



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.28 April 2024



APRIL/MAY NEWS...

The L.E.A.D. Teaching School Hub team are thrilled to announce the most recent news that we have been designated as a Teaching School Hub once again, serving Lincolnshire schools until at least 2028.

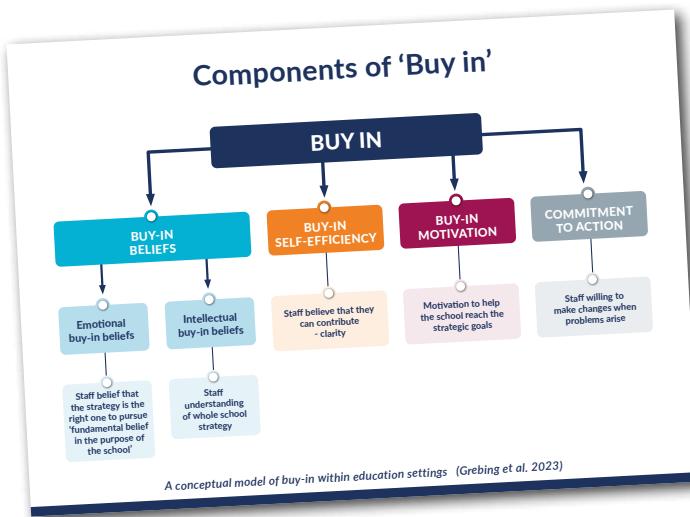
This DfE designation acknowledged our commitment to education and the ability to provide high-quality training and support to teachers and schools across Lincolnshire and beyond. This designation would not have been possible without the ongoing support and input from schools across the county. Your feedback along the way has been invaluable.

We are also excited about the collaborative opportunities that come with being a Teaching School Hub. This designation allows us to work closely with schools and organisations, sharing expertise and learning from others. We believe that by working together, we can create a stronger and more cohesive education system that benefits all students.

We are therefore looking forward to the opportunities that lie ahead as we enter the next period.

Amanda Griffiths, Teaching School Hub Director

LEADERSHIP BRIEFINGS



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ORIGINAL ARTICLE

BERJ ■ BERA

The link between teacher buy-in and intentions to continue working in their current school

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Abstract

Previous research has found school working conditions—particularly school leadership—to be linked to teacher retention. At the same time, evidence from the management literature has suggested that obtaining 'buy-in' from staff is critical to employee performance and instigating change. This paper brings these two literatures together being the first study to explore the relationship between buy-in and teachers' plans to continue working at their current school. The analysis illustrates how teachers who buy into the leadership team's strategy are much more likely to intend to continue working at the school, over and above their views on workload, pay and the quality of their relationships with their colleagues. We conclude by considering what school leaders might do to improve buy-in amongst their staff, while also highlighting areas where further research is needed.

KEYWORDS
buy-in, teacher engagement, teacher retention

Thank you for attending the most recent Local Authority Leadership Briefings. We are keen to hear your feedback in relation to the format of the session so that future sessions can be further shaped, please do not hesitate to get in touch. As promised, the padlet with resources can be found [here](#).

CLICK
HERE

SAVE THE DATE FOR THE NEXT LEADERSHIP BRIEFINGS

5th June	The Golf Hotel (Secondary Only)	12th June	Navenby (North Kesteven)
18th June	The Olde Barne, Marston (South Kesteven)	27th June	Golf Centre (City)
11th June	Hemswell Court (West Lindsey)	13th June	Springfields (South Holland /Boston)
26th June	Brackenhurst Hotel (East Lindsey)	28th June	Virtual

A PICTURE OF NEEDS FOR LINCOLNSHIRE

Thank you for your feedback in relation to the current CPD offer.

