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

WORKING IN PARTNERSHIP,
ACHIEVING THE HIGHEST
OUTCOMES FOR ALL.

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CPD
OFFER
2023/24

Welcome to the
L.E.A.D. Teaching School Hub Lincolnshire

Working in partnership, achieving the highest outcomes for all.

Designated and established in September 2021, L.E.A.D. Teaching School Hub Lincolnshire is committed to its vision, supporting schools to invest in their workforce in order to grow, recruit, develop and retain the very best teachers, support staff and leaders.

The role of the Hub is to promote the importance of high-quality continuing professional development from Initial Teacher Training through to executive leadership, supporting teachers throughout their career in a sequential and cohesive way. The ultimate aim is to impact upon the life chances, well-being and outcomes for pupils within our region.

The Teaching School Hub is designated to work with schools across Lincolnshire, outlined by the DfE as the following areas: Boston, Lincoln, North Kesteven, South Holland, South Kesteven, East Lindsey, and West Lindsey supporting every school type and phase, including Nursery, Primary, Secondary, Special and Alternative Provision.

Delivering these aims through these underpinning principles:

AGILE
Responsive to need, tailored in approach, continually reflective in practice.

AMBITIOUS
High aspirations of leaders, staff and learners, developing a culture of ambition and innovation.

ACCREDITED
DfE quality-assured, evidence-informed, defined by the golden thread.

ACTIVELY INCLUSIVE
Equitable in approach, developing staff at every stage, phase, subject and context.

AIMING FOR IMPACT
High quality professional development aimed at improving pupil and student outcomes and wellbeing.

CONTENTS

L.E.A.D. Teaching School Hub's Vision

THE HUB VISION

- Provide a **high quality, coherent and progressive approach** to the CPD of teachers and leaders **in every phase, subject and context** throughout their career.

- Establish **strong professional development cultures in schools** across the county, elevating the quality of teaching and ultimately improving pupil outcomes.

- Signpost and offer **CPD which is quality-assured, evidence-informed** and best practice.

- **Grow, recruit, develop and retain** the very best teachers.

- **Ensure that the highest quality provision is on offer through ITT, ECF, CPD and NPQs to develop staff** at every stage of their careers.

- Ensure that **every child** in the classroom in every school **gets a world-class education.**

LEADERS
who impact positively upon learners through:

- having a **deep rooted understanding of high-quality teaching and learning** and knowing how to implement this effectively across an educational setting

- establishing an **effective curriculum** to enable successful outcomes for all

- understanding what makes **high-quality CPD** and **career progression** for all teachers and leaders

- **strategic planning, implementing, monitoring and evaluating** the cycle of school improvement underpinning effective leadership and development of people

- having **high aspirations of leaders, staff and learners**, developing a culture of ambition for all

TEACHERS
who impact positively upon learners through:

- having a **strong understanding of high-quality teaching and learning**, and knowing how to effectively **design, implement, assess** and deliver an excellent curriculum

- having **high aspirations for themselves and pupils**, meeting the needs of every learner

- demonstrating a **commitment and enthusiasm** to **develop themselves and their colleagues**

- exhibiting a **sense of pride in the profession**

- being **continually reflective in practice, striving for excellence** and having an understanding of what this looks like

LEARNERS
### across Lincolnshire who:

- **value education, thrive** in school and are ready for their **next stage** of education or employment

- are **ambitious & aspirational**

- develop **knowledge, skills, behaviours & values** needed to succeed in life, within their local communities and the wider world

- benefit from an **inclusive education which gives chances and choices** for now and in the future

Outcomes of the Hub reported to the DfE in 2022/23

OF THE 365 SCHOOLS IN LINCOLNSHIRE:

89% of schools engaged with wider CPD

OVERALL ENGAGEMENT

All CPD
11%
89%

2022/23 LINCOLNSHIRE SCHOOL ENGAGEMENT ONLY
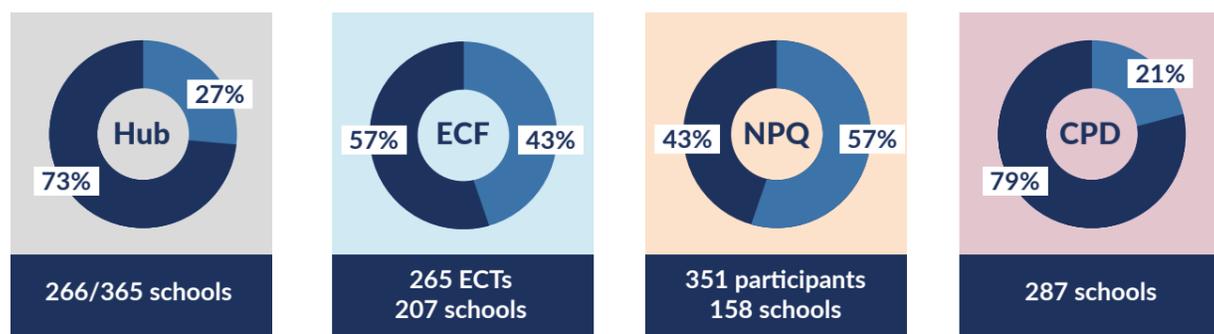
Hub
27%
73%
266/365 schools

ECF
57% 43%
265 ECTs
207 schools

NPQ
43% 57%
351 participants
158 schools

CPD
21%
79%
287 schools

FEEDBACK FROM PARTICIPANTS REGARDING THE IMPACT AND QUALITY

ECF
96% Good+
63% Excellent

NPQ
98% Good+
76% Excellent

What Headteachers are saying about the Provision

CPD: *Ofsted and protected characteristics - brilliant.*

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

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

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

ECF: The structure is effective in embedding good practice, providing a strong start to teaching.

CPD: Courses have helped the lead to develop the writing culture in school.

NPQ: NPQSL has inspired leadership progression and I feel that the programme has been really impactful in my role.

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Working in Partnership

Proud to be working with...

Lincolnshire Hub Partners

Partnerships are fundamental to the leadership, strategy, operational delivery and dissemination of the Teaching School Hub to ensure a positive impact across Lincolnshire and the Trust. Therefore the community, staff, associates, delegates and partners with important contributions to make to the success and daily life of the academy are fundamental.

The DfE/ The Lead Providers/ Other Teaching School Hubs

The Hub is designated by the DfE and works in partnership to ensure that the impact is maximised. The Hub works in partnership with the Education Development Trust and Teacher Development Trust as the lead providers to deliver the Early Careers Framework, leadership and specialist NPQs. In addition to this, L.E.A.D. Teaching School Hub has partnered with a range of other Teaching School Hubs both locally and nationally to engage in Hub to Hub Peer Review, offer joint CPD and provide or receive professional challenge.

Partners include the following:

ITT- Initial Teacher Training (ITT) providers	The Hub collaborates with ITT providers in the region, supporting the retention of trainee teachers, and providing and signposting to high-quality support available across Lincolnshire.
Schools, Trusts and the Diocese of Lincoln	Trusts and Schools are likely to have their own recruitment and retention strategy. L.E.A.D. Teaching School Hub will act as a resource for schools and trusts to complement their internal offer and signpost further external support available.
Local Authority	A number of schools in the region are currently local authority maintained. The local authority provides a broad range of services to schools that fall outside the remit of L.E.A.D. Teaching School Hub. The Hub will seek to compliment statutory local authority services and functions.
The DfE	The Hub will support and complement the school improvement functions of the DfE and provide capacity when required for a broader school improvement service to schools and trusts. The DfE will monitor the work of the Hub against the approved KPIs which have been jointly set.
Research School/ Curriculum Hubs	The Research School and Curriculum Hubs are central to the high quality provision on offer across the region. The Teaching School Hub will seek to signpost to the offer of each Hub, avoiding duplication of their remit for schools. The Teaching School Hub is partnered with: The Music Hub, Science Learning Partnership, Computing Hub, English Hub, Behaviour Hub, RSHE Hub, Maths Hub, Whole School SEND, NCELP, Careers Hub and the Kyra Research School.
Schools of Excellent Practice	The Hub will seek to signpost and showcase excellent practice across the region. Based upon a rigorous analysis to identify excellence, including the impact that it yields, the Hub will work closely with these schools or MATs to share this provision more widely.

L.E.A.D. Teaching School Hub Lincolnshire CPD Offer 2023/24 | 7

Working in Partnership: Curriculum Hubs

Phase Supported	Early Years	KS1	KS2	KS3	KS4	FE
English Hubs Witham St Hughs English Hub 1 of 34 Hubs	**Remit:** Developing Early Language, Reading for Pleasure and Phonics. **Offer:** Partner School, Audits, Literacy Specialist Support Days, Resource Funding and Wider School Support Offer.					
MATHS HUBS EAST MIDLANDS EAST 1 of 40 Hubs	**Remit:** East Midlands East Maths Hub, coordinated by the NCETM, is an approachable, inclusive and supportive community which provides a research-informed approach to mathematics education across all phases. **Offer:** There are a number of opportunities available ranging from developing your own classroom teaching, participating in Teacher Research Groups (Open Classrooms), working with your school or department, delivering professional development or becoming a Leader within the Maths Hub.					
Lincolnshire Music Education Hub 1 of 121 Hubs	**Remit:** The Lincolnshire Music Education Hub is united to achieve the highest quality music provision for children and young people. **Offer:** CPD, SEND Provision through Music, Music Membership Package, specialist music teachers and provision. **Impact:** 91% of Lincolnshire Schools engaged in Music. Evidence to demonstrate that music enhances academic outcomes.					
KYRA RESEARCH SCHOOL 1 of 38 Research Schools	**Remit:** Research Schools work with the other schools in their areas to help them use evidence more effectively to inform their teaching. **Offer:** Evidence Based Programmes through events and communication, CPD for teachers and leaders in relation to evidence-informed practice.					
Computing Hubs 1 of 34 Hubs	**Remit:** Computing Hubs support schools and colleges to provide a high-quality computing education to all young people. **Offer:** Specialist support/ Resources/ Funding/ CPD at all stages for Curriculum and Pedagogy in relation to computing.					
SCIENCE LEARNING PARTNERSHIP 1 of 34 Hubs	**Remit:** The Science Learning Partnership combines local expertise in teaching and learning in science, facilitating CPD, and providing school-to-school support. **Offer:** Specialist support/ Resources/ CPD at all stages for Curriculum and Pedagogy in relation to Science.					

Phase Supported	Early Years	KS1	KS2	KS3	KS4	FE
Whole School SEND 8 Regions	**Remit:** The Whole School SEND is a consortium of organisations committed to sharing knowledge and building capacity across the school system for SEND. **Offer:** Online Units, Live contextualised Sessions in relation to SEND, Responsive Webinars, Professional Development Groups and Networks, Peer Reviews, Mentoring, Community Networks, Research.					
Behaviour HUBS Witham St Hughs Behaviour Hub 1 of 22 Hubs	**Remit:** Provides senior leadership teams with the tailored support, training and advice needed to improve behaviour culture and generate lasting cultural change that is tailored to each individual school. **Offer:** Access to training, Networks, Open Days and Resources, 1:1 support with specialists.					
GREATER LINCOLNSHIRE CAREERS HUB 1 of 20 Hubs	**Remit:** The Careers Hubs aim is to create a network of schools, colleges and local businesses. School and College Careers Leaders are eligible for free support from our team of Enterprise coordinators to improve progress against the Gatsby Benchmarks. **Offer:** Access to businesses, Curriculum links in relation to Enterprise, Specialists, Enterprise and Employer Engagement Strategy Development, cluster groups.					

Golden Thread across all Phases and School Types

Five Pillars of Effective CPD

The Teaching School Hub aims to promote and deliver high-quality evidence-based CPD that focuses on developing quality teaching across Lincolnshire. The Teaching School Hub will ensure that any CPD delivered directly supports the improvement of teacher quality (e.g. fostering knowledge of pedagogical practice or subject expertise) and is complementary to ITT, ECF and NPQs.

Role/Partners
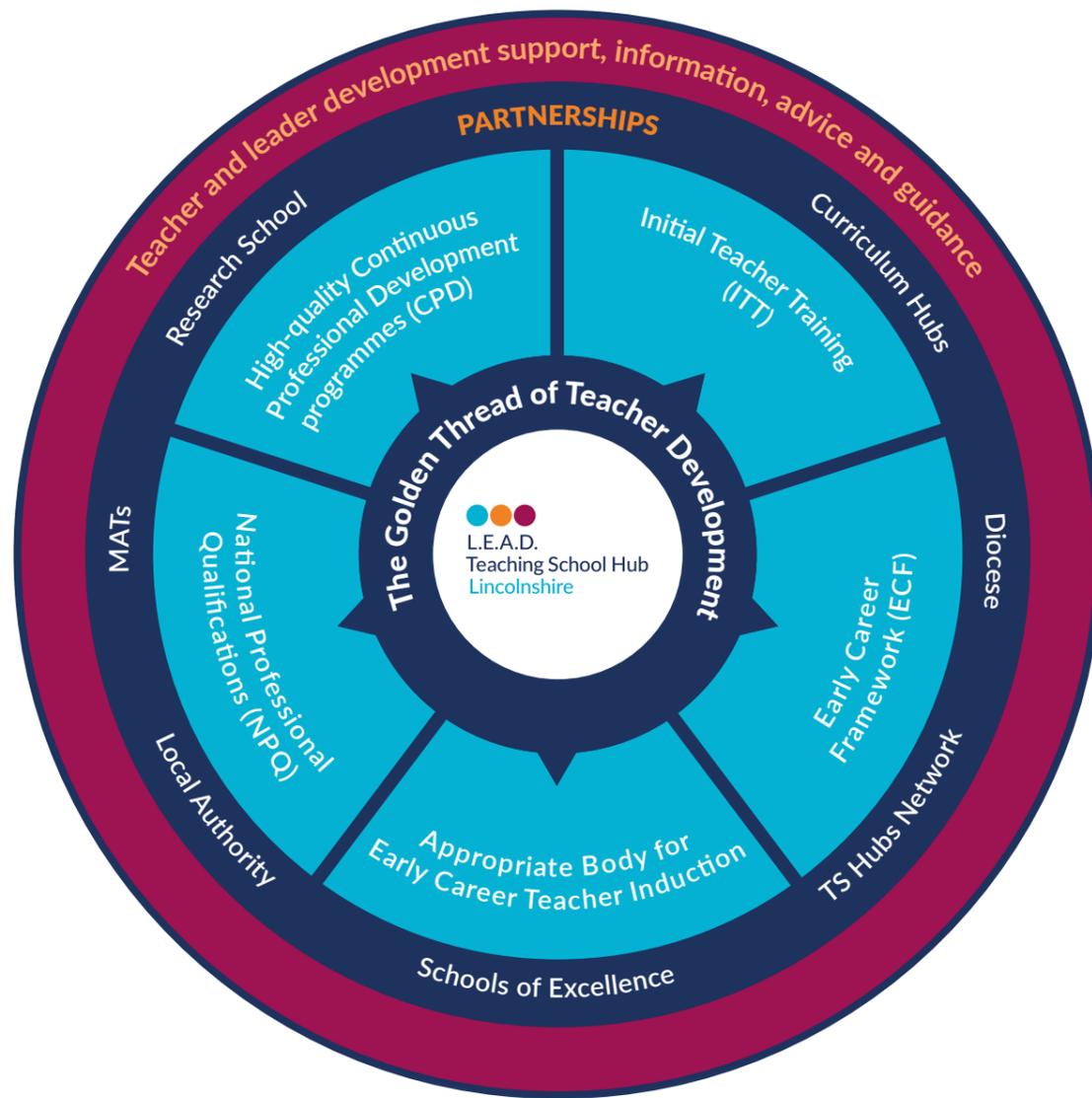
The Teaching School Hub will also ensure that CPD is underpinned by and meets the Standard for Teachers' Professional Development. The pillars that constitute the standard are:

CPD

- Improving and evaluating pupil outcomes
- Robust evidence and expertise
- Collaboration and expert challenge
- Sustained over time
- Prioritised by school leadership
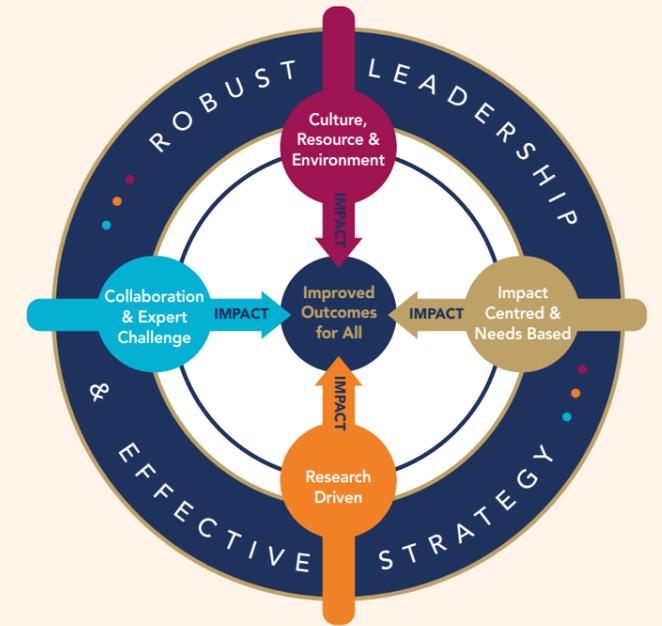
In developing great teachers, leaders and support staff, L.E.A.D. Teaching School Hub is committed to the 'Golden Thread' of professional development. In this, the Hub and its partners have devised a simple image to demonstrate the opportunities at every career stage.

'CPD Spanning a Career': What is your Journey to Excellence?

The Golden Thread of Support and Professional Development in Lincolnshire

Continuum of Support and Professional Development
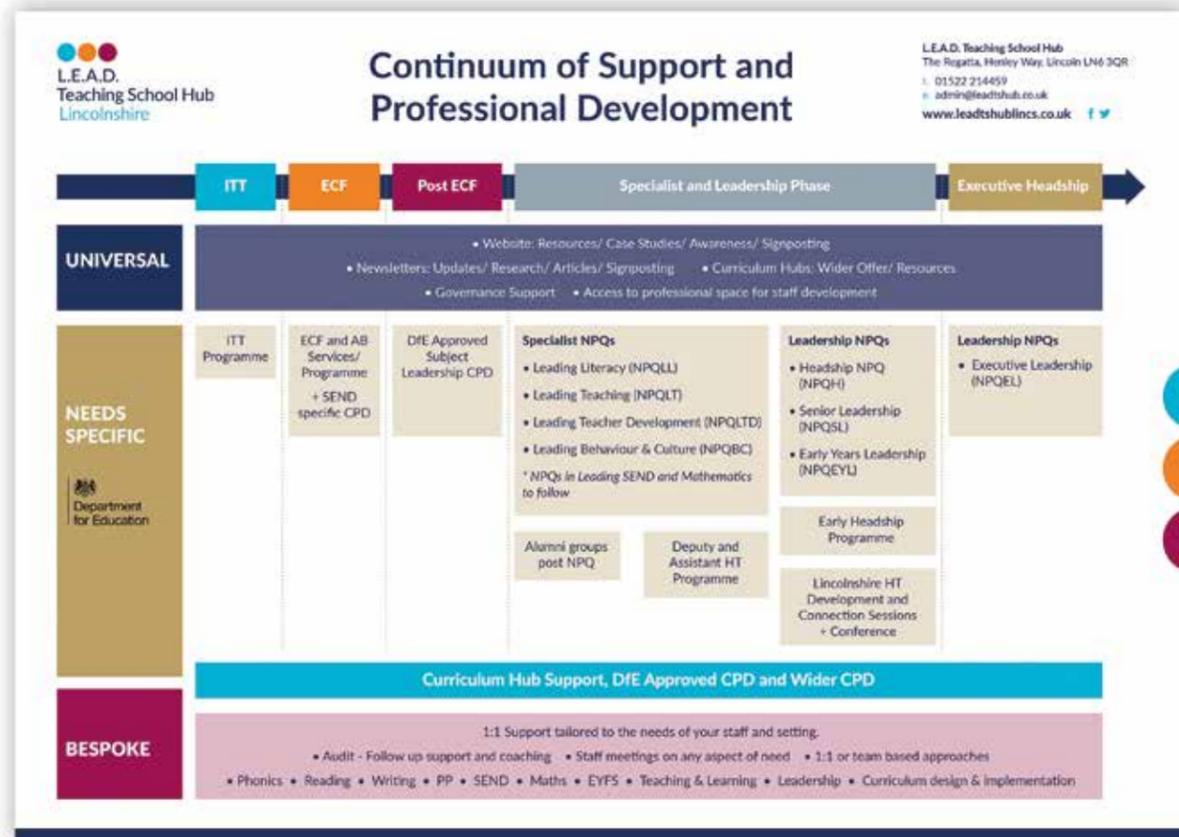
Do not miss the pull-out flyer for your staff room and professional learning space.

Keep in touch

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🖱 www.leadtshublincs.co.uk

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Newsletters / Updates

www.leadtshublincs.co.uk

EDI Newsletters

Build the network you are working in.

Share the messages of the Teaching School Hub across the county.

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Department for Education

DfE Accredited Programmes

Initial Teacher Training (I.T.T.) and Routes into Teaching

We are privileged to work across the region with a range of providers who offer teacher training. L.E.A.D. Teaching School Hub is committed to offering the highest quality training through a carefully structured curriculum, which follows a golden thread from I.T.T. into the Early Career Framework and beyond.

If you are considering hosting a trainee or if you are an aspiring teacher who is eager to shape the lives of pupils in Lincolnshire, then we are eager to support you in understanding the options which are available to you.

Shaping the early career experiences of a trainee, and being part of their journey, can play a vital part in the recruitment and retention of a strong and highly skilled workforce. Working closely with the Teaching School Hub provides rich opportunities for further continuing professional development and mutual collaboration for all involved, with the aim of impacting upon pupil outcomes.

Lincolnshire SCITT

L.E.A.D. Teaching School Hub is a proud to be a strategic partner of Lincolnshire SCITT (School Centred Initial Teacher Training). Lincolnshire SCITT is the accrediting body for Qualified Teacher Status (QTS) and runs a programme which integrates with the University of Lincoln who are the awarding body for a Postgraduate Certificate in Education (PGCE).

DEVELOPMENT OF MENTORS

School-based mentors play a vital role in shaping the very best teachers of the future. We highly value all our mentors and are committed to ensure that they receive continued professional development throughout their time as a mentor. SCITT mentor training includes instructional coaching, focused mentor development modules on the Core Content Framework (CCF) and understanding how the golden thread of CPD leads into the Early Careers Framework (ECF).

