



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

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'WORKING IN PARTNERSHIP, ACHIEVING THE HIGHEST OUTCOMES FOR ALL' Issue No.25 December 2023

DECEMBER NEWS...

How are we heading into December already? The final newsletter of 2023! It seems unbelievable to think that the calendar year is almost over.

In preparing for the festive arrangements in school, we hope that some of these updates will be useful in saving you time in sourcing updates, elements of support and professional development.



Reading: Free CPD: do not miss out on the Reading Webinar

The DfE Reading Framework Webinar Dates are outlined in the flyer below. Please click the links within the dates to access a session that suits your diary.



The Witham St. Hughes English Hub has been asked to present the webinar on the 4th of December if you would like to see a familiar presenter!

This FREE webinar is for primary leaders (headteachers, senior leaders, reading leads) and will explore:

- the recently expanded Reading Framework and what has been added since it was first published in 2021
- the key messages that all primary leaders should know.

Click on the link below to reserve your place. Please note you only need to participate in one of the sessions listed below.

English Hubs

Funded by
Department
for Education

COST
FREE

Friday 1st December
12pm-1pm

Thursday 7th December
3.45pm-4.45pm / 4pm-5pm

Monday 4th December
3.30pm-4.30pm

Tuesday 12th December
3.45pm-4.45pm

Wednesday 6th December
12pm-1pm / 3pm-4pm

Wednesday 13th December
2pm-3pm

NOTE: Email Admin@leadtshub.co.uk if you are a secondary practitioner and you would like the recording for the secondary webinar. All of the live dates have now passed.

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How Teachers and Leaders might support CPD for Support Staff



Have you heard this podcast produced by Mary Myatt? She is joined by Neil Almond, Christopher Such and Lloyd Williams-Jones for an exploration of how teachers and leaders might support HLTAs in their schools.

What is a HLTA? How can we support the long-term professional development of HLTAs? How can we support HLTAs in on a daily basis?

Whether you are new to the profession or an experienced senior leader, you won't want to miss this one...

Do we provide enough opportunities for pupils to produce beautiful work?

Do we provide enough opportunities for our pupils to produce beautiful work? Do they have the chance to polish and refine something? Are they clear about what good work looks like? Have they been inspired by the finished work of others? How often do pupils get the chance to produce work for a real audience? Are there opportunities for multiple drafts, punctuated with honest and specific feedback?

The schools which do this, are providing their pupils with something important - authentic work of high quality, something that pupils can be proud of.

Read on to be inspired by Mary Myatts blog and attached resources:



Mary Myatt



Read Blog
[here](#)



Leadership Conference

What a great summary of the L.E.A.D. Leadership Conference. Thank to all who were able to attend.

Click [here](#) to see some familiar faces and colleagues in Lincolnshire!

EDI

Do not miss the latest EDI updates and resources for your school.

TO VIEW
CLICK
HERE



ITT

Lincolnshire Train to Teach Event

Wednesday 6th December

We are working in collaboration with DRET Teaching School Hub, to host a Train to Teach Event in Lincolnshire on the 6th December at the Hilton Hotel, Brayford North, LN1 1YW.

We would be grateful if Headteachers can pass on the attached flyer to any staff that are considering becoming a teacher and also send the flyer out to parents, via their parents mail, to drum up interest in the event. The event is a chance for those considering entering primary or secondary education to come and meet a multitude of local providers and listen to a DfE advisor on the application process, including any financial incentives available.



How schools can support teacher recruitment?

We advise that all schools sign up to the **'Get School Experience'** website through the **'Manage School Experience'** portal.