The most impactful aspects of CPD in 2023/24, this can be found below:



LOOKING AHEAD TO CPD IN 2024/25



To support us in creating the offer for 2024/25, please do feel free to complete the following short survey. Thank you to those of you who have already responded:

[CLICK HERE](#)

Looking Ahead to 2024/25

1 Which aspects of CPD has been impactful in 2023/24?

2 CPD , Emerging Needs for 2024/25?

Support Staff
Teachers
Middle/ Subject Leaders
Senior Leaders
Other

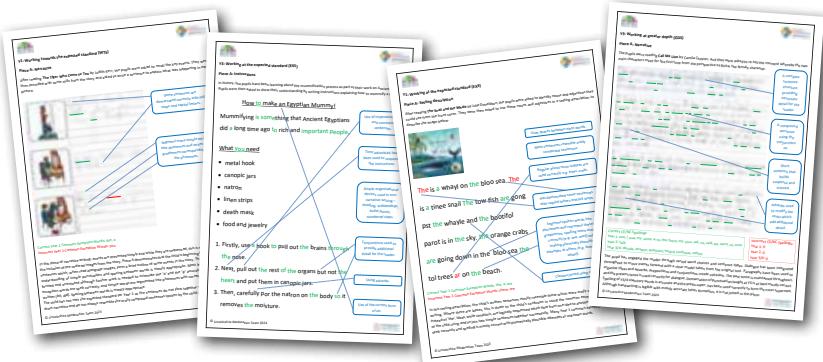
3 What is the most impactful format for CPD?

BLOGS /UPDATES AND RESOURCES

Moderation of Writing

Keystone Academy Trust have added to the moderation folder this month. There is now Y1, Y2, Y3 and Y6 exemplification at every level (working towards EXS, working at EXS and working at GDS.) Please do feel free to use these documents to support your setting in understanding the components of successful writing.

[CLICK HERE](#)



Please note that Y4 and 5 will be added by the end of the Summer Term.

Trust Based Observations: What is 20 Minutes of Teaching Brilliance?

Listen to a Podcast about the method of Trust-Based Observations



Reading in Secondary Schools

An Article:
Teenage
Reading
Networks



A blog by Professor
Jessie Ricketts in
relation to reading at
a Secondary School



Small Schools

Great Big Small Schools INSET Day Monday 6th January 2025 / Online

There are currently 3,500 small schools across our country. All of them unique, all of them important to the communities they serve and all facing similar opportunities and challenges.

In collaboration with the Church of England Foundation for Educational Leadership, on the INSET day in 2025, we plan to bring together experience and expertise from across the primary small school sector to forge lasting partnerships alongside powerful, focused professional development for teachers and leaders in our small schools.

Join us to celebrate the success of small schools, develop your staff and contribute to the presence of small schools on the national stage and our collective voice in the national agenda. On the day, there will be major keynote speakers including Professor Dame Alison Peacock, and small school workshops on topics such as SEND, cognitive science, Ofsted and much more!

If you are interested email Jonny Goggs: jgoggs@chartered.college



What makes a great Teacher? Personality or Pedagogy

An interesting article around self-awareness being the key to effective teaching



Calling all Senior Leaders and English Subject Leaders:

The English Subject Lead Report "Telling the Story", was published on 4th March, 2024. Do not miss this as it has many useful findings to support practice.



Active English and Active Spelling Programmes

Find out more about the Active Programmes (Active English and Active Spelling)



DfE: AI in Education

Do not miss the article relating to AI in education.



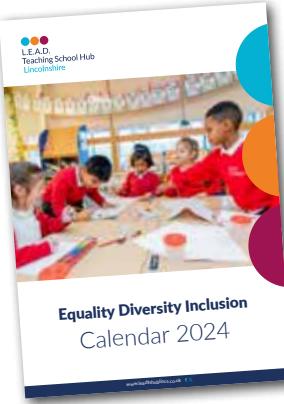
Early Years

Have you seen the latest EEF Document - Personal Social and Emotional Development in Early Years?



Attendance

Have you seen this document - Communicating with Parents to Support Attendance?



EQUALITY, DIVERSITY AND INCLUSION

The EDI Calendar

CLICK HERE

Please find a copy of the latest EDI newsletter for April

CLICK HERE

EDI & PROTECTED CHARACTERISTICS
A TEACHER AND LEADER RESOURCE

Focus area: 9 Protected Characteristics

Is there a hierarchy of Protected Characteristics?

