



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

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 www.leadtshublincs.co.uk

Proud to be working with



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

Issue No.26 January 2024



WELCOME BACK TO 2024

Happy New Year! We hope you had a restful break and a great start to the new term.

The team at L.E.A.D. Teaching School Hub is committed to working with colleagues, ensuring that there is a level of ease and equitable access to quality assured professional development. In this newsletter, you will find the latest updates and DfE guidance. It is not too late to register for an NPQ programme, currently fully funded by the DfE. If you have taken on an Early Career Teacher this term you will need to register them with the DfE and the Teaching School Hub as the Appropriate Body.

If you have any questions or queries regarding any of these items or any other aspect of the work of your Teaching School Hub, please do not hesitate to contact the Hub.

DfE Case Studies in relation to ECF and NPQs

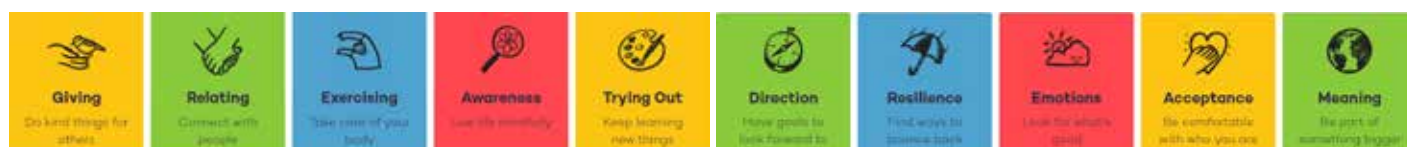


L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

View case studies [here](#)

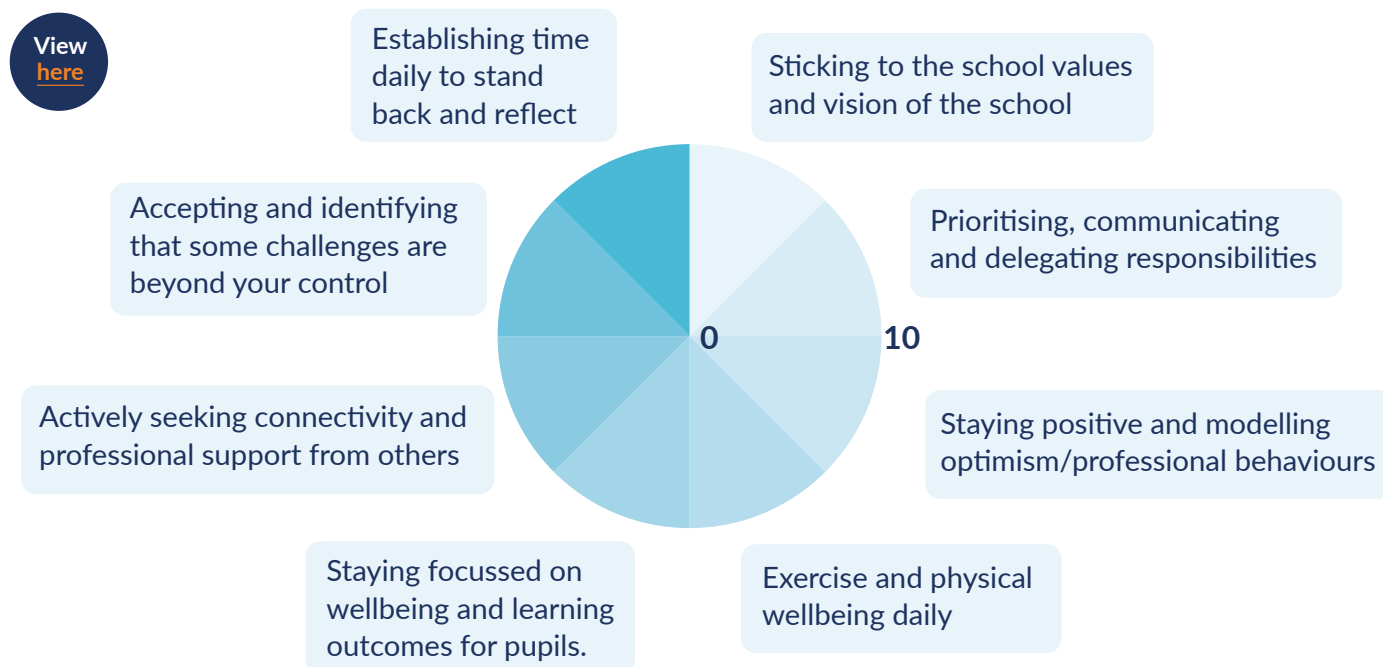


Headteacher and Senior Leader Wellbeing Wheel



Effective leadership values and protects wellbeing and instills an ethos of responsibility for one's own wellbeing as well as a responsibility to the wellbeing of all others. Effective schools value relationships highly. They promote a culture of getting the best from every individual and support individuals to get the best from themselves, in order to achieve the best from its children, young people, staff and school community.

