



L.E.A.D.

PROFESSIONAL
DEVELOPMENT
OFFER

2024/25

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



'Working in Partnership Achieving the Highest Outcomes for All'

At L.E.A.D. Teaching School Hub, we believe in excellence, every day, for every child. To achieve this aim, we work closely with the Department for Education to deliver on the golden thread of professional development for all the schools in the designated area of Lincolnshire.

Evidence informed practice tells us that the quality of teaching, influenced by the quality of leadership, is the biggest variable in student achievement and progress. The Teaching School Hub is one of **87 nationally DfE designated centres of excellence**, commissioned by the DfE to provide the very best professional development and support in initial teacher training, early career teacher induction, early career guidance and quality assurance, specialist and leadership qualifications, and pathways to retain and develop expertise for the entire workforce.

Each stage is supported by content frameworks – underpinned by research – that build on and complement one another.

To achieve our aims, we operate against the backdrop of these five principles:

Our Equality and Diversity strategy is reviewed and revised by the Governing Body at the Teaching School Hub and is at the heart of our work.



CONTENTS

Vision	7	L.E.A.D. Provision of CPD	79	<ul style="list-style-type: none">• Primary Assessment Specialists• Moderation• Attendance Conference• Artificial Intelligence – Exploring the Role in Primary Education• Adaptive Teaching and the Universal Design for Learning• Exploring the ‘Great Teaching Toolkit’• Engaging with Parents about Attendance• How Inclusive is your Classroom?• Mitigating the Impact of Mental Health on School Attendance• Understanding and Dealing with Emotionally Based School Avoidance• Oracy-rich Classrooms: Time to Talk• What is ‘Good Behaviour’ and How Can We Encourage More of It?• Outdoor Learning: a Mindset, not just an Activity• Understanding the Causes of Aggressive Behaviour and How to Manage It	Subject Leaders Forums	171	
Summary of Provision since initiating the Hub in 2021	8	Leading in the the Future - Developing Lincolnshire Leaders	81		<ul style="list-style-type: none">• Primary English Subject Leader Group• Secondary English Network• Primary Maths Subject Leader Group• Secondary Maths Subject Leader Network• Primary Science Subject Leader Networks• Primary History Subject Leader Group• Primary Geography Subject Leader Group• Secondary Geography Subject Leader Group• EYFS Subject Leader Group• RE Cluster Group• Myatt and Co: CPD Films for Teachers, Leaders and Education Professionals• Languages Professional Forum• Music Subject Leader Specialist Group• DT Professional Forum• Primary EAL Subject Leader Group• Art Leadership Development Group• Primary PSHE Subject Leader Group• PE Leadership Development Group		
Working in Partnership	10	<ul style="list-style-type: none">• Leadership Conference• Early / New to Headship• Deputy and Assistant Headship• The Lincolnshire Programme for Executive Headteachers• Governance• Governor Monitoring of Educational Performance and Compliance• Small School Forum• Are you a Multi Academy Trust?					
Curriculum Hubs	12	Wider CPD Offer	99				
Golden Thread	13	<ul style="list-style-type: none">• Why Oracy Matters – Learning Through Talk• Being a Writer-Teacher• Developing your School’s Approach to the Teaching of Writing• Grammar: Knowledge, Pedagogy, and Practice• Grammar: Knowledge, Pedagogy, and Practice for TAs• Developing Early Language and Vocabulary within the Early Years Project• Reading Fluency Across the Curriculum• KS2 Reading Fluency Project• KS2 Reading Fluency Project - Bespoke Support• KS3 Reading Fluency Project• “Why Learning Fails – (And What To Do About It)”• Personalising the Curriculum to your Context• Recorded, On-demand CPD for TAs and HLTAs• Articulating Your Commitment to EDI• Reducing Teacher Workload and Improving Impact• Actionable Feedback: Strategies to Support Pupil Progress and Teacher Workload• The Responsible Behaviour Curriculum• Building a Behaviour Culture in a School - How you Teach Behaviour• Developing Effective Indoor and Outdoor Provision in Early Years		SEND	145	Bespoke Support / Audits	191
Career Progression along the Golden Thread	14			<ul style="list-style-type: none">• SEND Leadership – A Tiered Approach• SEND Network Meetings• The Adaptive Teacher Pathway• Teaching Assistant - SEND-specific Modules• Managing Behaviour• SEMH – Meeting Need		Active Programmes	199
Keep in Touch	16					<ul style="list-style-type: none">• Active English Open Morning• Active Spelling Open Morning• Active Number Open Morning• Active Development Days• Top-Up Training for Autumn Term	
DfE Accredited Programmes	17						
Initial Teacher Training	19						
<ul style="list-style-type: none">• ITT/Routes into Teaching							
Early Career Framework & Appropriate Body	31						
<ul style="list-style-type: none">• Early Career Teaching• Fully Funded Provider-led EC PDP• ECF Feedback• Appropriate Body Package							
National Professional Qualification	39						
Curriculum Hubs	53						
<ul style="list-style-type: none">• English Hubs• Maths Hubs• Computing Hubs• Music Hub• SEND Alliance• Universal SEND Services• Careers Hub• Lincolnshire Research School• Stronger Practice Hub• Languages Hub							



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

L.E.A.D. Teaching School Hub is an ambitious, values-driven, partnership-centred organisation, determined to impact on the life chances, aspirations and outcomes for pupils. Holding the 'Golden Thread' central to the Hub's work, it aims to equitably support all settings to invest in their workforce to recruit, retain, inspire and develop the best teachers, support staff and leaders. Recognising that high quality teaching has the greatest impact on pupil outcomes, the Hub offers inspiring, research-informed, actively inclusive, accredited professional development, sharing capacity and expertise to raise expectations and ultimately change lives.

In partnership, we are collectively aiming for:

LEADERS who impact positively upon learners through:

- Having a deep-rooted understanding of high-quality teaching and learning, and know 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:

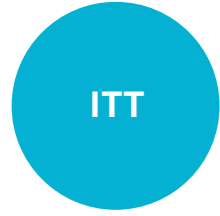
- Having a strong understanding of high-quality teaching and learning, and knowing how to effectively design, implement, assess and deliver an excellent curriculum
- Having high aspirations for themselves and pupils, meeting the needs of every learner
- Demonstrating a commitment and enthusiasm to develop 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 and aspirational
- Develop knowledge, skills, behaviours and 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


Summary of Provision since Initiating the Hub in 2021

- 

Overall → On average, 80% of Lincolnshire Schools have engaged with DfE approved. A further 80 schools beyond Lincolnshire have engaged with the Hub's services.
- 

ITT → On average, 93% of Lincolnshire Schools have engaged with Initial Teacher Training across Lincolnshire
- 

ECF/AB → On average, there have been between 600 and 700 Early Career Teachers and Mentors working annually with L.E.A.D. Teaching School Hub. The retention rate has remained above 95%.
- 

NPQs → There have been 998 NPQ participants throughout the three years of Teaching School Hub operation. This is across an average of 160 Lincolnshire Schools.
- 

Curriculum Hubs → 99% of schools in Lincolnshire engage with a curriculum hub
16% with 1 Hub / 28% with 2 Hubs/ 55% with 3 Hubs+

FEEDBACK

	2021-22	2022-23	2023-24
Overall Satisfaction	98%	99%	To be conducted
NPQs % Good+	98%	98.5%	99%
NPQs % Excellent	61%	75.4%	75%
ECTs % Good+	98%	93%	98%
ECTs % Excellent	65%	57%	68%
Mentors % Good+	96%	98%	99%
Mentors % Excellent	56%	63%	69%

Overall

"We are very grateful to all you for the support we have had from L.E.A.D. as it has definitely had a very positive impact on the visit."

"Thank you for helping us on our journey. We have had some really positive engagements with L.E.A.D. that have really supported our school improvement and development. I can't speak highly enough of the L.E.A.D. team and the offer."

ITT

"There is so much support available, this has been invaluable in my own personal development."
(Current primary trainee, Lincolnshire SCITT)

"Really useful and insightful, this made me reflect on my own practice and other teachers' practices."
(ITAP session for Lincolnshire SCITT, October 2023)

NPQ

"Today has really helped with completing the implementation plan properly, thank you so much."
(NPQLTD)

ECF

"I enjoyed the opportunity to network with other teachers and share examples of best practice."
(ECT - Local Group Session Year 1)

"The impact cycle and how it gives a clear understanding of how a mentee can improve."
(Mentor-Local Group session, Year 1)

"It's been a pleasure working alongside trainers who are so supportive and knowledgeable. I've really enjoyed the course over the year."
(NPQBC)

"I left the training day with useful knowledge and classroom techniques related to extrinsic and intrinsic motivation and altering language to foster a better classroom environment where more students are engaged and thinking hard."
(ECT - Regional Event Year 1)

"The Impact in my setting has been vast, I have completed the theory of change model and changes have happened."
(NPQSL)

Working in Partnership

Proud to be working with...



Partnerships are fundamental to the leadership, strategy, operational delivery and dissemination of the Teaching School Hub provision to ensure a positive impact across Lincolnshire and beyond. The community, staff, associates, facilitators and partners make significant contributions and feedback in relation to the work of the Teaching School Hub.

THE DfE/ THE LEAD PROVIDERS/ OTHER TEACHING SCHOOL HUBS

The Hub works in partnership with a range of lead providers across a range of programmes. This academic year, the Hub will be partnering with 3 lead providers. The Education Development Trust for the Early Career Framework, Teacher Development Trust for the majority of NPQs, The Church of England for the Maths NPQ and Teach First for the NPQSENDCO.

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 and provide or receive professional challenge.



Partners include the following:



The Hub will support and complement the school improvement functions of the DfE and the remit of the Hub.

The DfE monitors the work of the Hub against the approved KPIs which have been jointly set.



The Lincolnshire Education Group consists of the Local Authority, The Teaching School Hub, The Diocese and the Partnership of Schools Group representatives. This group is designated to work in partnership with the Hub and support the strategy across Lincolnshire.



Trusts and Schools are likely to have their own recruitment and retention strategy alongside their own strategy for CPD. 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. Equally the Hub is keen 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.



The Hub collaborates with a range of DfE or EEF accredited providers. These include the Research School and Curriculum Hubs- see the following pages. 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 Lincolnshire Research School.



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.