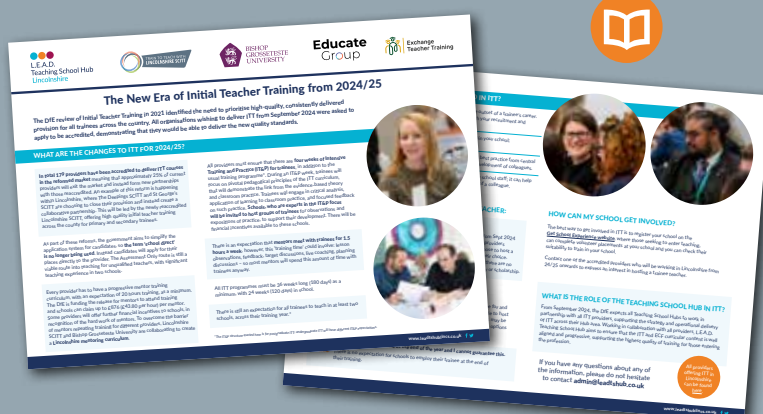
This service enables schools to advertise the fact that they can offer 'experience days' for those considering entering teaching. The service will enable you to advertise your school and allow candidates to request experience dates. You'll be able to accept or reject each request to suit your school diary.

We need to be proactive in enabling possible candidates to gain school experience in each locality, across the primary and secondary sector.

Information about ITT post-September 2024

Post 2024, the ITT landscape for teacher training will look a little different. We have created an overview to share some of these changes with you.

Click the link to read the information about the changes:





Autumn Term ECF events feedback

We are thrilled with the most recent feedback from the ECF events in the Autumn Term:

Feedback from participants who attended the ECF events in the Autumn Term:

'Great session, engaging and informative'

The infographic displays three columns of data, each with a dark blue circle containing a category name. The first column is for 'ECT', showing 67% Very good and 99% Good+. The second column is for 'Mentors', showing 72% Very good and 100% Good+. The third column is for 'Overall', showing 69% Very good and 100% Good+.

Category	Very good	Good+
ECT	67%	99%
Mentors	72%	100%
Overall	69%	100%

100%
Good+

We are thrilled with the most recent feedback from the ECF events in the Autumn Term:

Category	Very good	Good+
ECT	67%	99%
Mentors	72%	100%
Overall	69%	100%

Feedback from participants who have attended the training has included:

- 'Great session, engaging and informative'
- 'Brilliant training- a real opportunity to collaborate and network with fellow ECTs'

'Brilliant training- a real opportunity to collaborate and network with fellow ECTs'

[illegible][illegible]



TO BOOK
CLICK
HERE

The dates and locations of our Regional Events can be viewed [here](#).

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Backfill Payment ECF/ Mentoring

With regards to the ECF, funding is available to schools to support the backfill. If you have not checked whether you have received the funding, please find read the information in the links below:



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Do not miss this blog post in relation to ECF

Daniel Callaghan, Teacher at Thorpe Primary in Bradford, won the Silver Award for Outstanding New Teacher of the Year at the National Teaching Awards 2023. In this blog, he talks about his experience as an Early Career Teacher (ECT) and shares some top tips.



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Evidence against the Teachers' Standards

Following the statutory induction information event, we received several enquiries around 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 they should ensure 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 Appropriate Body, 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 that 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 (see ECT Manager, Resource D-Professional Learning Log).

What should I do if my ECT has resigned?

Contact your L.E.A.D. Delivery Partner as soon as possible. Include the following information:

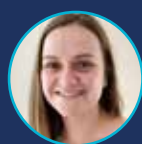
- ECT initials and ECT's school
- The ECT's last working day

You will be required to complete an interim assessment prior to the ECT's final working day. As per the statutory guidance: 'Interim assessments should be completed by the induction tutor or headteacher when an ECT leaves post after completing one term or more in an institution but before the next formal assessment would take place. It is expected that an interim assessment takes place before the ECT leaves post. In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example, in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher are still expected to complete an interim assessment report and provide a copy to the appropriate body and the ECT.'

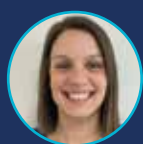
Concerns about the performance of an ECT who is not performing against the Teachers' Standards

The Teaching School Hub has a robust escalation process in relation to the Appropriate Body actions which are undertaken when a school has concerns around an ECT's performance. To support schools further, we are currently developing a clear toolkit for greater clarity in relation to the actions undertaken by the school to ensure a fair and objective process for all involved. We will share this with you once it is finalised. In the meantime, please do not wait for assessment points to occur and raise any concerns immediately with the Teaching School Hub AB lead Sophie Lougher.