Below is a scaling tool for Senior leaders and Headteachers to identify the aspects of wellbeing and unpick the barriers and enablers further.



Send a Thank You

The DfE have endorsed this portal which gives the opportunity for schools to send a thank you message to a teacher or member of support .

Find out more [here](#)

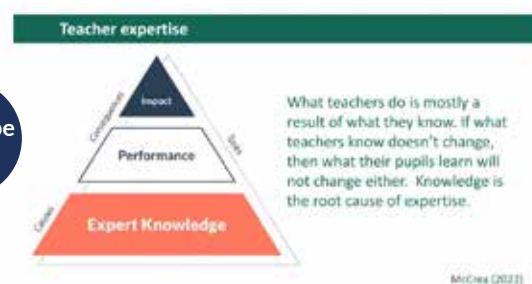


To Share with Teachers/Developing Pedagogy

EVIDENCE SNACKS

Free, weekly resource: evidence snacks from Peps Mccrea are available. This is a weekly 5-minute read email for evidence hungry teachers, delivered every Thursday morning. Each contains an easily digestible 'big idea and a handful of little updates' to help keep up to speed with the latest thinking and research around effective teaching.

Subscribe
[here](#)



GREATER DEPTH



Principles for challenging higher attaining pupils can be found [here](#). This may be a good staff meeting starter?

5 PRINCIPLES FOR EAL TEACHING



A number of schools have approached us with a change in demographic and an increasing number of EAL pupils. To support this further, the Bell Foundation have produced a range of resources and materials to support teachers in this area.

To share with Subject Leaders

FOR HISTORY LEADERS

This series of History films by [Glenn Carter](#) of [History Rocks](#) gives teachers context and key knowledge across a range of topics for KS1 and KS2 that both ignites their curiosity & gives them increased confidence teaching the content in the classroom. Please see the link to these videos:



IMPROVING PRIMARY SCIENCE- FOR SCIENCE LEADERS

The Education Endowment Fund have produced guidance reports in relation to Improving Primary Science. The link to these reports can be found [here](#).



Attendance, Pupil Premium and SEND

FOR PUPIL PREMIUM LEADERS



In this short Unity Research School blog, Marc Rowland explores key evidence informed recommendations and provides seven helpful steps which support school leaders review and refine their Pupil Premium Strategy.

FOR SCHOOL LEADERS



The DfE have equally released an article for School leaders relating to 'tips on their pupil premium strategy'.

FOR ATTENDANCE LEADERS

Ending Term Well Makes a Difference to Attendance



The DfE have recently released a blog relating to the way in which schools structure the end of term and the difference that this makes to attendance.



Research in relation to Summer Births

Did you know that summer-born children, particularly boys, are more likely to be labelled with SEND during their time in primary school? It is an issue that demands good quality research. New research by Tammy Campbell, from the LSE, explores the evidence for SEND in English primary schools.

OTHER: LINCOLNSHIRE SHOW

Find out
more
[here](#)

Expression of Interest form

View
[here](#)



EDI

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

View
[here](#)



Here is an EDI
Calendar to
share with your
teachers:

View
[here](#)

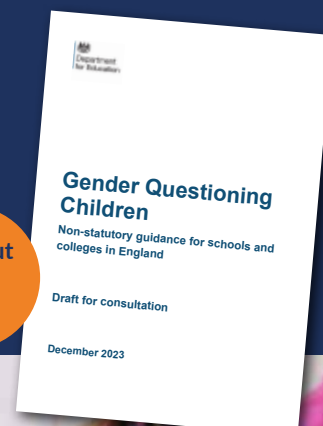


Gender Questioning Children NON-STATUTORY GUIDANCE FOR SCHOOLS AND COLLEGES IN ENGLAND



The DfE have published guidance to support schools and colleges in relation to gender. This is a draft for consultation.