Curriculum Hubs

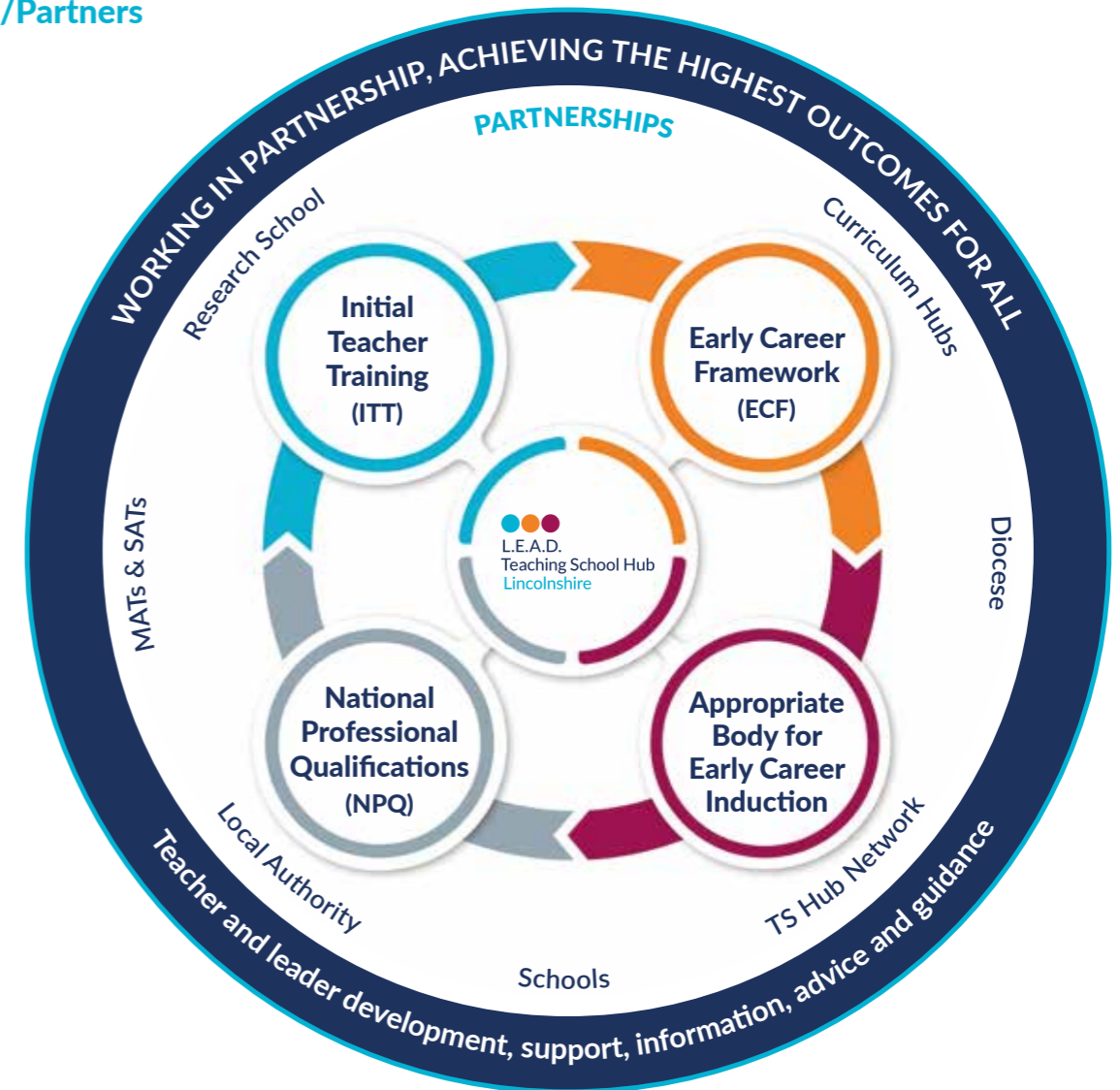
Working in partnership, achieving the highest outcomes for all.



The Golden Thread

The Teaching School Hub is designated to deliver ITT, ECF, NPQs and Appropriate Body Services on behalf of the DfE.

Role/Partners



Career Progression along the Golden Thread

To add clarity around the pathways for teachers and leaders at all stages and the range of professional development available to them, please see the diagram here.



Pre - ITT

Get into Teaching:

- Website
- 14-18 brochure

Initial Teacher Training - ITT

Opportunities

- Class Teacher
- Teaching Assistant

Early Career Professional Development Programme - ECPDP

Early Career Teacher Year 1
Early Career Teacher Year 2

Opportunities

- Shadow Subject Lead
- Subject Leadership
- Mentoring - ITT / ECT
- Working parties within school
- Research Groups
- Year Group Lead

Mentor Year 1

Mentor Year 2

Specialist National Professional Qualification (NPQ)

NPQ Behaviour and Culture

Opportunities

- Mental Health Leader
- Facilitator for ECF / NPQ Specialist Programmes

NPQ Leading Teaching

- Curriculum Specialist
- Specialist working with the Curriculum Hubs
- Facilitator for ECF / NPQ Specialist Programmes
- Subject Lead

NPQ Leading Teacher Development

- Mentor ITT / ECT
- Lead mentor - ITT / ECT
- Teacher mentor
- Phase leader/ Year Group Leader / Department Leader
- Facilitator for ECF / NPQ Specialist Programmes

NPQ Leading Primary Maths

- Facilitator for ECF / NPQ Specialist Programmes
- Maths Subject Leader
- Facilitator/Specialist with the Maths Hub

NPQ Leading Literacy

- Literacy Lead
- Literacy Specialist English Hub
- Reading/Writing/Oracy/Phonics Specialist
- Department Heads - Disciplinary Literacy/ English across the curriculum

Leadership National Professional Qualification (NPQ)

NPQ Senior Leadership - NPQSL

Opportunities

- Member of SLT - Senior Leadership Team
- Deputy Headteacher

NPQ Early Years Leadership - NPQEYL

- Head of Nursery
- Child Minder
- Play Group Leader
- Foundation Stage Leader with Nursery

NPQ Special Educational Needs Co-ordinators - NPQ SENCO

- SENCo
- Teacher with strong understanding in SEND within the mainstream
- Opportunities within SEND Hub

NPQ Headship - NPQH

- Head of School
- Head Teacher / Principal
- Facilitator of NPQH

NPQ Executive Leadership - EL

- Interim Head Teacher of a second school
- Executive Leader across 2/+ schools
- Facilitator of NPQH / SL

Keep in Touch



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L.E.A.D. Teaching School Hub



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Build the network you are working in.

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

@LEADTSHub



Newsletters / Updates



EDI Newsletters

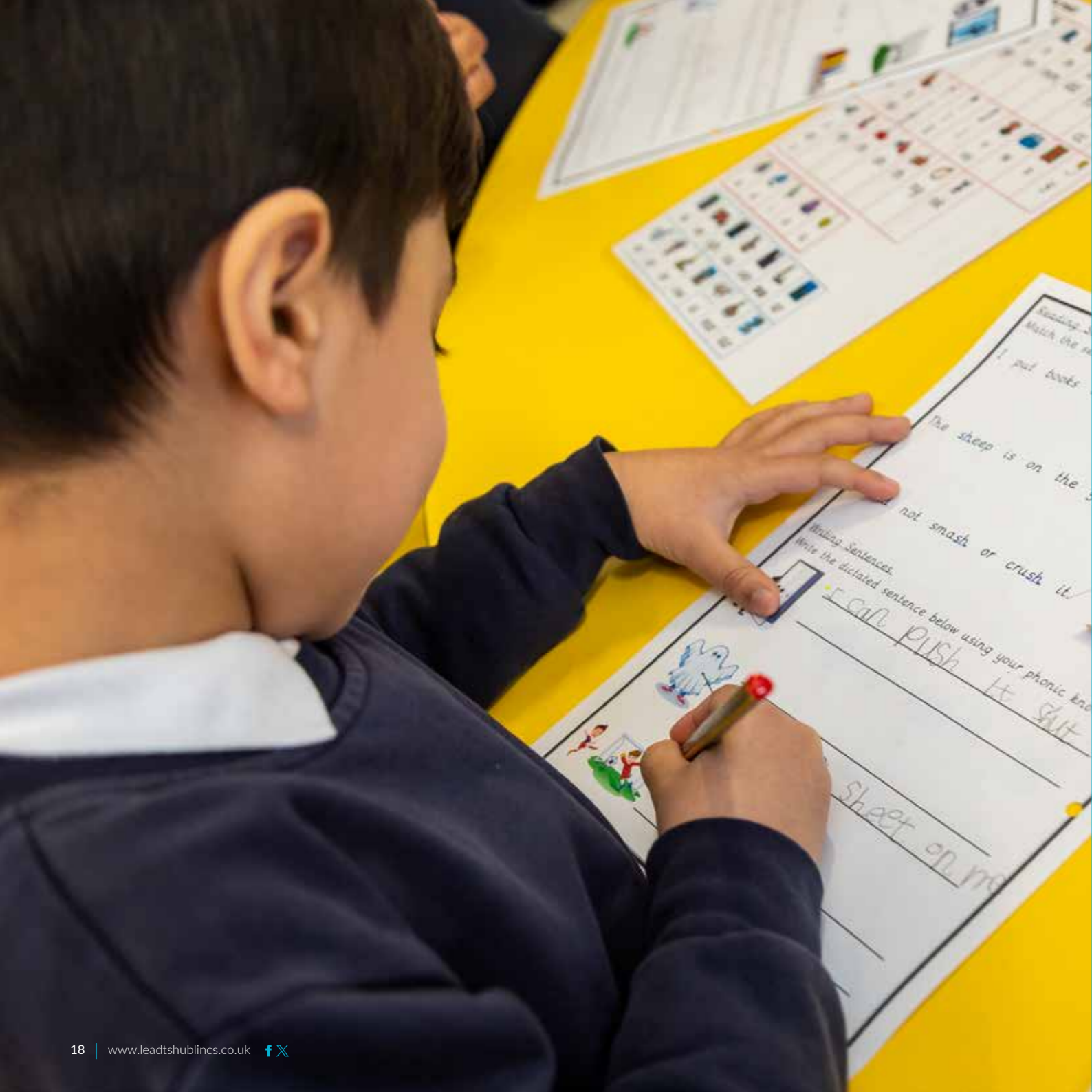


DfE Accredited Programmes

The following section of this brochure is constructed through L.E.A.D. Teaching School Hub accredited by the Department for Education. This is delivered in partnership with local delivery partners, national delivery partners and is quality assured by the DfE.

This section includes the DfE mandated remit of:

- Initial Teacher Training
- Early Career Teaching
- Appropriate Body Services
- National Professional Qualifications
- The DfE Curriculum Hubs



Initial Teacher Training



Initial Teacher Training (ITT) and Routes into Teaching



We are privileged to work across the region with a wide range of Initial Teacher Training (ITT) providers. Building a strong workforce for the benefit of our children remains a high priority within all schools. The 'Golden Thread' of professional development starts with high-quality initial teacher training and ensuring that all trainees have a strong grounding in professional practices.

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 and local ITT providers provides rich opportunities for continuing professional development and mutual collaboration for all involved, with the aim of impacting upon pupil outcomes.

The ITT landscape can be complex, so to support head teachers to understand the routes available locally, we have created an ITT Directory as a simple guide. There are also significant changes in the ITT Criteria from September 2024 onwards, so we have compiled a useful guide with an overview of these changes with a specific guide on Intensive Training and Practice (ITAP) experiences, as a new feature of all ITT courses nationally. Please see the L.E.A.D. website for all of these useful documents.

If you are considering hosting a trainee teacher or if you have an aspiring teacher or volunteer working within your school, who is eager to shape the lives of pupils in Lincolnshire, then we are keen to support you in understanding the options available and offer advice.