Earth Day

Healthy Planet Lesson Plans - Years 1-6



UPDATES AND INFORMATION IN RELATION TO INITIAL TEACHER TRAINING

We would like to thank schools and ITT providers for supporting data collection for the DfE mandated work on tracking school engagement with initial teacher training. Out of 363 schools, there are a small minority of school who are not currently engaged with ITT. Engagement comes in a range of forms, including offering to host trainees for placements, offering to be a host school for an ITAP or for teachers working as visiting tutors. Over the coming weeks, Laura or Charlotte will be making contact with each of the schools who are unengaged, to help to identify barriers of engagement. We hope that through working together and finding bespoke solutions, we can engage every school in engaging with initial teacher training.

Intensive Training and Practice (ITAP)

From September 2024, there are significant changes to the ITT landscape and one of these is the introduction of Intensive Training and Practice (ITAP) elements into all ITT providers courses,

regardless of route. ITAP is an opportunity that is different from trainees usual weekly training, where they can 'isolate and practise' key aspects of teaching.



To help schools to understand what an ITAP is and to better understand these changes, we have worked in partnership with Lincolnshire SCITT and Bishop Grosseteste University to create some useful guidance.

We are keen to hear from any schools who would like to explore a possible involvement in hosting an ITAP experience for trainees, as they feel they are able to showcase best practice in a particular area of classroom pedagogy.



New University ITT Route for the south of the county

Anglia Ruskin University are excited to launch a brand new **BEd (Hons) Primary Education degree with QTS in September 2024**, and they are looking for primary schools to join their Partnership and help develop ambitious future teachers for the region (Peterborough Campus). If you have capacity to host a primary trainee in the south of the county, please see their flyer [here](#) for more information and arrange a call with their team.

ITT to ECF Conference

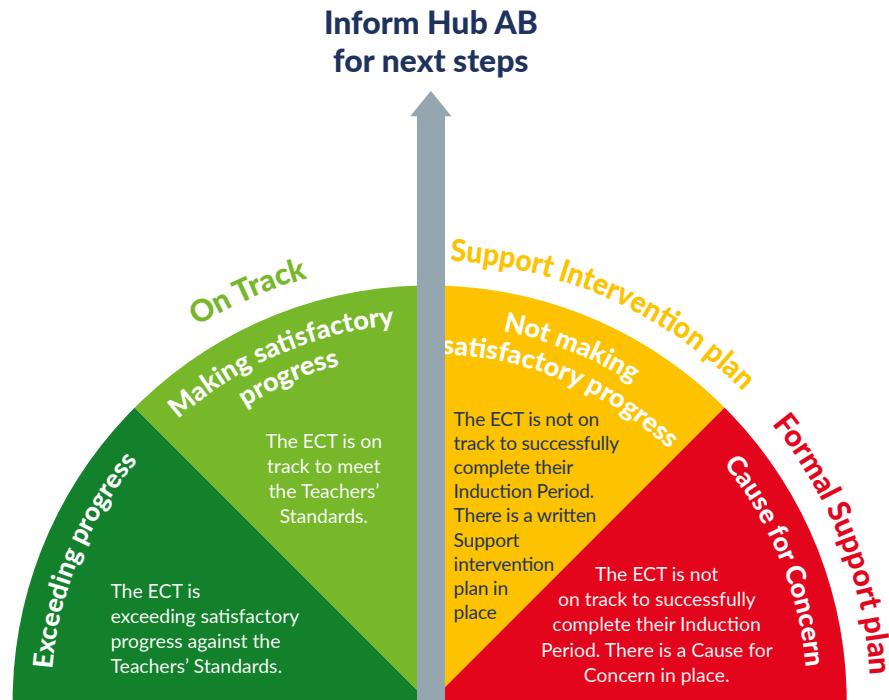
We are thrilled to be working in partnership with all ITT providers, county wide and also DRET Teaching School Hub in North East Lincolnshire to offer an ITT to ECF online conference running on two dates in the summer term: 1st and 2nd July. We aim to support new entrants to the profession to better understand the role a Teaching School Hub will play in the next steps of their career, regardless of where they work nationally.

We hope to provide an informative session about the role of an Appropriate Body (AB) and the Early Career Framework (ECF), to support a seamless transition into employment.

Teaching Assistant to teacher?

If you have any talented Teaching Assistants, who have a degree and meet the ITT entry requirements, we would love to work with you to support them to prepare for a career in teaching. Planning ahead to prepare your workforce for the next stages in their career can be invaluable and at the Teaching school Hub we can offer support, advice and guidance for career changers. We are happy to discuss possible routes, check personal statements and offer advice on any funding they may be entitled to.