OVERVIEW OF THE LINCOLNSHIRE SCITT PROGRAMME

Trainees go through a rigorous recruitment process to ensure schools have high-quality trainees in their classrooms. Trainees work closely with a mentor who will support and guide the trainee throughout their training year. Trainees work in more than one placement, offering a different context for the trainee to apply their growing knowledge and skills, before returning to the main school.

Central training is research-informed and delivered by experts in their field. Central training is facilitated by subject specialists, lead teachers and other expert colleagues to help develop understanding of how to be a teacher, how to teach and how to teach a particular subject. All training is underpinned by robust and relevant research. Trainees also will attend sessions with specialists from The University of Lincoln's School of Education, as part of their central training. Each trainee is fully supported with regular contact with the SCITT Team from Lincolnshire SCITT. This structure is currently being reviewed in line with the national ITT market review. The structure for trainees and mentors from September 2024 will be shared within the academic year.

Bishop Grosseteste University

With over 160 years of experience in teacher education, Bishop Grosseteste University offers a wide range of teaching qualifications at undergraduate and postgraduate level, including full-time and part-time as well as flexible routes, enabling you to train whilst you work. For full information on course specialisms, please visit: www.bgu.ac.uk or scan QR code.

UNDERGRADUATE PROGRAMMES

- **BA (Hons) Primary Education with QTS:** This three-year degree course at BGU is designed to allow you to study a vocational honours degree in Primary Education leading to Qualified Teacher Status. It provides an integrated academic and professional preparation for teaching.

- **BA (Hons) Primary Teaching Studies (PTS) with QTS:** For Teaching Assistants or volunteers currently working in a primary school or equivalent educational setting who have recently completed a relevant Foundation Degree and are looking for a flexible route to attain a degree with QTS. This course is delivered via blended learning where students will be taught remotely for the equivalent of 1 day per week whilst working in their own setting for a minimum of two days per week.

- **FdA Primary teaching Studies (PTS):** For those wanting to work towards a degree who are already in employment or volunteering and don't want to give that up. The FdA Primary Teaching Studies course is designed to be delivered flexibly via blended learning and enables you to progress onto the Primary Teaching Studies with QTS and attain a full degree-level teaching qualification.

POSTGRADUATE PROGRAMMES

- **Primary PGCE (1 year full-time or 2 year part-time blended options available):** This PGCE course prepares you to teach children in either the 3 to 7 age range or the 5 to 11 age range. . It is a very practical course, with around two thirds of the time spent on placement in schools or early years settings, and around one third spent engaging in partnership training.

- **Secondary PGCE:** This course prepares you to teach in either the 11-16 (with post-16 enhancement) or 14-19 phases with full-time and part-time routes. It is a highly practical course with 120 days in school placement supported by expert subject mentors, complemented by rigorous theoretical and academic training. There are 19 subject specialism options to choose from.

- **Professional Certificate in Education, Training and Skills:** The Level 6 PGDE provides a teacher training route for graduates who are aspiring to teach in the education, training and skills sector such as further education colleges, private sector training providers and offender education. Non-graduates may also opt for the Certificate route at Level 5. Both courses are highly practical, with 80% of time spent on placement.

To find out further information regarding routes into teaching please contact Laura Douglas on 01522 214459

Early Career Teaching

L.E.A.D. Teaching School Hub's package of support

In line with the national recommendation, we believe that the Early Career Professional Development Programme (EC PDP) is the ideal training package for ECTs employed in Lincolnshire and beyond. Our lead provider is the Education Development Trust (EDT). Many Teaching School Hubs also use the Education Development Trust as their Lead Provider which supports with any ECT transition.

L.E.A.D. Teaching School Hub is a Delivery Partner for the Education Development Trust and sits on the Advisory Board, ensuring that the programme is most appropriate for schools. It simplifies and streamlines procedures, saving schools time and resources, and gives settings complete assurance that the AB and ECF responsibilities are fully covered and supported. It also gives schools additional support and services exclusive to L.E.A.D. Teaching School Hub and the Lincolnshire Hub Delivery Partners.

Our package of support gives you:

- access to the fully funded DfE Early Career Teacher programme (in partnership with the DfE approved provider, Education Development Trust) for the duration of an ECT's induction; and

- access to our full Appropriate Body (AB) service.

It also includes a range of additional support exclusive to L.E.A.D. Teaching School Hub including:

- local and regional networks to collaborate as ECTs or Mentors, with opportunity to share best practice

- minimised travel time for face to face sessions with a variety of training dates and venues to chose from

- expert facilitators who are passionate about developing teachers new into their career and empowering mentors

- considered workload and flexibility of the programme content to maximise impact in schools

- central support from the Teaching School Hub to navigate the processes, systems and portal - a member of our ECF & AB Team is always available to answer any queries, both via the telephone and email

Our offer is designed to support schools with an ECF-based induction and enables all ECTs to be clearly assessed against the Teachers' Standards.

What our schools say about our Early Careers Professional Development Programme Provision

See our events in action by scanning the QR codes below:

Click here

ECT Local Group Session

Click here

Mentor Regional Event

Our Fully Funded Provider-led Early Career Professional Development Programme (EC PDP)

This programme meets the DfE's statutory ECF framework expectations. Each school must offer an ECF programme of support for ECTs undertaking statutory induction. L.E.A.D. Teaching School Hub Lincolnshire is working in partnership with Education Development Trust, a DfE accredited Lead Provider, to deliver the Early Career Professional Development Programme to both ECTs and Mentors.

Education Development Trust

Education Development Trust's EC PDP programme is designed to fit in with the day-to-day realities of supporting teachers new into the profession at the start of their career. It is structured to help Early Career Teachers (ECTs) integrate theory, practice and feedback. Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction and is not an additional training programme.

The Early Career Professional Development Programme (EC PDP) is rooted in research and expertise and backed by a range of tailored resources, endorsed by the Education Endowment Foundation (EEF). Content has been approved by the DfE for delivery by our team of expert facilitators. Blocks in year 2 build on the foundations encountered in year 1 to develop mastery in these crucial areas of practice and as such ECTs encounter a spiral curriculum.

PROGRAMME OVERVIEW FOR ECTS

ECT		Year 1			Year 2			HOURS
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
	Regional Training		6 HRS		6 HRS			11 hours
	Local group sessions 3 hours each	●		●	●	●		12 hours
	Webbinars 1 hour each	● x2	●	●	●	●	●	7 hours
	Self study		26 hours		5 hours			31 hours
			Weekly mentor sessions		Fortnightly mentor sessions			

Year 1	• Establishing a positive climate for learning
	• How pupils learn: memory and cognition
	• Developing effective classroom practice: teaching and adapting
	• The importance of subject and curriculum knowledge
	• Assessment, feedback and questioning
	• A people profession
Year 2	• Embedding a positive culture for learning
	• How pupils learn: making it stick
	• Enhancing classroom practice: grouping and tailoring
	• Revisiting the importance of subject and curriculum knowledge
	• Deepening assessment, feedback and questioning
	• Continuing your professional development

PROGRAMME OVERVIEW FOR MENTORS

MENTOR		Year 1			Year 2			HOURS
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
	Regional Training 3 hours each		●					5 hours
	Local group sessions 3 hours each	●					●	6 hours
	Peer-to-Peer 1 hour each	● x2	● x2	●	● x2	● x2	●	10 hours
	Webbinars 1 hour each	● x2	● x2	● x2	● x2	● x2	● x2	10 hours
	Reading and reflection		3 HRS		2 HRS			5 hours

Mentor Support

Mentors will both have the opportunity to learn and refine the best evidence-informed approach to mentoring and coaching techniques, enabling them to strengthen essential skills that they can both use to support them in their role as an ECT Mentor but also throughout their career. L.E.A.D. Teaching School Hub consistently uses feedback from previous cohorts of EC PDP Mentors to ensure that provision fits the needs of the current educational climate, in line with ensuring that fidelity is shown to the DfE approved training materials.

Specialist training and support will ensure each Mentor is confident in their knowledge of the Early Career Framework and develops their mentoring skills so that the ECTs they work with get the very best from the programme.

These highly skilled Mentors are the primary source of support and challenge to ECTs. Alongside face-to-face sessions to develop knowledge and skills in mentoring, aligned to the Mentor Standards, mentors will also be given the opportunity to have half-termly peer-coaching sessions to discuss progress and challenges with a 'buddy' mentor.

Once the two year Mentor training programme is complete, there is currently no requirement to revisit the programme again.

ECF Feedback

WHAT OUR SCHOOLS SAY ABOUT OUR EARLY CAREERS PROFESSIONAL DEVELOPMENT PROGRAMME PROVISION

Feedback from participants regarding the impact and quality

ECF

96% Good +

63% Excellent

Year 1				Year 2			
ECT Local Group Session 1	99% good and above	Mentor Local Group Session 1	99% good and above	ECT Regional Event 2	92% good and above	Mentor Local Group Session 2	97% good and above
ECT Regional Event 1	95% good and above	Mentor Regional Event	96% good and above	ECT Local Group Session 3	98% good and above		
ECT Local Group Session 2	99% good and above			ECT Local Group Session 4	99% good and above		

It has been fantastic having the opportunity these past two years to talk to other ECTs, share practice and ideas and gain that further reassurance. The opportunity to reflect has been advantageous to my practice as too often we don't always make that time in school to have that professional dialogue with peers.

Primary ECT

The facilitators were friendly and supportive and tailored the content of the session to myself and colleagues working in SEND/ SEMH settings. This was both refreshing and reassuring. The group discussions, feedback and chance to share useful ideas and strategies was the highlight of this SEND specific training for me.

SEND/SEMH ECT

Creating an action plan, considering how I can best support my ECT as they progress into their third of teaching has been incredibly helpful this afternoon. Excellent guidance was given by both staff leading the session and further support from my mentor colleagues.

SEND/SEMH Mentor

It was incredibly useful to be shown the EDT online platform and where to find the materials to support us in our roles as Mentors from the offset. There were also opportunities built in to take the time to look at materials, reflect and ask questions for ensured clarity.

Secondary ECT Mentor

A really great session in a safe space to talk. I have gained a bank of practical ideas that I can take back and build into my classroom practice around feedback for pupils.

Secondary ECT

The explanations were clear and the facilitators were experienced and knowledgeable about mentoring, the online platform and where to find everything to support us in our role.

Primary ECT Mentor
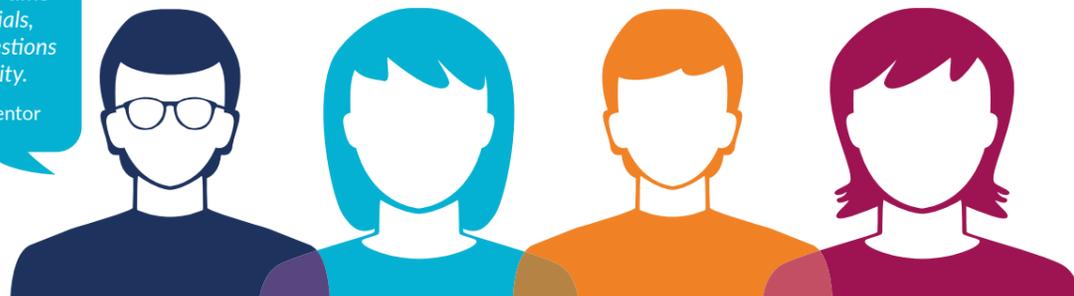
Appropriate Body Package

L.E.A.D. Teaching School Hub is proud to offer a strong track record of AB experience, with an experienced and dedicated team and can offer:

- named contacts within the Teaching School Hub, for all parties involved in statutory induction
- points of contact partners across the Lincolnshire districts, otherwise known as our Lincolnshire Hub Delivery Partners
- advice and guidance on the induction of ECTs
- registration and monitoring of progress of the ECT as the AB and ECF provider, including reporting to the Teacher Regulation Agency (TRA)
- access to ECT Manager, a user-friendly online AB management system
- provision of all paperwork for monitoring, supporting and recording of outcomes
- making decisions on the outcome of statutory induction for the ECT
- monitoring of ECT and ECT Mentor engagement on the ECF Programme
- timely communication with half-termly AB newsletter containing important information and reminders
- advice where ECTs are at risk of failure, advising on appropriate support packages for the ECT
- quality assurance of progress reviews and formal assessments, against the Teachers' Standards
- ECT and Induction Tutor statutory induction information events
- email and telephone support for ECTs, Induction Tutors and Mentors and assistance in planning additional targeted support and intervention, including onsite visits, when an ECT's progress is causing concern
- opportunities to build networks
- a collaborative QA approach with the aim to identify and share best practice and further improve systems and processes for schools
- access to up-to-date guidance documents
- a school visit, when appropriate

Costs

Appropriate Body Services	Includes	Cost per year
Option A School using a training provider to deliver ECF-based training or provider-led programme *(previously known as the Full Induction Programme (FIP)*	• Full induction programme of support and training package with full Appropriate Body support (see previous page for further details)	**£210 per ECT, per year of induction**
Option B School using DfE-accredited materials to deliver ECF-based training *(previously Core Induction Programme (CIP)*	• Fidelity check before the start of the induction period by the AB where schools can provide detailed breakdown of the ECF delivery for years 1 and 2 of induction, including mentoring support and training • AB registration • Additional observation(s)/quality assurance of ECF delivery programme throughout the two-year induction period • Additional support for ECTs not meeting Teacher/Induction Standards • Appropriate Body support (see previous page for further details)	**£210 per ECT, per year of induction** **+ £835 per school site for the full two year induction period**
Option C School designing and delivering their own training programme based on the ECF *(previously school based induction (SBI) or school induction programme (SIP)*	• Fidelity check before the start of the induction period by the AB where schools can provide detailed breakdown of the ECF delivery for years 1 and 2 of induction, including mentoring support and training • The induction design covers the evidence-based statements in the ECF • AB registration • Additional observation(s)/quality assurance of ECF delivery programme throughout the two-year induction period • Additional support for ECTs not meeting Teacher/Induction Standards • Appropriate Body support (see previous page for further details) *NOTE: ABs will be expected to check in a greater level of detail where a school opts to design their own training programme, based on the ECF, due to the greater risk that a school-based induction could diverge from the ECF when DfE accredited materials are not used as the basis for an induction programme.*	**£210 per ECT, per year of induction** **+ £1060 per school site for the full two year induction period**

Currently, schools that are not section 41 approved by Ofsted are unable to access the provider-led programme of support.

Please contact Stacey Williams, ECF & AB Lead at the Teaching School Hub to discuss options: **stacey@leadtshub.co.uk** or via **01522 214459**

National Professional Qualifications (NPQs) Developing and Investing in Leadership

NPQs will be fully funded throughout 2023-2024, providing teachers and leaders with the opportunity to develop their knowledge and skills in school leadership and specialist practice.

The Teaching School Hub will be delivering the following programmes in partnership with Lincolnshire Partners and Teacher Development Trust (TDT).

PARTICIPANTS WILL BENEFIT FROM:

• A blended learning experience which fits around your role where you learn and discuss key content online

• Local virtual and face-to-face sessions that focus on creating understanding, connecting with your peers and gaining depth of knowledge

• Facilitation and support from highly skilled, quality assured facilitators

COMING SOON

Starting in February 2024 Specialist National Professional Qualification - NPQ in Primary Mathematics - NPQM

Starting in October 2024 Leadership National Professional Qualification - NPQ in SEND - NPQSEND

Click here

Leadership NPQs

NPQ	Who is this for?	Potential impact on participants and their school
National Professional Qualification in Executive Leadership (NPQEL)	For leaders that are, or aspiring to be, an Executive Head Teacher or MAT CEO role with the responsibility for leading schools.	**PARTICIPANTS** Grow your expertise as both a strategic and operational leader, creating a culture, governance and strategy that creates a successful and coherent group of schools. **SCHOOL OR TRUST** A skilful and research-informed executive leader with the capacity to strategically lead a group of schools or trust.
National Professional Qualification in Headship (NPQH)	For leaders that are, or are aspiring to be, a Head Teacher or Head of School, with responsibility for leading a school.	**PARTICIPANTS** Grow your expertise as both a strategic and operational leader, creating a culture where pupils and staff can thrive, and learn how to bring others with you on the journey. **SCHOOL OR TRUST** A skilful and research-informed organisational leader with the capability to lead a coherent senior leadership team.
National Professional Qualification in Senior Leadership (NPQSL)	For leaders that are, or are aspiring to be, a Senior Leader with cross-school responsibilities, with responsibility for leading a school.	**PARTICIPANTS** Develop expertise and leadership in the art, craft and science of school improvement through people development, understanding how to lead everything from whole school programmes to specialist areas. **SCHOOL OR TRUST** • A skilful and research-informed leader who can contribute to a cohesive, impact-focussed school leadership team • The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation
National Professional Qualification in Early Years Leadership (NPQEYL)	For leaders qualified to at least Level 3 with a full and relevant qualification who are, or are aspiring to be, managers of Private, Voluntary and Independent nurseries, headteachers of school-based or maintained nurseries, or childminders with leadership responsibilities.	**PARTICIPANTS** • Gain a nationally recognised government-backed senior leadership qualification to help you progress in your career • Develop knowledge and understanding of how to apply the evidence on the effective running of an early years setting, responding to the needs of children, parents, staff, and wider operating demands • Learn flexibly around your job with a blended learning experience which fits around your role where you learn and discuss key content online delivered in a way that suits the busy working lives of early years practitioners **SCHOOL OR TRUST** • A research-informed leader who can lead a cohesive, impact-focused leadership team • A professionally aware and informed leader who can make evidence-based decisions and approach leadership in an effective and efficient manner • The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation

Specialist NPQs

NPQ	Who is this for?	Potential impact on participants and their school
National Professional Qualification in Behaviour and Culture (NPQBC)	For teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.	**PARTICIPANTS** Develop expertise and leadership in the art, craft and science of classroom culture, behaviour and wellbeing. **SCHOOL OR TRUST** • A skilful and research-informed professional who can lead the improvement of pupil wellbeing, create calm classrooms, great pupil behaviour and a warm whole-school culture • The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation
National Professional Qualification in Leading Teaching (NPQLT)	For teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.	**PARTICIPANTS** Develop expertise and leadership in school improvement through people development, understanding how to lead everything from whole school programmes to specialist areas. **SCHOOL OR TRUST** • A skilful and research-informed professional who can lead a team's improvement in teaching, learning, curriculum and assessment • A professionally aware and informed leader who can make evidence-based decisions and approach leading teaching in an effective and efficient manner • The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation
National Professional Qualification in Leading Teaching Development (NPQLTD)	For teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically trainees (ITT) or teachers who are early in their career (ECT).	**PARTICIPANTS** Develop expertise in supporting ITT and ECTs, as well as the wider development of all colleagues across the school. **SCHOOL OR TRUST** • A skilful and research-informed teacher development professional who can lead the golden thread of initial teacher training, early career development and ongoing professional learning • A professionally aware and informed leader who can make evidence-based decisions and approach leading teacher development in an effective and efficient manner • The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation
National Professional Qualification in Leading Literacy (NPQLL)	For teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase.	**PARTICIPANTS** • Gain a nationally recognised, prestigious, government-backed qualification to help you progress in your career • Develop knowledge and understanding of how to apply the evidence on leading literacy teaching **SCHOOL OR TRUST** • A skilful and research-informed professional who can lead the improvement of literacy teaching • The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation

Department for Education

DfE Accredited CPD

DO NOT MISS LINCOLNSHIRE'S

LEADERSHIP CONFERENCE

Leading in Post-Covid Times

'Different challenges require different solutions'

Reconnect **Reinspire** **Recharge**

FRIDAY 13TH OCTOBER 2023

EPIC CENTRE, LINCOLNSHIRE SHOWGROUND, LINCOLN LN2 2NA
FROM 8.30AM - 3.30PM

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

Department for Education

RICHARD GILL CBE

Richard is the Chair of the Teaching School Hubs Council. Richard sits on a number of expert advisory groups for the Department for Education, working closely with Government Ministers and policy advisors. Richard is also currently the CEO of the Arthur Terry Learning Partnership, respected National Leader of Education and Trust Leader. Richard's work is widely recognised locally and nationally and is in much demand to support school and MAT-wide school improvement.

JAZ AMPAW-FARR

L.E.A.D. Teaching School Hub is delighted to work with Jaz Ampaw-Farr, who is a national and internationally recognised figure, speaking around the topics of Human First leadership, future-proofed wellbeing and mental resilience. Her authentic approach consistently empowers people to think differently about leading themselves and others.

SEMINAR SPEAKERS

BENNIE KARA

The leadership of equality and diversity in today's schools

Bennie is a Deputy Headteacher in Derby, specialising in curriculum, teaching and learning. She Co-Founded #DiverseEd during her Deputy Headship at a start-up school in Oxfordshire. She is a speaker, trainer and writer on topics such as diversity, language, literature, and the curriculum.

AIMEE TINKLER

Leading small schools in the current climate

Aimée has become an advocate for small and rural schools after spending 10 years teaching and leading in very small schools in rural Derbyshire. Aimée has worked with many organisations across the wider sector in an advisory capacity as well as sitting on the Ofsted Small Schools working party. She is closely involved with the work of the Chartered College of Teaching where she is President-elect and a Founding Fellow and is part of the leadership group of the Foundation for Education Development. Aimée is engaged in doctoral research at UCL Institute of Education and has published research with a number of organisations including The British Council.

ALISTAIR SHAW

Teaching over time, evaluating, monitoring and challenging effectively

As a former Primary Head Teacher of three substantive posts and one interim headship, Alistair is providing independent consultancy support and challenge to leaders at all levels in a wide range of contexts. Alistair was a School Improvement Partner (SIP) across four Local Authority areas, and an Ofsted and Diocesan Inspector.

SEMINAR SPEAKERS

BELINDA HEAVEN

Mental Health and resilience: what does this mean for schools currently?

Belinda is an international consultant trainer with many years' experience at MHFA England and a lead teacher for Gloucestershire Healthy Living and Learning. She is a published author and has developed many resources to support mental and emotional wellbeing for staff, students and parents in schools and other settings.

DOMINIC MCKEON

Leading an ambitious Curriculum in a secondary context

Dominic is a National Leader of Education. With a strong track record of rapid and sustained school improvement, he has supported schools across the North West. Previously as the Senior Leader for PiXL in the North West he was part of the government's Talented Leaders programme from September 2017 through to September 2020. Currently Dominic is the Principal at Little Lever School in Bolton. The school was one of the most improved schools in the country in 2019 with a rapid rise in outcomes across all measures for all groups of students. Dominic is also currently Chair of the Bolton Learning Alliance and the Bolton Secondary Head's executive board as well as chairing Bolton Local Authority's School Forum. Dominic is passionate about creating sustainable change via collaborative and developmental cultures.

