialist NPQ [Click to view](#)

NPQLL

National Professional Qualification
for Leading Literacy

NPQLT

National Professional Qualification
for Leading Teaching

NPQLTD

National Professional Qualification
for Leading Teacher Development

NPQBC

National Professional Qualification
for Behaviour & Culture

NPQ Updates Currently

We now have two cohorts of Specialist NPQ participants that have moved through final assessment, May 2023 will mark the first cohort of leadership NPQ participants to take part in the final assessment - **Cohort 1 Leadership Summative Assessment window, from 2 May to 10 May 2023**. We would like to wish all those that will be completing the assessment the best of luck.

Cohort 2 are eagerly anticipating the news with regards to their final summative assessment

Cohort 3 We will be sending the mid-point review evaluation out to specialist NPQ participants and their respective Head Teachers to gather small shoots of impact in school and gain an insight into progress so far.

In January 2023 the report - **Emerging findings from the NPQ evaluation** - commissioned by the DfE, was released. CFE Research were tasked with completing an initial impact evaluation of the 2021 reformed NPQs:

"Although participants had only been undertaking their NPQ for a few months... many state that the new knowledge has been transformative, completely changing the way they approach their practice"... the specialist nature of the qualification "may have a quicker and more transferable impact on influencing practice... there are also examples of NPQ participants describing how the knowledge learnt through NPQs has been disseminated throughout the school. As a result of changes to practice, participants reported some early impacts on pupil behaviour and engagement in lessons. This suggests that the NPQs may already be starting to have the intended impact on participants and schools."

Alumni Groups

A reminder that the first of the Alumni Specialist Group for cohorts 1 and 2 (NPQBC/LT/LTD) will take place online on 22nd May 2023 – 3pm-4pm.



Why complete an NPQ through L.E.A.D. Teaching School Hub?

The journey does not and should not end once specialists and leaders have completed their National Professional Qualification.

We are determined to support schools and leaders with ensuring that those studying for a National Professional Qualification are supported throughout their studies **AND** also once they have completed their programme.

We will be inviting Specialist and Leadership Participants to join Alumni groups for NPQBC, NPQLT, NPQD, NPQL and NPQEL. Each Alumni group will meet three times a year, twice online and once face to face. Each participant that joins the Alumni group will gain a logo to share on their school website, identifying that there are specialists and leaders in the respective specialist areas at that setting.

THE AIM OF THE ALUMNI GROUPS IS TO:

- ensure that the learning and impact in schools is sustained
- that relationships between specialists and leaders continues to grow and the networks continue to build
- share progress specialists and leaders have made in their schools with each other, as they continue to impact on their respective settings
- ensure specialists and leaders continue to access further expertise and learning
- track the impact of the programme on specialists and leaders and their schools as they continue to develop in their career as part of the golden thread
- continue to support specialists and leaders as they progress in their career, sharing aspects that may be of interest including resources, innovation and research.

Those leaders studying for NPQSL and NPQH will be invited to Senior Leader and Headship forums on completion of their programmes, continuing to work with other senior leaders, head teachers and executive heads as they progress on their leadership journey.

L.E.A.D. Teaching School Hub Lincolnshire



www.leadtshublincoln.co.uk

Completed an NPQ and wanting to give something back to the wider sector?

Become a Specialist Facilitator for the NPQ programmes or Early Career Programme.

Deadline for application 17th April, 2023.





CPD

SEND Workforce Development (Induction Tier) is live for all Lincolnshire schools!

The Induction Tier of the Lincolnshire County Council funded SEND Workforce Development project went live on Monday 5th December, initially to all staff in Lincolnshire SEND/SEMH schools, and is **available now to all mainstream settings** in the county.

WHAT IS SEND WORKFORCE DEVELOPMENT?

The aim of the project is to bring together CPD resources and training opportunities for Lincolnshire professionals who support pupils with SEND. It is written by schools, for schools, and you can find out more on the SEND Workforce Development [Twitter](#) page.

All of the e-learning modules are FREE to access and include:

- An Introduction to Types of SEND
- SEND Code of Practice
- Working with Professionals
- What is Inclusion?
- Respecting Individuals
- Awareness of a Neuro-Typical Child

You can work through these modules at your own pace with a certificate awarded for your records upon successful completion of the content.

HOW DO I ACCESS IT?

Any member of staff working in a Lincolnshire mainstream school should be able to access the content directly [here](#) via the Lincolnshire Safeguarding Children Partnership platform.

However, if you are unable to access the platform, please contact the SEND Workforce Development team [here](#).

The Induction Tier is the first of three stages encompassing the project and we look forward to providing you with further free CPD opportunities in due course.