Please email: charlotte@leadtshub.co.uk with any enquiries.



ECF Evaluation Report Published by the DfE

In February the DfE published the year 2 **Evaluation of the national roll-out of the early career framework induction programmes**. This contains an analysis of ECT and mentors experiences through the first cohort of ECF trainees and should be of interest to all delivery partners. TSHC will look to bring an overview of the findings in the coming weeks, however some initial findings to highlight include:

- ECTs were mostly positive about their training. Mentors and induction tutors also rated the training for ECTs positively.
- ECTs continued to feel very supported by their mentors and were confident in their mentors' abilities.
- ECT and mentor confidence increased over the course of the programme.
- Participants rated communications from providers positively.
- Participants felt the ECF-based induction programme built on and extended topics covered in ECTs' ITT.
- Towards the end of the first complete induction period, most schools intended to continue with the provider-led approach and their current lead provider.
- There are also some findings which are less positive, including workload pressures and a lack of tailoring to school contexts.

Part-time ECTs

If an ECT is on a 0.7 contract or less, they will work through the ECF programme at a Part-Time rate. If you have a part-time ECT please contact Rachael Visconti or Sophie Louher at the Teaching School Hub so we can tailor your ECT's ECF programme.

Onboarding Mentors

When registering an ECT or a mentor please ensure that they are linked on the DfE portal. If mentors are not linked to an ECT they will be automatically withdrawn from the Programme.

An ECF Case Study

It is great to see that almost 60 of ECTs have moved onto a leadership role post ECF. To see more about the impact of the ECT on a wider scale, please see the successful case study published by the DfE.

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AB

Period of Absence

If you have an ECT who has been signed off after long period of absence, please do let Rachael or Sophie know at the earliest convenience. We will change the ECT's status to 'on hold' so that they do not receive automated emails and event reminders.

ECTs should receive an assessment in the final term of the first year (term 3, full time equivalent for part-time ECTs) and in the final term of the second year of induction (term 6, full time equivalent for part-time ECTs).

Where term 3 or term 6 have been extended as a result of ad hoc absences totalling 30 days or more by the aggregated number of days absent, the formal assessments are expected to be held at the end of that extension period. It is for schools and

ECTs to agree exactly when the assessment dates are set.

If a formal assessment is scheduled at a time when an ECT is absent, and the ECT is expected to return and continue their induction in the same school, then schools should wait for the ECT to return in order to complete the formal assessment. ECTs and schools should agree their assessment dates and ECTs are expected to participate effectively in formal assessment meetings.

ECT Governance Presentation

L.E.A.D. Teaching School Hub have created resources for Governors to provide support in understanding the Induction Process, including their roles and responsibilities as governors. Please share this with your leadership team in school to share with Governors.

Click the image to find the resources.



HR v ECF

Through the work of the Appropriate Body, we have identified some confusion around Appropriate Body and HR processes. To support schools with this, we have created a simple grid to demonstrate that both aspects run in parallel.

Please do contact the AB where there is any cause for concern.



Timeline	Autumn Term Year 1	Spring Term Year 1	Summer Term Year 1	Autumn Term Year 2	Spring Term Year 2	Summer Term Year 2	Autumn Term Year 3
Statutory ECT Induction	Yes	Yes	Yes	Yes	Yes	Yes	No
Probation Policy*	Yes	Yes	No	No	No	No	No
Disciplinary Incl. Conduct	Covered by probation	Covered by probation	Yes	Yes	Yes	Yes	Yes
Performance Management	No	No	No	No	No	No	Yes
Capability	Covered by probation	Covered by probation	Yes	Yes	Yes	Yes	Yes

* PLEASE NOTE: The length and conditions of the probationary period will vary according to the policy.

Diary Dates

Our next Statutory Information Event is on Wednesday 8th May 3pm – 4.15pm.

This event is for any new ECTs, Induction Tutors, Mentors and Headteachers to attend to find out more about the Statutory Entitlements of the Early Career Framework. You can sign up to this event via ECT Manager. If you have not yet attended a Statutory Information Event this year, it is essential that you attend.