NICOLA MCINTYRE

Subject Leader and Teacher on Page

Nicola is currently an Executive Headteacher, based in Nottingham. She has a proven track record of leading a number of schools in their journey from 'Requires Improvement to Good'. She can demonstrate how high-quality CPD can lead change for all.

ED AMPUR FARR

Creating a Culture in the current chapter of education

Ed has 25 years of proven success as a human-first leader in scales and marking, leading globally in corporate businesses covering both the private and public health sectors, and managing £50 million+ portfolios whilst mentoring and coaching hundreds of individuals & teams. As a seasoned professional, Ed's expertise and zeal have an impact on all levels of an organisation. Ed applies his skills in performance coaching and consultancy with C Suite executives, helping them to create invincible teams.

DAVID BARTRUM OBE

The Strategic Leadership of SEND, Post Pandemic

David was Director for SEND at the London Leadership Strategy, advisor to the Mayor of London's education team, and currently provides support on the strategic development of SEND provision.

David is author of the SEND Review Guide, a national peer-review framework that has now been downloaded by over 5000 schools. He is also editor of *Great Expectations: leading an effective SEND strategy in school*, published by John Catt Educational.

Learn continually. There's always "one more thing" to learn.

YOU WILL LEAVE THE DAY WITH:

- 31 days access to the Human First Academy
- Access to a leadership portal with resources
- An opportunity to network with other leaders across Lincolnshire
- An opportunity to access workshops to further develop thinking around current challenges in leadership

Department for Education

Time	Content
8.30am-9.15am	Coffee/ arrival
9.15am-9.30am	Welcome to the Day: Richard Gill
9.30am-10.30am	KEYNOTE 1: Jaz Ampaw-Farr
10.30am-11.00am	Break
11.00am-12.00pm	KEYNOTE 2: Jaz Ampaw-Farr
12.00pm-1.00pm	Lunch
1.00pm-1.40pm	Select Workshop 1
1.40pm-2.00pm	Change to the next workshop
2.00pm-2.40pm	Select Workshop 2
2.45pm-3.30pm	Closing Input: Jaz Ampaw-Farr What does that mean to you? What will life look like if you make this change?

'THE POWER OF 365'

Click here to book

Friday 13th October 2023

8.30am – 3.30pm

Venue: Epic Centre, Lincolnshire Showground, Lincoln LN2 2NA

Cost: £99

Supporting KS2 and KS3 Teachers with Developing Reading Fluency

Intended impact of the programme

Teachers will have gained greater knowledge and understanding of how to identify pupil's barriers in reading and how to use fluency strategies to support pupils with becoming fluent and independent readers, therefore being able to access the curriculum.

Aimed at:
- Upper Key Stage 2 Teachers
- Key Stage 3 Teachers
- English Subject Leaders
- Literacy Leaders

'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status.' OECD 2002

Overview of the programme content and sessions

We aim to support teachers to enable their pupils to become fluent, independent readers who have confidence in their reading ability and have developed good reading habits, enabling them to read widely outside of school. We know that there are clear links between pupils who read independently and their academic outcomes.

By opening the programme up to Upper Key Stage 2 teachers, as well as teachers within Key Stage 3, we aim to support the communication between both phases, impacting on transition and a greater understanding of pupils' stages of development.

Session 1: Launch Conference
KS2 and KS3 colleagues will work closely with James Durran to explore the barriers that lead to some pupils taking longer to master skills in reading and fluency before identifying strategies to support older pupils in unlocking reading to enable full access to the curriculum.

Session 2: Teachers will be trained in the strategies of modelled expressive reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelled comprehension skills, to ensure that pupils are able to read fluently and independently and therefore able to access the curriculum.

Session 3: Teachers will be trained to identify pupils' barriers with reading fluency and how to use these assessments to inform how to successfully support pupils. Effective intervention strategies will be explored to support with improving the trajectory of pupils towards the expected standard in reading in KS2 and KS3.

Course Leader
James Durran

James Durran is a Senior Education Adviser in North Yorkshire, where he moved after teaching for 24 years in Cambridgeshire. An experienced trainer, James has delivered seminars, lectures and practical workshops across the UK and abroad on the teaching of English, media and literacy, for both secondary and primary colleagues. He has published a number of books for teachers and students, including (with Andrew Burn) Media Literacy in Schools.

Department for Education

Session 1 Wednesday 24th January 2024, 10am – 3pm

Session 2 Wednesday 28th February 2024, 1.30pm – 4pm

Session 3 Wednesday 17th April 2024, 1.30pm – 4pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £199

For those participants who attended the Developing Reading Fluency Course in 2022-2023, Session One, with James Durran, can be accessed at a reduced rate of £99.

Click here to book

HfL Education KS2 Reading Fluency Project
delivered in collaboration with L.E.A.D. Teaching School Hub

Intended impact of the programme

HfL Education have found that pupils who have participated in their KS2 Fluency Project have made exceptional progress in a short space of time. On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age and have gained an increase in accuracy of 13 months.*

as measured by the YARC assessment tool.

Pupils typically demonstrated improvements in reading behaviour in terms of:
- stamina – able to read more text for a longer period whilst retaining understanding
- accuracy – students make fewer substitutions, omissions, mispronunciations and additions when reading a 'cold' text
- enjoyment – students read more and are more willing to explore a wider range of literature
- confidence – students tackle challenging texts with greater willingness and show improved tenacity in teasing out meaning
- engagement – students offer more extended contributions in group discussions about challenging text

Aimed at:
- Senior Leaders
- English Leaders
- Reading Leaders

Overview of the programme content and sessions

The KS2 Fluency Project aims to accelerate achievement in reading fluency and comprehension in a short space of time. Strategies used on the project include:
- modelled expressive reading
- skilled questioning
- echo reading
- challenging text selection
- repeated re-reading
- modelled comprehension skills

In collaboration with HfL Education, participants will receive the project CPD through:
- a project launch from HfL Education, incorporating 3 sessions
  - o Session 1 is an e-learning module and can be accessed 1 week prior to the launch day
  - o Session 2: will be delivered via two live webinars over the course of one day
- a paired online session with another participating school led by a reading specialist
- a twilight session (delivered as a live webinar)
- a final review (delivered as a live webinar)

In addition, schools will use assessment materials to support in judging the impact of the project. Specialists will support with how to use the assessment materials diagnostically, and will draw together pre- and post-intervention data outcomes for the cohort.

The project cost covers the inclusion of one or two teacher(s) (who will deliver the sessions) and a project lead (this may be the English Leader).

ONLINE

Cost: £225

Online

Click here to book

Project Launch:
- **Session 1 – Completed before Session 2. Access from Tues 12th Dec – Tues 9th Jan 2024**
- **Session 2 - Tuesday 9th January 2024** 1pm – 4.15pm

Paired Online Session: **Between 29th January - 5th February 2024** (times TBC)

Twilight Session: **Thursday 22nd February 2024** 2pm – 4pm

Final Review: **Thursday 18th April 2024** 2pm – 4pm

HfL Education KS3 Reading Fluency Project
delivered in collaboration with L.E.A.D. Teaching School Hub

Disciplinary Literacy

Intended impact of the programme

HfL Education have found that pupils who participated in their KS3 Fluency Project have made an average of 18 months progress in reading comprehension age over the 8-week project*.

*as measured by the YARC assessment tool based on 150 students.

Pupils typically demonstrated improvements in reading behaviour in terms of:
- stamina – able to read more text for a longer period whilst retaining understanding
- accuracy – students make fewer substitutions, omissions, mispronunciations and additions when reading a 'cold' text
- enjoyment – students read more and are more willing to explore a wider range of literature
- confidence – students tackle challenging texts with greater willingness and show improved tenacity in teasing out meaning
- engagement – students offer more extended contributions in group discussions about challenging text

Overview of the programme content and sessions

The KS3 Fluency Project aims to accelerate achievement in reading fluency and comprehension in a short space of time. Strategies used on the project include:
- modelled expressive reading
- echo reading
- repeated re-reading
- skilled questioning
- challenging text selection
- modelled comprehension skills

In collaboration with HfL Education, participants will receive the project CPD through:
- a project launch from HfL Education, incorporating 3 sessions
  - Session 1 is an e-learning module and can be accessed 1 week prior to the launch day
  - Session 2: will be delivered via two live webinars over the course of one day
- a paired online session with another participating school led by a reading specialist
- a twilight session (delivered as a live webinar)
- a final review (delivered as a live webinar)

In addition, schools will use assessment materials to support in judging the impact of the project. Specialists will support with how to use the assessment materials diagnostically, and will draw together pre- and post-intervention data outcomes for the cohort.

The project cost covers the inclusion of one or two teacher(s) (who will deliver the sessions) and a project lead (this may be the Head of English).

ONLINE

Cost: £225

Online

Project Launch:
- **Session 1 – Completed before Session 2. Access from Tues 12th Dec – Tues 9th Jan 2024**
- **Session 2 - Tuesday 9th January 2024** 1pm – 4.15pm

Paired Online Session: **Between 29th January - 5th February 2024** (times TBC)

Twilight Session: **Thursday 22nd February 2024** 2pm – 4pm

Final Review: **Thursday 18th April 2024** 2pm – 4pm

Click here to book

Interested in developing approaches to Reading at KS4?
If schools would like to take part in the HfL Education KS4 Reading Project, which will be delivered in collaboration with L.E.A.D. Teaching School Hub in Autumn Term 2024, please register your interest by scanning the QR Code.

Intended impact of the programme

Headteachers and English Leads recognise the importance of 'disciplinary literacy', an approach to improving literacy across the curriculum. Disciplinary Literacy recognises that literacy skills are both general and subject specific, underlining the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.

During the day, Alex will share worked-up disciplinary literacy planning, as well as integrating some local approaches.

Click here to book

Department for Education

Thursday 30th November 2023

10am – 3pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £99

Course Leader
Alex Quigley

@AlexJQuigley

Developing the Expertise of Teachers in the Quality First Teaching of Writing

Cohort 2 2023-2024   /   Year 1

Intended impact of the programme

Writing is an important life skill that helps children make more sense of themselves and their world, and one that helps them communicate effectively rather than a task focused on 'getting words right', or writing to teacher-prescribed tasks. Develop an understanding of transcription and composition, recognising the need to develop fluency in transcription to support pupils with the development of a positive approach to writing as well as building writing stamina and resilience during the compositional stages of writing.

Department for Education

Conference Leader
James Durran

Overview of the programme content

Session 1: CONFERENCE: James Durran

Colleagues will work closely with James Durran to explore the key fundamental areas of an effective writing curriculum. James will discuss the barriers that lead to some pupils taking longer to master writing skills, offering practical advice to schools.

Session 2 and Session 3:

The following two sessions will explore the key principles discussed within James Durran session in more depth with the programme aiming to support schools to develop the teaching and learning of writing within their settings.

This will be done by exploring the following topics and questions:

- How can we create a classroom environment which supports an independent writer?
- How can we take advantage of talk and the rhetoric roots of writing?
- How can we enhance pupils' ability to edit and revise their writing?
- How can your writing curriculum develop a sense of 'authorship' focusing on the audience and purpose of a piece of writing?
- What does an accurate and systematic approach to writing assessment look like?
- How can we build resilience and stamina for writing?
- How can we establish writing in the subject disciplines?
- Why is it important to explicitly teach and model the different stages of a writing journey?
- How can our curriculum design highlight the importance of the relationship between reading and writing?
- How can our curriculum and learning sequences focus on the craft of sentence construction and composition?

James Durran is a Senior Education Adviser in North Yorkshire, where he moved after teaching for 24 years in Cambridgeshire. An experienced trainer, James has delivered seminars, lectures and practical workshops across the UK and abroad on the teaching of English, media and literacy, for both secondary and primary colleagues. He has published a number of books for teachers and students, including (with Andrew Burn) Media Literacy in Schools.

Aimed at: • Class teachers   • Writing leaders   • Leadership

Click here to book

Conference: **Wednesday 8th November 2023** 10am – 3pm
Session 2: **Wednesday 6th December 2023** 9am – 3pm
Session 3: **Wednesday 7th February 2024** 9am – 3pm
Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

3 day course   **Cost: £199**

Optional additional support

Click here to book

Writing audit

Conducted by one of our Writing Specialists
Reduced rate of £300

Handwriting: a missing piece in the writing puzzle?

Friday 21st June 2024

1pm – 3.30pm
Venue: L.E.A.D. Teaching School Hub
Cost: £45

Click here to book

For many years, handwriting had a low status and profile in England (Medwell and Wray, 2007). However, the National Curriculum (2013) and – more recently - the Ofsted Research Review for English (2022) have signposted how crucial handwriting is to pupils' success in writing. This CPD session will demystify the teaching of handwriting, setting out research-informed principles and practical suggestions to support students in your school.

THE SESSION WILL EXPLORE:
- Cognitive load
- Ensuring legibility
- Principles for effective handwriting teaching
- Putting handwriting in context
- Building automaticity

The Importance of Narrative Language

Collecting stories dictated from children is a powerful way of understanding what they can produce. The story, once recorded, can be used holistically to give an impression of children's language development over time. An online recorded training session will be provided to participants, which aims to support teachers to forensically analyse a child's narrative language production and identify next steps.

Online recording £35

Understanding and Teaching Cohesive Writing - Keystone

7th February 2024
9.15am – 12.15pm
Online / **Cost: £40**

Click here to book

Developing the Expertise of Teachers in the Quality First Teaching of Writing

2022-2023 Cohort / Year 2

Aimed at:
- Schools who attended year one of Developing the Expertise in the teaching of Writing.
- Other schools can also access this training.

Conference Leader
James Durran

Colleagues will work closely with James Durran to explore the key fundamental areas of an effective writing curriculum. James will discuss the barriers that lead to some pupils taking longer to master writing skills, offering practical advice to schools.

James Durran is a Senior Education Adviser in North Yorkshire, where he moved after teaching for 24 years in Cambridgeshire. An experienced trainer, James has delivered seminars, lectures and practical workshops across the UK and abroad on the teaching of English, media and literacy, for both secondary and primary colleagues. He has published a number of books for teachers and students, including (with Andrew Burn) Media Literacy in Schools.

Conference: Wednesday 8th November 2023

10am - 3pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £99 for schools who attended last year's DfE Writing training

Click here to book

Click here to book

Handwriting: a missing piece in the writing puzzle?

Friday 21st June 2024

1pm – 3.30pm
Venue: L.E.A.D. Teaching School Hub
Cost: £45

For many years, handwriting had a low status and profile in England (Medwell and Wray, 2007). However, the National Curriculum (2013) and – more recently - the Ofsted Research Review for English (2022) have signposted how crucial handwriting is to pupils' success in writing. This CPD session will demystify the teaching of handwriting, setting out research-informed principles and practical suggestions to support students in your school.

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Online recording £35

Click here to book

Writing audit

Conducted by one of our Writing Specialists £400
(Reduced rate of £300 for schools who attended the 2022/23 cohort)

Department for Education

Effective Moderation Practices - Keystone

Monday 2nd October 2023

3.45pm – 5.30pm

Online   Cost: £40

Click here to book

Achieving GDS at KS2 in Writing - Keystone

Tuesday 12th March 2024

9.15am – 12.15pm

Online   Cost: £50

Click here to book

Year 1 Writing Moderation Workshop	Tuesday 19th March 2024	9.15am – 12.15pm
Year 3 Writing Moderation Workshop	Tuesday 19th March 2024	1.15pm – 4.15pm
Year 4 Writing Moderation Workshop	Wednesday 20th March 2024	9.15am – 12.15pm
Year 5 Writing Moderation Workshop	Wednesday 20th March 2024	1.15pm – 4.15pm

Click here to book   **Venue:** Keystone, New Life Centre, Sleaford   **Cost: £70**

Post ECF - Golden Thread

How to Implement Subject Knowledge Expertise and an Understanding of Developing the Curriculum within a Particular School Setting

Sessions will include:

Aimed at:
- Teachers early in their career (post-ECF – teachers in their 3rd year of teaching)

Whole School strategic lens
- Widen the lens to focus beyond a classroom to awareness of the whole school in terms of pupil progress and development
- Refine and build upon the participants understanding of quality-first teaching – what does this look like in each phase and within the different subject areas?

Effective Implementation
- Creating a plan: goals/milestones; analysis of team; long/medium/short-term
- How to carry out an effective subject review: Data; Outcomes; Staff knowledge; Curriculum

Curriculum
- What the 'curriculum as a progression model' really means, and the implications this has for planning and assessment
- How to build, sustain and renew a culture of rigorous curriculum thinking in a subject
- How can we make sure that our curriculum is ambitious?
- What are the key features of a well thought-through & personalised curriculum?

How to lead a subject
- Develop teachers' understanding of the difference between monitoring and evaluation
- Leadership skills – a culture of developing others
- How do you ensure a subject is progressive?
- How do you identify next steps?

3 day course

Shadow a subject leader and begin to identify key aspects of a subject leader role to develop an understanding of the difference between operational aspects and more strategic work in a school. A range of case studies will be shared to support delegates' understanding.

Session 1 Monday 20th November 2023
Session 2 Tuesday 27th Feb 2024
Session 3 Monday 22nd April 2024

Click here to book

9am - 2pm
Venue: L.E.A.D. Teaching School Hub
Cost: £195 per participant for all 3 sessions

SEND Leadership – A Tiered Approach

This tiered training programme is aimed at supporting school leaders to understand their individual responsibilities within the leadership of SEND. It will address statutory requirements, schemes of delegation, curriculum adaptation and the monitoring of provision. The aim is that leaders have clarity of their roles within schools and their responsibility in supporting the wider team in meeting pupil need and monitoring the impact of their provision. This programme will prepare leaders for the changes cited within the March 2023 Department of Education SEND and Alternative Provision (AP) Implementation Plan.

Tier 1: Leadership

Aimed at senior leaders in schools to clarify what strategic leadership of SEND is and develop a SEND focused scheme of delegation. It will support schools in using an audit of provision to be reviewed over time. This audit will focus on leadership of SEND, quality of teaching and learning and the use of resources.

Thursday 28th September 2023
9.15am – 3.30pm
Venue: LEARN SEND Hub, Newark NG23 5JR
Cost: £95

Click here to book

Tier 2: SENCos

Aimed at SENCos, to support them in being strategic leaders, linking closely with the senior leadership team to cascade information and training throughout the school. It will address new research and government-led recommendations and initiatives, identify and signpost support organisations eg. Whole school SEND and will include EEF SEND in the Mainstream guidance. The trainers will support and challenge the delegates to consider the next steps required to meet the recommendations from the various evidence sources, enabling them to link theory and practice in their own provision, leading to future-proofing inclusive education.

Day 1 Thursday 13th November 2023
- Strategic leadership of SEND
- Working effectively with parents
- Your school through a SEND lens

Click here to book

Day 2 Tuesday 6th February 2024
- High quality teaching
- Managing your provision-CPD/Finance/ Deployment of outside agencies

9.15am – 3.30pm
Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR
Cost: £190

Tier 3: Middle leaders

Aimed at Middle Leaders (MLs). It will ensure that ML's have a clear understanding of statutory requirements in relation to SEND. It will enable them to review their curriculum offer, check that it meets the needs of all learners and consider how it can be adapted to do so. MLs will consider how to support teachers in implementing this, and monitor effectiveness through a SEND lens using the EEFs implementation cycle.

Day 1 Wednesday 17th January 2024
- Policy to Practice
- Curriculum offer for SEND
- Implementation as a process

Click here to book

Day 2 Thursday 14th March 2024
- High quality teaching
- Monitoring of provision though a SEND lens

9.15am – 3.30pm
Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR
Cost: £190

Tier 4: Teachers

This is a modular toolkit which can be accessed by all teachers depending on their individual CPD requirements. The twelve modules complement the ECT and NPQ packages by providing practical guidance. They will address research and common themes affecting learners and schools within the County. Each session will be held as a series of webinars 1.5 hrs in length.

Click here to book

LEARN SEND HUB

Department for Education

These modules can be purchased at three different levels.

Study Level: BRONZE 6 modules / £90 per person	Study Level: SILVER 9 modules / £135 per person	Study Level: GOLD 12 modules / £165 per person

ALL MODULES BELOW ARE WEBINARS BETWEEN 3.30-5PM

MODULE 1   Thursday 5th October 2023
High Quality Teaching - the Inclusive Teacher

High quality teaching is firmly based on strategies that every mainstream teacher will have in their toolboxes or that can be easily added to (EEF 2021). High quality teaching in lessons reduces the need for extra support for all pupils. This session will promote the use of strategies researched by the Education Endowment Fund.

MODULE 2   Thursday 2nd November 2023
Working with support staff

The increase in support staff has trebled since 2000, but do we always use them effectively? This module will let you reflect on your own settings and consider next steps on how to potentially develop the role and deployment of the teaching assistant.

MODULE 3   Thursday 16th November 2023
Scaffolding

This module looks at the area of scaffolding, a key strategy for improving learning, particularly in support of pupils with SEND.

MODULE 4   Thursday 30th November 2023
Teachers' toolkit for meeting Cognition and Learning Needs

This module will focus on recognition of those pupils that have cognition and learning needs. It will look at the common conditions that are included in this area and will consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum We will also discuss intervention strategies and the support organisations that can be accessed in the setting.

MODULE 5   Thursday 7th December 2023
Teachers' toolkit for meeting Communication and Interaction needs

This module will focus on recognition of those pupils that have communication and interaction needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.

MODULE 6   Thursday 18th January 2024
Teachers' toolkit for meeting Social, Emotional and Mental Health Needs

This module will focus on recognition of those pupils that have social, emotional and mental health needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.

MODULE 7   Thursday 1st February 2024
Teachers' toolkit for meeting Physical and Sensory Needs

This module will focus on recognition of those pupils that have physical and sensory needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.

MODULE 8   Thursday 29th February 2024
Behaviour and Engagement

Behaviour IS communication. This module develops an understanding that both positive and negative behaviours reflect how a pupil is feeling. Until those negative behaviours are managed, the pupil will find it difficult to be engaged with learning. This module will provide strategies to manage those more challenging behaviours and therefore enable learning and progress.

MODULE 9   Thursday 14th March 2024
IEP - Plan through to implementation

This module will look at writing an effective IEP, making it a working document to enable progress and drive forward learning with our pupils with SEND.

MODULE 10   Thursday 25th April 2024
Learning environments

This module will cover the physical, emotional, and social considerations for your learning environment, focussing on communication-friendly solutions.

MODULE 11   Thursday 23rd May 2024
Working in Partnership

There are a range of other stakeholders in schools that need to be part of the collaborative approach in supporting pupils with SEND. This module will look at these working partners and work on how we can solidify relationships so that all pupils with SEND will benefit.