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



Sophie Lougher
ECF & AB Lead
sophielougher@leadtshub.co.uk



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

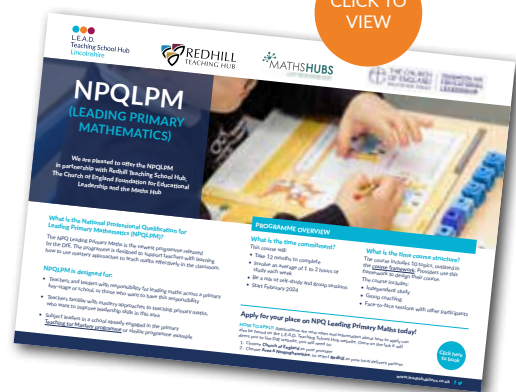
Telephone:
01522 214459



We are now accepting applications for the 2024 Spring cohort of NPQ Leading Primary Maths



We are working in partnership with the Maths Hub, Redhill Teaching School Hub and the Church of England.



Applications are also open for the three **LEADERSHIP PROGRAMMES** –

NPQH (Headship)

NPQSL (Senior Leadership)

NPQEYL (Early Years Leadership)

Applications are also open for the **SPECIALIST PROGRAMMES** –

NPQLT (Leading Teaching)

NPQLTD (Leading Teacher Development)

NPQBC (Behaviour and Culture)

NPQLL (Leading Literacy).

We also have places available on the **Early Headship Coaching Offer**.

To sign up for one of the above mentioned programmes click [here](#).

Participants for Cohort 5 Leadership and Specialist programmes have been busy this week accessing their first National Seminar with colleagues from across the country accessing the same programmes. It has been fantastic for us all to see how motivated and engaged participants are already, with many completing their on boarding materials within the first few days of these being released.

November has been a really exciting month with the start of the NPQ Graduate Seminar Series launching later this month. The NPQ Graduate Seminar series is an exciting additional offer to all our former participants in the same way as an Alumni group would work.



Stronger Practice Hub status

The Pen Green Centre in Corby has been awarded Stronger Practice Hub status. In relation to Curriculum Hub partnerships, L.E.A.D. Teaching School Hub will be working in partnership with Pen Green to support professional development in the Early years.



East Midlands Early Years
Stronger Practice Hub

Funded by the Department for Education and delivered by National Children's Bureau and the Education Endowment Foundation, Stronger Practice Hubs aim to support early years settings and childminders to improve outcomes for children in their local area across the Early Years Foundation Stage, but specifically focusing on areas of development that research states have been most impacted by COVID-19: personal social and emotional development (PSED); communication and language, and early literacy and maths.

Curriculum Hubs

Please visit the offer from the range of Curriculum Hubs:



Nine Reasons to work with East Midlands East Maths Hub

Why get involved with the Maths Hubs Programme? Find out how it can benefit you and your school.

1

Every state-funded school is within a hub area and has access to over 30 different project

Small or large schools, mixed-age classes, special schools, AP schools, schools in disadvantaged areas and even schools that are already achieving good results can all benefit from Maths Hub involvement. Together we strive for excellence in maths, which means continually improving, no matter where you are.

2

Maths Hubs prioritise quality, ongoing professional development – not just a 'one-off' course.

Teaching for mastery focuses on all pupils being included & taught together.

Each of the three types of professional development activity provided by hubs focuses on sustained practice development, so that you can make a long-term impact on the quality of your maths provision. A Work Group typically spans an academic year, with regular workshops led locally by an expert teacher and leader of professional development. You get to try out new approaches in your own classroom, and work with colleagues to make school-wide improvements.

3

Teaching for mastery focuses on all pupils being included and taught together

At the heart of every Maths Hub project is mastery, and the understanding that pupils of all ages can succeed.

Mastery involves whole-class teaching and covering the same content with all children, so pupils develop a deep and lasting understanding of mathematical concepts.

Sounds interesting? Whatever your school context, teaching for mastery will benefit your pupils.