Find out
more
[here](#)



ITT

Lincolnshire Train to Teach Event

On **Wednesday 6th December**, the Hilton Hotel in Lincoln hosted the first 'Train to Teach' event since before the pandemic. The event was attended by fifteen local providers, including ITT providers from SCITT and HEI, and representatives from multi-academy trusts. Julie Trotter, a DfE Advisor, was also on hand to answer questions and gave two presentations throughout the event.

"My expectations were more than met... candidates came with appropriate questions to help them move forwards."

(HEI provider)

The expert panel discussion gave candidates the opportunity to hear from representatives from HEI and SCITT providers, first year ECTs who came into teaching through both the SCITT and HEI routes and from a current ITT trainee.

If you are interested in attending the next 'Train to Teach' event, please email admin@leadtshub.co.uk for further information.



"I am really pleased that I attended the session, especially the expert panel. It has given me the information I need as I begin my application."

(ITT candidate for September 2024)

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.

"It was straightforward to sign up for the 'Get School Experience' website. I am pleased that the school is able to support potential new teachers get the experience they need at the very beginning of their teaching journey."

(Primary Headteacher, Nov 2023)

Train to Teach Lincolnshire

L.E.A.D. Teaching School Hub are proud to present the 'Train to Teach in Lincolnshire' brochure which will be shared with career centres and universities both locally and nationally. Working in partnership with ITT providers in Lincolnshire, the brochure showcases the very best of what Lincolnshire has to offer and includes key information for those who wish to enter teaching.

Many thanks to 'Destination Lincolnshire' who have worked with us to provide the beautiful images and locality information.



ITT 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.

View [here](#)

Please do share a copy of this with anyone who is interested in training to teach.

Find out more [here](#)



ECF

A message for mentors...

We want to remind mentors that your journey towards being a 'fully trained mentor' is important. Mentors are on their own journey, completing their own CPD so this does not need to link to the journey of your ECT. For example you and your ECT do not both need to be completing block 1 at the same time.

You can access your online portal [here](#).

Please ensure that you do not access and complete more than 1 block per half term otherwise this does have funding implications for your school.



AB

Statutory Induction Information Event

Our next Statutory Information Event is on Wednesday 31st January 2024, 3pm-4.30pm.

This session is for **ECTs, Mentors, Induction Tutors and Headteachers** who are responsible for overseeing the Induction process, and ECTs. We strongly recommend that you attend this event as it involved important information regarding Induction.

ECTs, Induction Tutors and Headteachers can book onto the event via the following:

- Select Available courses down the left hand side
- Clicking on the Course Title will give you more information
- Click on the green 'book course' button
- Select the 'book course' button

You will receive a course confirmation email which will include the date, time and joining instructions for the meeting.

Mentors will need to book onto this session via Book it Bee [here](#).