MODULE 12   Thursday 13th June 2024
Successful SEND support-graduated approach cycle

This module will work through the four elements of the graduated approach, improving the teacher's responsiveness to the pupil's needs.

SEND Huh
Curriculum conversations with SEND leaders

AIMED AT:
- Class teachers
- SENDCOs
- Headteachers
- Heads of Departments
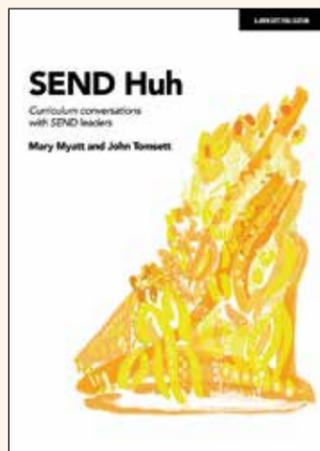
John Tomsett taught for 33 years in state schools and was a headteacher for 18 years.

His books include: *Love Over Fear: Creating a Culture for Truly Great Teaching; Putting Staff First: A Blueprint for Revitalising our Schools (with Jonny Uttley); Cognitive Apprenticeship in Action (editor); Huh: Curriculum conversations between subject and senior leaders; Primary Huh: Curriculum conversations with subject leaders in primary schools; Primary Huh 2: Primary curriculum leadership conversations & SEND Huh: curriculum conversations with SEND leaders (all Huh books are co-authored with Mary Myatt).*

John is currently working on his next book with Mary, called *AP Huh: curriculum conversations with Alternative Provision leaders.*

🐦 @johntomsett

Intended impact of the programme

- To explore the recently published book "SEND Huh" with one of the authors
- To develop an approach of looking at children for what they can do rather than what they can't do
- To explore what provision looks like in your own setting – what are the barriers for implementation?

Overview of the programme

Huh is the Egyptian god of endlessness, creativity, fertility and regeneration. He is the deity Mary Myatt and John Tomsett have adopted as their god of the curriculum. Their Huh series of books focuses on how practitioners design the curriculum for the young people in their schools.

The Huh project is founded on conversations with colleagues doing great work across the education sector. In SEND Huh, Mary Myatt and John Tomsett discuss curriculum provision for pupils with additional needs with some of the leading experts in the field.

Mary and John interviewed pupils, parents, teachers, headteachers, CEOs, educational consultants and lecturers. They then edited the transcriptions of those interviews to provide an ambitious, thoughtful, nuanced and challenging vision of what the best possible provision looks like for children with additional learning needs.

The challenging conversations which comprise SEND Huh paint an inspiring picture that is hugely hopeful for the future of SEND curriculum provision in our schools.

"I simply adore this book. It rams home that being inclusive is not an excuse for low expectations. Instead of being an afterthought when it comes to curriculum, children with additional needs become drivers for what a well-rounded curriculum is for all young people. Curriculum decisions are about building and accelerating learning and the years of the deficit model of SEND should be put to bed by one reading of this latest book in Myatt and Tomsett's powerful Huh series."

Vic Goddard, Co-Principal, Passmores Academy & CEO of Passmores Cooperative Learning Community

"SEND Huh weaves together a sophisticated and thoughtful narrative of lived experiences from a wide range of contributors from every corner of the sector. It's not often that a non-fiction book has such a profound effect on me. I found myself thinking about it days after, contemplating the nuance, mulling over the complexity, grappling with the challenges and acknowledging the rallying cry to ensure our pupils with additional needs receive an ambitious education that enables them to thrive."

Kathryn Morgan, Senior Capacity Improvement Advisor, TSHC

Tuesday 5th December 2023

10am – 3pm

Venue: L.E.A.D. Teaching School Hub, Henley Way, Lincoln LN6 3QR

Cost: £99

Click here to book

Curriculum Hubs

English Hubs

Witham St Hughs English Hub is one of 34 designated English Hubs across the country. Our Lead School, Witham St Hughs Academy, was appointed by the Department for Education to share their expertise in teaching reading.

Funded by
Department for Education

English Hubs
Witham St Hughs English Hub

🐦 @WSHEnglishHub

Our aim is to support schools to develop:

- Early Language Development
- Early Reading (Phonics)
- Reading for Pleasure

SCHOOL SUPPORT OFFER

Witham St Hughs English Hub offers a variety of professional development opportunities, through a range of training courses, webinars and workshops.

All training opportunities are FREE of charge to all schools, funded by the DfE.

For our full list of FREE courses, please visit www.wshenglishhub.co.uk – What we Offer – Medium Level Support

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Literacy Specialist Support Days

Would you like in school support from one of our DfE trained Literacy Specialists to develop Early Reading?

A Literacy Specialist support day is FREE of charge and the school will receive £100 'back-fill' to release their Phonics Leader from class to work with the Literacy Specialist. **Headteachers must also be involved**.

The Literacy Specialist will work alongside the Headteacher and Phonics Leader to offer advice and guidance to develop:

- consistency, pace and progression in Phonics lessons;
- fidelity to the chosen SSP programme;
- children's progress, with a focus on the first 20%;
- effective interventions;
- the expertise of Phonics Teachers;
- children making a 'Strong Start in Reception';
- accessible and well-matched decodable reading books;
- children's reading application to develop fluency;
- the role of the Reading / Phonics Leader;
- the school's approach to Reading for Pleasure;
- a bespoke school audit to identify strengths and areas for development;
- the school's approach to Early Reading, in line with the School Inspection Framework.

COST: FREE

Funded by
Department for Education

English Hubs
Witham St Hughs English Hub

To request a free Literacy Specialist Support Day, please contact Amywells@leadtshub.co.uk

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English Hub
Key Messages for School Leaders

COST: FREE

During these sessions, our Hub Lead will share key English Hub messages and updates from the DfE and Ofsted to support schools with:

- Early Reading (Phonics)
- Early Language
- Reading for Pleasure

Aimed at:
- Executive Headteachers
- Headteachers
- School Improvement Advisors
- Reading/Phonics Leaders

Funded by
Department for Education

English Hubs
Witham St Hughs English Hub

SCHOOL LEADERS WILL HAVE THE OPPORTUNITY TO FIND OUT ABOUT:

- the aims of the DfE English Hubs and their intended impact;
- the free Literacy Specialist support days and audits available for schools;
- DfE funding available to schools and how to apply;
- Ofsted updates to support schools with Deep Dives into Reading;
- the DfE Reading Framework Part 1 and Part 2 and how to implement this in school;
- best practice and effective leadership of Reading and Phonics;
- next steps for whole-school improvement;
- effective ways to ensure more children learn to read accurately and fluently;
- effective ways to build an expert team of reading teachers;
- effective ways to develop your whole schools Reading for Pleasure culture.

Click on your chosen date to book

Wednesday 27th September 2023
9am – 11.30am
Regatta Building

Tuesday 14th November 2023
3.30pm – 5.15pm
Online

Tuesday 30th January 2024
1pm – 3.30pm
Regatta Building

English Hub
Reading for Pleasure: Transforming your School's Reading Culture (TSRC)

Evidence-based Leadership CPD for **Primary English Leads**

Intended aims of the programme

- Understand the research underpinning RfP practice and pedagogy
- Widen knowledge of children's literature
- Transform whole school reading culture in your school
- Develop the leadership skills to initiate and sustain change
- Become advocates for RfP and share experiences and best practice

Overview of the programme content

Session 1: Reading for Pleasure: A Whole School Culture

Session 2: Creating Whole School Change

Session 3: Creating a Reading School: Structural Changes

Session 4: Creating a Reading School: Behavioural Changes

Session 5: Celebrating Impact and Sustaining Change

The TSRC programme is a sustained, research-based CPD programme aimed at Primary English Leads. During the course of the programme, participants will engage deeply with Reading for Pleasure pedagogy and leadership theory to transform their school's reading culture. Participants will attend five sessions and complete gap tasks in between sessions. Those who commit will be expected to attend all sessions.

All five sessions must be attended

Click here to book

LINCOLN

Click here to book

SOUTH LINCS

Session 1 Wednesday 11th October 2023	**Session 1** Thursday 12th October 2023
Session 2 Tuesday 28th November 2023	**Session 2** Thursday 30th November 2023
Session 3 Monday 29th January 2024	**Session 3** Thursday 1st February 2024
Session 4 Wednesday 6th March 2024	**Session 4** Tuesday 5th March 2024
Session 5 Tuesday 11th June 2024	**Session 5** Thursday 13th June 2024

1pm - 3pm

Venue: L.E.A.D. Teaching School Hub, Henley Way, Lincoln LN6 3QR

Cost: FREE

9.30am - 11.30am

Venue: Springfields Events & Conference Centre, Camel Gate, Spalding PE12 6ET

Cost: FREE

*Due to the content of the programme, please ONLY sign up for either the TSRC Programme or Teachers as Readers Group.

Benefits

- Your pupils will demonstrate an improved mathematical mindset and potential to progress in the subject
- Your school leaders will promote a collaborative learning culture amongst staff in order to make improvements to the teaching and learning of maths
- You will put into practice the school's shared vision for what maths will look like in your school
- You will try new approaches to teaching maths and reflect on the impact of your changes regularly, so that you can share good practice beyond your own classroom

The **programme** is fully funded by the Maths Hubs Programme, so is **free** to participating schools.

Fully funded
Mastery Readiness

A programme for primary schools that want to adopt teaching for mastery in maths, but would benefit from a staged approach

What is involved?

Schools with additional challenges need bespoke support to ensure their systems and cultures are conducive to a teaching for mastery approach. Those who are not yet ready to join a Teaching for Mastery Development Work Group will prepare for implementing a teaching for mastery approach which is embedded and sustained across the whole school. This will involve receiving support from Mastery Readiness Leads, and developing classroom culture and attitudes to maths that will support a teaching for mastery approach, both on the part of teachers and their pupils.

After the year-long programme, Mastery Readiness schools will be ready to progress into Development Work Groups and beyond.

Who can take part?

Schools will have an identifiable barrier to being able to successfully implement teaching for mastery at present. Barriers may include an Ofsted grading of RI or Inadequate, poor pupil progress in maths, serving an area of low social mobility, or issues in the school that have meant the implementation of sustained change has been difficult.

Find out more

Search **mastery readiness** online or contact your local Maths Hub:

enquiries@ememathshub.org

Primary Teaching for Mastery

Development Work Groups

Be part of the continuing programme to develop teaching for mastery in maths in primary schools

What is involved?

Two teachers from each participating school join a Work Group, consisting of six or seven local primary schools. Each Work Group is led by a trained Primary Mastery Specialist. Work Groups meet regularly to plan, observe and discuss teaching for mastery. In between meetings, teachers explore mastery approaches in their own classrooms and across their school.

Support is provided from a local classroom-based Mastery Specialist who leads the group. This model of professional development involves hands-on learning and peer-to-peer support. It is evidence-based and designed to support substantial long-term change.

Who can take part?

This programme is for state-funded primary schools in England. Two teachers from each participant school will attend six half-day meetings during the school year, and lead teaching for mastery development in their own school.

Find out more

Search **primary teaching for mastery** online or contact your local Maths Hub:

enquiries@ememathshub.org

Benefits

- Pupils will show a positive attitude towards maths, enjoy learning the subject and demonstrate a growth mindset

- Leaders will develop a common vision, culture and set of principles which support teaching for mastery

- Teachers will enhance their maths subject knowledge with an emphasis on progression within key areas of maths

- Teachers will cultivate a deep understanding of the principles and pedagogies related to teaching for mastery

The **Work Groups** are fully funded by the Maths Hubs Programme, so are **free** to participating schools.

MATHSHUBS

NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

ncetm.org.uk | @NCETM

Coordinators of the Maths Hubs Programme

Secondary Teaching for Mastery

Development Work Groups

Professional development to enable you to introduce teaching for mastery across your maths department

What is involved?

Secondary maths teachers whose schools want to introduce teaching for mastery can nominate two teachers ('Mastery Advocates') to join a Work Group. Mastery Advocates then form part of a locally-based group of teachers who meet regularly to develop professional knowledge and expertise, and receive bespoke support.

In a Teaching for Mastery Work Group, teachers collaborate with colleagues from local schools, and get support and guidance from a Local Leader of Maths Education (LLME). Participants also take away ideas to help students become more confident mathematicians, ready to tackle GCSE and A level, and begin to introduce and embed teaching for mastery.

Who can take part?

This programme is for state-funded secondary schools in England. Mastery Advocates should be teachers with the commitment, experience and authority to lead developmental work across a maths department. The support of the Head of Maths, and the headteacher or a member of SLT, is also essential.

Find out more

Search **secondary teaching for mastery** online or contact your local Maths Hub:

enquiries@ememathshub.org

Benefits

- Your students will develop a deep, secure and connected understanding of the maths they are learning

- You will begin to develop teaching for mastery approaches within your own classroom

- You and your head of department will begin to develop an understanding of the practices and principles aligned to secondary teaching for mastery

- You will begin to support the teachers in your department to develop teaching for mastery approaches in their practice

The **Work Groups** are fully funded by the Maths Hubs Programme, so are **free** to participating schools.

MATHSHUBS

NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

ncetm.org.uk | @NCETM

Coordinators of the Maths Hubs Programme

SCIENCE
LEARNING PARTNERSHIP

PRIMARY SCIENCE SUBJECT LEADERS' MEETINGS 2023-24

Our science network meetings run once a term at venues across the county making them easily accessible to all teachers.

Each session has a focus and includes updates on resources, initiatives, grants, funding and the national picture and gives an opportunity to collaborate with colleagues and share best practice.

£60 per session or £120 if you book on all 3 for the year

EAST LINDSEY	1pm-4pm		
The Richmond School Richmond Drive, Skegness PE25 3SH	Monday 9th October 2023	Monday 15th January 2024	Monday 20th May 2024

LINCOLN CITY	9am-12pm & 1pm-4pm		
The Keyworth Centre Skellingthorpe Road, Lincoln LN6 0EP	Thursday 9th November 2023	Thursday 18th January 2024	Wednesday 22nd May 2024

WEST LINDSEY	1pm-4pm		
Castle Wood Academy The Avenue, Gainsborough DN21 1EH	Tuesday 17th October 2023	Tuesday 20th February 2024	Tuesday 4th June 2024

SOUTH HOLLAND	1pm-4pm		
Long Sutton Primary School Dick Turpin Way, Long Sutton PE12 9EP	Thursday 12th October 2023	Wednesday 21st February 2024	Tuesday 21st May 2024

SOUTH KESTEVEN	1pm-4pm		
The Bluecoat School Green Lane, Stamford PE9 1HE	Wednesday 18th October 2023	Wednesday 17th January 2024	Thursday 23rd May 2024

NORTH EAST LINCS	1.30pm-4.30pm		
The Canon Peter Hall CoE Primary School Pelham Road, Immingham DN40 1JS	Monday 16th October 2023	Thursday 22nd February 2024	Thursday 6th June 2024

NORTH LINCS	1pm-4pm		
Gunness & Burringham CoE Primary School Burringham Road, Scunthorpe DN17 3LT	Wednesday 11th October 2023	Tuesday 16th January 2024	Monday 3rd June 2024

SCIENCE
LEARNING PARTNERSHIP

SECONDARY SCIENCE COURSES 2023-24

Stretch and challenge of pupils in science	Monday 9th October 2023
Teaching your students to apply their understanding	Wednesday 6th December 2023
Science for low attainers – how to engage & ensure progress	Monday 8th January 2024
Enhancing literacy skills in science (day 1)	Wednesday 7th February 2024
Enhancing literacy skills in science (day 2)	Wednesday 13th March 2024
Strengthening practical work in biology	Wednesday 8th May 2024

FOR FURTHER INFORMATION AND TO BOOK, PLEASE VISIT OUR WEBSITE

SECONDARY SCIENCE SUBJECT LEADERS' DEVELOPMENT MEETINGS (SLDM)

Our Subject Leader Development meetings (SLDM) run three times a year in Lincoln and are an invaluable opportunity to network with other subject leaders across Lincolnshire, to share good ideas and to find out about current and future trends in science education. Each meeting agenda will include an opportunity to evaluate the national and local developments in education and how they impact on your school.

AUTUMN	Wednesday 22nd November 2023	9.15am-3.15pm
SPRING	Monday 18th March 2024	The Keyworth Centre, Skellingthorpe Road, Lincoln LN6 0EP
SUMMER	Wednesday 12th June 2024	

PRIMARY COMPUTING 2023-24

Our Primary Computing programme for 2023-24 offers a fantastic selection of computing CPD for schools to engage with. Courses are run both face-to-face and remotely, led by expert facilitators and use the latest learning pedagogy.

Date	Course Title	Venue
AUTUMN TERM		
11/09/2023	**Greater Lincolnshire Subject Leader's Drop In Session**	Online
25/09/2023	**Assessing Computational Thinking in Primary Schools**	Online
11/10/2023	**Leading Primary Computing Module 1**	The Keyworth Centre
30/10/2023	**Primary Computing for All**	The Keyworth Centre
13/11/2023	**Leading Primary Computing Module 2**	Online
16/11/2023	**Greater Lincolnshire Subject Leader's Drop In Session**	Online
30/11/2023	**Assessment of Primary Computing**	Priory Ruskin Academy
SPRING TERM		
08/01/2024	**Greater Lincolnshire Subject Leader's Drop In Session**	Online
15/01/2024	**Getting Started in Year 3 Session 1**	Online
22/01/2024	**Getting Started in Year 3 Session 2**	Online
01/02/2024	**Crumbles / Microbits afternoon** (2 x short course)	The Keyworth Centre
23/02/2024	**Primary Programming and Algorithms**	The Keyworth Centre
29/02/2024	**Greater Lincolnshire Subject Leader's Drop In Session**	Online
04/03/2024	**Teaching Primary Computing through Contexts**	The Keyworth Centre
19/03/2024	**Primary Computing for All**	Priory Ruskin Academy
SUMMER TERM		
19/04/2024	**Introduction to Primary Computing**	Online
22/04/2024	**Greater Lincolnshire Subject Leader's Drop In Session**	Online
29/04/2024	**Leading Primary Computing Module 1**	The Keyworth Centre
10/05/2024	**Assessment of Primary Computing**	The Keyworth Centre
20/05/2024	**Implementing the Teach Computing Curriculum**	The Keyworth Centre
03/06/2024	**Getting Started in Year 6 Session 1**	Online
13/06/2024	**Greater Lincolnshire Subject Leader's Drop In Session**	Online
17/06/2024	**Getting Started in Year 6 Session 2**	Online
01/07/2024	**Leading Primary Computing Module 2**	Online

New courses may be added throughout the year, please see our website for more details and booking links

www.lincolnshirescitt.co.uk/computinghub

SECONDARY COMPUTING 2023-24

Our Secondary Computing programme for 2023-24 offers a fantastic selection of computing CPD for schools to engage with. Courses are run both face-to-face and remotely, led by expert facilitators and use the latest learning pedagogy.

ALL THE COURSES BELOW WILL BE FACE-TO-FACE SESSIONS AT THE KEYWORTH CENTRE, 9.30AM-3.30PM

	Week Commencing	Course Title
AUTUMN TERM	21/09/2023	**Python programming constructs: sequencing, selection and iteration**
	28/09/2023	**Foundation knowledge of computer science for KS3 and GCSE**
	12/10/2023	**Introduction to algorithms, programming & data for D&T teachers** – Day 1
	19/10/2023	**Introduction to algorithms, programming & data for D&T teachers** – Day 2
	02/11/2023	**Python programming constructs: sequencing, selection & iteration**
	16/11/2023	**Foundation knowledge of computer science for KS3 and GCSE**
	30/11/2023	**Introduction to algorithms, programming & data for D&T teachers** – Day 1
	07/12/2023	**Introduction to algorithms, programming & data for D&T teachers** – Day 2
SPRING TERM	04/01/2024	**Python programming constructs: sequencing, selection & iteration**
	18/01/2024	**Foundation knowledge of computer science for KS3 and GCSE**
	01/02/2024	**Introduction to algorithms, programming & data for D&T teachers** – Day 1
	08/02/2024	**Introduction to algorithms, programming & data for D&T teachers** – Day 2
	22/02/2024	**Python programming constructs: sequencing, selection and iteration**
	07/03/2024	**Foundation knowledge of computer science for KS3 and GCSE**
	21/03/2024	**Introduction to algorithms, programming & data for D&T teachers** – Day 1
	28/03/2024	**Introduction to algorithms, programming & data for D&T teachers** – Day 2
SUMMER TERM	25/04/2024	**Python programming constructs: sequencing, selection & iteration**
	02/05/2024	**Foundation knowledge of computer science for KS3 and GCSE**
	16/05/2024	**Introduction to algorithms, programming & data for D&T teachers** – Day 1
	23/05/2024	**Introduction to algorithms, programming & data for D&T teachers** – Day 2
	06/06/2024	**Python programming constructs: sequencing, selection & iteration**
	13/06/2024	**Foundation knowledge of computer science for KS3 and GCSE**
	04/07/2024	**Introduction to algorithms, programming & data for D&T teachers** – Day 1
	11/07/2024	**Introduction to algorithms, programming & data for D&T teachers** – Day 2

FURTHER DETAILS OF COURSE DATES AND BOOKING CAN BE FOUND AT OUR WEBSITE.

www.lincolnshirescitt.co.uk/computinghub

New Evidence Briefing Podcasts

Free new-look series of bite sized evidence summaries

The KYRA Research School free Evidence Briefings will take on A new format for the 2023/2024 academic year.

In place of live sessions, colleagues can subscribe to receive a selection of pre-recorded webinars. These will break the evidence down into bite-sized segments and provide information in an accessible, conversational format.

Episodes will be released to subscribers as follows:

Topic	Release Date
Pupil Premium	3rd October 2023
Implementation	14th November 2023
Science	23rd January 2024
Effective Professional Development	5th March 2024
SEND	30th April 2024
Metacognition and Self-regulation	18th June 2024

FREE OFFER to schools:

Scan the QR to subscribe

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Music Hub

2023 | 2024
Lincolnshire Music Service
School Services
Love Life, Love Music!

Lincolnshire Music Education Hub

Lincolnshire COUNTY COUNCIL
Working for a better future

Lincolnshire Music Service

@LMSlincsmusic

We currently deliver high-quality music education opportunities and support 93% of schools across the county. In order to maintain our reach, and despite a backdrop of financial uncertainty, we have limited any price increases for 2023/2024:

- Music Membership prices frozen
- 1% price increase on all services charged at £45.50 now £46
- 1% increase in charges for Individual and Small Group Tuition
- Financial Support in place for Individual and Small Group Tuition including 0% interest payment plans.
- Instrument Hire charges frozen for 2023/2024
- Music Centre FREE of charge for 2023/2024

Click here

Universal SEND Services

Universal SEND Services is an ambitious programme, funded until 2025 by the Department for Education (DfE) to develop the education workforce so that more children and young people have their needs identified and met effectively, resulting in successful learning in schools and further education (FE) settings, and leading to improved Preparation for Adulthood, including pathways to employment.

