



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

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Proud to be working with



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

Issue No.24 November 2023



NOVEMBER NEWS...

Welcome to the second half of the Autumn Term. We were delighted to be joined by so many of you at our recent Leadership Conference in October.

The feedback was overwhelmingly positive from the day and we hope that you were able to recharge and reconnect with others as intended. For those who were fortunate enough to hear from Richard Gill (CBE) on the day, he shared an insight into challenging the current narrative around education, a really thought provoking input accompanied by quote and image:



We Need to be Ambitious

"The greatest danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low and achieving our mark."

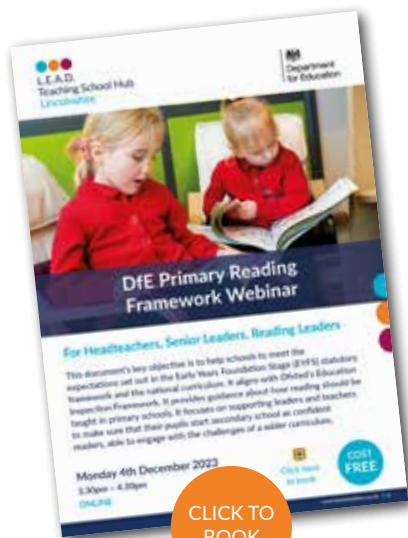
Michelangelo

READING:

Free CPD: Do not miss out on the **FREE** DfE CPD for KS2 and KS3 leaders

The DfE have approached the Witham St. Hughs English Hub to deliver the Reading Framework Webinars on their behalf. We really hope that all schools across Lincolnshire are able to access this.

We look forward to seeing you there.



CLICK TO BOOK

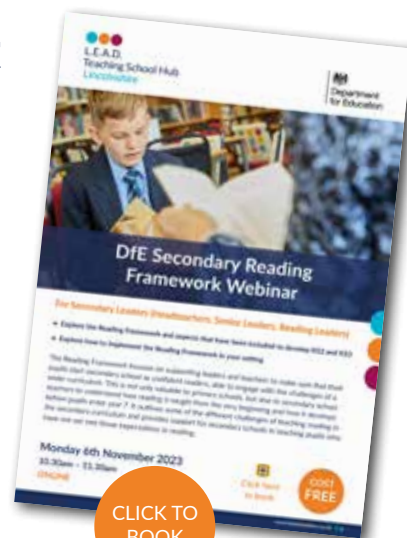


English Hubs

Witham St Hughs English Hub



Department for Education

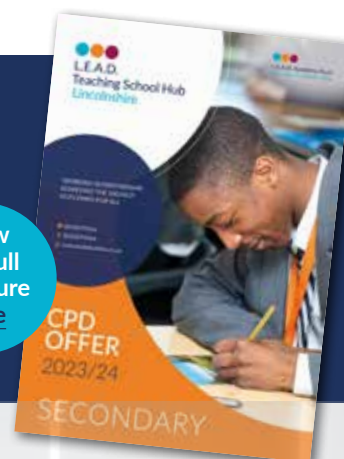


CLICK TO BOOK

Secondary Brochure

Following feedback from the Secondary sector, L.E.A.D. Teaching School Hub has extracted all Secondary based aspects from the brochure to create a separated offer. Please see the information below or contact the Hub to discuss anything further.

View the full brochure [here](#)



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

Secondary Summary

Engage with the Lincolnshire SCITTs

DfE Core programmes

ECT package of support:

- [Click here](#) ECTs / Mentors
- [Click here](#) AB packages
- [Click here](#) Investing in Leadership NPQs



DfE accredited programmes

- [Click here](#) Spotlight on English – KS3 Developing Reading / Fluency
- [Click here](#) Disciplinary Literacy
- [Click here](#) Spotlight on SEND – Tiers for: Leaders, SENCOs, Middle leaders, Teachers

Golden Thread Professional development from ITT – Executive Leadership

Subject knowledge, pedagogy, assessment and curriculum

- [Click here](#) Mary Myatt
- [Click here](#) English
- [Click here](#) Maths
- [Click here](#) Music
- [Click here](#) PSHE
- [Click here](#) Languages

Wider Offer – Professional Development Programmes

- [Click here](#) Leadership Post NPQ
- [Click here](#) Deputy Headship / Assistant Headteacher
- [Click here](#) New to Headship
- [Click here](#) Headship – an offer for all
- [Click here](#) SEND – Leaders, Teachers, TAs
- [Click here](#) Geography Conference
- [Click here](#) RSHE
- [Click here](#) Languages

Curriculum Hubs

- [Click here](#) English
- [Click here](#) Research
- [Click here](#) Maths
- [Click here](#) SEND
- [Click here](#) Science
- [Click here](#) Behaviour
- [Click here](#) Computing
- [Click here](#) Careers
- [Click here](#) Music



Further Resources and Tools for Teachers and Leaders



**Ofsted
School
Inspection
Webinar
2023**

Early Years



Please pass this on to
Early Years Practitioners



Ofsted has published a series of research reviews drawing on a range of research relating to early years education.