4

You can improve staff and pupil attitudes towards maths

Did you know that one in three adults has maths anxiety? It's common for teachers to feel uncomfortable with certain areas of maths, often coming from their own school experiences. East Midlands East Maths Hub works to combat this through offering specialist knowledge (SKTM) programmes. Taking part will help you develop confidence with the maths content and develop pedagogical approaches to effectively support pupils – passing on a positive attitude to maths!

5

Tailored CPD is available for support staff

We know how instrumental teaching assistants are in supporting pupils in the maths classroom. Recommendations from Ofsted and the EEF say that all schools should provide continuing professional development for teaching assistants.

East Midlands East Maths Hub offers programmes for primary and secondary TAs, to support the quality teaching of maths by all adults in the classroom.

6

High-quality CPD attracts teachers to work in your school

East Midlands Maths Hub offers primary and secondary Early Career Teacher programmes to develop maths subject knowledge and pedagogy for new staff.

These programmes run over two years and focus on teaching for mastery, lesson design and developing confident classroom practice, so your ECTs are supported, and their teaching develops.

7

There are opportunities for you to progress in your career

Engaging with your hub doesn't only mean improving maths provision. With staff retention a focus for many school leaders, it's more important than ever that experienced staff are developed and have the chance to become experts in their field of interest. You can train to become an accredited Professional Development or School Development Lead, or a Mastery Specialist.

8

Ofsted recommends us!

The Maths Hubs Programme provides effective CPD to ensure that all pupils get a quality maths education, which has a positive impact on school and pupil outcomes.

We care about the mathematical journey of every child, from Early Years to post-16, and the latest Ofsted maths report identifies the benefits of working with us.

9

You get to collaborate with others

Participating in a Work Group means you get to work in small groups with local teachers and schools, learn from each other, and share good practice. It isn't often you get the opportunity to network and collaborate with other teachers outside your school's setting, and we know how much you value it. With 2 in 3 schools in England already active within the Maths Hubs Network, what are you waiting for.

For all our available work groups please download our Primary or Secondary catalogue or visit our website for dates.

Ready to take the first step?

Get in touch with East Midlands Maths Hub today!

Email: enquiries@ememathshub.org

Tel: 01636 817 377

www.ememathshub.org



Primary



Secondary



Upcoming CPD

Click on your chosen programme to book



Primary Reading Framework webinar
Monday 4th December



Effective Early Years Provision, Curriculum and Assessment
Tuesday 5th December

SEND Huh

Curriculum conversations with SEND leaders

Mary Myatt and John Tomsett



SEND Huh
Tuesday 5th December



Deputy and Assistant Headship
Tuesday 5th December



Research Workgroup
Wednesday 6th December



Y1- Developing the expertise of teachers in the teaching of writing
Wednesday 6th December



SEND Leadership – A Tiered Approach (Tier 4: Teachers)
Thursday 7th December



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



Early Years Subject Specialist Group
Tuesday 12th December



HfL Education KS2 Reading Fluency Project
Access from 12th December



HfL Education KS3 Reading Fluency Project
Access from 12th December



SEND Leadership – A Tiered Approach (Tier 3: Middle leaders)
Wednesday 17th January



EAL Subject Leader Specialist Group
Thursday 18th January



SEND Leadership – A Tiered Approach (Tier 4: Teachers)
Thursday 18th January



Exploring the benefits of Mind Mapping to support long term memory age
Friday 19th January



Supporting KS2 and KS3 Teachers with Developing Reading Fluency
Wednesday 24th January



Teaching about Healthy Relationships - Primary
Wednesday 24th January



Active Spelling Open Morning
Tuesday 30th January



Active English Open Morning
Tuesday 30th January



Early / New to Headship
Wednesday 31st January



Teaching about Healthy Relationships - Secondary
Wednesday 31st January



RE Subject Leader Specialist Group
Thursday 1st February



Music Subject Leader Specialist Group
Thursday 1st February



SEND Leadership – A Tiered Approach (Tier 4: Teachers)
Thursday 1st February



Click on
 your chosen
 programme
 to book

Missed an issue?

View previous issues
 of the newsletter



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