Please contact our friendly team: admin@leadtshub.co.uk



Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
BA (Hons) Primary Education with QTS	3 years (full-time)	3-7 or 5-11	Undergraduate	£9,250	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard)
BA (Hons) Primary Teaching Studies with QTS	16 months (full-time Blended)	3-7 or 5-11	Top-up degree	£9,250	Entry requirements: *a Level 5 qualification such as BGU's FdA in Primary Teaching Studies, FdA in Professional Studies (Education), or an equivalent education-based qualification *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard)
Assessment Only Route to QTS (Primary and Secondary)*	Undertaken over a 12-week period (maximum)	Primary and secondary applicants considered. *Applicants will need to specify the two age ranges they would like to be assessed in (3-19)	Postgraduate	£2,550	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science (if primary) at level 4/C or above (or the equivalent standard) The Assessment Only Route with Bishop Grosseteste University is a 12-week assessment period for those already working as experienced, unqualified teachers, who are already meeting the Teachers' Standards. You need to have evidence of being a teacher in two schools and meet the Assessment Only entry criteria. Candidates MUST have a school willing to support them.
PGCE Primary (Full Time) <i>(leads to a potential recommendation of Qualified Teacher Status (QTS))</i>	1 year (full-time)	Either 3-7 or 5-11 age phase	Postgraduate	£9,250	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard)

Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
PGCE Primary (Part-Time) <i>(leads to a potential recommendation of Qualified Teacher Status (QTS))</i>	2 years (part-time) Blended-delivery	Either 3-7 or 5-11 age phase	Postgraduate	£6,475 (year 1) £2,775 (year 2)	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard)
PGCE Secondary <i>(leads to a potential recommendation of Qualified Teacher Status (QTS))</i>	1 year (full-time), 2 years (part-time)	Either 11-16 (with post-16 enhancement) or 14-19 age phases. See website with up to date list of subjects	Postgraduate	£6,475 (year 1) £2,775 (year 2)	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard)
Professional Graduate Diploma in Education (Teaching Post-16 and Further Education) <i>(Trainees who complete the course will be eligible to apply for QTLS (Qualified Teacher Learning and Skills))</i>	1 year (full-time), 2 years (part-time)	Teaching Post-16 and Further Education	PGDE	£9,250	Entry requirements: <ul style="list-style-type: none"> A bachelor's degree Typically, minimum Level 3 in the subject the trainee intends to teach Level 2 qualification in Mathematics and English Access to a minimum of 150 hours of teaching over the period of the programme, (for the part-time route, the 150 hours of teaching should be no fewer than 75 hours in any one year) Subject to safeguarding and Disclosure Barring Service (DBS) checks

Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
Primary fee funded course, with QTS & PGCE	Full-time	3-7 and 5-11 specialisms offered	Postgraduate	£9,250	<p>Entry requirements:</p> <ul style="list-style-type: none"> *An undergraduate degree *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard) <p><i>PGCE with Leeds Beckett University.</i></p>
Secondary fee funded course, with QTS & PGCE	Full-time	<p>Secondary Subjects:</p> <p>English, Maths, Chemistry, Physics, PE, Computer Science, Geography, History</p> <p><i>(see website for up to date list)</i></p>	Postgraduate	£9,250	<p>Entry requirements:</p> <ul style="list-style-type: none"> *An undergraduate degree *GCSE English and Mathematics at level 4/C or above (or the equivalent standard) <p><i>PGCE with Leeds Beckett University.</i></p> <p>Bursaries and scholarships may be available for some subjects – see the Train to Teach website for up-to-date information.</p>
Assessment Only (awarding QTS)	Undertaken over a 12-week period (maximum)	<p>Primary and secondary applicants considered.</p> <p><i>Applicants will need to specify the age ranges they would like to be assessed in either 3-11 (primary), 7-14 (middle) or 11-19 (secondary).</i></p>	Postgraduate	£2950 + VAT	<p>Entry requirements: see above for primary and secondary.</p> <p>The Assessment Only Route with Educate is an assessment period of up to 12 weeks, for those already working as experienced, unqualified teachers, who are already meeting the Teachers' Standards. You need to have evidence of being a teacher in two schools and meet the Assessment Only entry criteria.</p> <p>Candidates MUST have a school willing to support them.</p> <p><i>If you are in a region outside of our current partnership areas please get in touch as our AO route is available outside of these.</i></p>



Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
Primary fee funded course, with QTS & PGCE	Full-time	3-7 and 5-11 specialisms offered	Postgraduate	£9,250	<p>Entry requirements:</p> <ul style="list-style-type: none"> *An undergraduate degree *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard) <p><i>PGCE with Sheffield Hallam University.</i></p>
Secondary fee funded course, with QTS & PGCE	Full-time	<p>Subjects offered for 11-16:</p> <p>Art & design, Biology, Chemistry, Computing, Design & Technology, Drama, English, Geography, History, Maths, Languages, Music, Physical Education, Physics</p> <p><i>(see website for up to date list)</i></p>	Postgraduate	£9,250	<p>Entry requirements:</p> <ul style="list-style-type: none"> *An undergraduate degree *GCSE English and Mathematics at level 4/C or above (or the equivalent standard) <p><i>PGCE with Sheffield Hallam University.</i></p> <p>Bursaries and scholarships may be available for some subjects – see the Train to Teach website for up-to-date information.</p>
Assessment Only (awarding QTS)	Undertaken over a 12-week period (maximum)	<p>Primary and secondary applicants considered, in a range of phases/ subjects</p> <p><i>Applicants will need to specify the two age ranges they would like to be assessed in (3-19).</i></p>	Postgraduate	TBC	<p>Entry requirements: see above for primary and secondary.</p> <p>The Assessment Only Route with Exchange Teacher Training is an assessment period of up to 12 weeks, for those already working as experienced, unqualified teachers, who are already meeting the Teachers' Standards. You need to have evidence of being a teacher in two schools and meet the Assessment Only entry criteria.</p> <p>Candidates MUST have a school willing to support them.</p>

Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
Primary fee funded course, with QTS & PGCE	Full-time	3-7 and 5-11 specialisms offered	Postgraduate	£9,250	<p>Entry requirements:</p> <p>*An undergraduate degree (2:2 or above – exceptions may be made based on prior experience)</p> <p>*GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard)</p> <p>PGCE with University of Lincoln</p>
Primary salaried route (employment-based route)	Full-time	3-7 and 5-11 specialisms offered	Postgraduate	£9,250	<p>Entry requirements:</p> <p>*An undergraduate degree (2:2 or above – exceptions may be made based on prior experience)</p> <p>*GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard)</p> <p>PGCE with University of Lincoln</p>
Secondary fee funded course, with QTS & PGCE	Full-time	<p>Secondary Subjects:</p> <p>Art & design, Biology, Business Studies, Chemistry, Computing, Design & Technology, Drama, English, Geography, History, Maths, Languages, Music, Physical Education, PE with EBacc, Physics, Religious Education, Social Sciences,</p> <p><i>(see website for up to date list of subjects offered)</i></p>	Postgraduate	£9,250	<p>Entry requirements:</p> <p>*An undergraduate degree</p> <p>*GCSE English and Mathematics at level 4/C or above (or the equivalent standard)</p> <p>PGCE with University of Lincoln</p> <p>Bursaries and scholarships may be available for some subjects – see the Train to Teach website for up-to-date information.</p>

Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
Primary and secondary apprenticeship route (QTS and apprenticeship qualification)	Full-time	All secondary subjects offered above and the 3-7 and 5-11 phases for primary.	Postgraduate	£9,250 <small>(paid by the school through their apprenticeship levy)</small>	<p>Entry requirements:</p> <p>*An undergraduate degree (2:2 or above – exceptions may be made based on prior experience)</p> <p>*GCSE English, Mathematics and science (primary only) at level 4/C or above (or the equivalent standard)</p> <p>This route is only available as a school-initiated request, as it is usually for staff already employed by a school to be become trained and qualified on the job (employed on the unqualified teacher scale -point 1 as a minimum). QTS is awarded at the end of the academic year (July) and then the apprentice can start the ECT framework. There is an additional apprenticeship assessment window from Oct – Dec, once they are an ECT.</p>
Assessment Only (awarding QTS)	Undertaken over a 12-week period (maximum)	<p>Primary and secondary applicants considered.</p> <p><i>Applicants will need to specify the two age ranges they would like to be assessed in (3-19).</i></p>	Postgraduate	£2,500	<p>Entry requirements: *</p> <p>*An undergraduate degree (2:2 or above – exceptions may be made based on prior experience)</p> <p>*GCSE English, Mathematics and science (if primary) at level 4/C or above (or the equivalent standard)</p> <p>The Assessment Only Route with Lincolnshire SCITT is a 12-week assessment period for those already working as experienced, unqualified teachers, who are already meeting the Teachers' Standards. You need to have evidence of being a teacher in two schools and meet the Assessment Only entry criteria.</p> <p>Candidates MUST have a school willing to support them.</p>

Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
Teach First Primary	Full-time (2 years – QTS and PGCE awarded after year 1)	Either 3-7 or 5-11 age phase	Postgraduate	Employed by the school (point 2 on the unqualified teacher scale)	<p>Entry requirements:</p> <ul style="list-style-type: none"> *An undergraduate degree (2:1 or above) *A degree or A-levels that satisfy the curriculum requirements in the subject you will be teaching (secondary) *GCSE English, Mathematics and science (primary only) at level 4/C or above (or the equivalent standard) <p>Further information: Teach First aims to support schools facing the toughest challenges and their course is specifically designed for schools in disadvantaged communities. The Teach First Training programme offers a two-year salaried route into teaching. Trainees fill a vacancy in your school, starting with their own class on a 80% or 60% (if primary) of a qualified teacher’s timetable and work towards gaining QTS & a PGCE by the end of year 1. They then complete further training and their ECT year in year 2.</p>
Teach First secondary	Full-time (2 years – QTS and PGCE awarded after year 1)	<p>Secondary Subjects:</p> <p>English, Languages, RE, Business Studies, Maths, Geography, Music, Design & Technology, Science, History, Computing</p>			
Training programme Nomination Route	Full-time, 2 years	<p>Primary: either 3-7 or 5-11 age phase</p> <p>Secondary Subjects:</p> <p>English, Languages, RE, Business studies, Maths, Geography, Music, Design & Technology, Science, History, Computing</p>	Postgraduate	Employed by the school (point 2 on the unqualified teacher scale)	<p>Entry requirements:</p> <ul style="list-style-type: none"> *An undergraduate degree (2:2 or above) *GCSE English, Mathematics and science (primary only) at level 4/C or above (or the equivalent standard) *A degree or A-levels that satisfy the curriculum requirements in the subject they will be teaching (secondary) <p>Further information: Headteachers can nominate individuals already known to their school (for example, Teaching Assistants, unqualified teachers or technicians) for a place on the Training Programme at their school, via our Training Programme Nomination route.</p>

Are you a Teaching Assistant?



Click here

Interested in becoming a qualified teacher?
We are here to help you take this next step.



Being a teaching assistant is undoubtedly excellent preparation for becoming a teacher. You will start your training with an in-depth knowledge of working in a school, as well as understanding the challenges faced by teachers and students.

If you decide to take the next step and train to teach, there are a variety of undergraduate and postgraduate options available across Lincolnshire, including employment-based routes. Please contact laura@leadtshub.co.uk and we will be happy to guide you through the options available.

“Moving from a teaching assistant to a teacher is something that is important to me as whole person, and being in the classroom makes me happy. This has a positive effect on my mental health and well-being. I can’t wait to secure my first teaching position and put everything I am learning into practice in my very own classroom.”

(Trainee teacher 2023-4)



Early Career Framework & Appropriate Body

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.



Feedback

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

Feedback from participants regarding the impact and quality



99% Good +
67% Very Good

Year 1				Year 2			
ECT Local Group Session 1	99% good and above	Mentor Local Group Session 1	100% good and above	ECT Regional Event 2	95% good and above	Mentor Local Group Session 2	TBC
ECT Regional Event 1	99% good and above	Mentor Regional Event	98% good and above	ECT Local Group Session 3	100% good and above		
ECT Local Group Session 2	100% good and above			ECT Local Group Session 4	TBC		

The whole session was valuable. It was especially helpful when SEN knowledge/ examples were highlighted with suggestions as a lot of the examples given would not be appropriate for my specific class (low ability special school all non-verbal students).
SEND ECT

Overall every section was useful and provided me with new ideas to apply to my practice.
Secondary ECT

The session was well run and I felt very supported in my role as a mentor. Everyone was extremely knowledgeable. Most informative day out of school that I have had for a long time.
Mentor

The facilitators were very engaging and I liked the opportunity to connect with other ECTs. Useful tips that were shared by leaders and participants. This has given me an opportunity to implement and research new ideas for my classroom.
Primary ECT

A fantastic and informative day. I felt there were plenty of opportunities to reflect on my own practice. The ability to discuss with colleagues and to see a variety of people speak about various topics, especially challenging conversations and SEND.
Mentor

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

PROGRAMME OVERVIEW FOR ECTS

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

PROGRAMME OVERVIEW FOR MENTORS

MENTOR	Year 1			Year 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
Induction core content package	3 hours						3 hours
Training sessions	3 hours	3 hours		1 hour	1 hour	1 hour	9 hours
Webinars							10 hours
Reading and reflection	3 hours			2 hours			5 hours



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.