Part 1: Setting the scene



**Part 2: The 3 prime areas
of learning**



**Part 3: The 4 specific areas
of learning**

(due to be completed and published in December 2023)

**PE subject report:
Levelling the
playing field**



(published September 2023)

**Geography subject
report: Getting
our bearings**



(published September 2023)

**Music subject
report: Striking
the right note**



(published September 2023)

Supporting Mental Health

Supporting mental health and wellbeing at our school has just been published .

Read Article [here](#)

As the senior mental health lead at St Vincent's Primary School in London, Emma Scelsi tells us about her schools' approach to supporting pupils with their mental health and wellbeing.



Flexible working in schools

The DfE appointed **five Flexible Working Ambassador MATs and Schools (FWAMS)** to complement the **seven appointed earlier this year**. FWAMS will provide peer support and help school leaders to implement flexible working in their schools. This builds on a **wider programme of support** DfE has funded, including delivery of a series of webinars focused on flexible working. You can read more about the FWAMS, including a full list of schools and MATs appointed.

The DfE have now also published a **flexible working toolkit**. This is a collection of resources produced by school leaders and other sector experts, together with DfE. The resources are free to use and will support school leaders to implement flexible working and support school staff to request flexible working.

The toolkit contains resources to help:

- **Build understanding** through evidencing and communicating the benefits of flexible working.
- **Develop a strategic approach** with a guide for school leaders and an example of a flexible working policy.
- **Support operational implementation** with a flowchart to show the process to make a request and a template for requesting and considering statutory flexible working requests.

Wider programme of support [here](#)

Flexible working toolkit [here](#)

Maternity Teacher / Paternity Teacher Project

There are a range of **Return to Work workshops** and **Parental Leave group coaching programmes** freely available to colleagues in Cornwall, Hertfordshire, Bedfordshire, Greater Manchester, Lancashire, Oxfordshire, Northamptonshire and the West Midlands, thanks to support from 13 partners, and their affiliated schools.

The **impact of the motherhood penalty** on our workforce and the need to retain this key demographic is gaining increasing attention within schools and MATs. Women aged 30-39 are not only the largest group of teachers to leave every year, they also make up a quarter of our teachers and leaders. In real figures, we have more teachers aged 30-39 than our entire workforce of male teachers put together. The project is enabling teachers to remain in the profession as they plan a family, become mothers, and return to work balancing commitments at home and at school, as anywhere between **55-81%** of them will?

The intention is to make these two support measures: Return to Work workshops and Parental Leave group coaching programmes available to all teachers in England.

Return to Work workshops [here](#)

Parental Leave group coaching [here](#)

ECF AND AB UPDATES

ECF

We look forward to our first Mentor Local Group sessions for mentors of Y1 ECTs on Tuesday 7th November.

ECTs and Mentors can book onto our local groups sessions and regional events.

TO BOOK
CLICK
HERE

We also have our Year 2 ECT Regional Events happening this term. Please be aware booking to these events is on a first come, first served basis.

ECTs and Mentors must be linked to their ECT(s) on the DfE's Manage Training for Early Career Teachers portal in order for mentors to oversee the progress of their ECT(s).

If mentors are not linked they will not be on boarded and accounts can be automatically suspended by EDT. Please ensure that your mentors are linked with their ECTs. If you need further support with this, do not hesitate to contact the ECT team.

The ECF Newsletters were sent out in Autumn Term, for copies of these please click [here](#).



AB

Important Notice

Date for diaries reminder – AB Twilight Drop in

Wednesday 18th November 2023, 3.45pm – 4.30pm

Meeting ID: 824 602 7398

Passcode: 777444



Appropriate for all cohorts

Colleagues from any party involved in the statutory induction process are welcome to attend. It is a scheduled opportunity to ask questions to a named contact from the AB. These will all take place online.

Join Zoom
Meeting
[here](#)

Evidence of Teachers' Standards Expectations

Following the statutory induction information event, we received a number of enquiries in relation to evidence collation/expectations whilst serving the statutory induction period.

The statutory guidance states, under the Induction Tutor's role and responsibilities, that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

Furthermore, under progress review it states that:

2.50. Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

2.51. Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

Under assessment reviews it states that:

2.57. Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF

We recommend that the ECT and Induction Tutor firstly have a look through the paperwork templates that have been uploaded into the 'resources' folder on ECT Manager. There are templates for ECTs to record training that they have had, particular pieces of evidence that you have through teaching etc.