It is delivered by nasen, through the Whole School SEND consortium, in strategic partnership with the Education and Training Foundation, and the Autism Education Trust along with key delivery partners in the education community.

Much of our offer is suitable for professionals both in schools and in FE. We hope that people who use our services will start to think about how we can all work together for the benefit of our learners with SEND, from school to FE and beyond.

Click here

Keep in touch!

Register with Whole School SEND and opt in to receive regular e-newsletters. We'll signpost the latest Universal SEND Services resources, and share ideas for how you can help to make sure all children and young people – including those with SEND – get the best support.

➔ Find out more and sign up: **wholeschoolsend.org.uk**

SCAN ME TO REGISTER

National provision, regional context

Understanding the local context is crucial to improving national SEND provision. The Whole School SEND regional leaders and ETF's Centres for Excellence in SEND bring together school and college-based practitioners to support prioritisation of SEND within their own settings.

Events

We offer CPD on a wide range of topics, hosted by our regional teams in partnership with highly respected guest speakers from the world of education. All our CPD is fully funded by the Department for Education and free to attend.

Resources

We regularly publish free resources to support our members with all aspects of SEND provision. See overleaf for details of some of the key resources from our strategic partners.

Funded by

Department for Education

EDUCATION & TRAINING FOUNDATION

Autism Education Trust

nasen — Helping Everyone Achieve

WholeSchool SEND

How can Universal SEND Services support me?

Online CPD Units

Bite-sized units addressing the barriers most commonly observed in classrooms and other learning environments, regardless of age, label or area of need.

Live Online Networking

Complementing the themes explored in the online CPD units, this is a chance to contextualise learning, share experiences and learn from colleagues across the country.

Professional Development Groups

Lead your own SEND-focused school development project with support from a Regional SEND Lead.

ETF Excellence Gateway

Online sessions for anyone working in the education sector with an interest in improving experiences for learners with an inclusion need.

Responsive Webinars

Live webinars reflecting the priorities of the sector at the time of delivery.

Peer Mentoring for School Leaders

Support for school leaders in schools deemed by Ofsted to require improvement (where SEND is an area for development).

Action Research and Lesson Study

Led by the University of Derby ISEND Cluster to support schools, colleges and FE staff to develop small scale research projects.

Innovation for SEND

In partnership with the SEA View Trust, share your BIG IDEAs as part of the development of a national database of good practice.

Find out more!
Visit our website to explore the full range of support and CPD opportunities available through the Universal SEND Services programme ➔

Key Resources from our Strategic Partners

Whole School SEND's Teacher Handbook: SEND

Designed to help teachers embed inclusive practice in their classrooms, brimming with wholeschool and whole-class approaches as well as subject-specific and condition-specific guidance.

The AET Good Autism Practice Guidance

This report and practitioner guide summarises the ethos, values and practice that should inform inclusive education for all children and young people whilst specifying the distinctive knowledge and teaching approaches required.

ETF's 'Putting learners with SEND at the centre of FE provision: A partnership approach'

This publication highlights the benefits to learners with SEND and their teacher and tutors of closer working between specialist and general FE colleges.

Moderation

Click here to book

KEYSTONE ACADEMY TRUST

Lincolnshire COUNTY COUNCIL *Working for a better future*

Date	Times	Event	Location	Cost
2.10.23	3:45 -5:30	Effective Moderation Practices	Virtual	£40
17.10.23	9:15 – 3:00	New to Year 6	Keystone Training Room**	£99
18.10.23	9:15 – 3:00	New to Year 6	The Showroom, Lincoln	£99
1.11.23	9:15 – 3:00	New to Year 2	Keystone Training Room**	£99
2.11.23	9:15 – 3:00	New to Year 2	The Showroom, Lincoln	£99
7.11.23	1:15 – 4:15	Year 6 Moderation Workshop	Keystone Training Room**	£70
9.11.23	1:15 – 4:15	Year 6 Moderation Workshop	The Regatta, Lincoln	£70
14.11.23	9:15 – 3:00	Year 2 Moderation Workshop	Keystone Training Room**	£99
16.11.23	9:15 – 3:00	Year 2 Moderation Workshop	The Regatta, Lincoln	£99
21.11.23	3:45 – 5:30	Access Arrangements	Virtual	FREE*
24.11.23	8:45 – 3:30	Keystone Assessment Conference	Greetham Valley	£195
1.12.23 + 10.1.24	9:15 – 12:15	Y2 Planning for Progression in Fiction & Non-Fiction Writing - Repeat	Virtual	£40 each or £75 for both
5.12.23	9:15 – 12:15	Pre-Key Stage Standards	Long Sutton Primary	£125
8.12.23 + 11.1.24	9:15 – 12:15	Y6 Planning for Progression in Fiction & Non-Fiction Writing - Repeat	Virtual	£40 each or £75 for both
16.1.24	9:15 – 3:00	Digging Deeper into Y6 Assessment	Boston Tower Road	£99
17.1.24 + 29.1.24	3:45 – 5:30	Preparing for Y6 Testing in Maths and Reading	Virtual	FREE*
23.1.24	9:15 – 12:15	New to Year 6 for January Starters	Virtual	£40
24.1.24	9:15 – 12:15	Administering the Phonics Screening Check	Virtual	£40
7.2.24	9:15 – 12:15	Understanding and Teaching Cohesion in Writing - Repeat	Virtual	£40
20.2.24	9:15 – 3:00	Year 2 Moderation Workshop	Boston Tower Road	£99
23.2.24	9:15 – 3:00	Year 2 Moderation Workshop	The Showroom, Lincoln	£99
27.2.24	1:15 – 4:15	Year 6 Moderation Workshop	Boston Tower Road	£70
29.2.24	1:15 – 4:15	Year 6 Moderation Workshop	The Regatta, Lincoln	£70
5.3.24	9:15 – 12:15	Pre-Key Stage Moderation	Learn Teaching Centre	£70
12.3.24	9:15 – 12:15	Achieving GDS in Writing at Year 6	Virtual	£50
19.3.24	9:15 – 12:15	Year 1 Writing Moderation Workshop	New Life Centre, Sleaford	£70
19.3.24	1:15 – 4:15	Year 3 Writing Moderation Workshop	New Life Centre, Sleaford	£70
20.3.24	9:15 – 12:15	Year 4 Writing Moderation Workshop	New Life Centre, Sleaford	£70
20.3.24	1:15 – 4:15	Year 5 Writing Moderation Workshop	New Life Centre, Sleaford	£70
18.4.24	3:45 – 5:30	SATs Administration	Virtual	FREE*
24.4.24	3:45 – 5:30	Preparing for the Y4 Multiplication Check	Virtual	£40
22.5.24	8:45 – 12:15	Year 2 Moderation Workshop	Keystone Training Room	£70
22.5.24	1:15 – 4:15	Year 6 Moderation Workshop	Keystone Training Room	£70
23.5.24	8:45 – 12:15	Year 2 Moderation Workshop	The Regatta, Lincoln	£70
23.5.24	1:15 – 4:15	Year 6 Moderation Workshop	The Regatta, Lincoln	£70

All available to book via the Keystone Bookitbee website - https://events.bookitbee.com/keystone-academy-trust

*Included within the Statutory Assessment Service - £40 charge for non-subscribing schools **The Keystone Training Room based at Bourne Westfield Primary Academy.

DfE Behaviour Hubs

Department for Education

Behaviour HUBS
Witham St Hughs Behaviour Hub

Behaviour Hubs start with diagnostic work and training, which will allow schools to develop new behaviour approaches and launch these at the start of the second term on the programme.

Scan to to access support

Click here

Careers Hub

Greater Lincolnshire
Local Enterprise Partnership

Click here to book

GREATER LINCOLNSHIRE CAREERS HUB

The Greater Lincolnshire LEP is working in partnership with the Careers Enterprise Company, with support from Lincolnshire County Council, North Lincolnshire Council and North East Lincolnshire Council, to create a network schools, colleges and local businesses. School and College Careers Leaders are eligible for free support from our team of Enterprise Coordinators to improve careers strategies and programmes. Greater Lincolnshire has recently been awarded Careers Hub status, bringing an increased resource into the area for careers-related activities and events.

A key element of the Careers Hub is the Enterprise Adviser Network, which enables volunteers from local businesses to work directly with the senior leadership team in secondary schools and colleges. Their involvement links the school to the world of work and adds value to the school careers, enterprise and employer engagement strategy. Find out more about what an Enterprise Adviser does at: www.greaterlincolnshirelep.co.uk.

If you are a teacher or Career Leader and would like to know more about the Careers Hub and EAN, and how our team could support you, please scan the QR to contact us.

CPD:
The Wider Offer

Leading into the Future: Supporting Leadership across Lincolnshire Schools

To complement the DfE accredited NPQ programmes within Lincolnshire, there are a number of forums which can be accessed for support, challenge and development of current practice. This can offer the pooling of resources and ideas, ensuring that each setting is connected with the most recent updates in education. This applies to staff who are post ECF within the 'Golden Thread' of professional development.

"By working together, pooling our resources and building on our strengths, we can acomplish great things."

Ronald Regan

LEADERSHIP PATHWAY

Post NPQ → Deputy and Assistant Headship → Early / New to Headship → Headship : 'An Offer for All' → Striving for Excellence Forum

Post NPQ

Following the NPQ Programmes, participants from the specialist progammes will be invited to join an Alumni group.

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, NPQLTD, NPQLL and NPQEYL. 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 continue 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.

NPQBC BEHAVIOUR AND CULTURE

NPQLTD LEADING TEACHING DEVELOPMENT

NPQLT LEADING TEACHING

NPQLL LEADING LITERACY

NPQEYL EARLY YEARS LEADERSHIP
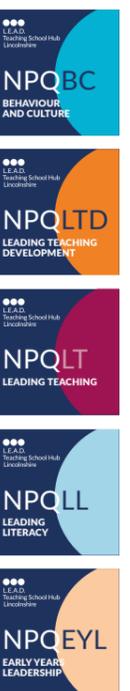
Deputy and Assistant Headship

'Flourishing in the Role'

This progamme is for any professionals fulfilling Deputy, Assistant, Head of School or Acting Headteacher roles.

Content will include:

- What are the components of effective leadership?
- What is effective governance/finance?
- Health and Safety/ Safeguarding
- The effective role of the Deputy Headteacher- Strategy v. Operational
- Teaching and Learning - what is your role?
- The Vision and School Improvement Planning
- Data and Monitoring
- Any other elements which the group selects as a need or desire

What is the desired impact?

- Increased confidence and skills in the leadership role
- Opportunity to connect with others in a similar role
- Awareness of current thinking and research
- Tools and approaches to support the position

This programme is fully funded. It aims to compliment the NPQs and add further detail around the operational and strategic elements of the Deputy Headteacher or Assistant Headteacher position.

Tuesday 17th October 2023

Tuesday 5th December 2023

Tuesday 20th February 2024

Tuesday 30th April 2024

Tuesday 4th June 2024

2pm – 4pm

Click here

Online

ONLINE -
Cost: FREE

Early / New to Headship

A funded professional development programme, designed to support Head Teachers in the early stages of their headship career to develop a coherent strategy to enable them to achieve a greater level of effectiveness.

The extended programme for headteachers who:

- Have recently started their first headship, and those who have secured a post but not yet started
- Want to ensure they are best equipped to meet the challenges of the early stages of headship
- Recognise that they have much to learn on the job and are willing to be work and learn in collaboration with others to enhance their effectiveness

Intended outcomes for those participating

- To gain a deeper understanding of what being a substantive Headteacher really means
- To extend knowledge and experience of practical strategies that will deepen your effectiveness
- To gain insights from others slightly ahead of you in the headship journey
- To consider ways of convincing others of the need for significant change & to develop the skills to implement this

Key elements

- A deepening of your analysis of the school's effectiveness as likely to be assessed by others (Ofsted)
- How to underpin your judgements about school effectiveness by using a tried and tested evaluation method
- Contributing to the improvement of others and in return receiving peer support and challenge

Wednesday 1st November 2023
Venue: Teaching School Hub, LN6 3QR

Tuesday 6th February 2024
Venue: The Bentley Hotel, LN6 9NH

Thursday 6th June 2024
Venue: The Bentley Hotel, LN6 9NH

9.15am – 2.45pm / **Cost: FREE**

Click here

Optimum Leadership Solutions
Enabling effective school leadership

"The quality of the tutors is excellent. They are knowledgeable, flexible and friendly. This training's contribution to help me improve my performance at work has been priceless! I have learned so much."

Staffordshire Head Teacher

NOTE: Existing participants on the cohort can continue the forum on the following dates:

Tuesday 31st October 2023
Monday 5th February 2024
Wednesday 5th June 2024

Headship : 'An Offer for All'

Working in partnership with the Local Authority, Diocese and Lincolnshire Schools, the Headteacher Briefings in Lincolnshire provide the opportunity to:

- Network with colleagues
- Share current challenges and find collective solutions
- Share thinking and interact with updates

The content

The approach to the briefings will be revised to include Case Studies/ Input around the following areas and opportunity to share practice in the following areas:

- Creating a culture/ leading people/ relationships and professional development
- The approach to implementation, planning, writing and monitoring to have an impact
- Rigorous and robust assessment and monitoring to impact upon outcomes
- Leading distinct groups and support staff successfully to maximise impact
- Effective leadership of inclusion, behaviour and SEND
- Effective leadership of high-quality teaching
- Continuous improvement of a high-quality curriculum including life-long learning
- Systems, processes and community-based approaches which impact upon school outcomes
- Moderation/ Assessment

These sessions will then be followed up each term online, to include current elements of need which arise throughout the year.

Striving for Excellence Forum

This is an opportunity for leaders to come together and share expertise, looking at latest research and best practice across Lincolnshire and beyond. They will have the opportunity to travel to other settings and disseminate this with Lincolnshire schools. This forum will invite leaders who have supported others and demonstrated professional generosity across the sector.

![C.I.T Where learning comes first]

- SUPPORT
- ENHANCE
- NURTURE
- DEVELOP

LEARN SEND HUB

Specialist SEND Training Providers

ABOUT US...

Who we are:

LEARN SEND Hub is the Continuing Professional Development (CPD) team within Community Inclusive Trust. They are specialists in developing strategic leadership of SEND and have a team who can work with leaders and SENCos to ensure that SEND and inclusion are embedded into whole school provision with the aim of having a positive impact on outcomes for all pupils. LEARN is well connected with a strong network of specialist partners and organisations. Their Director is currently a National Co-ordinator and Regional Lead for Whole School SEND, which ensures they are at the forefront of educational development and opportunities.

What we do:

LEARN provide bespoke professional development opportunities and school to school support in all settings, some of which are SEND specific. Their core focus is to ensure that every child receives access to high quality education.

The LEARN team can offer support to the wider workforce locally, regionally and nationally. This includes statutory training provision and a range of wider professional development opportunities at all stakeholder levels. This training will support staff to develop their educational toolkit and provide opportunities for progression throughout each stage of their career pathway.

www.learnsendhub.co.uk

Support • Enhance • Nurture • Develop

SOME OF OUR AVAILABLE COURSES

For full course availability see QR code below

- First Aid
  - First Aid at Work
  - Paediatric First Aid courses
- SEND Network Meetings
- Team Teach
- Teaching School SEND Hub offer (DfE endorsed)
- Working with Worries
- Elklan
- Introduction to ADHD

EXAMPLES OF SUPPORT/ DEPLOYMENT OFFERED

- SEND Reviews
- Health checks
- SENCO Support
  - Strategic leadership of SEND
  - SEND school-wide
  - Staff CPD
  - Staff meetings
  - SENCO coaching and mentoring
- SEND focussed staff meetings
- Behaviour support
- Action planning
- Solution-focussed guidance and advice around meeting pupil need
- System leader support
- SEND school-wide system processes

SEND NETWORK MEETING:
Keep doing what you are doing. We are very thankful to be part of it.

SEND IN THE MAINSTREAM:
This was a wonderfully beneficial training course that has given me so many strategies to put into place, not only in my classroom but whole school

Training is available in all of the following areas

C&L — Cognition & Learning
S&P — Sensory & Physical needs
SEMH — Social, Emotional & Mental Health
C&I — Communication & Interaction

Thank you so much for all of the hard work and effort you have put into working with our SENCo and getting us back on track with regards to SEND – you have been incredible! I am hoping that what you have put in place can now be embedded and sustained to ensure that we are providing the best possible education for these children that each and every one of them deserves.

That's brilliant, thank you. I can't believe how much more confident and, dare I say it, dynamic I feel now. I really feel so much more organised. I will most definitely be in touch at some point.

CONTACT US...

✉ enquiries@sendhub.co.uk
☎ 01400 659009
🐦 @LEARNSENDHub

📍 Warwick House,
Long Bennington Business Park,
Long Bennington,
Newark, NG23 5JR

Scan to discover more about our School-to-School Support, and our Courses & CPD

Teaching Assistant
SEND-specific modules

LEARN SEND HUB

This is a modular toolkit which can be accessed by all teaching assistants working with pupils with SEND in mainstream primary and secondary school settings. These will be one-hour long webinars which will be time-accessible on the LEARN website. They have been developed to assist teaching assistants in developing their skills, effectiveness and confidence when working with pupils with SEND.

Available from Spring 2024.

Click here

These modules can be purchased at three different levels.

Study Level: BRONZE
6 modules / £60 per person

Study Level: SILVER
9 modules / £85 per person

Study Level: GOLD
12 modules / £96 per person

MODULE 1

The role of the teaching assistant with pupils with SEND and development of working relationships.

This module will investigate the role of teaching assistants in school and how this has changed and grown over time. It will look at the key role of the teaching assistant in mainstream schools, particularly with pupils with SEND. It will also consider the importance of forming solid professional working relationships with pupils, parents and staff.

MODULE 2

High Quality Teaching

In this module we will look at the components of High Quality Teaching using research materials developed by the Education Endowment Fund.

MODULE 3

Promoting effective group working

Teaching assistants spend a proportion of their time working with small groups of pupils. This module will consider how best to support the pupils in group settings.

MODULE 4

Promoting independence

This module considers how best to help our pupils with SEND develop their own personal independence and independent learning.

MODULE 5

Scaffolding and questioning

This module looks at the area of scaffolding, a key process by which learners are helped to achieve their learning goals. The art of skilled questioning techniques are also explored.

MODULE 6

Delivering effective intervention programmes

This module will look at the types of intervention that are available and appropriate strategies for delivery. It will consider the components required for a successful intervention, making links from the learning in the intervention sessions to the learning in the classroom.

MODULE 7

Providing valuable feedback for teachers and pupil

Teaching assistants often have the privileged position of being with pupils when learning occurs. This module will consider ways of providing essential quality feedback of that learning to the teacher.

MODULE 8

Understanding Communication and Interaction needs

This module will focus on recognition of those pupils that have communication and interaction needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide a strategy toolbox for the teaching assistant to help support all pupils with these needs.

MODULE 9

Understanding Cognition and Learning needs

This module will focus on recognition of those pupils that have cognition and learning needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide a strategy toolbox for the teaching assistant to help support all pupils with these needs.

MODULE 10

Understanding Social, Emotional and Mental Health Needs

This module will focus on recognition of those pupils that have social, emotional and mental health needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. It will provide a strategy toolbox for the teaching assistant to help support all pupils with these needs.

MODULE 11

Understanding Physical and Sensory Needs

This module will focus on recognition of those pupils that have physical and sensory needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum.

MODULE 12

Calm and 'ready' to learn

This module develops an understanding that both positive and negative behaviours reflect how a pupil is feeling. It will provide strategies for de-escalation when managing more challenging behaviours and therefore enable learning and progress.

Primary History Conference

Local history is an important part of the curriculum and presents unique challenges and opportunities! This conference gives you what you could cover, resources you can utilise, and case studies to show you how it can be implemented successfully in school settings.

Overview of the programme content

Session 1: Local History - Alison Hales

Alison Hales is Senior Lecturer in Primary Education, History and Early Years at the University of Greenwich, UK.

Session 2: Connections between the local and national stories!

In this session, Stuart Tiffany and Sarah Longair will explore how teachers can embed local history within a wider study to provide meaningful and tangible examples that show history is literally all around us and not merely the big sites found elsewhere. The aim of the session is to show how the National Curriculum facilitates a wealth of opportunities and how we can tap into that.

Workshops to include:

- Lincolnshire archives
- Kate Argyle - The Heritage Schools manager for the county
- Case Studies including KS2 - Lincoln through time as a Post-1066

Aimed at:
- History Subject Leads
- Aspiring Primary History Leads
- Humanities Leads

Click here

Monday 26th February 2024

9.30am – 3pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £99

Mr T does Primary History
@Mr_S_Tiffany

Primary Geography Conference
High Quality Primary Geography Provision

Intended impact of the programme

- To better understand substantive and disciplinary knowledge within the context of the national curriculum and the 'real world'

- To enable improved planning and implementation of a well-sequenced and coherent curriculum that will have maximum impact on pupils' geographical learning

- To recognise and mitigate some common misconceptions around the subject

- To explore and develop a range of practical ideas for teaching high-quality geography, including fieldwork opportunities

Aimed at:
- Primary phase teachers
- Leaders of Geography

Overview of the programme content

Session 1

The first part of the day will concentrate on exploring the golden threads of geographical learning and how these inform curriculum content and learning intentions.

Session 2

The second part of the day will consider how to implement relevant and authentic delivery of the subject's content and how to continuously monitor the impact of the curriculum on pupils.

Session 3

The final session of the day will focus on geography fieldwork. Geography is an active and dynamic subject and fieldwork plays a pivotal role in making the content memorable, engaging and enjoyable by connecting it to the world outside the classroom window. We will consider what great fieldwork looks like and how it can be woven through the curriculum.

Click here

Monday 11th March 2024

All day

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £99

Geographical Association

Secondary Geography Conference
High Quality Secondary Geography Provision

Intended impact of the programme

- To enable improved planning and implementation of a well-sequenced and coherent curriculum that will have maximum impact on students' geographical learning

- To explore activities that will encourage students to think like geographers

- To explore what high-quality geography fieldwork looks like and how it can be embedded into the curriculum

🐦 @The_GA
🐦 @beckykitchen

Aimed at:
- All secondary phase Geography teachers
- Leaders of Geography

Thursday 7th March 2024

All day

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £99

Click here

Overview of the programme content

Session 1

We will begin the day by understanding the importance of a well-sequenced and coherent curriculum before applying some planning tools which can help build in progression and have maximum impact on students' geographical learning.