CLICK HERE



NPQ

Ofsted



Our Lead Provider, Teacher Development Trust (TDT) has achieved Outstanding in their recent inspection as a lead provider for NPQs. We are thrilled to be working with them to deliver the National Professional Qualifications. The full report can be found [here](#), please click the image.



CLICK HERE

Expressions of interest 2024/25

Onboarding for 2023/24 has now closed – expressions of interest for 2024/25 can be made via the Teaching School website in readiness for cohort 7

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Sign up for 2023/24

We are thrilled with the sign up for this year where we have over **100 more participants than the target set by the DfE**. Over both cohorts 5 and 6 for this academic year we have a total of 360 participants.

This year we made the decision to split three of the NPQ programmes in to two groups to mitigate numbers, both groups will be led by the same lead facilitator and run alongside each other. Splitting the cohort for NPQSL, NPQH and NPQLTD into two groups meant that we could ensure a **high-quality experience** for the participants involved, so each participant gains the attention they deserve working within a smaller group.

NPQLTD

One of the groups within cohort 5 is being delivered from Bishop Grosseteste University whom we are delighted to be working with and who have 20 of their staff working on Leading Teacher Development from February 2024.

NPQ SENCO

The NPQ SENCO programme will start in Autumn 2024, NPQ SENCOs who have already obtained the NASENCO **do not need** to complete the SENCO NPQ.

From September 2024, all SENCOs and aspiring SENCOs will need to:

- take the NPQ if they have not completed or started the NASENCO
- complete training within 3 years of appointment – schools and SENCOs must make sure they enrol on training that will meet this requirement

A reminder that the NPQ SENCO is also valuable to teachers for those that are interested in SEND in the mainstream.

Signing up for 2024/25

We have not yet been informed of the funding model for NPQs in the future and the window for recruitment is not yet open.

We will let you know when this changes.



English Subject Lead Report / NPQLL

The English Subject Lead Report "Telling the Story", was published on 4th March, 2024.



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In this report, Ofsted evaluate the common strengths and weaknesses of English that they have seen in schools across the country, recommending ways for school and subject leaders to further improve their English curriculum. One of the ways that schools can develop their provision for reading, writing and spoken language would be to embark on the NPQLL programme. Within the NPQLL there is a chapter of learning, each lasting a half term, focusing on Developing Language, Developing Reading and Developing Writing.

Headteacher feedback where staff have completed the NPQLL programme

"Our initial aim was to upskill our Literacy lead's knowledge and training, enabling her to become a much more confident and impactful leader of Literacy in our small school. This person has worked hard to meet all of these goals and to really drive forward improvements in Literacy at our school. They are much more confident now when working with colleagues and very good at feeding back to others, whilst monitoring and evaluating the effectiveness of her initiatives. They are now moving towards using this new skill set to tackle our writing gap and have already got a writing audit planned and ideas in place to ensure the same impact is seen in this area."

"The programme has enabled our Literacy lead to develop their leadership skills in what is a core area of our school focus. The programme has led to greater clarity of our literacy journey and also enable them to lead with greater clarity."

"The impact has been on the accelerated development of the Reading curriculum and the detailed professional development staff meetings that have enabled teachers to understand, with clarity, what the expectations are around reading."

Feedback from participants having completed the NPQLL programme

"I genuinely feel the confidence and extra knowledge I received through this course has enabled me to deliver training in a positive manner, which has lead to the staff taking it on in a positive manner. Having the knowledge and evidence provided throughout this course, I was also able to confidently explain during our recent OFSTED inspection, the reasons for the developments we are currently undertaking and could speak clearly and passionately about my subject. My ability to carry out professional conversations, in a variety of situations, has improved as I know I have a stronger, more developed understanding due to the skills and knowledge I have developed over the year.

I believe my ability to lead this subject has improved considerably throughout the duration of the course and I am confident I will continue to use what I have learnt as I continue to develop English at our school."

"I feel that my school has benefitted from me completing the NQPLL course as I feel more skilful, knowledgeable and confident to lead the subject. Previously, many new schemes have been implemented and have not been sustained due to the lack of CPD, buy-in from staff and lack of preparation prior to delivering stage.

In the last 12 months, this has changed. Conversing with the senior leadership team, ensuring that this process is not rushed and requesting time to complete research (explore) and to prepare before deliverance.