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

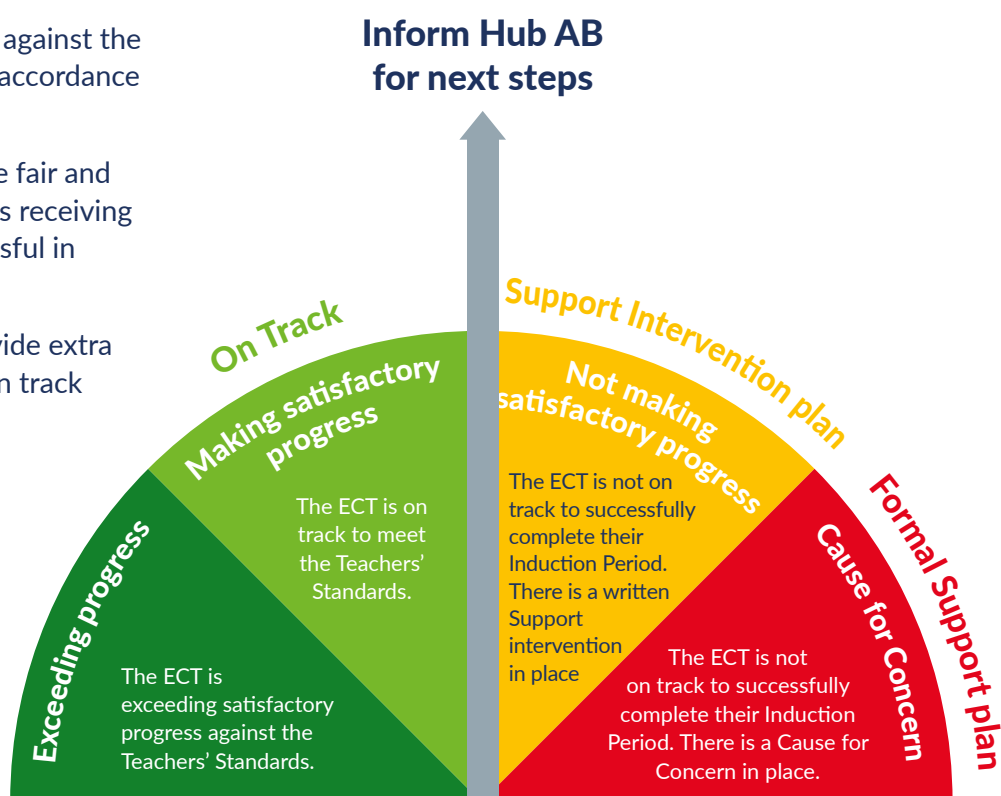


The ECT is evaluated by the school against the Teachers' Standards. This will be in accordance with the diagram (right).

The Appropriate Body's role is to be fair and objective and ensure that the ECT is receiving the support they need to be successful in their Induction.

The aim of a support plan is to provide extra support to help the ECT get back on track to meet the Teachers' Standard.

The ECT should be kept up to date on their progress throughout the Induction Period. There should be nothing unexpected. Once an ECT has been on a Cause for Concern, rigorous monitoring and support must remain in place.



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.

Please see the steps on the next page to be used where there is a concern with an ECT.

School identifies a reason(s) for a concern with an ECT undertaking statutory induction with L.E.A.D. Teaching School Hub Appropriate Body. School contacts L.E.A.D. Teaching School Hub Delivery Partner Contact in the first instance to discuss the concern.

L.E.A.D. TEACHING SCHOOL HUB AB PARTNER CONTACTS



L.E.A.D. Teaching School Hub
AB Named Contact: Sophie Lougher
sophielougher@leadtshub.co.uk / 01522 214459



Voyage Education Partnership - Suzie Pell
suzie.pell@voyage-education.org
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Anthem Schools Trust - Lauren Nicoll
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Keystone Academy Trust - Denise Parker
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01778 424152



Horncastle Education Trust - Veronica Addis
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Learners First Schools Partnership
Stacey Williams
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01709 267021



LEARN SEND Hub - Sarah Robertson
sarah.robertson@learnshub.co.uk
01400 659009

If the concern is in relation to **unsatisfactory progress** being made towards the **Teachers' Standards**, the **AB** will advise a **support intervention plan** being put into place with an identified start / mid-point review and end date. We recommend a 6-8 week timescale for the support plan with a review at the half way point. This must be signed by all parties and submitted to and approved by the AB. The AB Contact will follow this up with the relevant parties.

Please note: An Assessment/Progress Review cannot be submitted where the ECT is identified as 'not making satisfactory progress' without a support plan being in place and approved by the Appropriate Body.

POSITIVE PROGRESS

If after the end date, the **support intervention plan** has been **effective** and the ECT is **on track to make satisfactory progress by the end of the induction period**, no further action is needed. **The AB will confirm this with all parties.**

SOME PROGRESS

If after the end date, the **support intervention plan** has been **effective** in some areas and the ECT is deemed as making some progress towards their targets, the support plan should be amended accordingly. This should be submitted to the AB for approval with a review and end date.

LIMITED/NO PROGRESS

If after the end date, the **support intervention plan** has been **ineffective** and the ECT remains **not on track to make satisfactory progress by the end of the induction period**, a **cause for concern form** will need to be submitted and this will trigger an **AB Quality Assurance** visit from the **AB**. This visit will determine next steps.

If the **AB** is in agreement with the school that there is a genuine concern with regards to the ECT's performance against the Teachers' Standards, a **cause for concern intervention plan** will be put into place with an identified start / mid-point review and end date. The AB will work with the school to co construct the plan to ensure that intensive support is constructed that is tailored to the needs of the ECT at the appropriate level.

This plan continues to be reviewed.

**please note an ECT can be determined as not on track at all Progress Review Points and the first formal assessment. The judgement as to whether 'the ECT has made satisfactory/unsatisfactory progress within the induction period' are made at the second/final assessment. For further information please see the Statutory Information.*

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



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DfE Reading Framework webinars

The DfE Reading Framework webinars for secondary schools and for primary schools were well attended across Lincolnshire schools last term. If you missed either of these sessions the links can be found here.