Session 2

The second session will take the concept of students 'thinking like a geographer' to explore what this really means and how students can develop knowledge and skills through a range of activities.

Session 3

This session will begin by exploring what high-quality geography fieldwork looks like using criteria from the Geography Quality Mark Centre of Excellence. Ideas for embedding fieldwork within the curriculum will be explored along with 'quick wins' for supporting Year 11s with the fieldwork element of the GCSE paper.

Geographical Association

Religious Education 2023-2024

RE Conference
Tuesday 25th June 2024
10am-3pm

RE Subject Leadership
Thursday 12th October 2023, 1.30pm-3.30pm

The RE Curriculum
Thursday 23rd November 2023, 4pm-6pm

Developing Knowledge in RE
Tuesday 6th February 2024, 1.30pm-3.30pm

Tuesday 12th March 2024, 1.30pm-3.30pm

FREE RE Clusters
1.30pm-3pm

Thursday 28th September 2023
Thursday 1st February 2024
Tuesday 23rd April 2024

Click here

For more details of venues and cost please scan the QR code

DIOCESE OF LINCOLN BOARD OF EDUCATION THE CHURCH OF ENGLAND

www.lincolndiocesaneducation.com

Secondary Languages Online Seminar

Primary Languages Online Seminar

Aimed at:
- All colleagues involved in the delivery of Languages in a secondary setting, including teaching assistants and specialist teachers.

Intended impact of the programme

To enhance the delivery of Languages within your secondary setting.

Overview of the programme content

The day will take place online and will include a range of inspiring national and local speakers who will all provide you with a variety of ideas to take away and use in your classrooms the very next day.

Intended impact of the programme

To enhance the delivery of Languages within your primary setting.

Overview of the programme content

The day will take place online and will include a range of inspiring national and local speakers who will all provide you with a variety of ideas to take away and use in your classrooms the very next day.

Aimed at:
- All colleagues involved in the delivery of Languages in a primary setting, including teaching assistants and specialist teachers.

@LeadLanguages

Wednsday 13th March 2024

9am – 3pm

ONLINE

Cost: £50

Online

Click here to book

Wednsday 26th June 2024

9am – 3pm

ONLINE

Cost: £50

Online

@LeadLanguages

Click here to book

Effective Early Years Provision, Curriculum and Assessment

The aim is to develop effective provision in line with the EYFS framework, support further understanding of the approach to assessment as well as reviewing, auditing and assessing how current practice is impacting on the progress of children within EYFS.

This programme will support Leaders of Foundation Stage, Foundation Stage teachers, teachers new to EYFS and support staff.

Overview of the programme content and sessions

Session 1
- Ofsted - HMI What are Ofsted looking for in terms of effective Foundation Stage Provision?

Session 2
- How strong is your Early Years Learning Environment indoors?
- Gap task – Indoor Provision Audit

Session 3
- How strong is your Early Years Learning Environment outdoors?
- Gap task – Outdoor Provision Audit & Self-efficacy Questionnaire

Session 4
- Quality interactions in provision
- Gap task – implementation of interaction tools

Session 5
- Planning the curriculum - optional workshop supporting adaptation/writing an EYFS curriculum policy

Session 6
- Effective assessment

Session 1	**Recorded Ofsted session**
Session 2	**Tuesday 3rd October 2023**
Session 3	**Tuesday 7th November 2023**
Session 4	**Tuesday 5th December 2023**
Session 5	**Tuesday 30th January 2024**
Session 6	**Tuesday 27th February 2024**

Click here

3.45pm-4.45pm

ONLINE

Cost: £99

Online

Storytelling through the Curriculum

Intended impact of the programme

- To consider the role of storytelling as a tool for learning
- To plan for high-quality storytelling experiences which support & challenge
- To increase knowledge & pedagogy of storytelling
- To use key aspects of storytelling to promote learning in wider curriculum areas

Aimed at:
- Literacy Leads
- Early Years Leads
- Practitioners
- Creative Development Leads
- ECTs
- ITT students
- Teachers in SEND/AP provision

Overview of the programme sessions

Session 1: The power of storytelling
Session 2: Using storytelling to enhance all areas of the curriculum
Session 3: Becoming a confident storyteller
Session 4: Ideas & resources for storytelling

STORYTELLING

Ignite education ltd

Course Leader
Jayne Carter

@JayneCarter20

Monday 25th September 2023

9.30am – 3.30pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £40

Click here

Research Workgroup
Diversity in Schools by Bennie Kara

Aimed at:
This work group is open to all practitioners with a responsibility/interest in diversity.

Bennie Kara will be leading a workshop at the Leadership Conference on Friday 13th October 2023
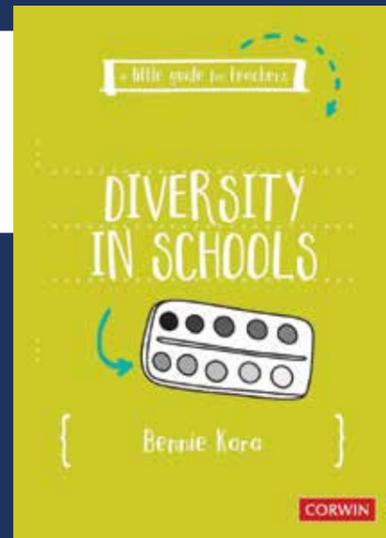
Intended impact of the programme

- To use research & literature as a tool for school improvement
- To develop a culture of peer-to-peer support & critical analysis
- To implement key strategies & approaches at a whole school level

Overview of the programme content and sessions

- This work group provides the opportunity to reflect on the key messages explored in Bennie's book and consider together how to include them in provision.
- It is intended to be a reflective & analytical group where a coaching model is used to facilitate discussion.
- Sessions will take the form of pre-reading, professional discussion & next steps gap task.

Session 1: Chapter 1: Why is language important in creating diverse schools?

Session 2: Chapter 2: How can we model respect for diversity or identity in schools?

Session 3: Chapter 3: How can we create a diverse classroom?

Session 4: Chapter 4: What does a diverse curriculum look like?

Session 5: Chapter 5: How can we create global citizens?

Session 6: Chapter 6: How can I help to create a diverse culture at school?

Session 7: Chapter 7: Where can I find sources of information & support?

Course Leader
Jayne Carter

@JayneCarter20

Wednesday 1st November 2023

Wednesday 6th December 2023

Wednesday 24th January 2024

Wednesday 21st February 2024

Wednesday 27th March 2024

Wednesday 22nd May 2024

Wednesday 26th June 2024

Click here

1pm – 3pm

ONLINE

Cost: £80

Ignite
education ltd
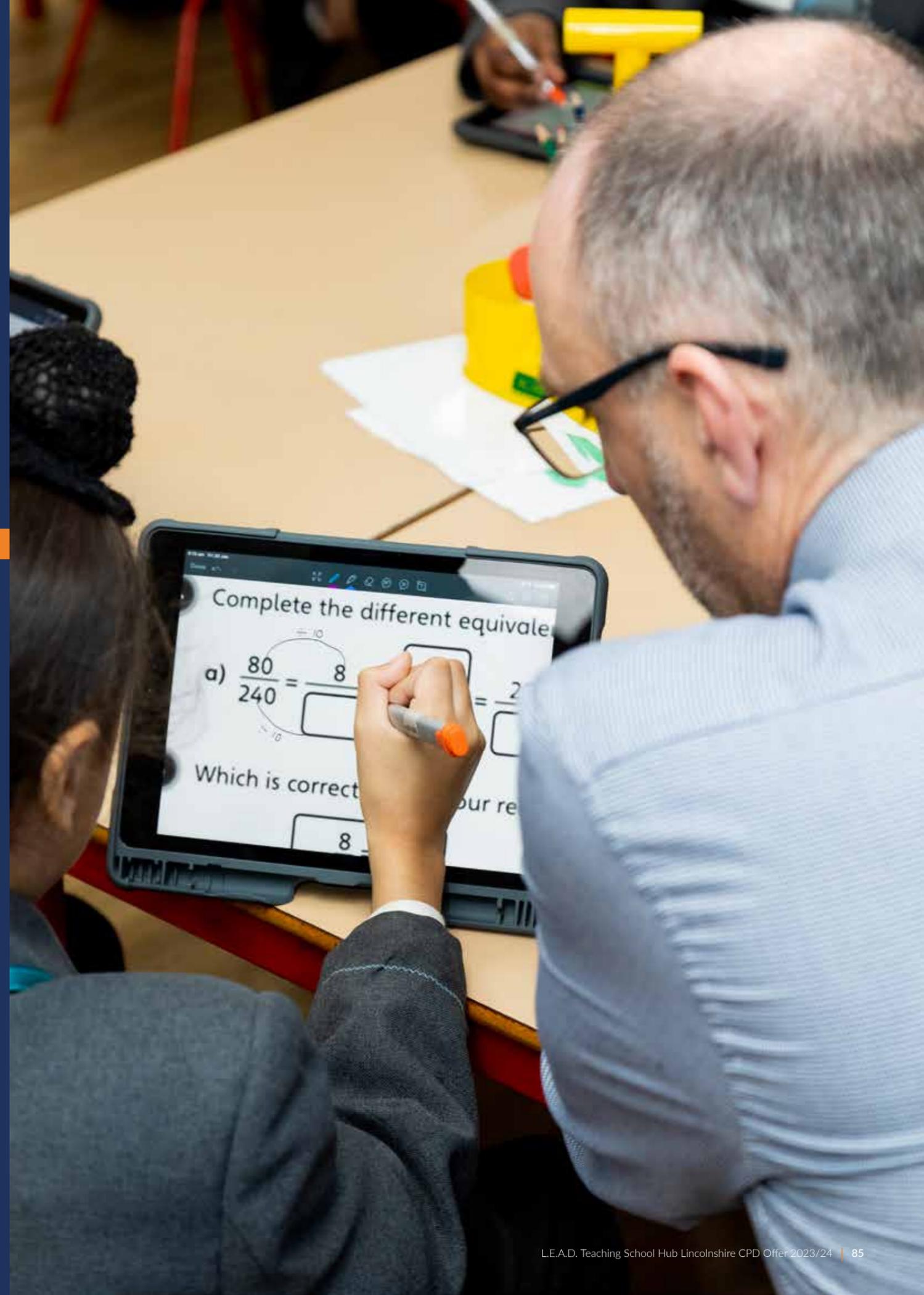
Refining Subject Leadership
A Staff Meeting Model

Intended impact of the programme

A subject leader's role is to analyse and build appropriate provision in their subject, cultivating the staff's pedagogical content knowledge to maximise learning across their school. The training will comprise of 3 sessions structured around the EEF's Implementation Process. By all subject leaders receiving the same key messages, the school is able to create an agreed vision and culture around subject leadership. With all staff developing their understanding around effective leadership, sustained change and impact can be made within a setting.

Aimed at:
- All subject leaders and SLT within a setting

Overview of the programme sessions

Subject leaders will develop strategies to support them with gaining excellent levels of subject expertise, knowledge of how a subject should progress over time, and how it connects with the school's curriculum as a whole. Staff meetings are to be arranged with the school and spread out over the academic year to allow for gap tasks between sessions.

Session 1: EXPLORE
- How strong is my subject currently? How do I know?
- How to carry out an effective subject review: Data; Outcomes; Staff knowledge; Curriculum
- How do you ensure your subject is progressive? How do you know your subject is rigorous, coherent and sequential?

Session 2: PREPARE
- What gaps have you identified? How do you plan to overcome them?
- Strategic planning for improvement: Why? How? When?
- Goals/Milestones; Analysis of a team; Long/medium/short term measures of impact

Session 3: DELIVER
- Monitoring strategies
- Leadership skills – creating a culture of developing others
- How are you addressing professional development to ensure that teachers are developing with the curriculum?
- What journey did you go through to get to this? What are your next steps?
- How well do I communicate the impact I have had as a subject leader?

The sessions will be spaced out to allow for agreed gap tasks between the sessions. The course facilitator will work closely with the school's leadership to ensure that the training is bespoke to the needs of the school. Additional support in the form of coaching and mentoring can be included in a bespoke model.

Cost for whole school training: £495

For further information please contact
admin@leadtshub.co.uk

Assessment Across the Wider Curriculum

This two-day course outlines how senior leaders can improve the quality of assessment in Foundation Subjects by using the curriculum as a progression model.

Overview of the programme sessions:

Day 1: The curriculum as a progression model

Common approaches to assessment include the labelling (emerging, expected, exceeding) of attainment or its quantification (3 points of progress). This quantitative approach to assessment has very little value beyond national evaluations. Chris will present the case for and demonstrate how schools can create a qualitative progression model. He will also show how such a model gives schools genuine evidence of student progress.

Learn about:
- How to clearly define learning and progress
- Threshold concepts
- Broad curriculum goals
- Unpacking curriculum goals with specific knowledge
- How to create Portrayal of Progress (POP) Tasks
- The difference between curriculum goals and the route to them.

Gap Task: Create POP Tasks

Day 2: The curriculum as a progression model in action

This session will focus on the use of a curriculum progression model to secure and assess progress. It will explore practical strategies for using the model for:
- Assessment for learning
- Formative assessment
- Summative assessment.

Day 1 Thursday 12th October 2023
Day 2 Thursday 23rd November 2023

9.30am – 3pm
ONLINE
Cost: £135

Online

Click here

ChrisQuigley
Education

Chris Quigley is a specialist in primary education. He has been a Teacher, Head Teacher, Lead Inspector and Trainer of School Inspectors. He is best known for his inspiring talks and his clear, easy to use support materials. He is also a publisher and a Director of Chris Quigley Education, where he leads a team of specialists, delivering inspirational training and talks all over the world.

The Power of Formative Assessment

Aimed at:
- Primary teachers
- Secondary teachers
- School leaders

Intended impact of the programme

To showcase the power of formative assessment in transforming pupil learning.

Overview of the programme content

International expert and best-selling author, Shirley Clarke, will personally signpost the evidence that demonstrates what formative assessment can do in your classroom or school. She will signpost practical strategies for building pupil self-efficacy, promoting effective talk, deciding on learning intentions, and co-constructing success criteria. She will also support participants in developing a repertoire of strategies for sharing feedback during and after a session.

Course Leader
Shirley Clarke

Wednesday 27th September 2023

9.30am - 12.30pm
Online

ONLINE

Cost: £65 per person

Click here

Bespoke offer
RE Support

Course Leader
Gill Georgiou

🐦 @GillCGeorgiou

Aimed at:
- RE Subject Leaders
- Church Schools
- Curriculum Leads

The sessions the Diocese can offer

- RE subject leadership (including statutory duties and Ofsted expectations)

- Types of knowledge in RE

- RE curriculum design

- RE teaching and learning (including EYFS and SEND)

- Assessing RE curriculum

- RE subject knowledge (religious and non-religious worldviews)

To enquire, please contact
admin@leadtshub.co.uk

Unpicking Assessment in the Foundation Subject Primary Curriculum

As teachers and leaders, it is important we are able to evaluate what knowledge and skills pupils have acquired and developed over time. As part of the present inspection framework, inspectors have broadened their monitoring of the curriculum to ensure that schools are truly providing a broad and balanced curriculum. They will be interested in finding out more about a school's approach to assessing the extent to which pupils have learned the planned curriculum.

Aimed at:
- Primary Foundation Subject Leaders
- Senior Leaders
- Classroom Teachers

Click here to book

Participants will:

- reflect on formative and summative assessment and how effectively this is used in school
- consider how the school's assessment system underpins the curriculum it teaches
- examine different approaches to assessment used by other schools
- explore the link between assessments tasks and retrieval practice as part of the learning process
- use the findings from academic research to identify changes to their/ school practice
- identify ways of 'quality assuring' the data through a range of monitoring activities
- ensure that any systems developed are manageable and meaningful for teachers and their workload pressures

Friday 13th October 2023
9.15am – 12.30pm

ONLINE

Cost: £95 per person

Online

Course Leader
Paul Longden

Successfully Identifying and Tackling Barriers to Learning

Course Leader
Paul Longden

Identifying barriers to learning can be difficult because they come in all shapes and sizes, and are often particular to each pupil.

This course unpicks a range of barriers pupils may face and how we can successfully identify and mitigate the impact they have on pupils' success.

Participants will consider:

- A range of ways that school practitioners can identify pupil barriers
- The findings from social research
- Ways to break down the barriers
- Implications for teaching, the curriculum and the classroom environment
- Interventions and approaches that can be taken to minimise the impact of such barriers
- Ways we can evaluate our success

Aimed at:
- Headteachers
- SENCOs
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders
- Teachers
- Teaching Assistants

Monday 9th October 2023
9.15am – 12.30pm

ONLINE

Cost: £95 per person

Online

Click here to book

Pupil Articulation: The Key to Developing Understanding and Evaluating the Impact of your Curriculum

This course will explore the overwhelming benefits of ensuring your pupils are able and confident to articulate their learning and understanding.

The judgement about the impact of a school's curriculum will partly be based on demonstrable evidence that pupils 'know more, remember more and can do more'. With that in mind, this course will look at ways that both teachers and curricular leaders can develop and enhance pupils' ability to articulate their curricular understanding.

Course Leader
Paul Longden

Participants will:

- Appreciate the relationship between 'talking' and 'understanding'
- Explore the role of developing oracy across the curriculum
- Consider a wider range of strategies that teachers can build into their pedagogy – including exploring in detail the Dialogic Approach
- Appreciate the importance of developing metacognitive practice
- Reflect on how the design of the subject curriculum can be adapted to help pupils 'know more' and remember more'
- Use the findings from academic research to identify changes to their/ school practice
- Consider how monitoring activities can capture and evaluate the extent of pupils' understanding about what they've been taught.

Aimed at:
- Headteachers
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders
- Teachers
- Teaching Assistants

Click here to book

Session 1 Tuesday 28th November 2023   9.30am – 3pm
Session 2 Monday 10th June 2024   9.15am – 12.30pm

Online

ONLINE
Cost: £220 per person

Pupil Premium

Developing and sustaining an evidenced-informed strategy to improve the outcomes for disadvantaged pupils

This course will enable participants to explore a variety of strategies to help school leaders overcome key barriers to learning and achievement and narrowing the gap for disadvantaged pupils.

Participants will have the opportunity to explore the research report from the EEF 'Guide to Pupil Premium' providing school leaders with a practical starting point to develop, implement and monitor an evidence-informed approach to their pupil premium strategy. The guide suggests a four-step cycle for school leaders to follow when developing and sustaining their strategy.

This training day will offer a range of practical strategies and ideas to help schools

- consider how PP funding can be used to mitigate the wider impact that poverty has on pupils' school experiences
- explore the important factors when developing and delivering an effective strategy
- consider the range of factors attributable to successfully implementing new initiatives
- examine a range of approaches that will provide high-quality teaching for all as well as more targeted approaches for individual pupils
- realise the importance of oracy in improving pupils' future academic success
- reflect on ways to support pupils SEMH needs and issues affecting wider family groups
- demonstrate the impact of funding linked to whole school and individualised strategies
- explore practical ways that governors can ensure the funding is spent effectively
- evaluating impact

Course Leader
Paul Longden

Click here to book

Tuesday 20th February 2024
9.30am – 3pm

ONLINE

Online

Cost: £135 per person

Aimed at:
- Headteachers
- Senior Leaders
- Middle veaders
- Govenors
- Staff responsible for co-ordinating PP funding

Unpicking and Evaluating your School Inspection Data Summary Report (IDSR) – Primary Age

Aimed at:
- Headteachers
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders

This half day session will explore the school Inspection Data Summary Report (IDSR) helping leaders gain a better understanding of each section and how it may be analysed by inspectors in preparation for inspection.

Each section will be explored in detail, enabling participants to gain an insight into how the document is used in preparation for inspection

Participants will:

- Explore each section in turn, reflecting on the key information presented
- Further develop an understanding of their own school contextual data
- Evaluate the extent to which their own indicators are reflective of school strengths or a cause for concern
- Have the opportunity to link data contained in the IDSR to current indicators
- Gain an insight into how inspectors may explore areas of concern

Click here to book

THIS SESSION USES THE DOWNLOADABLE VERSION NOT THE LIVE WEBSITE VERSION.

Tuesday 12th December 2023
9.15am – 12.30pm
ONLINE
Cost: £95 per person

Online

Course Leader
Paul Longden

Pastoral Care

Making sure your system makes a difference to those who most need it

Course Leader
Paul Longden

This course will explore the key facets of effective pastoral leadership. Schools are under greater pressure than ever to ensure their pastoral provision for pupils is the best it can be.

This course will consider a range of practical strategies and advice based on research, my own experience of leading schools needing highly effective pastoral provision and evidence from other schools.

Broader areas covered during this session include:

- Effective pastoral leadership
- Ambition and high expectations for all pupils
- Identifying pupil needs
- Working with parents/ families
- Links to behaviour and attendance
- Impact of poverty
- School based pastoral teams/ systems
- Evidence based interventions
- Evaluating impact

Click here to book

Tuesday 6th February 2024
9.30am – 3pm
ONLINE
Cost: £135 per person

Online

Aimed at:
- Headteachers
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders
- Subject Leaders
- Teachers
- Teaching Assistants
- Pastoral Leaders/ team members

Dual Coding, Rosenshine's Principles and Active Learning Strategies: Are They Evident in Teaching Pedagogy?

Aimed at:
- Headteachers
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders
- Teachers
- Teaching Assistants

This course will provide participants with the opportunity to look in greater depth at key ingredients that contribute to highly effective teaching.

Research and inspection evidence suggest the most important factors in how, and how effectively the curriculum is taught. These are incorporated into the 'implementation' part of the Quality of Education section in the current Inspection Framework. Participants will explore the role that dual coding, graphic organisers, Rosenshine's Principles and Active learning strategies can play in achieving this.

Participants will explore and reflect on:

- the extent to which teachers help pupils to understand key concepts, by presenting information clearly and encouraging appropriate discussion
- how effectively adults check pupils' understanding effectively, and identify and correct misunderstandings
- how teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently
- the theory of dual coding and Rosenshine's Principles and how they can be incorporated into the teaching and learning process
- opportunities to use graphic organisers to support pupils in processing and demonstrating their understanding
- a range of 'active learning' strategies that adults could use in lessons and interventions

Tuesday 14th November 2023
9.30am – 3pm
ONLINE
Cost: £135 per person

Online

Click here to book

Course Leader
Paul Longden

Exploring the Benefits of Mind Mapping to Support Long-term Memory

Course Leader
Paul Longden

Mind maps can be used in a range of ways to develop pupils' long-term memory. This course unpicks the process of creating and using mind maps within and across lessons and the power they have to help all pupils deepen their understanding and remember key concepts and information longer term.