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

Education Development Trust's Early Career Professional Development Programme (EC PDP) Overview

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.

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

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. Mentors will receive face-to-face and online sessions to develop knowledge and skills in mentoring, aligned to the Mentor Standards.

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
<p>Option A</p> <p>School using a training provider to deliver ECF-based training or provider led programme (previously known as the Full Induction Programme (FIP))</p>	<ul style="list-style-type: none"> • Full induction programme of support and training package with full Appropriate Body support (see previous page for further details) 	<p>£240 per ECT, per year of induction</p>
<p>Option B</p> <p>School using DfE accredited materials to deliver ECF-based training (previously Core Induction Programme (CIP))</p>	<p>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</p> <ul style="list-style-type: none"> • 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) 	<p>£240 per ECT, per year of induction</p> <p>+ £835 per school site for the full two year induction period</p>
<p>Option C</p> <p>School designing and delivering their own training programme based on the ECF (previously school based induction (SBI) or school induction programme (SIP))</p>	<p>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</p> <ul style="list-style-type: none"> • 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) <p><i>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.</i></p>	<p>£240 per ECT, per year of induction</p> <p>+ £1060 per school site for the full two year induction period</p>

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

Please contact Sophie Lougher, ECF & AB Lead at the Teaching School Hub to discuss options: sophielougher@leadtshub.co.uk or via 01522 214459



National Professional Qualification

National Professional Qualifications (NPQs)

Continuing to develop and invest in our Specialists and Leaders

National Professional Qualifications are flexible professional development courses for teachers and leaders to improve knowledge and skills, progress careers and deliver improved outcomes for schools.

Can I access funding for NPQs from September 2024?

The funding model has changed for NPQ programmes in 2024/25 - you may be able to access scholarship funding from the Department for Education (DfE). **You do not need to apply for funding;** when you sign up for an NPQ, the DfE will tell you if you are eligible.

The following criteria applies for the 2024 to 2025 academic year.

Scholarship funding is available for NPQ courses and the early headship coaching offer, for teachers and leaders employed in England by:

- state-funded schools
- hospital schools
- local authorities as a supply teacher or another role directly teaching pupils
- state-funded 16 to 19 organisations
- young offender institutions
- independent special schools
- local authority virtual schools

NPQLTD - Leading Teacher Development NPQ funding

For the Leading Teacher Development NPQ, scholarship funding is also available for people who are, or will be, taking on the role of lead mentor for an initial teacher training provider accredited to deliver initial teacher training from September 2024.

NPQEYL - Early Years Leadership NPQ funding

For the Early Years Leadership NPQ, scholarship funding is also available for some early years professionals.

You need to be, or be employed by, one of a:

- maintained nursery school in England
- pre-school class or nursery that's part of a maintained school in England
- pre-school class or nursery that's part of an independent school in England providing free early years entitlements places
- nursery that is registered on the Ofsted Early Years Register
- childminder registered on the Ofsted Early Years Register, or with a registered childminder agency



Scholarship funding for autumn 2024

Funding for autumn 2024 will target those teachers and leaders who work in the most challenging schools or educational settings, serving more disadvantaged communities.

Scholarship funding to cover the full NPQ course cost will be available to teachers and leaders from:

- the 50% of schools with the highest proportion of students who attract pupil premium funding
- 16 to 19 educational settings identified as having high disadvantage

For the early years leadership NPQ, highly disadvantaged early years settings will also be eligible.

Scholarships will continue to be available to all teachers and leaders from publicly funded schools and 16 to 19 educational organisations for the following NPQs:

- Leading Primary Maths - NPQLPM
- SENCO - NPQSEnCo
- Headship - NPQH

For the Early Headship Coaching offer (EHCO), funding to cover the course fees will be available if you are in your first five years of headship in England in a state-funded school or state-funded 16 to 19 organisation. You should also be doing or have completed the headship NPQ.

NPQs with L.E.A.D. Teaching School Hub

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



LEADERSHIP NPQS



NPQ	Who is this for?	Benefits for you and your organisation
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.	<p>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.</p> <p>SCHOOL OR TRUST A skilful and research-informed executive leader with the capacity to strategically lead a group of schools or trust.</p>
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.	<p>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.</p> <p>SCHOOL OR TRUST A skilful and research-informed organisational leader with the capability to lead a coherent senior leadership team.</p>
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.	<p>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.</p> <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • 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

NPQ	Who is this for?	Benefits for you and your 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.	<p>PARTICIPANTS</p> <ul style="list-style-type: none"> • 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 <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • 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
National Professional Qualification For Special Educational Needs Co-ordinators (NPQSENCo)	<p>Primarily for SENCOs, school leaders or aspiring SENCOs</p> <p>“Mandatory for all SENCOs and valuable for all”</p> <p>NPQSENCo replaces the NASENCO qualification.</p>	<p>PARTICIPANTS</p> <ul style="list-style-type: none"> • Gain essential knowledge, skills and concepts that underpin successful SEND leadership within a school. • Become an expert leader of special educational needs and learn how you can build an inclusive culture in your school where all pupils can succeed. <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • SENCOs will learn strategies and solutions to implement a strong SEND provision across your school. This includes creating an effective school-wide culture and supporting the development of a positive, safe and supportive school environment where all pupils can thrive. • Teachers and leaders will bring more evidence-based teaching and learning into your classrooms, meaning high quality teaching and improved outcomes for all pupils, including those with SEND.



SPECIALIST NPQS

NPQ	Who is this for?	Benefits for you and your organisation
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.	<p>PARTICIPANTS Develop expertise and leadership in the art, craft and science of classroom culture, behaviour and wellbeing.</p> <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • 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.	<p>PARTICIPANTS Develop expertise and leadership in school improvement through people development, understanding how to lead everything from whole school programmes to specialist areas.</p> <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • 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).	<p>PARTICIPANTS Develop expertise in supporting ITT and ECTs, as well as the wider development of all colleagues across the school.</p> <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • 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

NPQ	Who is this for?	Benefits for you and your 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.	<p>PARTICIPANTS</p> <ul style="list-style-type: none"> • 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 <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • 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
National Professional Qualification in Leading Primary Maths (NPQLPM)  	The programme is designed to support teachers with learning how to use mastery approaches to teach maths effectively in the classroom.	<p>PARTICIPANTS Teachers and leaders with responsibility for leading maths across a primary key stage or school, who want to improve leadership skills in this area.</p> <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • Teachers who are already familiar with mastery approaches to teaching primary maths, can continue to lead the improvement of maths teaching • The ability to review and evaluate practice in order to bring about change and achieve the best outcomes for young people and staff within the organisation.



Measuring Impact of the Leadership NPQs

EYL

- How has the participant influenced the Early Years Setting?
- How have the standards and learning from the children changed as a result of this course?
- When has the participant had opportunities to share their knowledge at whole school/nursery level and collaborate outside of the school or nursery setting?

SL

- How has the participant contributed to or influenced the whole school culture or initiatives?
- How has the learning the participant has undertaken influenced a school priority?
- Where has the participant had the opportunity to lead others? How do they know if this was successful?
- Has the participant used new evidence-informed knowledge to feed into whole school priorities?
- When has the participant had opportunities to share their knowledge at whole school level and collaborate outside of the school setting?

H

- In what ways have the pupils benefited from a participant setting and communicating clear goals?
- How has the participant's knowledge and skills learned impacted on the whole school culture?
- Where has the participant had the opportunity to lead a significant project which has been influenced by the Trust or School improvement priorities?
- When has the participant had opportunities to share their knowledge at whole school level and collaborate outside of the school setting?

Possible evidence

Staff are more aware of current research – evidenced in planning/ staff voice/topics covered in staff meetings.

Whole school CPD mapped against school priorities. Implementation plan in place for developing less experienced staff. Survey of staff's view on CPD within the school.

NPQ participants know what the Trust and school priorities are and are able to link their knowledge to these specifically. Clear evidence of goal setting linked with knowledge gained from NPQs and school/Trust priorities.

Clear approaches to 1-1 staff development evident, e.g. Instructional coaching, personalised plans, staff undertaking NPQs.

There are wider opportunities within the school/ Trust for NPQ participants to share their knowledge and support staff.

There is a common language in school around cognitive science and shared principles.

NPQ participants lead projects/share knowledge/ consider approaches which will support structures and priorities already highlighted by the School / Trust Leadership.

Measuring Impact of the Specialist NPQs

LTD

- How have participants' awareness of evidence-informed approaches to teaching and current research impacted the school?
- How has the participant contributed to developing and/or evaluating whole-school CPD?
- Has the participant supported other colleagues to develop teaching through either 1-1 sessions or a whole-staff approach?

LT

- How has teaching of the curriculum across the school or department been impacted by the participant's contributions?
- How has the participant supported other colleagues to better embed disciplinary literacy in their teaching through either 1-1 sessions or a whole-staff approach?
- When has the participant had opportunities to share best practice and build relationships with those outside their school?

LBC

- How has the culture of the school been impacted by the participant's contributions?
- Are there any new approaches to culture in practice in the setting?
- Has participant contributed to whole-staff development around culture?
- When has the participant had opportunities to share best practice and build relationships with those outside their school?

LL

- Has the culture of literacy across the school been impacted by the participant's contributions?
- How has the NPQLL programme impacted on the knowledge and understanding of the participant with regards to understanding how children learn to read and write and how spoken language underpins the curriculum?
- Has the applicant been able to develop pedagogy with regards to the teaching of reading / writing / spoken language?

LPM

- Has the participant's contribution impacted on the environment of mutual trust and respect between colleagues resulting in an environment in which teachers can improve their teaching of maths?
- How has the NPQM programme impacted on the attitudes towards mathematics within the participant's school?
- How has the NPQM programme impacted on the knowledge and understanding of the participants with regard to their understanding of Teaching for Mastery and how children learn maths?
- Has the participant been able to develop their pedagogical subject knowledge in relation to the teaching of mathematics and Teaching for Mastery?

Possible evidence

Staff are more aware of current research – evidenced in planning/staff voice/topics covered in staff meetings.

Whole-school CPD mapped against school priorities. Implementation plan in place for developing less experienced staff. Survey of staff's view on CPD within the school.

NPQ participants know what the Trust and school priorities are and are able to link their knowledge to these specifically.

Clear approaches to 1-1 staff development evident, e.g. Instructional coaching, personalised plans, staff undertaking NPQs.