Curriculum Hubs

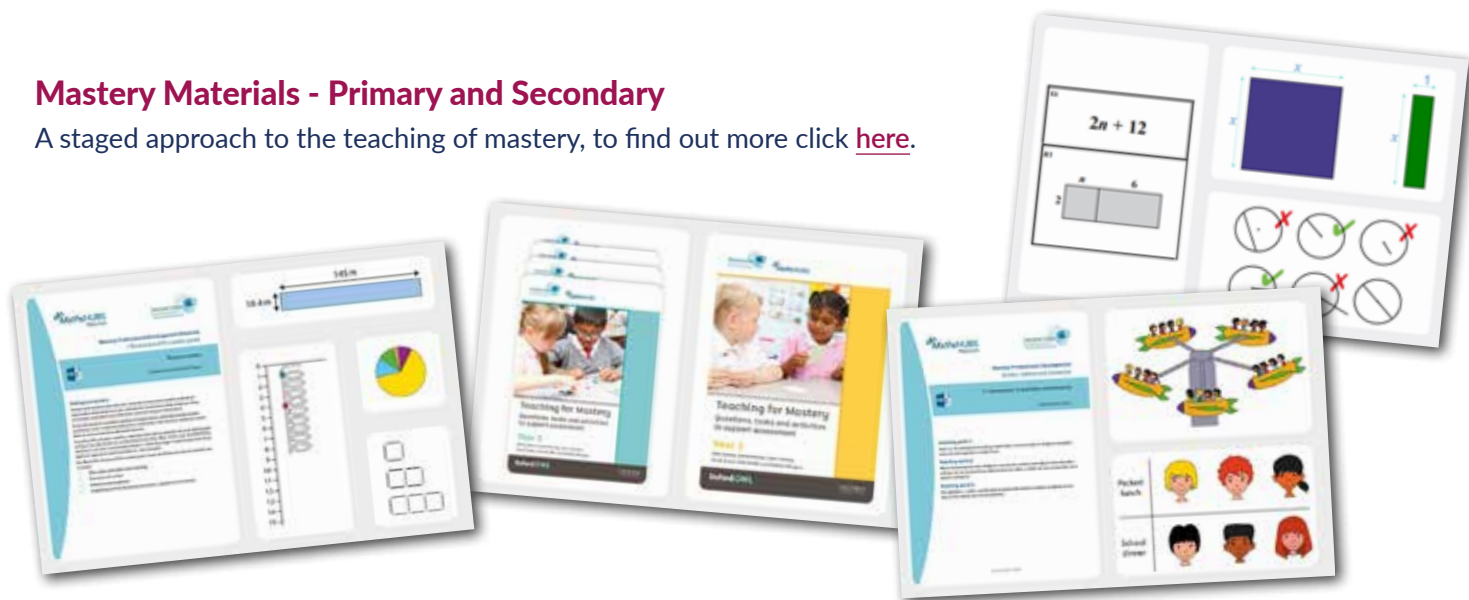
...under the spotlight this month



The Maths Hub has a range of work groups to support mastery. Please see the links below.
Do not hesitate to contact the Maths Hub for further information: Enquiries@ememathshub.org

Mastery Materials - Primary and Secondary

A staged approach to the teaching of mastery, to find out more click [here](#).



Secondary or Primary Maths Teachers whose schools want to introduce teaching for mastery can nominate two teachers ('Mastery Advocates') to join a work group.

To read about this and get involved, please click the links below:

Mastery Readiness

CLICK HERE



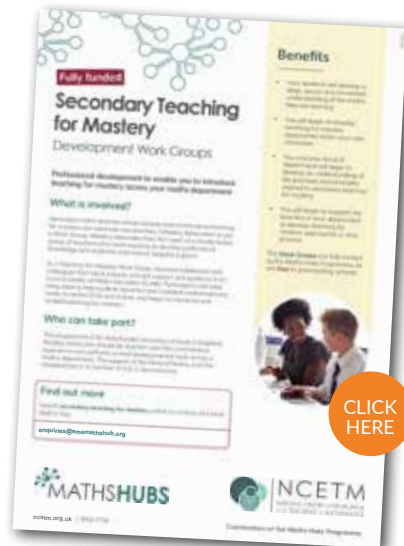
Primary Development

CLICK HERE



Secondary Development

CLICK HERE



CLICK HERE





L.E.A.D.
Teaching School Hub
Lincolnshire

Click on your chosen programme to book



Upcoming CPD



**EAL Subject Leader
Development Group**
Wednesday 19th April



**Primary RE Subject Leader
Development Programme**
Thursday 20th April



**Effective Governor
Monitoring**
Tuesday 25th April



**Supporting & Understanding LGBT+
Young People - Secondary Schools**
Tuesday 25th April



Managing Your Team
Wednesday 26th April



**Active English
Open Morning**
Wednesday 3rd May



**Primary PE Subject Leader
Specialist Groups**
Thursday 4th May



**DT Subject Leader
Specialist Groups**
Wednesday 10th May



**Primary MFL Subject Leader
Development Groups**
Thursday 18th May



**Curriculum Hub Spotlight
Event - Careers Hub**
Thursday 18th May



**Music Subject Leader
Specialist Groups**
Thursday 18th May



**Active Spelling
Open Morning**
Monday 22nd May



NPQ Alumni Group
Monday 22nd May



**Primary Art Subject
Leadership Groups**
Thursday 25th May