In addition, my mindset has changed as a result. I now know that I cannot be one person leading the subject and that successful implementation is best with competent and knowledgeable staff who feel respected and safe to apply what has been asked of them. English attainment has improved over the year and staff have received relevant CPD as and when needed."

Curriculum Hubs

...under the spotlight this month

The Science Learning Partnership is your local Curriculum Hub for science and provides quality, subject-specific continuous professional development (CPD) for primary and secondary schools in the Greater Lincolnshire area. It is a part of a network of SLPs and other support for schools that is managed by STEM Learning. We combine local expertise in teaching and learning in science, facilitating CPD, and providing school-to-school support. We offer quality, high impact science CPD through a range of full day or twilight sessions. We also work with schools on an individual basis to provide bespoke support to meet the differing needs of schools across the area. We are experts in building networks and getting you the support you need. We work with STEM Learning, the Stimulating Physics Network, the Royal Society of Chemistry, the Ogden Trust, the Association for Science Education, Enthuse Partnerships and the STEM Ambassador network.

We provide teachers, technicians and other educators with high impact, subject-specific professional development in science. We offer:

- inspirational professional development, delivered by experienced educators
- development of your teaching practice to improve pupil outcomes
- bespoke CPD designed to match your development needs
- the chance to develop science curriculums
- networking opportunities with other schools in our region

This academic year, we have run almost one hundred events which have been attended by nearly six hundred teachers. We run a variety of science **CPD sessions** on everything from working scientifically to outdoor learning. Additionally, if you would like something bespoke, please contact the SLP Lead gennis@prioryacademies.co.uk

With only around 5%* of primary teachers having a science degree, it is no surprise that our **Primary science subject leaders' meetings** are amongst our most popular events. 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. These run once a term at seven venues across the county making them easily accessible to all teachers. The fee is £75 per session but we are offering a Teacher Release Payment code for any booking so schools in county can access these for £25 per delegate. Participants rate all of our courses highly with 10% rating them as good and 90% rating them as very good.

"The presenter was extremely knowledgeable about the developments in this subject. She had real classroom experiences of how it could be applied and was able to help us to consider what we might want to apply in our own classrooms."

"Jane's knowledge of the entire Science curriculum, her links to other subjects and great ideas for lessons/topics was incredible. Jane encouraged our thinking and own ideas, whilst recalling successful lessons and activities that she has completed herself."

"I was very grateful for the knowledge and advice that was given to me in my new role as Science Leader for my school. I have already made changes to the school's LTP which has been supported and encouraged by my Headteacher. I have also started to implement the Action Plan that was outlined for our school by the Science Specialist."

We can also help you with your [Primary Science Quality Mark](#) journey

Primary Science Quality Mark

Primary Science Quality Mark is a one-year school improvement programme for primary science, which provides professional development for new and experienced subject leaders each year. PSQM enables confident, knowledgeable, reflective leadership which results in an improvement in the way in which science is strategically planned and taught across the whole school. Get in touch to find out [more](#).





Do not miss
'The New Evidence
Briefing Podcasts'



Do not miss the
Metacognition and
Self Regulation
documents for each
of the core subjects
produced by the
Lincolnshire Research
School



Do not miss these case studies
from schools in computing.
Fosse Way from Lincolnshire is
proud to share their case study
amongst others nationally.

CPD

This month's opportunity for professional development

Click on your chosen programme below to book



Thursday 18th April

EAL Subject Leader
Specialist Group



Tuesday 23rd April

RE Subject Leader
Specialist Group



Thursday 25th April

SEND Leadership -
A Tiered Approach
(Date 10- Learning
Environments)



Monday 29th April

Secondary English
Subject Leader
Specialist Group



Tuesday 30th April

Deputy and Assistant
Headship



Monday 20th May

Primary DT Subject
Leader Specialist
Group



Monday 20th May

Primary Art Subject
Leader Specialist
Group



Tuesday 21st May

Active Spelling
Open Morning



Tuesday 21st May

Active English
Open Morning



Tuesday 21st May

Primary Languages
Subject Leader
Specialist Group



Wednesday 22nd May

Secondary Languages
Subject Leader
Specialist Group



Thursday 23rd May

Music Subject Leader
Specialist Group