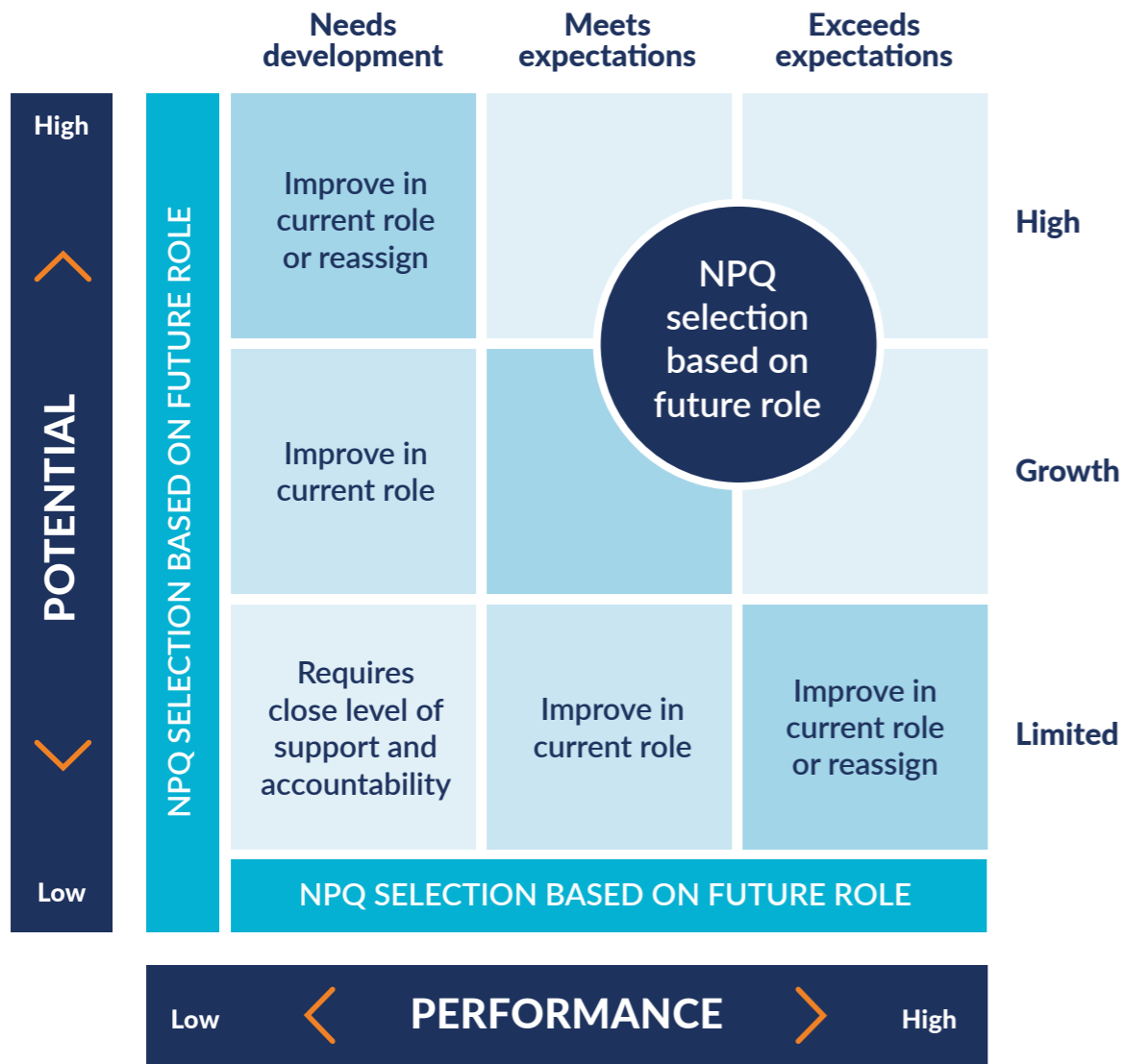
There are wider opportunities within the school/Trust for NPQ participants to share their knowledge and support staff.

There is a common language in school around cognitive science and shared principles.

NPQ participants lead projects/share knowledge/consider approaches which will support structures an priorities already highlighted by the School/Trust Leadership.



NPQs as part of the Golden Thread of staff development



Appraisal

The NPQs are effective when looking to evidence work in line with appraisal targets. Consider how to keep the progression going by setting targets which build on the completion of an NPQ.

Self Evaluation

Consider where and how you build the NPQs into your evaluation of staff impact.

Staff Development and Support

Use the matrix, or similar tool, to identify where your staff fit and then use this as a starting point to determine the right NPQ for a member of your teaching staff and for your school. If a member of staff requires additional training for their current level and role, consider the NPQ which best supports them and your setting. Likewise, if they are ready for a new challenge, pick the NPQ which will prepare them for an agreed new role. Example coaching questions to ask your staff on a Leadership NPQ:

1. On a scale of 1-10, where do you rate your leadership skills at the beginning of your NPQ? Why? What does a 10 look like to you personally, and which skills do you hope to focus on to bump up two notches on your scale?
2. What values do you bring to leadership? How will these support our school priorities?
3. If you could wave a magic wand, what one thing would you like to see transformed in school/nursery? What would be the first step to this happening?
4. Name three possible roles you will do at the pinnacle of your career, e.g. Department Head, Phase lead, Lead mentor, Headteacher, CEO, Wider Sector Specialist – which common skills do these roles have? How can you focus on the common skills through your NPQ to pave a way to any of these careers?



Curriculum Hubs

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



Evidence-based Leadership CPD for Primary English Leads

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.



English Hubs

Witham St Hughs English Hub

Funded by



Department
for Education

PROGRAMME AIMS:

- 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.

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

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

LINCOLN

Session 1 Friday 11th October 2024

Session 2 Wednesday 27th November 2024

Session 3 Tuesday 28th January 2025

Session 4 Wednesday 5th March 2025

Session 5 Monday 16th June 2025

1pm – 3.30pm

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

Cost: FREE

Click
here



All five
sessions
must be
attended

SOUTH LINCOLNSHIRE

Session 1 Tuesday 8th October 2024 / Springfields

Session 2 Wednesday 27th November 2024 / ONLINE

Session 3 Tuesday 28th January 2025 / ONLINE

Session 4 Tuesday 4th March 2025 / ONLINE

Session 5 Thursday 19th June 2025 / Springfields

9am – 11.30am

Cost: FREE

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

Click
here



English Hub Supporting Early Language Development



This evidence based Early Language Development Programme has been developed by the DfE English Hubs, Voice 21 and I CAN.

Aimed at:

- Early Years Leaders
- KS1 Leaders
- Early Years Teachers
- SENCOs



English Hubs

Witham St Hughs English Hub

Funded by



Department for Education

PROGRAMME CONTENT

- What is language and how is it developed?
- Supporting talk in schools.
- An understanding of the stages of 'typical' language development and the expected milestones.
- Practical classroom skills and techniques for quality-first teaching in EYFS and Year 1.
- Practical ways to identify and support children who may not be developing language skills as expected.
- Teaching words and making them 'stick'.
- Identifying and supporting Speech, Language and Communication Needs (SLCN).
- Making change: Sustaining change.

All sessions will have pre and post-tasks. Therefore, it is important that schools are fully committed and have the capacity to run a school improvement focus on Early Language.



LINCOLN

- Session 1** Tuesday 17th September 2024 / 9am - 12pm
- Session 2** Tuesday 19th November 2024 / 1pm - 3.30pm
- Session 3** Thursday 16th January 2025 / 1pm - 3.30pm
- Session 4** Tuesday 11th March 2025 / 1pm - 3.30pm
- Session 5** Wednesday 7th May 2025 / 1pm - 3.30pm
- Session 6** Tuesday 7th October 2025 / 9am - 12pm

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

Cost: FREE

Click here



All six sessions must be attended

SOUTH LINCOLNSHIRE

- Session 1** Tuesday 24th September 2024 / 9am - 12pm
- Session 2** Thursday 14th November 2024 / 9am - 12pm
- Session 3** Thursday 23rd January 2025 / 9am - 12pm
- Session 4** Thursday 20th March 2025 / 9am - 12pm
- Session 5** Tuesday 24th June 2025 / 9am - 12pm
- Session 6** Wednesday 15th October 2025 / 9am - 12pm

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

Cost: FREE

Click here



DfE English Hub Key Messages for School Leaders



Aimed at:

- Executive Headteachers
- Headteachers
- School Improvement Advisors
- Reading/Phonics Leaders

During these sessions, our English Hub Lead will share key DfE and Ofsted messages and updates regarding Early Reading (Phonics) and Reading for Pleasure.

We will also share how the English Hub can support your school and how DfE funding can be accessed.



**Tuesday 12th
November 2024
9am - 12pm**

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

Cost: FREE



SCHOOL LEADERS WILL HAVE THE OPPORTUNITY TO FIND OUT ABOUT:

- the aims of the **DfE English Hubs** and their impact;
- the **FREE Literacy Specialist** in-school support days and how to access them;
- **DfE funding** for schools and how to apply;
- key Ofsted updates to support schools with a successful **Ofsted Inspection**;
- the **DfE Reading Framework** guidance and research;
- best practice and **effective leadership** of Phonics;
- effective ways to build an **expert team** of reading teachers;
- effective ways to ensure **all** children learn to read, regardless of their backgrounds, needs or abilities;
- how to **close the gap for the first 20%** of children not meeting age-related expectations in the Phonics Screening Check;
- effective ways to develop your whole school **Reading for Pleasure** culture;
- next steps for **whole school improvement**.

English Hub 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.



Funded by
 Department for Education

**COST:
FREE**



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.



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

English Hub Reading Ambition for All: Teaching children who need the most support, including those with SEND

PROGRAMME AIMS:

The core aims of the Reading Ambition for All programme are:

- to improve outcomes for children who need additional support with reading, including those with SEND
- to ensure that all children receive quality-first teaching based on the latest research into how children learn to read.

Aimed at:

- Headteachers
- Senior Leaders
- Reading Leads
- SENCOs

WE WILL DO THIS BY:

- building on the strong evidence base which demonstrates that all children learn to read in the same way: moving from decoding to fluency via orthographic learning
- using strategies underpinned by the knowledge that children with SEND are on the same learning trajectory as all other children and that we must be equally ambitious for them
- using adapted materials and materials that limit distraction
- using strategies such as pre-tutoring, repeated practice and overlearning
- following extensive research that demonstrates the importance of reducing cognitive load and of providing repeated practice
- promoting adaptive teaching for children with SEND in mainstream settings including: breaking down learning and assessment into smaller steps and teaching at a slower pace where needed.

The school's Reading Leader and SENCO must attend all modules. Headteachers must attend modules 1 and 4.

MODULE CONTENT:

The content of the five discrete modules, with gap tasks are set out below.

Module 1 Wednesday 18th September 2024

The guiding principles of teaching SEND in mainstream schools.

Module 2 Wednesday 20th November 2024

Understanding children's needs; ensuring access to learning.

Module 3 Tuesday 21st January 2025

Adaptive teaching and appropriate adaptations to use in class.

Module 4 Tuesday 29th April 2025

Leading reading: High expectations for every child; using assessment to create specific and effective support using your SSP programme.

Module 5 Wednesday 4th June 2025

Supporting children with a more complex SEND.



English Hubs
Witham St Hughs English Hub

Funded by
 Department for Education

Click here



Time: 1pm – 3.30pm

Venue: Witham St Hughs English Hub
The Regatta,
Lincoln LN6 3QR

Cost: FREE

English Hub Do you want to develop the 'Reading for Pleasure' culture in your school?

Then join our 'Teachers as Readers' group to enrich your knowledge and practice.

Witham St Hughs English Hub invites anyone committed to developing children's desire, delight and engagement as readers to join our OU/UKLA reading group.

Informal, friendly and supportive, we welcome teachers, teaching assistants, librarians and trainee teachers to join us and commit to attending all six CPD sessions.

We will be developing evidence-informed practice, widening our knowledge of children's literature and other texts, enriching our RfP pedagogy and documenting the impact of young people as readers.

www.research-rich-pedagogies/readingforpleasure



OU/UKLA TEACHERS' READING GROUP 2024-2025

Session 1 Friday 27th September 2024

Session 2 Monday 14th October 2024

Session 3 Wednesday 4th December 2024

Session 4 Wednesday 26th February 2025

Session 5 Friday 25th April 2025

Session 6 Wednesday 11th June 2025

1.30pm – 3.30pm

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

Cost: FREE



Click here

All six sessions must be attended

Fully funded

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.

Teachers will collaborate with colleagues from local schools, and get support and guidance from a Secondary Mastery Specialist, to introduce and embed teaching for mastery in their department.

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.

In 2024/25, those teaching in special schools will have an enhanced offer that will enable them to network with other schools in a similar context.

- 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 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.



Search **secondary teaching for mastery** online or contact your local Maths Hub enquiries@ememathshub.org



Fully funded

Mastery Readiness

Support 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.



Search **mastery readiness** online or contact your local Maths Hub enquiries@ememathshub.org

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



Fully funded

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 around six 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 is for state-funded primary schools in England. Each school must send two teachers to half-termly school-based teacher research groups. Each term, the Mastery Specialist will visit each of the schools.