Participants will:

- Explore the theory around mind mapping
- Explore the important features of mind maps
- Be taken through the step by step approach to creating a mind map
- Identify where and how mind maps can be incorporated in their teaching practice and the design of the curriculum

Aimed at:
- Headteachers
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders
- Subject Leaders
- Teachers

Friday 19th January 2024
9.15am – 12.30pm
ONLINE
Cost: £95 per person

Online

Click here to book

How Inclusive is your Classroom?

This session will explore a range of time-efficient practical approaches that will help schools ensure that classrooms and lessons are inclusive and supportive of pupils with Special Educational Needs and Disabilities.

Course Leader
Paul Longden

Participants will explore and reflect on:

- more what an inclusive environment needs
- ways to create anxiety free routines
- ensuring teaching methods are fully inclusive demonstrating high expectations for all
- the language that we use in an inclusive classroom
- the importance of the physical layout of the classroom
- the theory of relational practice and its importance when working with pupils with SEND
- the behaviour for learning classroom environment

Aimed at:
- Headteachers
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders
- Teachers
- Teaching Assistants

Monday 20th November 2023

9.15am – 12.30pm

ONLINE

Cost: £95 per person

Online

Click here to book

Teaching about Healthy Relationships
Primary

Aimed at:
- PSHE/RSHE leads in Primary

Intended impact of the programme

- Attendees feel confident and skilled to implement teaching around healthy relationships
- Pupils receive quality education around healthy relationships

Overview of the programme content

The half-day virtual session will explore practical strategies, activities and resources to teach secondary age children about healthy relationships. Delegates will reflect on their current practice and identify areas for development.

Course Leader
Catherine Kirk

@ckirkRSE

Wednesday 24th January 2024

1pm – 4pm

ONLINE

Cost: £99

Online

Click here to book

Teaching about Healthy Relationships
Secondary

Aimed at:
- PSHE/RSHE leads in Secondary

Course Leader
Catherine Kirk

@ckirkRSE

Intended impact of the programme

- Attendees feel confident and skilled to implement teaching around healthy relationships
- Pupils receive quality education around healthy relationships

Overview of the programme content

The half-day virtual session will explore practical strategies, activities and resources to teach secondary age children about healthy relationships. Delegates will reflect on their current practice and identify areas for development.

Wednesday 31st January 2024

1pm – 4pm

ONLINE

Cost: £99

Online

Click here to book

Teaching about Child-on-Child Abuse and Sexual Harassment
Primary

Aimed at:
- PSHE/RSHE leads in Primary

Intended impact of the programme

- Attendees feel confident and skilled to implement teaching around child-on-child abuse and sexual harassment
- Pupils receive quality education around child-on-child abuse and sexual harassment

Overview of the programme sessions

The half-day virtual session will explore the rationale for teaching children about child-on-child abuse and sexual harassment alongside practical strategies, activities and resources to make this learning meaningful. Delegates will reflect on their current practice and identify areas for development.

Course Leader
Catherine Kirk

@ckirkRSE

Tuesday 21st November 2023

1pm – 4pm

ONLINE

Cost: £99

Online

Click here to book

Teaching about Child-on-Child Abuse and Sexual Harassment

Secondary

Aimed at:
- PSHE/RSHE leads in Secondary

Course Leader
Catherine Kirk

🐦 @ckirkRSE

Intended impact of the programme

- Attendees feel confident and skilled to implement teaching around child-on-child abuse and sexual harassment
- Pupils receive quality education around child-on-child abuse and sexual harassment

Overview of the programme sessions

The half-day virtual session will explore the rationale for teaching children about child-on-child abuse and sexual harassment alongside practical strategies, activities and resources to make this learning meaningful. Delegates will reflect on their current practice and identify areas for development.

Click here to book

Tuesday 14th November 2023

1pm – 4pm

ONLINE

Cost: £99

Online

Effective Leadership of RSHE/PSHE

Intended impact of the programme

- Attendees feel confident and skilled to lead RSHE/PSHE effectively
- Pupils receive quality needs-led RSHE/PSHE

Course Leader
Catherine Kirk

🐦 @ckirkRSE

Aimed at:
- PSHE/RSHE leads in primary and secondary

Overview of the programme content

The course will be spread over 3 twilight sessions enabling participants to apply their learning back in school.

Session 1
The first session will cover the foundations for effective RSHE/PSHE provision in school. We will cover: what makes a great leader; key legislation, guidance and links to safeguarding; the importance of a whole school approach; how RSHE supports key school priorities; engagement with stakeholders.

Session 2
In this session we will explore the RSHE/PSHE curriculum and assessment. Participants will be encouraged to scrutinise their curriculum to ensure it meets the needs of pupils. We will cover assessment, monitoring and evaluation.

Session 3
In this final session we will focus on the lead's role in supporting teachers to deliver effective RSHE/PSHE. We will cover: needs assessments; support and challenge; training and development; observations; mentoring and coaching.

Session 1 Tuesday 3rd October 2023
Session 2 Wednesday 8th November 2023
Session 3 Tuesday 12th December 2023

4pm - 5.30pm
ONLINE
Cost: £99

Online

Click here to book

Professional Forums

Myatt and Co:
CPD Films for Teachers, Leaders and Education Professionals

DON'T MISS OUT

Limited discount offer

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.

Click here

LIMITED LICENCES

If you are interested in signing up for this, scan the QR to register your interest.

We only have 100 licences in total.

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

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

Click here

Primary English Subject Leader Specialist Group

Aimed at:
- Primary English Subject Leaders

Intended impact of the programme

English Curriculum Leaders will be guided through a developmental journey aimed at equipping them to effectively lead English, increasing their knowledge of this curriculum area. Through the sessions we consider curriculum development and current focuses in the area of Primary English.

At each meeting, the Subject Leaders set some of the agenda for the following meeting. This ensures that the focuses are pertinent to all attending. Each focus is explored considering current research, as well as best practice across schools. National updates and key messages will be shared. Consideration will also be given to the English programmes their schools have taken part in throughout the term, as well as the ones they plan to attend, to support them in their monitoring and evaluating the impact of these in their school.

As well as this, each meeting will have a specific focus, ensuring the group covers all aspects of leading English across the year.

Overview of the programme content and sessions:

The sessions will focus on aspects such as the following whilst also ensuring that we respond to the bespoke needs of the group as the year progresses.

Session 1: A focus related to reading

Session 2: A focus related to writing

Session 3: A focus related to oracy

Session 1 Thursday 2nd November 2023 L.E.A.D. TS Hub

Session 2 Monday 4th March 2024   ONLINE

Session 3 Monday 24th June 2024 L.E.A.D. TS Hub

1.30pm – 4pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £99

Click here to book

Secondary English Subject Leader Specialist Group
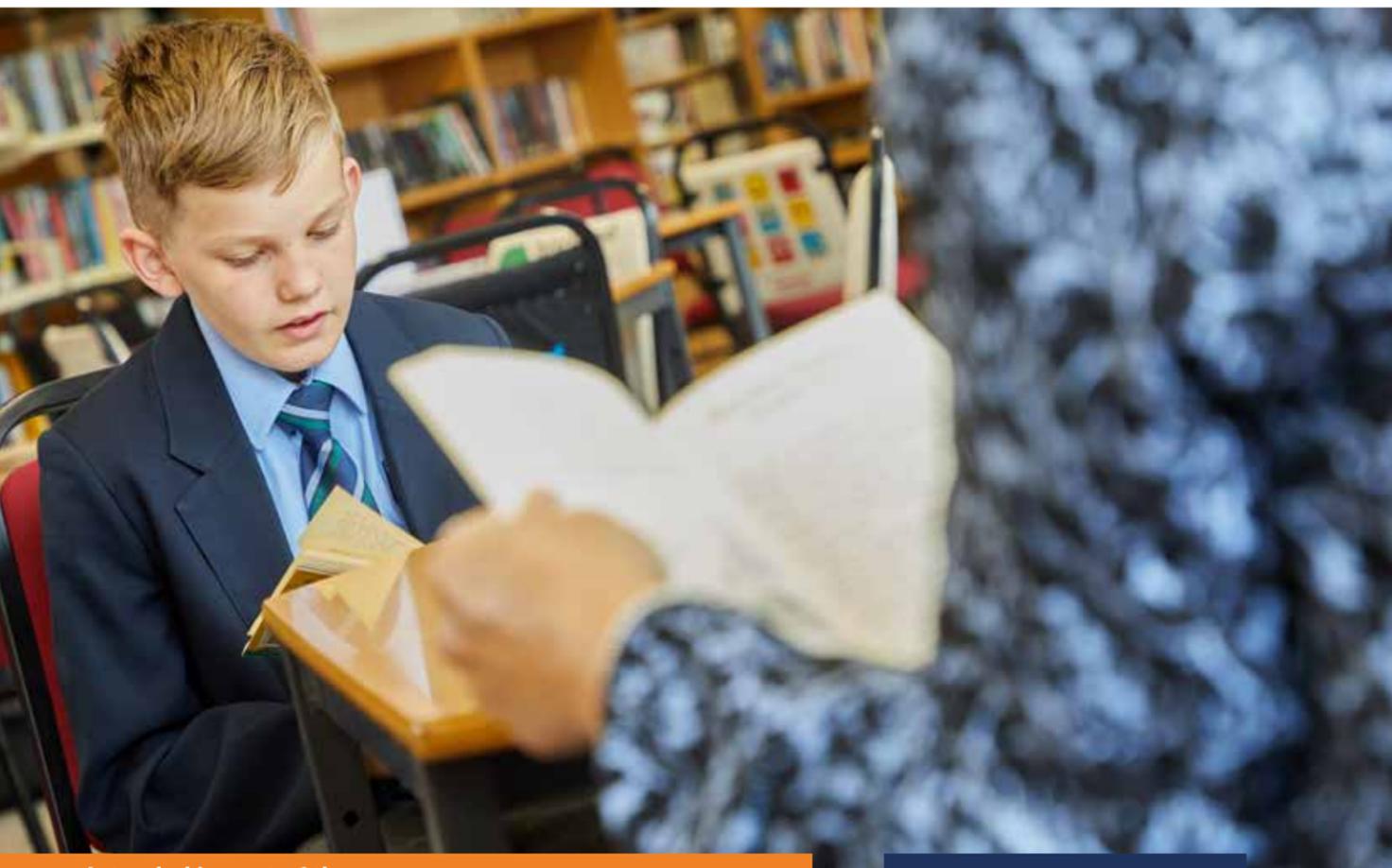
Intended impact of the programme

- Drive subject-specific improvement forwards
- Bring subject practitioners together, sharing challenges and expertise
- Raise awareness of new research and facilitate professional dialogue

Aimed at:
- Secondary English teachers
- Secondary English heads of department
- Secondary English lead practitioners

Overview of the programme content

The session, in the first instance, will focus on Key Stage 3 and reading. With the soon to be released publication of the Reading Framework Part 2, from the Department of Education, we will discuss what implications this has for a secondary school exploring strategies to support students with developing their fluency.

Click here to book

Monday 6th November 2023
Monday 29th April 2024
Monday 17th June 2024

1.30pm - 4.30pm

Venue: L.E.A.D. Teaching School Hub, Henley Way, Lincoln LN6 3QR

Cost: £99

Primary Maths Subject Leader Specialist Group

Aimed at:
- Primary Maths Leaders

Overview of the programme content

AUTUMN
- The strategic role of the maths lead
- Low threshold, high ceiling tasks
- NRICH Updates with Dr Ems Lord

SPRING
- Delivering INSET to colleagues in your schools
- Adaptive practice and cognitive science in maths

SUMMER
- Action planning for 2024/25
- NRICH updates with Dr Ems Lord
- Misconceptions, prior learning and pre-learning

MATHSHUBS EAST MIDLANDS EAST
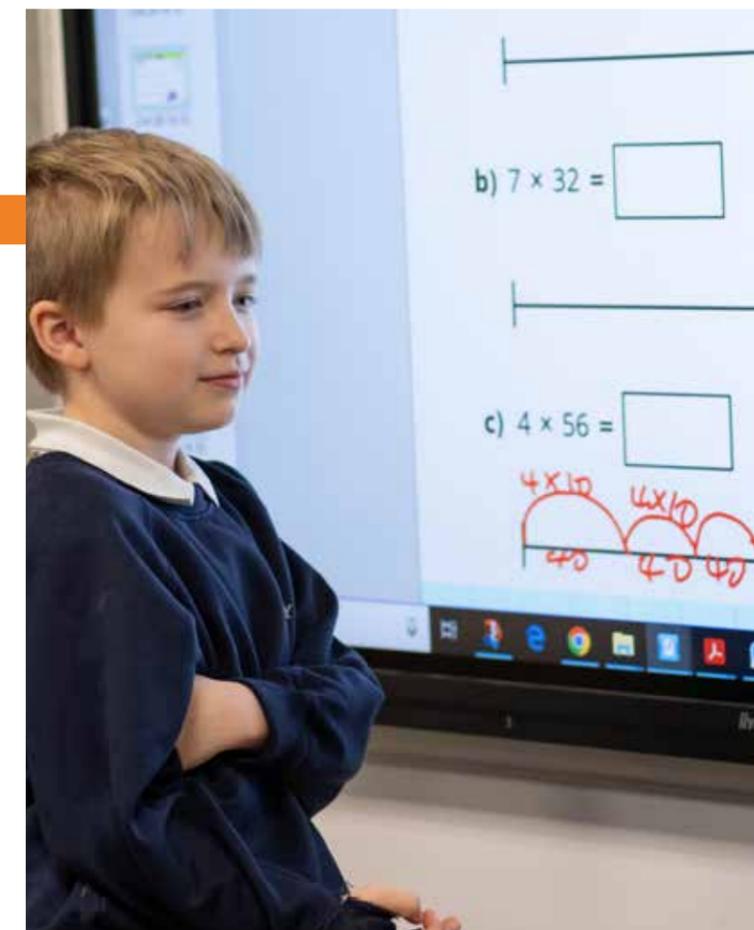
Click here to book

LINCOLN

Autumn Tuesday 21st November 2023
Spring Tuesday 5th March 2024
Summer Tuesday 25th June 2024

1.30pm – 4.30pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £99

Click here to book

BOURNE

Autumn Thursday 13th November 2023
Spring Tuesday 5th March 2024
Summer Thursday 20th June 2024

1.30pm – 4.30pm

Venue: Keystone Training Room, Bourne Westfield Primary Academy, Westbourne Park, Bourne PE10 9QS

Cost: £99

Secondary Math Subject Leader Specialist Group

Aimed at:
- Leaders of mathematics
- Staff who are leading teaching and learning in their maths department
- Teachers developing to become middle leaders

Intended impact of the programme

- To provide a network where leaders of maths can collaborate.
- To provide the opportunity to learn about developments in maths education.
- To share best practice and research for leadership development.
- To share best practice and research to develop teaching and learning.

Overview of the programme sessions

There are 3 face-to-face sessions

Session 1 includes a review of the summer examinations, the lessons learnt, combined best practice, and how to structure improvement changes. It will provide time to discuss key leadership issues.

Session 2 focusses on T&L. Discussions and best practice will include a focus on preparation for forthcoming examinations.

Session 3 has a strong leadership and ongoing improvement focus, reflecting on the current academic year and preparations for the forthcoming year.

Two recorded online sessions support the programme and provide additional insight into key ideas. Participants can access these sessions at a time convenient to them.

MATHSHUBS EAST MIDLANDS EAST

Click here to book

Session 1 Monday 27th November 2023
Session 2 Monday 25th March 2024
Session 3 Monday 1st July 2024

9.30am - 3.30pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: FREE to Schools - *workgroup funded by the DfE*

RE Subject Leader Specialist Group

Intended impact of the programme

An opportunity for RE teachers and subject leaders to network and develop their confidence in subject knowledge, pedagogy and curriculum thinking, including engagement with the latest research, resources and examples of good practice.

These meetings are affiliated with the National Association of Teachers of RE (NATRE).

Aimed at:
- Primary teachers
- Secondary teachers
- Leaders of RE

Click here

Thursday 28th September 2023
Thursday 1st February 2024
Tuesday 23rd April 2024

1.30pm – 3pm
ONLINE
Cost: FREE

Online

Course Leader
Gill Georgiou

EAL Subject Leader Specialist Group

Aimed at:
- Senior leadership
- EAL coordinators and leaders
- Teaching staff
- Teaching assistants

INTENDED IMPACT OF THE PROGRAMME:

- A forum for the sharing of best practice, resources and emerging ideas
- It is intended that the content of the meetings will be responsive to the needs of participants and their schools as questions arise

THE PROGRAMME AIMS TO:

- To foster a school ethos that celebrates multilingualism and multiculturalism
- To improve communication and engagement with families with EAL
- To improve academic outcomes for children with English as an Additional Language and the wider school

Overview of the programme content and sessions

Session 1: Assessment
- Bilingual Assessment at admission meetings: confidence, self-esteem and parental trust
- Early Days: Initial Assessment activities and what they mean
- A comparison of Assessment Schemes: Proficiency Levels, Nottingham's Framework, The Bell Foundation, NASSEA and STAR EAL
- The Bell Foundation: A manageable system of assessment for learning and summative assessment, including a look at recommended strategies

Session 2: Building vocabulary for all
- From first steps to advanced EAL.
- What vocabulary to teach, when
- How to teach vocabulary through intervention and whole class teaching: Pre-teaching, drill, track games, Wordaware, disappearing cloze, trapdoor
- Avoiding errors with phrasal verbs, verb tenses and language chunks

Session 3: Reading for children with EAL
- Bilingual books: Unite for Literacy and other online sources, the Education Library Service, Mantra Lingua and Penpals. A review of the availability of bilingual books, their uses and their value
- Building comprehension from early stages
- A Peer Reading Scheme: Training children to teach children to read
- Using comprehension to develop writing skills

Thursday 5th October 2023
Thursday 18th January 2024
Thursday 18th April 2024

3.45pm – 4.45pm

Online

ONLINE

Cost: £99

Click here to book

Primary History Subject Leader Specialist Group

Mr T does Primary History
@Mr_S_Tiffany

Overview of the programme content

The professional history forum is now entering it's third year with the aim of supporting primary history leaders and continuing to share the most up-to-date guidance and best practice.

They run termly and provide a chance for CPD, networking and additional resources you may not have come across.

- Keep leaders up-to-date with topical resources and best practice
- Support teachers in understanding documentation from official bodies such as the DfE and Ofsted (subject report expected Summer term 2023)
- Share opportunities for continuing professional development
- Networking with other leaders

Participants are able to suggest their current priorities to be incorporated into the sessions to ensure the sessions are proactive and responsive.

Thursday 19th October 2023
Thursday 14th March 2024
Thursday 13th June 2024

3.30pm – 5pm

ONLINE

Cost: £99

Online

Click here to book

Aimed at:
- Primary History Subject Leaders

Music Subject Leader Specialist Group

Intended impact of the programme

Attendees will gain a greater understanding of national, regional and local music education developments, policies, key headlines and opportunities. This will inform their School Music Development Plan that captures the curricular and co-curricular offer as part of the National Plan for Music Education: The Power of Music to Change Lives.

Aimed at:
- Primary Music Coordinators
- Primary Music Specialist Teachers
- Secondary Heads of Department
- Secondary Music Teachers
- Special Music Coordinators
- Special Music Teachers
- Senior Leadership Teachers
- Headteachers

Overview of the programme content

All children and young people should receive a high-quality music education in the early years and in schools. We should aim high with the music provision, to embed and exceed the national curriculum and to support pupils to realise their musical potential. A high-quality school music education consists of three distinct, but interlinked areas of provision.

- Curriculum music, compulsory from key stages 1-3, then optional for examination classes (e.g. GCSE, vocational and technical qualifications and A level).
- Instrumental and vocal lessons, and ensemble membership.
- Musical events and opportunities, such as singing in assembly, concerts and shows, and trips to professional concerts

The Music Subject Leader Forum will enable colleagues to develop, share and network in order to deliver their School Music Development Plan for the benefit of their pupils.

Lincolnshire **Music** Education Hub

Thursday 12th October 2023
Thursday 1st February 2024
Thursday 23rd May 2024

4pm - 5pm
ONLINE
Cost: FREE

Online

Click here to book

Creating your Music Development Plan

Click here to book

Thursday 9th November 2023   9.30am - 12pm
Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR
Cost: FREE

Join other Music Subject Leaders to develop, share and implement your School Music Development Plan 2023/2024.

Becoming a Confident Primary Music Lead

Click here to book

Tuesday 12th March 2024   9.30am - 4pm
Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR
Cost: FREE

Join both specialists and non-specialists alike and build your knowledge and confidence to successful lead music in your school.

Primary Geography Subject Leader Specialist Group

- Opportunity to share good practice and be a part of a professional subject network.
- Improve understanding of geographical knowledge (substantive and disciplinary) and skills.
- To better understanding what thinking, behaving and applying like a geographer entails and how to best model and embed that in primary classrooms.

Aimed at:
- All primary phase leaders of geography

Overview of the programme content and sessions

Session 1

The geography national curriculum begins with: 'A high-quality geography education should inspire in pupils a curiosity and fascination about the world...' The session will focus on how to stimulate and provoke pupils' curiosity, before exploring what a good geographical enquiry might look like in the primary phase.

Session 2

Using, interpreting and creating maps is a central geographical practice from Nursery age upwards. This session will consider how maps support the learning of knowledge across the geography curriculum and beyond.

Session 3

Good geographers observe, measure, interpret and connect their personal experiences of the world with the concepts, themes and facts learned during lessons. The final session of the year will look at the importance of fieldwork and how to make it meaningful, relevant and impactful.

Geographical Association

Click here to book

Session 1 **Thursday 12th October 2023**
Session 2 **Thursday 29th February 2024**
Session 3 **Thursday 6th June 2024**

3.45pm-4.45pm
ONLINE
Cost: £99 per participant for all 3 sessions

Online

Primary PSHE Subject Leader Specialist Group

Aimed at:
- PSHE/RSHE leads in primary

Intended impact of the programme

- Attendees are equipped to share updates and good practice back in their own setting

- Attendees are kept up-to-date with legislation, guidance and good practice in PSHE/RSHE

Overview of the programme content

Join us for our virtual termly RSHE network focused on improving the quality of RSHE provision. The content of networks will be led by the interests and needs of participants and be informed by recent developments in RSHE.