Secondary
webinar



Primary
webinar



DfE Reading Framework

For support in leading the revised **DfE Reading Framework** in school the DfE **strongly recommend supporting Reading Leads to engage in the NPQLL – Leading Literacy**. The NPQ in Leading Literacy trains existing teachers and leaders to become literacy experts who will drive up standards of literacy teaching in their schools and improve literacy outcomes for every child.

Participants embarking on NPQLL in October 2023 were surveyed to capture what they were hoping to achieve from engagement with an NPQLL. We also asked their Head Teachers what they were hoping to gain from having a member of staff on the programme:

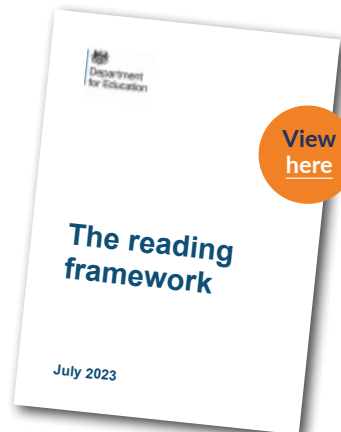
"Our school development plan currently has a heavy focus on developing a literacy curriculum that is both effective and progressive throughout the school. Reading fluency within Key Stage 2 is a main focus; we are wanting to change the way in which whole class reading is taught daily to ensure we are creating readers within our children as opposed to children who can read just enough to get by in school. We want to encourage children to read for pleasure and nurture their reading interests

In addition, we are looking to change the texts within our Literacy long term plans to ensure they are all high quality, fit for purpose and really support the children in achieving the best possible writing outcomes. By altering the texts and writing outcomes across the school we are hoping to see an improvement in their skills progression and writing stamina. We would also like to see an increase in greater depth writers emerge as we develop stronger reading and writing progression of skills.

I will also be working alongside teachers within their PPA for their first sequence of learning when changes have been made to ensure they are confident with the changes and delivery of the sequence." NPQLL participant

"I am hoping that it will help my member of staff understand the role of being English Leader and the many strand that English contains. By participating in this course, they will have a stronger subject knowledge and ability to lead, which will support the wider school."

NPQLL participant's Head Teacher



February 2024 – cohort 6

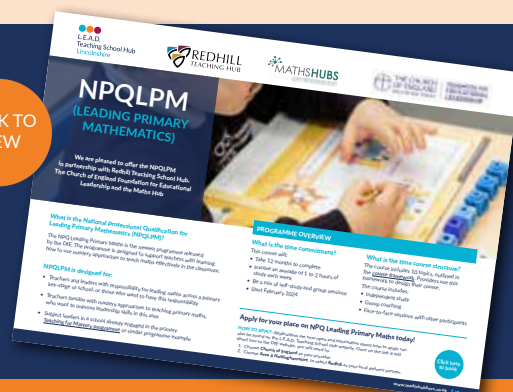
The February 2024 – cohort 6 – is the **last cohort that we can guarantee full funding for the NPQ programmes**. We still have places on each of the NPQ programmes on offer which include **NPQ Leading Primary Maths (NPQLPM)** for the first time. The cost of a Leadership NPQ programmes is £1149 , with Specialist NPQ programmes costing £889 so it is really worthwhile strategically planning staff engagement with NPQs to save the impact of the programmes on your budgets moving forwards.

Sign up
here

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

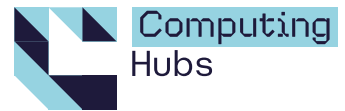
We are working in partnership with the Maths Hub, Redhill Teaching School Hub and the Church of England.

CLICK TO
VIEW





National Centre for Computing Education



Last April, the National Centre for Computing Education launched its NCCE 2 programme and the benefits are being felt in Lincolnshire schools. To date 85 Lincolnshire schools have signed up to the [Computing Quality Framework](#) and one Lincolnshire academy has become the first primary school in England to achieve the CQF at the highest level.