In 2024/25, those teaching in special schools will have an enhanced offer that will enable them to network with other schools in a similar context.

Benefits

- Pupils will show a positive attitude towards maths and enjoy learning the subject
- 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.



Face-to-face primary

Click here

Autumn 2024

Implementing the Teach Computing Curriculum in your School
Friday 27th September 2024

Introduction to Primary Computing
Friday 4th October 2024

Leading Primary Computing Module 1
Tuesday 15th October 2024

Inclusive Computing in Primary Schools
Friday 8th November 2024

Assessment of Primary Computing
Thursday 28th November 2024

Spring 2025

Leading Primary Computing Module 2
Friday 31st January 2025

Developing & Supporting Programming within your Primary School
Monday 3rd February 2025

Beebots, Dataloggers, Crumbles and Microbits
Tuesday 11th February 2025

Computing for Specialist Teachers of Autistic Students
date TBC

Summer 2025

Inclusive Computing in Primary Schools
Friday 25th April 2025

Assessment of Primary Computing
Monday 19th May 2025

Beebots, Dataloggers, Crumbles and Microbits
Tuesday 3rd June 2025

Leading Primary Computing Module 3
Tuesday 17th June 2025



Search [developing mastery work groups](#) online or contact your local Maths Hub enquiries@ememathshub.org

Face-to-face secondary

Click here

Autumn 2024

Foundation knowledge for KS3 & GCSE
Friday 20th September 2024

Python programming constructs:
sequencing, selection, iteration
Friday 27th September 2024

Introduction to algorithms,
programming and data in
computer science
Friday 11th October 2024

Introduction to computer systems,
networking and cyber-security
Tuesday 21st October 2024

Teaching GCSE computer science
- developing knowledge and
understanding
Friday 1st November 2024

Teaching GCSE computer science
pedagogy for programming
Friday 15th November 2024

New subject leader of secondary
computing
Friday 29th November 2024

Spring 2025

Foundation knowledge for KS3 & GCSE
Tuesday 7th January 2025

Python programming constructs:
sequencing, selection, iteration
Friday 17th January 2025

Introduction to algorithms,
programming and data in
computer science
Tuesday 4th February 2025

Introduction to computer systems,
networking and cyber-security
Monday 10th February 2025

Teaching GCSE computer science
- developing knowledge and
understanding
Friday 21st February 2025

Teaching GCSE computer science
pedagogy for programming
Friday 7th March 2025

New subject leader of secondary
computing
Thursday 20th March 25

Summer 2025

Foundation knowledge for KS3 & GCSE
Friday 25th April 2025

Python programming constructs:
sequencing, selection, iteration
Friday 2nd May 2025

Introduction to algorithms,
programming and data in
computer science
Friday 16th May 2025

Introduction to computer systems,
networking and cyber-security
Friday 23rd May 2025

Teaching GCSE computer science
- developing knowledge and
understanding
Friday 6th June 2025

Teaching GCSE computer science
pedagogy for programming
Friday 13th June 2025

New subject leader of secondary
computing
Friday 4th July 2025

Click here

Primary Subject Leaders' Online

New Leads 3.45pm – 4.15pm

Thursday 26th September 2024

Thursday 14th November 2024

Thursday 23rd January 2025

Thursday 24th April 2025

Thursday 26th June 2025

All Leads 3.30pm – 4.30pm

Thursday 10th October 2024

Thursday 27th February 2025

Primary and secondary regional remote courses

Click here

Primary

Click here

Secondary

Available every month through the Autumn term 2024

Python programming constructs: sequencing, selection & iteration for Pearson specification

Collaboration in KS3 programming

Data-driven IT projects in secondary computing

Encouraging girls into GCSE computer science - *short course*

Preparing for Ofsted in primary computing - *short course*

Getting started in year 2 - short course

Careers and enrichment in primary computing with STEM Ambassadors in your region - short course

Pathfinding algorithms in A Level computer science

Preparing to take the CSA test - *short course*

Literacy via primary computing – building vocabulary and embedding literacy skills

Available every month through the Spring term 2025

Python programming constructs: sequencing, selection & iteration for AQA specification

Solving computational problems in KS3 computing

Supporting GCSE computer science students at grades 1-3

Higher attainment in computer science - meeting the challenges of the exams

Online safety through primary computing - short course

An Introduction to algorithms, programming and data in computer science

Teaching programming using Scratch and Scratch Jr

Getting started in year 4 - *short course*

Available every month through the Summer term 2025

Python programming constructs: sequencing, selection & iteration for OCR specification

Maths in computer science

Behaviour for learning in a computing environment - *short course*

Introduction to the Teach Computing Curriculum - *short course*

An introduction to computer systems, networking and security in computer science

New subject leaders of secondary computing

Assessment in secondary computing - short course

Getting started in Year 1 - short course



Click here

Venue for the face-to-face courses is
The Priory Academy LSST, LN5 8PW



Lincolnshire Music Education Hub

The award-winning Lincolnshire Music Service is the lead organisation of the Lincolnshire Music Education Hub which is part-funded by the Department for Education.

A full offer is available for schools: Brochures - Lincolnshire Music Service (lincsmusicservice.org)

- Instrumental & Vocal Tuition + Instrument Hire (discounts available)
- NEW Music Hub Partnership
- CPD, Networks and Consultancy
- High Profile Events & Opportunities
- Music Centre and County Groups

For more details or to discuss further please email musicservice@lincolnshire.gov.uk

CPD Event	Phase	Venue	Cost	Date/Time
In house WCET training	Primary/Secondary/Special	Cherry Willingham	£300 – inclusive of product purchase	Frid 28th June 2024 Frid 15th Nov 2024 Frid 14th March 2025 9.30am – 12pm
In house WCET – drop in session	Primary/Secondary/Special	Online via Zoom	Free – inclusive of product purchase	Wed 25th Sept 2024 Wed 22nd Jan 2025 Wed 7th May 2025 4-5pm
Practical Progression in the Inter-related dimensions of Music	Primary/Special	Cherry Willingham	£50 incl lunch	Tuesday 1st October 9.30am – 3.30pm
Network Meetings	Primary/Secondary/Special	Online	Free to Partnership Schools / £50 per session otherwise	Thur 10th Oct 2024 Thur 6th Feb 2025 Thur 22nd May 2025 4pm-5pm
Creating my School Music Development Plan	Primary/Secondary/Special	Cherry Willingham	Free to Partnership Schools / £50 per session otherwise	Tues 8th Oct 2024 9.30am – 12pm



CPD Event	Phase	Venue	Cost	Date/Time
Measuring the impact of my School Music Development Plan – what are my next priorities?	Primary/Secondary/Special	Cherry Willingham	Free to Partnership Schools / £50 per session otherwise	Tues 8th Oct 2024 1pm – 4pm
Progression in Singing – Creation of your Singing Spine	Primary/Special	Cherry Willingham	Free to Partnership Schools / £50 per session otherwise	Tues 12th Nov 2024 1pm – 4pm
How to lead your school choir – Practical workshop	Primary/Special	Cherry Willingham	Free to Partnership Schools / £50 per session otherwise	Wed 13th Nov 2024 4pm – 5.30pm
Practical approaches to composing; organisation, resources, using your space	Primary/Special	Cherry Willingham	£50 incl lunch	Tues 21st Jan 2025 9.30am – 3.30pm
Developing your pupils’ musicality - Using your subject monitoring & evaluation to measure the impact of your curriculum?	Primary/Special	Cherry Willingham	£50 incl lunch	Tues 28th Jan 2025 9.30am – 3.30pm
Becoming a confident Primary Music Leader	Primary/Special	Cherry Willingham	£50 incl lunch	Tues 11th Mar 2025 9.30am – 3.30pm
Leading Whole School Singing Assembly/Worship	Primary/Special	Cherry Willingham	Free to Partnership Schools / £50 per session otherwise	Wed 12th Mar 2025 1.30pm – 4pm
Curriculum planning - what do my Curriculum End points sound like?	Primary/Special	Cherry Willingham	£50 incl lunch	Tues 18th Mar 2025 9.30am – 3.30pm
Crash, Bash, Sing & Play. Holistic music making in the Early Years	Primary/Early Years/Special	Cherry Willingham	£50 incl lunch	Tues 25th Mar 2025 9.30am – 3.30pm
Using Technology to support and enhance your curriculum delivery	Primary/Secondary/Special	Cherry Willingham	£50 incl lunch	Tues 1st July 2025 9.30am – 3.30pm



SEND WORKFORCE DEVELOPMENT INDUCTION TIER

FREE e-learning modules for all Lincolnshire school parents and carers of children/young adults with SEND.

How do I join?

1. Sign up to the [Lincolnshire Parent Carer Forum](#)
2. Indicate in the 'Additional Information' section that you are interested in SEND Workforce Development
3. An email will be sent to you with a prompt to set up a password & log in

The aim of the project is to bring together resources and training opportunities for people in Lincolnshire who support children and young people with SEND. It is written by schools, for school communities.



SEND WORKFORCE DEVELOPMENT TIER 1

FREE e-learning modules for all Lincolnshire school staff

Modules:

- ✓ Sensory Processing
- ✓ Interventions
- ✓ Restorative Practice
- ✓ Four Areas of Need
- ✓ Nature Principles
- ✓ Personal Care and Dignity
- ✓ Introduction to Attachment
- ✓ Trauma
- ✓ Intensive Interaction
- ✓ Communication
- ✓ Plus bonus content on Inclusion and Autism

How do I join?

Sign in or register on the Lincolnshire Safeguarding Children Partnership platform, click on the 'Learning' tab and all of the available modules should be listed.

If you are unsure how to access your profile or require further support, please contact us via: bit.ly/wfd-registration

The aim of the project is to bring together CPD resources and training opportunities for Lincolnshire professionals who work with pupils with SEND. It is written by schools, for schools.



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.

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

→ Find out more and sign up: wholesch

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.

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.

Professional Development Groups



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

Responsive Webinars



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

Action Research & Lesson Study



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

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.

ETF Excellence Gateway



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

Peer Mentoring for School Leaders



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

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.

Funded by



Department
for Education



Careers Hub



The Greater Lincolnshire LEP (Local Enterprise Partnership) 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 of 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 Advisor 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 Advisor 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.



Click here



Evidence Briefing Podcasts

Subscribe here



Subscribe to receive a selection of pre-recorded podcast videos.

Hear the team digest and share each evidence guidance in bite size chunks.

- **What is disadvantage and how to get the best out of your Pupil Premium**
Tuesday 24th September 2024
- **Improving Literacy in Primary and Secondary – Reading and Vocabulary**
Tuesday 5th November 2024
- **Improving Literacy in Primary and Secondary - Writing**
Tuesday 28th January 2025
- **Improving Maths**
Tuesday 11th March 2025
- **SEND in the Mainstream and Making the Best Use of Teaching Assistants**
Tuesday 6th May 2025
- **Working with Parents and Improving Behaviour in Schools**
Tuesday 17th June 2025

For further information please contact:
krobinson@kyra.anthemtrust.uk
www.researchschool.org.uk/lincolnshire



Supported by the Education Endowment Foundation

Stronger Practice Hub



The Pen Green Centre in Corby has been awarded Stronger Practice Hub status. Pen Green will be working in partnership with Pen Green 0-3 provision, Kingswood Community Nursery (Corby), Leona Smith (childminder in Leicestershire) and Charnwood Nursery and Pre-School (Leicestershire) to form the Stronger Practice Hub for the East Midlands.

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 address the impact of the pandemic on young children, by sharing effective practice and building lasting local networks.

Stronger Practice Hubs 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.