There will be an opportunity to network with fellow RSHE leads, share good practice, and learn about new resources. Attendees will be encouraged to share their learning with colleagues back in school.

Course Leader
Catherine Kirk

@ckirkRSE

Tuesday 10th October 2023
Tuesday 6th February 2024
Wednesday 5th June 2024

3.45pm – 4.45pm

ONLINE

Cost: £99

Online

Click here to book

Secondary PSHE Subject Leader Specialist Group

Aimed at:
- PSHE/RSHE leads in secondary

Intended impact of the programme

- Attendees are equipped to share updates and good practice back in their own setting

- Attendees are kept up-to-date with legislation, guidance and good practice in PSHE/RSHE

Overview of the programme content

Join us for our virtual termly RSHE network focused on improving the quality of RSHE provision.

The content of networks will be led by the interests and needs of participants and be informed by recent developments in RSHE.

There will be an opportunity to network with fellow RSHE leads, share good practice, and learn about new resources. Attendees will be encouraged to share their learning with colleagues back in school.

Course Leader
Catherine Kirk

@ckirkRSE

Click here to book

Thursday 19th October 2023
Thursday 29th February 2024
Tuesday 11th June 2024

3.45pm – 4.45pm

ONLINE

Cost: £99

Online

Early Years Subject Leader Specialist Group

This programme will support Leaders of Foundation Stage and SLT supporting EYFS practitioners.

The aim is to provide delegates with opportunities to network, share best practice and focus on aspects that have been drawn from 2023 data. Delegates will be able to participate in professional conversations around their baseline assessments.

There will be an ongoing theme of promoting early language throughout the sessions as well as sharing essential tools, resources and audits to support you with developing your EYFS setting and quality of teaching and learning across the whole staff team. The focus of the sessions will be amended in response to the bespoke needs of the group.

Overview of the programme content and sessions

Session 1

This session will provide opportunities to:

- explore themes from 2023 data
- begin building a tool kit of research informed resources to support you in developing provision in your setting
- discuss your baseline assessments and areas that you would like to explore in more detail in subsequent sessions

Delegates will carry out gap tasks in preparation for session 2:

- Audit tool
- Hot and cold spots in provision

Session 2

This session will provide the opportunity to explore:

- themes from gap tasks from session 1
- opportunities to network and share best practice around areas identified from the gap tasks
- access to further research informed tools

Session 3

Content for this session will be in response to the needs of the group. Delegates will have the opportunity to request areas that they have identified from the tools provided in sessions 1 and 2.

Click here to book

Session 1 Wednesday 8th November 2023
Session 2 Thursday 21st March 2024
Session 3 Thursday 6th June 2024

3.45pm-4.45pm
ONLINE

Online

Cost: £99 per participant for all 3 sessions

Primary Languages Subject Leader Specialist Group

Aimed at:
- All colleagues involved in the delivery of Languages in a primary setting, including teaching assistants and specialist teachers.

Intended impact of the programme

To keep colleagues up to date with news and opportunities relating to the delivery of Primary Languages and to facilitate discussion on a "hot topic" each term.

Overview of the programme content

At each termly meeting, colleagues will have the chance to discuss a topic of interest relating to their delivery of Languages in a primary setting.

Click here to book

🐦 @LeadLanguages

Thursday 9th November 2023
Wednesday 7th February 2024
Tuesday 21st May 2024

3.45pm – 4.45pm
ONLINE

Online

Cost: £99

Secondary Languages Subject Leader Specialist Group

Primary DT Subject Leader Specialist Group

Intended impact of the programme

To keep colleagues up to date with news and opportunities relating to the delivery of Secondary Languages and to facilitate discussion on a "hot topic" each term.

Overview of the programme content

At each termly meeting, colleagues will have the chance to discuss a topic of interest relating to their delivery of Languages in a secondary setting.

🐦 @LeadLanguages

Aimed at:
- All colleagues involved in the delivery of Languages in a secondary setting, including teaching assistants and specialist teachers.

Click here to book

Thursday 16th November 2023

Tuesday 5th March 2024

Wednesday 22nd May 2024

3.45pm – 4.45pm

ONLINE

Cost: £99

Online

Overview of the programme sessions

Session 1: How to prepare for a Deep Dive in Design and Technology

Session 2: Implementation – IEAs, FTs and DMEAs – a closer look at the methods of delivering Design and Technology and unit ideas

Session 3: How to use TinkerCAD in your teaching.

Aimed at:
- Primary DT Leads

Click here to book

Session 1 Monday 6th November 2023

Session 2 Monday 11th March 2024

Session 3 Monday 20th May 2024

3.45pm-4.45pm

ONLINE

Cost: £99 per participant for all 3 sessions

Online

Primary Art Subject Leader Specialist Group

Course Leader
Emily Gopaul

The Primary Art class was founded by Emily Gopaul, a London-born art educator, artist and art education consultant of Indo-Guyanese descent. Her pronouns are she/her/hers. With extensive experience in teaching and leading art in both primary and secondary schools, Emily has established herself as a respected figure in the field of art education.

Emily authored the book "Teaching Primary Art and Design" in 2018, sharing her ideas for effective practices and lessons.

Currently, Emily operates through her company, The Primary Art Class, where she works as an art educational consultant and advocate. Her expertise is sought after by educational and cultural organizations. Emily has worked with renowned institutions such as Teach First, Findel, Tate, BBC Bitesize, BBC Teach, The Crafts Council, Freelands Gallery (Artistteacher), NSEAD, and The Thackray Museum, among others.

Emily engages directly with schools and conducts Continuing Professional Development (CPD) events. She is passionate about art education and welcomes opportunities to discuss her interests and work, as well as to foster collaborations.

As a lifelong learner, Emily's consultancy and advocacy practice continues to evolve and adapt. By staying up to date with the latest developments in education and art, Emily ensures that her perspectives and offerings remain relevant and contribute to positive and inclusive change. Drawing from her nearly two decades of classroom experience, she grounds her work in real-life practices, maintaining a practical and impactful approach.

Furthermore, Emily actively collaborates with the National Society for Education in Art and Design (NSEAD) on their anti-racist initiatives. She is deeply passionate about ensuring that art education is not only inclusive but also actively works against racism. Emily believes in the transformative power of art and its potential to challenge societal biases and promote equity. Through her work with NSEAD and other platforms, she advocates for anti-racist practices and strives to create learning environments where every student feels valued and represented.

Aimed at:
- Art leads and teachers in the primary sector
- Senior management in the primary sector

Intended impact of the programme

Enhance your approach to reviewing and refining your current primary art provision by incorporating principles of inclusivity and anti-racism. Utilise the NSEAD checklists as a framework and supplement them with additional resources and stimuli that can be practically implemented to bring about positive changes in your curriculum and teaching practices.

Explore ways to critically evaluate and enhance your existing primary art provision through an inclusive and anti-racist lens.

Overview of the programme content

Incorporating principles of inclusivity and anti-racism to your primary art provision

Session 1: Translate theoretical concepts into practical strategies for positive change

Session 2: Explore ways to critically evaluate and enhance your existing primary art provision through an inclusive and anti-racist lens. Establish a culture of ongoing reflection

Session 1 Monday 13th November 2023
Session 2 Monday 26th February 2024
Session 3 Monday 20th May 2024

3.45pm – 4.45pm

Click here to book

ONLINE

Online

Cost: £99

Graduated Approach Briefings

Intended impact of the programme

The graduated approach briefings are aimed at SENDCos and other staff members of educational settings, who support the needs of children and young people with special educational needs and disabilities (SEND) in Lincolnshire. The briefings focus on removing barriers to learning and implementing effective special educational provision by embedding a robust graduated approach across educational settings.

Aimed at:
- SENDCos and other interested teachers
- Senior leaders

Overview of the programme content

The content changes and is dependent on the topics that have been requested through the annual survey and also what is current within Lincolnshire's SEND offer at the time of the briefing.

Graduated approach briefings occur regularly throughout the academic year, starting in October.

For more details on how to book each briefing throughout the year, or to access information on past meetings, including slides, recordings and presentations can be accessed via this QR code.

Click here

Cost: FREE

Lincolnshire COUNTY COUNCIL
Working for a better future

Bespoke Support / Audits

Bespoke Support / Audits
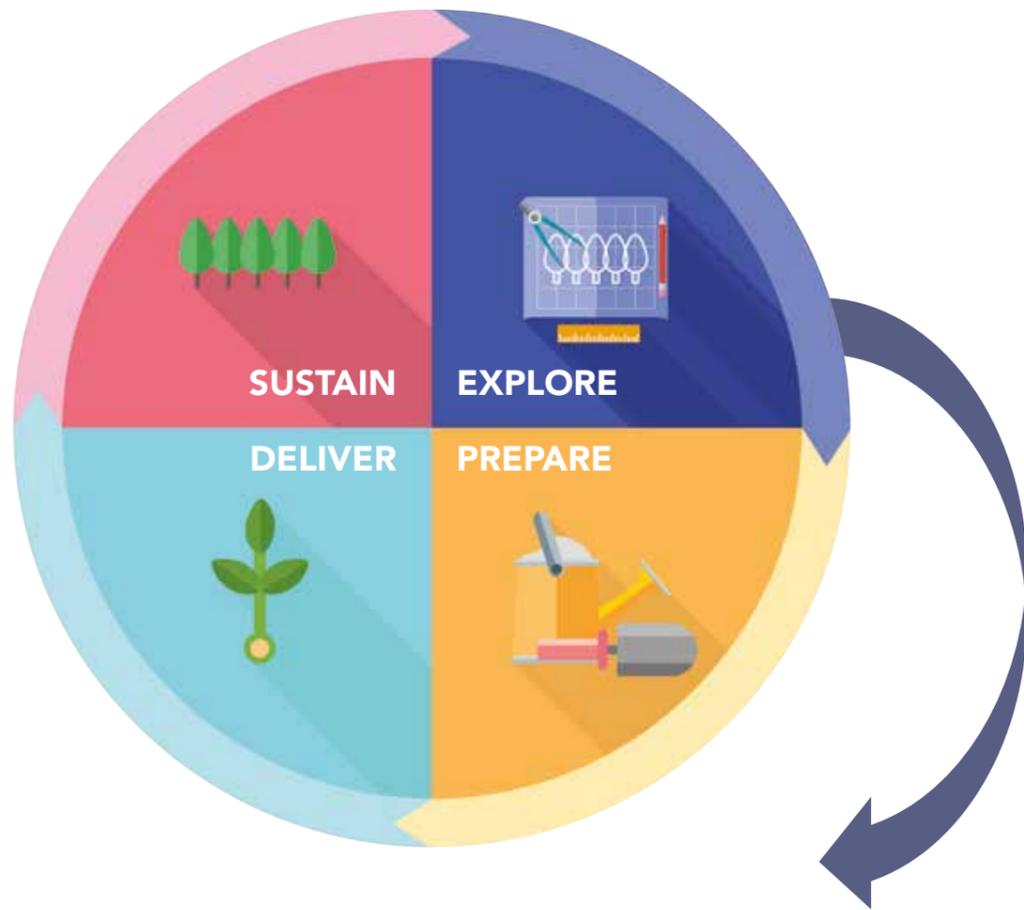
How well does your setting accurately explore and identify the need for school improvement? At times, external specialists who lead in their field can support this phase of exploration, and can offer insight into elements of the provision which require celebration and further development. Over the two years since the Hub designation, there has been significant training and development of system leaders to ensure that there is enough capacity to fully support needs and work alongside Lincolnshire Schools. These are in the following areas:

These leaders work alongside the setting to audit the need in a supportive way. The impact of any aspects for development or next steps can then be provided or the audit can be offered without any further support.

Please see the range of audits below:

Teaching and Learning Audit

With the elements based upon the Great Teaching Toolkit by Evidence Based Education, the audit can support leaders to reflect upon their school's approach to Teaching and Learning. This can support the school's focus for future CPD and the development of teachers.

Pupil Premium Audit

To identify how effective the pupil premium strategy is within your setting, a specialist can conduct a Pupil Premium review.

Writing Audit

The writing audits and audit reviews are led by a team of highly trained writing specialists who provide a detailed breakdown of strengths and areas for development within a writing curriculum. The audit looks at the teaching/ learning and assessment of writing across all appropriate age phases within your school, exploring both the transcriptional (such as spelling and handwriting) and compositional elements (such as the writing journey, a language rich environment and grammar) necessary for an effective writing curriculum. Follow-up support and audit reviews are available following an initial audit.

Reading Audit

The reading audits are led by a team of highly trained reading specialists who work alongside leaders to clarify areas of strength and any areas for development within a reading curriculum. The audit has had a positive impact within a number of Lincolnshire schools to date, supporting leaders to develop strategies and deepen their clarity around next steps and how to achieve them. The audit covers the leadership of reading; the reading curriculum; fluency; reading purpose, enjoyment and fulfilment; provision for the lowest 20%; and supporting the pathway from phonics to competent readers.

Curriculum Audit

A curriculum specialist can work alongside you to audit the curriculum, in line with the current Ofsted framework. Further support in the identified areas can also be provided if necessary e.g. Staff Meetings in relation to the Curriculum, coaching for specific subject leaders, planning with leaders etc.

Early Years Audit

Early Years specialists can identify provision against the Early Years Framework. This includes the use of adults, indoor provision, outdoor provision, assessments, oracy, nurture, transition, interactions and many more elements which impact upon pupil outcomes in this phase. Follow-up support can also be provided.

'I can't thank you enough for the support you have given us; we are already benefitting from the changes you have helped us to implement. We couldn't be happier with the improvements... It is exactly as I would have hoped. Your support has not felt like a scrutiny; it was a constructive dialogue where you sensitively suggested ways to improve, allowing us to make the decisions.'

SEND Audit

Independently identifying strengths and areas for development in SEND can be challenging. The LEARN SEND team have trained a number of SEND specialists to work alongside leaders and teachers to audit SEND provision. Numerous schools across Lincolnshire have engaged with this audit and found the outcomes to be highly beneficial.
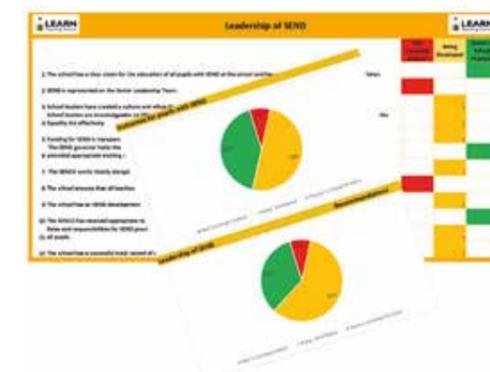
1:1 Leadership Support/Coaching:

1:1 coaching and support can be provided for leaders. We have a team of trained coaches who can offer this according to the needs of the setting.

This can be:

- Working with senior leaders to identify leadership confidence and next steps
- Coaching around a specific element of the SDP
- Specific aspects/needs as identified by the school
- Coaching to support wellbeing and resilience of staff
- Coaching to enable potential and maximise efficiency in a school environment.

Rapid Improvement Package

At times schools can need very specific support in a range of areas. CPD which is DfE approved or otherwise is not sufficient as the support needs to be intensive. A team of specialists in any of the areas listed above can be sourced and an action plan created to provide this rapid level of support.

COST: Please contact **admin@leadtshub.co.uk** to discuss the cost as this will vary according to the size of school.

Governance

Governance

"Effective governance absolutely underpins our continuing efforts to raise standards in our schools. Trustees and governors play a crucial role in our education system, serving with dedication and commitment for the benefit of our children and young people. I am delighted that, working with the NGA, we have designated over 60 new expert National Leaders of Governance to support trustees and governors, particularly those in trusts and schools that are most in need."

Baroness Barran,
Parliamentary Under-Secretary of State for the School System

To gain further support in relation to Governance, there are a range of channels.

1. Arranging a Review of Governance

How to arrange an effective external review of governance for your school or academy trust, and improve the performance of your board.

WHAT IS THE INTENTION?:
An external review of governance examines the effectiveness of the board based on the features and pillars of effective governance.

ADVICE FROM THE GOVERNANCE HANDBOOK:
'An objective independent external review of the effectiveness of the board can be a more powerful diagnostic tool than a self-evaluation. This is particularly important before the board undertakes any significant change – such as conversion to academy status or before a multi-academy trust (MAT) grows significantly.'

WHAT DOES IT ENTAIL?
An ERG is conducted by an experienced governance expert who is external to, and independent of, the board and the executive leaders.

The review will examine the governance structure, operations and performance across the board, working closely with the board, executive leaders and the governance professional (previously referred to as 'clerks'), to improve the board's performance. Governance operations could include a range of contributors, including the governance professional or equivalent, the school business manager, legal and HR support and others.

A review should:
- consider the process and impact of decision making
- consider the impact of the governance support provided to the board
- test compliance with mandatory requirements

Ultimately a review should enable the board to provide reassurance to stakeholders and others that it takes its responsibilities seriously and is endeavoring to carry them out effectively. In academy trusts, proving this assurance to members is essential for the members to carry out their role.

WHAT DOES A REVIEW PROVIDE THE BOARD WITH? :
- an independent, objective view of its strengths and areas for improvement
- clear recommendations for future improvement
- an opportunity for the board to review the strategic direction of the organisation and to evaluate the effectiveness of its processes and systems

ACTION: To organise a review, please contact Governorsupport@lincolnshire.gov.uk

2. Local Governance Support

The Local Authority offers governor based services.

We support governing bodies in Lincolnshire schools, and provide advice, guidance and support to all stakeholders. This helps ensure they remain compliant in their statutory duties, particularly in maintained schools.

This support includes:
- appointment and election of governors
- correspondence related to the governance of schools
- enquiries and requests for advice from school governors and clerks
- review of instruments of governance for school governing bodies

CONTACT
governorsupport@lincolnshire.gov.uk

3. 1:1 Support/Training for Governors in Specific Areas

The Teaching School Hub can organise bespoke professional development sessions for governors in specific areas:
- Phonics and the Impact in relation to Reading
- Curriculum Leadership and Expectations
- RSHE protected Characteristics
- Pupil Premium and tracking the spend of Distinct Groups

Effective Governance Monitoring

This programme will be led by an experienced leader.

The following aspects will be covered:

- **Responsibilities and examples of best practice**
- **SDP/Reporting mechanisms and holding leaders to account**
- **Models for monitoring and evaluation- handbook/policy**
- **Subject leadership monitoring and evaluation tools**
- **SEND/PP/Safeguarding/Attendance monitoring and evaluation**

PLEASE NOTE: Both dates need to be attended as this is 2 part CPD.

Click here to book

Session 1 Tuesday 7th November 2023

Session 2 Tuesday 21st November 2023

5pm - 6.30pm

ONLINE

Cost: £45

Online

Active Progammes

Active English Open Morning

Agenda

9.15	Refreshments on arrival
9.30-9.50	Introduction to Active English
9.50-10.10	Opportunity to observe Active English (KS2)
10.10-10.25	Break
10.25-10.45	Opportunity to observe Active English (KS1)
10.45-11.00	Opportunity to observe Active English on the IRIS platform
11.00 onwards	Discussion, questions and next steps

Active English is an approach for teaching grammatical understanding to primary-aged pupils. It uses the principles of mnemonics to embed learning in an active and engaging manner, providing pupils with a deeper grasp of language and its application within writing that serves as a foundation for their future. We warmly welcome you to our open morning where you will learn more about this approach and how it could benefit your school.

This is only for schools who are currently not using the Active English approach.

Session 1	Tuesday 26th September 2023
Session 2	Tuesday 28th November 2023
Session 3	Tuesday 30th January 2024
Session 4	Tuesday 19th March 2024
Session 5	Tuesday 21st May 2024
Session 6	Tuesday 2nd July 2024

Click here to book

9.15am – 11am

Venue: St Mary's C of E Primary School, Welton, Lincoln LN2 3LA

Cost: FREE

Active Spelling Open Morning

Agenda

9.15	Refreshments on arrival
9.30-9.50	Introduction to Active Spelling
9.50-10.10	Opportunity to observe Active Spelling (KS2)
10.10-10.25	Break
10.25-10.45	Opportunity to observe Active Spelling (KS1)
10.45-11.00	Opportunity to observe Active Spelling on the IRIS platform
11.00 onwards	Discussion, questions and next steps

Active Spelling embeds learning in an active and engaging way, providing pupils with a deeper grasp of spelling and vocabulary that serves as a foundation for their future. As the children progress through the school, they will be taught how to self-select which approach they will employ to aid them with their learning of spelling, creating independent and confident spellers.

We warmly welcome you to our open morning where you will learn more about this approach and how it could benefit your school.

This is only for schools who are currently not using the Active English approach.

Session 1	Monday 2nd October 2023
Session 2	Monday 20th November 2023
Session 3	Tuesday 30th January 2024
Session 4	Tuesday 19th March 2024
Session 5	Tuesday 21st May 2024
Session 6	Tuesday 18th June 2024

Click here to book

9.15am – 11am

Venue: St Peter at Gowts Primary School Lincoln LN5 7TA

Cost: FREE

Active Number Open Morning

Aimed at:
• School leadership

Intended impact of the programme

Active Number is a whole-school approach to the teaching and understanding of number and operations to primary aged pupils. The programme uses the principles of mnemonics, intended to assist the memory, to develop "mastery", providing a deepened understanding of number and calculation using the four operations. It is proven that learning gained by interacting with others, supports retention. Using images, actions and verbal reasoning the child's learning develops using a spiral approach. Active Number has proven impact within both the lead school and beyond and is also supported by the current research.

This is only for schools who are currently not using the Active Number approach.

If you would like to see Active Number in action at our showcase school (Kelsey Primary School) and speak to an expert facilitator to explore how the Active Number approach could be implemented in your school, please contact **admin@leadtshub.co.uk** to arrange a visit.

Active Development Days

Overview of the programme content and sessions

If you have any of the following approaches in your school, we can offer tailored and personalised support to help to ensure fidelity to the scheme and a sustained impact within your setting:

• ACTIVE ENGLISH
• ACTIVE NUMBER
• ACTIVE SPELLING

COST: To be decided on a school by school basis (depending on a school's size and needs)

For more information please contact **admin@leadtshub.co.uk**

This is only for schools who are currently not using the Active English approach.

An Active Development Day would include the following elements:

• A phone call prior to the visit to arrange timings and assign a focus for the visit;
• School data and anecdotal evidence will be looked at alongside the school leaders to help to identify key focus groups and to inform potential next steps;
• Paired learning walks with the subject leaders/senior leadership;
• The option for team teaching;
• The option to look at planning (long term, medium or short term depending on the needs of the school);
• The option for focussed training with specific individuals or groups;
• A detailed report will be produced to provide leaders with strengths and suggested next steps;
• Access to an online portal of training materials and videos.