As an AB, we recommend that ECTs and Induction Tutors look at the paperwork templates on ECT Manager and agree what the expectations for collating evidence are in your particular educational institution. It is important that these expectations are transparent between both parties so that when it comes to a progress review meeting (formal or informal) there is a shared expectation of what will be presented.

There is no expectation to keep a separate file of evidence but as an AB we do recommend that it is good practice to keep track of training you have received.



Induction FAQ document

Please find a document here that the ECF/AB Team have put together to support some of the most frequently asked questions.

TO VIEW
CLICK
HERE



If there is anything specific that you require an answer to, please do not hesitate to contact:



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We have had an overwhelming response to applications for cohort 5 of the NPQ programmes this Autumn. The NPQH, NPQSL, NPQBC and NPQLT Autumn cohorts are now full with further applications being moved into cohort 6, Spring 2024. With applications in excess of 230 to date we are thrilled that schools are making full use of the DfE funding available to develop leadership capacity and expertise within their settings.

L.E.A.D. Teaching School Hub will be working in partnership with NASBTT to support ITT providers with developing the expertise of their workforce, we will be offering an ITT specific version of the NPQLTD in partnership with TDT starting in February 2024.

Work is underway to ensure we are ready to offer the NPQM (National Professional Qualification for Mathematics) from February 2024. The Teaching School Hub will be working in collaboration with the Maths Hub and the Church of England on this programme.

In the October newsletter we shared with you that one of the NPQ Strategic Priorities this academic

year is to capture initial impact from Cohorts 1-4 Specialist programmes.

We sent out a survey to collate initial impact from participants since starting the programmes to which we had **114** responses. **42%** of the participants reported a change in role to a more senior position. Of the responses, **17** people report an increase in confidence and moves to a middle leader role; **21** people have moved from middle leader to a more senior role and **16** have moved to Head of School, Assistant, Deputy or Head Teacher.

We will continue to monitor impact across the programmes over time.



Curriculum Hubs

Please visit the offer from the range of Curriculum Hubs:

[CLICK HERE](#)



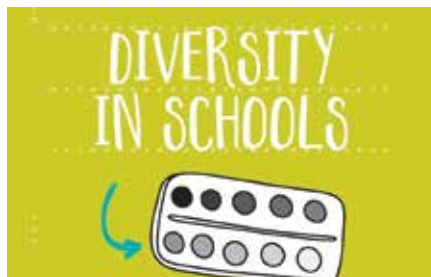


Upcoming CPD

Click on your chosen programme to book



Early / New to Headship
Wednesday 1st November



Research Workgroup
Wednesday 1st November



Primary English Subject Leader Specialist Group
Thursday 2nd November



SEND Leadership Tier 4: Teachers - Module 2
Thursday 2nd November



Primary DT Subject Leader Specialist Group
Monday 6th November



Secondary English Subject Leader Specialist Group
Monday 6th November



Effective Governance
Tuesday 7th November



Early Years Subject Leader Specialist Group
Wednesday 8th November



Y1- Developing the expertise of teachers in the teaching of writing
Wednesday 8th November



Y2 ONLY - Developing the expertise of teachers in the teaching of writing
Wednesday 8th November



Primary Languages Subject Leader Specialist Group
Thursday 9th November



Creating your Music Development Plan
Thursday 9th November



**Primary Math Subject Leader
Specialist Group - Bourne**
Monday 13th November



**Primary Art Subject Leader
Specialist Group**
Monday 13th November



**Dual Coding, Rosenshine's
principles and active
learning strategies**
Tuesday 14th November



**Teaching about child-on-child
abuse & sexual harassment -
Secondary**
Tuesday 14th November



**Secondary Languages Subject
Leader Specialist Group**
Thursday 16th November



**SEND Leadership Tier 4:
Teachers - Module 3**
Thursday 16th November



**Active Spelling
Open Morning**
Monday 20th November



**How inclusive is
your classroom?**
Monday 20th November



**Post ECF Programme -
How to implement subject
knowledge expertise**
Monday 20th November



**Teaching about child-on-child
abuse & sexual harassment -
Primary**
Tuesday 21st November



**Primary Math Subject Leader
Specialist Group- Lincoln**
Tuesday 21st November



**Secondary Math Subject
Leader Specialist Group**
Monday 27th November

Click on your chosen programme to book





Active English Open Morning
Tuesday 28th November



Pupil Articulation
Tuesday 28th November



Disciplinary Literacy
Thursday 30th November



**SEND Leadership Tier 4:
Teachers - Module 4**
Thursday 30th November



**Primary Reading
Framework webinar**
Monday 4th December



SEND Huh
Tuesday 5th December



Deputy and Assistant Headship
Tuesday 5th December



**Unpicking and evaluating
your school Inspection Data
Summary Report (IDSR)**
Tuesday 12th December



Click on
your chosen
programme
to book

Missed an issue?

View previous issues
of the newsletter



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