Languages Hub

Our vision

Promoting global curiosity through our dynamic approach to language learning, the vision of The Brayford Language Hub is to cultivate a culturally rich tapestry that inspires, challenges and motivates our students. Driven by our commitment to achieve linguistic competence, our hub is a beacon for creating independent and inquisitive learners. Our vision is to create a transformative community, together with our partner schools, where diverse languages thrive, fostering a deep understanding of global interconnectedness. Our mission is to equip students with the tools to navigate the world with cultural sensitivity, building bridges across borders, thereby broadening life experiences and horizons. At The Brayford Language Hub we aspire to ignite a passion for lifelong learning, fostering a community that celebrates diversity, curiosity and linguistic excellence.

What exactly is the National Consortium for Language Education?

Ultimately, NCLE is creating a national network of up to 25 lead hub schools across England. Each lead hub school will deliver training for up to seven partner schools and liaise on events and resourcing to improve standards of language teaching and learning across the country.

The NCLE is funded by the Department for Education (DfE) and delivered by UCL, in partnership with the British Council and the Goethe-Institut.

How does it work?

The first group of hub schools has been selected and The Priory Academy LSST is one of them. Having been recognised by the NCLE for the quality of our language teaching, we will be liaising with a small number of partner schools to share best practice, discuss ideas, extend networks and support quality language learning activities.

Why is the government encouraging language education in schools?

Languages are crucial for work and life in our globally competitive economy. We believe that languages and intercultural awareness can help to foster universal understanding and contribute to building a peaceful and harmonious world future.

The Department for Education recognises that, as a country, we need more and better language skills and that these add value and widen opportunities for individuals, communities and society.

What are the benefits for students of the NCLE programme?

The ability to speak other languages is an incredibly useful asset for students, both professionally and personally. Research shows that there are clear educational, personal, cultural, social and career benefits in being able to communicate confidently in another language. There is a particular emphasis in the NCLE on delivery high quality language learning to students from disadvantaged areas to support improvements in social mobility.



To find out more about what is on offer visit this site:





L.E.A.D. Provision of CPD

This CPD offer is constructed, quality assured and shared by L.E.A.D. Academy Trust in partnership with quality assured providers. This is not DfE mandated.



Leading into the Future - Developing Lincolnshire Leaders




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



LINCOLNSHIRE'S LEADERSHIP CONFERENCE

Inspiring Great Teaching

FRIDAY 22ND NOVEMBER 2024

EPIC CENTRE, LINCOLNSHIRE SHOWGROUND, LINCOLN LN2 2NA

FROM 8.30AM - 3.30PM

KEYNOTE SPEAKERS



PROFESSOR ROB COE Director Of Research and Development

“I don’t need effective teachers, I need warriors”: How to help teachers get better at the hardest job in the world

Teaching is (arguably) the hardest job in the world, and improving teaching is even harder. None of our systematic attempts to improve it appear to have been very successful so far, although we don’t really know, since evaluation is rarely built in or done well. All of which seems quite gloomy, but understanding the nature of the challenge is key to overcoming it. More optimistically, we have come a long way, and there is a lot to be positive about. Research can now tell us a good deal about what makes great teaching, and a fair bit about how to help teachers to learn to improve. We know about the importance of adaptive expertise and the power of feedback and collaboration. Improvement science gives us a way to learn to improve how we learn. All of which gives us something to celebrate!



PROFESSOR DR STUART KIME Co-Founder and Director Of Education

Great Teaching: ‘Naming it, Seeing it and getting more of it’

Stuart’s work at EBE (Evidence Based Education) focuses on innovating pragmatic and evidence-based professional learning experiences for educators. He is a qualified teacher of English, and worked as a classroom teacher, middle leader and senior leader in secondary schools between 2001 and 2011. Stuart studied for his doctorate with Profs Rob Coe and Steve Higgins at Durham University, developing interests in the areas of evaluation design and teachers’ professional learning. In 2014, he took on the role of Policy Fellow in the UK Government’s Department for Education. Stuart currently holds the title of International Visiting Professor in the Hector Research Institute for Education Sciences and Psychology at the Eberhard Karls University, Tübingen. He is Chair of the Partnership Enhancement Board at the University of Teesside, a member of the Editorial Board of Impact, and serves on the International Advisory Board for the German federal project to enhance teacher development, *lernen:digital*.



RACHAEL HIGGINSON

A curriculum of knowledge and power

Our young people are growing up in a radically changing world. How can we ensure that the education they receive gives them the knowledge and power to thrive in both in school and in the future?

Rachel will explore how a powerful curriculum can drive school culture, shifting an individual’s experience, engagement, attainment and future.

Kaizen-Good change: In western culture we continually drive towards ‘big goals’, the place we desire to get to where improvements and outcomes are achieved. This approach can lead us to continually occupying a position of dissatisfaction and anticipation.

Rachel will explore how the Kaizen principles provide a different ideology for change leadership where small, collective, ongoing evolutions are the focus. By developing a ‘way’ which is as rewarding as the outcome we can evolve process which is liberating and deeply strategic seeing opportunities for collective evolution and success every day.



MARGARET MULHOLLAND

Clearing a path for adaptive teaching

Every classroom practitioner understands their responsibility for adaptive teaching and works hard to assess and adapt their pedagogy. What’s less clear is how each leader plays their part to ensure teachers have the right knowledge, skills and develop the right dispositions to be adaptive. Many barriers to adaptive practice sit outside the classroom but directly affect effective teaching. Margaret will identify the barriers and share examples of how school leaders have successfully identified and overcome these hurdles, enabling equitable teaching for the benefit of all learners.



EMILY WALKER

Emily Walker will also introduce the upcoming Adaptive Teaching offer she is running from February, 2025.



DIANA OSAGIE

The Gap between Fact and Truth

As leaders of the nation’s education landscape, you stand in the gap that very few people can navigate successfully, the gap between fact and truth. You hold with one hand facts that are undeniable, drivers that push at your agenda and look to dictate organisational trajectory, and on the other you are a vanguard of the truth for the staff and young people in your schools. Closing that gap takes Courageous Strategy. It is time for us to consider five questions and pivot our organisations for success in the academic year ahead.

Diana works at the cutting edge of leadership development. She is known as a resilient school leader, skilled in urban leadership under challenging circumstances. Diana has substantial success in developing school-wide models that strategically enhance the quality of teaching and learning across the curriculum and can couple sound strategic vision whilst giving clear operational direction. Diana was a school inspector for 9 years with developed expertise scrutinizing school-wide leadership systems.

ADDITIONAL WORKSHOP SPEAKERS



AMY STORER

Supporting SEMH pupils so that they are ready to learn through inspiring great teaching and learning

Amy has worked in education for over 18 years and is an experienced headteacher, leadership consultant and performance coach.

SEMH - Inspiring Great Teaching

SEMH - Inspiring Great Learning

SEMH - Supporting children and young people to be ready to learn

An opening to the SEMH offer through the Teaching School Hub and LEARN SEND Hub.



PETE WOOD

How to utilise and adapt educational research practices to enhance teaching pedagogy

Pete Wood has been a headteacher for over 18 years across 2 local authorities. He has moved 2 schools from Special Measures to securely good with high levels of attainment and progress. His current school utilises and contributes to educational research and has links to universities in the UK and in America.



PAUL SINGLETON

Spotlight on Statutory Assessment (KS1 and KS2)

This workshop will provide delegates with the essential information, guidance and updates regarding statutory assessment and key assessment issues at both a local and national level. Delegates will be updated with any changes to guidance this year, understand the administration of statutory testing and be able to ensure their school conducts accurate assessment in the primary years.



KATE JONES

Assessment and Feedback Strategies

Assessment and feedback play an integral role in the learning process: it is vital to get this right. Undertaking assessments and providing feedback to learners can be very demanding for teachers and have a negative impact on teacher workload; however, it is possible for assessment and feedback to be effective and efficient, to enhance pupil progress and support teacher workload. In this presentation, Kate will provide an overview of the role of formative assessment in the learning process, followed by practical examples for the classroom.

Time	Content
8.30am-9.15am	Coffee/ arrival
9.00am-9.45am	OPENING KEYNOTE: PROFESSOR Rob Coe - <i>How to help teachers get better at the hardest job in the world</i>
9.45am-10.15am	KEYNOTE 1: Professor Dr Stuart Kime - <i>Naming it, Seeing it and getting more of it</i>
10.15am-10.45am	KEYNOTE 2: Rachael Higginson - <i>A curriculum of knowledge and power</i>
10.45am-11.15am	Break
11.15am-11.45am	KEYNOTE 3: Margaret Mulholland - <i>Clearing a path for adaptive teaching</i>
11.45am-12.15pm	KEYNOTE 4: Diana Osagie - <i>The Gap between Fact and Truth</i>
12.15pm-1.15pm	Lunch
1.15pm-1.55pm	WORKSHOP 1 <ul style="list-style-type: none"> • Stuart Kime: <i>Further Toolkit from the Keynote / 'Naming it, Seeing it and getting more of it'</i> • Rachael Higginson: <i>A curriculum of knowledge and power</i> • Margaret Mulholland: <i>SEND - An Adaptive Approach to Teaching (continued from the Keynote)</i> • Amy Storer: <i>Supporting SEMH pupils so that they are ready to learn through inspiring great teaching & learning.</i> • Diana Osagie: <i>Keystone Habits - Your understanding of these will lead to success or mediocrity!</i> • Paul Singleton: <i>Spotlight on Statutory Assessment (KS1 and KS2)</i> • Kate Jones: <i>Assessment and Feedback Strategies</i> • Pete Wood: <i>How to utilise and adapt educational research practices to enhance teaching pedagogy</i>
1.55pm-2.15pm	Break
2.15pm-2.55pm	WORKSHOP 2 <ul style="list-style-type: none"> • Stuart Kime: <i>Further Toolkit from the Keynote / 'Naming it, Seeing it and getting more of it'</i> • Rachael Higginson: <i>A curriculum of knowledge and power</i> • Margaret Mulholland: <i>SEND - An Adaptive Approach to Teaching (continued from the Keynote)</i> • Amy Storer: <i>Supporting SEMH pupils so that they are ready to learn through inspiring great teaching & learning.</i> • Diana Osagie: <i>Keystone Habits - Your understanding of these will lead to success or mediocrity!</i> • Paul Singleton: <i>Spotlight on Statutory Assessment (KS1 and KS2)</i> • Kate Jones: <i>Assessment and Feedback Strategies</i> • Pete Wood: <i>How to utilise and adapt educational research practices to enhance teaching pedagogy</i>
2.55pm-3.15pm	Close to the Day in the Main Hall

Friday 22nd November 2024

8.30am - 3.30pm

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

Cost: £99

Click here



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 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 and to develop the skills to implement this

Key elements:

- A deepening of your analysis of the school's effectiveness
- How to underpin your judgements about school effectiveness
- How to create and maintain a strong climate and culture, developing a skilled and committed team
- An opportunity to review real life case studies from life in leadership and problem-solve together as a team
- Contributing to the improvement of others and in return receiving peer support and challenge, building strong relationships with likeminded colleagues

Day 1: Wednesday 6th November 2024

Day 2: Wednesday 26th February 2025

Day 3: Tuesday 24th June 2025

9.15am – 2.45pm

Venue: Teaching School Hub,
Lincoln LN6 3QR

Cost: FREE

Click here



Deputy and Assistant Headship



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

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 15th October 2024
Wednesday 4th December 2024
Wednesday 22nd January 2025
Wednesday 7th May 2025
Wednesday 25th June 2025

2pm – 4pm

ONLINE -

Cost: FREE



Click here

The Lincolnshire Programme for Executive Headteachers

For Primary and Secondary Colleagues



The Lincolnshire Programme for Executive Headteachers is a unique opportunity for leaders who want to take their skills and impact to the next level. Whether you are an experienced Executive Headteacher or an aspirant one who has already completed the NPQEL qualification, this programme will help you develop your strategic vision, collaborative leadership and system-wide influence.

You will join a network of peers who share your challenges and aspirations, which will be facilitated by an experienced system leader. The programme will consist of six sessions and cover key aspect of executive leadership, such as governance, finance, curriculum, staff development and partnerships.