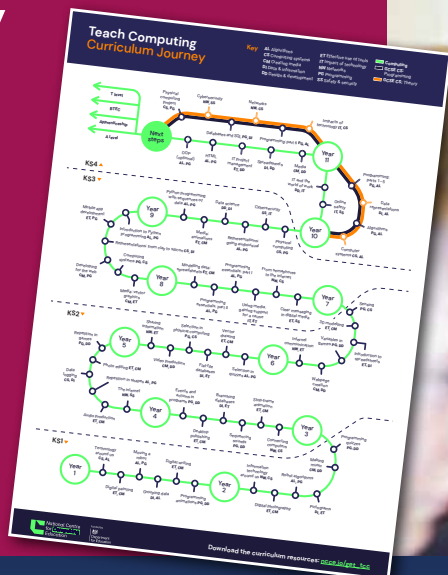
The CQF is a DfE funded tool to help schools review their progress in developing an exemplary computing curriculum. The framework takes schools through each aspect of the computing curriculum and helps them access the NCCE's support and resources for progress. To find out more about the CQF email Msharpe@prioryacademies.co.uk who can help you with the process and provide advice and support.

The CQF isn't the only benefit. The NCCE has developed a quality-assured, fully resourced scheme of learning from KS1 up to KS4.

- Resources include lesson plans, slides, activity sheets, homework and assessments
- Each key stage has a teacher guide and curriculum map to help you get started
- Built around an innovative progression framework where computing content has been organised into interconnected networks we call learning graphs
- Created by subject experts, using the latest pedagogical research and teacher feedback
- All the content is free for you to use, and in formats that make it easy for you to adapt it to meet the needs of your learners

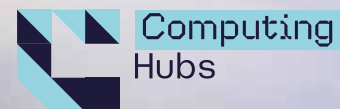
The curriculum journey

View
[here](#)



"The Computing course delivered by John Jefferies was excellent. The information given was detailed and covered thoroughly. He showed us various websites and teaching resources for Year 6 and allowed us time to try out the activities. This was by far the best Computing course I have been on and feel that I now have more confidence in teaching Computing."

'Getting started in Year 6 computing' delegate.



We have supported hundreds of teachers on their computing journey. For example, Sophie was new to leading computing at her primary school and had no prior experience of the Computer Science curriculum. In January 2021 she completed the [Primary Certificate](#).

Over the course of the last few months, she has extended her knowledge and completed both the Computer Science Accelerator and the Secondary Certificate. She has recently completed her training to become a Professional Development Lead in Computer Science.

Sophie told us, *"I have always found the support from the Hub very useful. I've completed lots of the CPD and courses they have available, and it's always boosted my confidence, leaving me inspired with things I could implement in my school to give computing a higher profile and to ensure the children are getting the best possible computing experience."*

"I started as curriculum lead with little experience in computing but through the support from the Hub and working through the Primary Certificate, Subject Knowledge Certificate and the Computing Quality Framework, I now feel knowledgeable about my curriculum leader role in Computing and empowered to help others realise their potential in computing curriculum leadership."

The impact of this on the school's 420 pupils is huge. With the help of the Computing Hub, the school is now following the Teach Computing Curriculum and following a [loan](#) from the Computing Hub, has invested in Crumbles and BeeBots.

Bethan, another Subject Lead new to the role has been working with our Primary Computing Lead to map her curriculum and identify priorities for action. This has included attending a Leading Primary Computing course provided by the Lincolnshire Computing Hub. This is one of a variety of courses we run during the year. Indeed, such was the demand, we have put on an additional session of this course, which is due to run on 17th January. Click [here](#) to see this course

Bethan said, *"I have found the CPD offered extremely useful to support me with leading Computing for the Federation. I am also very grateful for the support Michael Sharpe has given the school with help to plan our school planning cycle."*

See the full list of our primary courses:



Curriculum Hubs

Please visit the offer from the range of Curriculum Hubs:



English Hubs
Witham St Hughs English Hub



EAST MIDLANDS EAST



Lincolnshire
Research
School



Behaviour
HUBS
Witham St Hughs Behaviour Hub



Lincolnshire
Music
Education Hub



WholeSchool
SEND





Upcoming CPD

Click on your chosen programme to book



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



Pastoral Care
Tuesday 6th February



Primary PSHE Subject Leader Specialist Group
Tuesday 6th February



**Primary Languages Subject
Leader Specialist Group**
Wednesday 7th February



Pupil Premium
Tuesday 20th February



Deputy and Assistant Headship
Tuesday 20th February



Primary History Conference
Monday 26th February



**Post ECF Programme -
How to implement subject
knowledge expertise**
Tuesday 27th February



**Secondary PSHE Subject
Leader Specialist Group**
Thursday 29th February



**Primary Geography Subject
Leader Specialist Group**
Thursday 29th February



**SEND Leadership - A Tiered
Approach (Tier 4: Teachers)**
Thursday 29th February



Click on
your chosen
programme
to book

Missed an issue?

View previous issues
of the newsletter



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