You will have the opportunity to share the challenges that you face and help you find practical solutions to them. We hope that the sessions will help you reflect on your practice, identify your strengths and areas for improvement, and set goals for your personal and professional growth. We recognise that Executive Headteachers will have very different levels of leadership capacity according to the size of the institutions they lead.

The Lincolnshire Programme for Executive Headteachers is designed to empower you to lead with confidence, creativity and excellence. We hope that by completing this programme, you will gain a deeper understanding of the role and responsibilities of an executive leader, develop the skills and behaviours that are essential for effective executive leadership, and become part of a community of practice that will support you throughout your career.

Aimed at:
Executive Headteachers or
Aspirant Executive Headteachers
who have the NPQEL qualification

Thursday 3rd October 2024
Tuesday 19th November 2024
Wednesday 12th February 2025
Thursday 5th June 2025

[Click here](#)

9.30am – 2.30pm

Venue: Teaching School Hub,
Lincoln LN6 3QR

Cost: Fully funded/FREE



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 endeavouring 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



Governor Monitoring of Educational Performance and Compliance



The input is via recordings and a padlet of resources and powerpoint materials. These can be shared with your governing body to use as required.

The following aspects are covered within the input:

- 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

Cost: £25 to access the recordings and resources

Email admin@leadtshub.co.uk to access this.

Small School Forum



Are you a Small School Leader?
Do you have less than 100 pupils?
 We have a supportive community for you to join in Lincolnshire.

The online session is intended to discuss current issues, share practice and to create a supportive network of Small School Headteachers.

IT WILL:

- Be driven by the needs of the network and Lincolnshire
- Give participants the opportunity to share good/current practice
- Focus on a pre-agreed area of need
- Have input from specialists where relevant
- Be discussion based
- Provide a strong network of support for colleagues
- Share resources to 'lighten the load'

Wednesday 30th October 2024
 Wednesday 29th January 2025
 Wednesday 7th May 2025

1pm – 2.30pm
 Venue: ONLINE
 Cost: FREE

Click here



The network will be free to join

Are you a Multi Academy Trust?

“No one is bigger than the team and individual brilliance does not automatically lead to outstanding results. One selfish mind set will infect a collective culture.”

James Kerr, Legacy



At L.E.A.D. Teaching School Hub, we pride ourselves on partnership working, aiming for the highest outcomes for all, across all types of setting.

We recognise that the MAT landscape brings its own challenges and opportunities at scale. The offer outlined within this brochure can be adapted to meet the needs of Multi Academy Trusts and the academies within it. We have a track record of delivering content across the MAT landscape, tailoring the content to meet a specific need.

If you are interested in furthering a conversation and have a specific need, please do not hesitate to get in touch with us: admin@leadtshub.co.uk

Ideas around tailored support can be seen below:

Audits across MAT Schools in a specific area with a MAT report and bespoke support as an outcome within a specific area. (Refer to the audit page)

English or Early Years Forums and Professional Development for the MAT

Maths Forums and Professional Development for the MAT

Bringing leaders or specific MAT groups within each Academy together to engage in the latest thinking around a specific area e.g. Behaviour.



WOULD YOUR MAT BE INTERESTED?

We understand that the aspect of regional collaboration among MATs is equally as important as school-based collaboration. In alignment with the ‘Department for Education’s Trust Quality Descriptions’, MATs are now required to engage in regional collaboration. We also recognise the importance of every member of a MAT’s Executive Team in contributing to school outcomes. To foster stronger and more sustainable regional MATs, we want to find out the extent to which there is an appetite for connection in Lincolnshire. It is expected that this would be specifically for leaders in the equivalent roles to:

- Directors of School
- School Improvement Leads
- Directors of School Improvement

Through a blend of input on key improvement, facilitated discussion and networking, the professional community would provide support and development opportunities at a time of extraordinary change. It is intended to build knowledge and understanding of leading through influence, and how to bring about improvement across a group of schools.

Please email Amanda@leadtshub.co.uk if you think that this would be something of interest to your Multi Academy Trust.



Wider CPD Offer

Why Oracy Matters – Learning Through Talk



Intended impact of the programme

Leaders and teachers will have gained a greater knowledge and understanding of the importance of talk and considered how to develop teaching practice which embeds oracy deliberately and explicitly across the curriculum, supporting pupils with becoming articulate speakers and critical thinkers across a range of contexts.

“Oracy education – or the lack of it – can be a significant determinant of a child’s future life outcomes.”

Neil Mercer, Oracy Cambridge

Overview of the programme content

We know that Oracy skills are vital to success in school and in life. This programme aims to support leaders and teachers to develop their knowledge and understanding of how to effectively implement and build a culture of oracy education. Strategies for embedding spoken language to enhance teaching and learning within reading and writing will be shared alongside practical approaches to support pupils to speak confidently for a range of purposes and audiences. Throughout the sessions, there will be opportunities to reflect on current practice and support given to identify areas of development.

Aimed at:

- Senior Leaders
- English Leaders
- Reading Leaders
- Writing Leaders

Monday 9th December 2024
9.30am – 3.30pm

Monday 10th February 2025
1.30pm – 4pm

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

Cost: £99

Click here



Being a Writer-Teacher

Intended impact of the programme

The art and craft of being a writer-teacher is one of the fundamental tenets of a successful writing curriculum. This programme will give delegates the opportunity to deepen their own skills as a teacher-writer, in terms of text structure, content, and form, enabling both the planning and delivery of writing lessons that will engage and inspire children.

Overview of the programme content

Session 1: Text structure and form

Session 2: Composition – fiction

Session 3: Composition – non-fiction

Session 4: Poetry focus

Session 5: The interrelationship of reading and writing

Session 1: Friday 11th October 2024
9am – 11.30am

Session 2: Thursday 14th November 2024
9am – 11.30am

Session 3: Thursday 30th January 2025
1.30pm – 4pm

Session 4: Wednesday 12th February 2025
9am – 11.30am

Session 5: Monday 3rd March 2025
1.30pm – 4pm

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

Cost: £175 (equivalent to £35 a session)

Click here



Aimed at:

- Classroom teachers
- Subject leaders
- Strategic leaders of writing



Developing your School's Approach to the Teaching of Writing

Intended impact of the programme

By the end of the year schools will be able to report impact against this strand on their school development plan as well as positive impact relating to the identified steps from the audit's Action Plan.

Aimed at:

- Whole school
- English Lead / Teachers
- Headteacher
- Support staff

Overview of the programme content

The programme is aimed at schools who have writing on their school development plan this year.

Starting with a writing audit (support day with a writing specialist) an action plan is then written based on the next steps identified. Your school will then be able to access a further 0.5 day of support from the same specialist at termly intervals to help with the implementation of these next steps.

Alongside the 1:1 support, the programme gives the school access to a series of recorded sessions that can be used in a staff meeting, twilight or INSET Day developing the following threads that sit within writing. Full access will be given to all recordings from the outset to map out the six sessions across the school calendar and organise these according to the needs of your setting.

1. Oracy within the writing sequence
2. Transcription - Spelling
3. Transcription - Handwriting
4. Composition
5. Teachers as Writers (including modelling)
6. Grammar subject knowledge and application

Within the training sessions, questions are posed for staff to go away and explore and develop practice. Discussion Boards will be available that sit behind each training session for schools to interact with each other, creating a collaborative approach, sharing practice, ideas and solutions to challenges.

Head Teacher / SLT summaries of each training session will also be included within the package which include key messages from each training session, to support strategic discussions and keypoints throughout the year with your English Lead.

WANT TO FIND OUT MORE BEFORE YOU SIGN UP?

Meet with Sophie Hirst online on

Wednesday 11th September, 2024, 12.45pm – 1.15pm

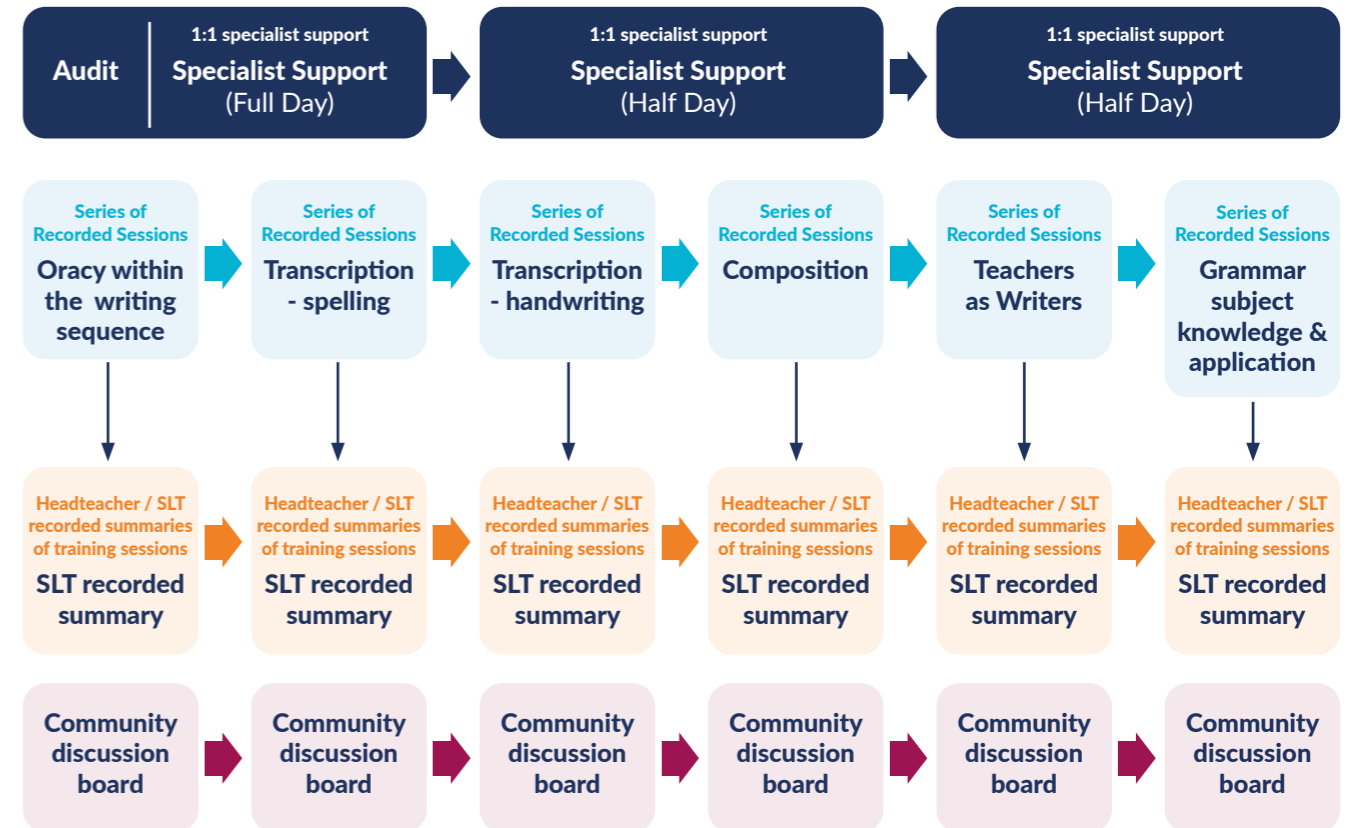
where she will provide further detail and answer any relevant questions.

For further information please contact: sophiehirst@leadtshub.co.uk



Click here

- The programme gives the school access to a series of recorded sessions that can be used in a staff meeting, twilight or INSET Day developing the following threads that sit within writing. Full access will be given to all recordings from the outset to map out the six sessions across the school calendar and organise these according to the needs of your setting.
- Head Teacher / SLT summaries of each training session will also be included within the package which include key messages from each training session, to support strategic discussions and keypoint throughout the year with your English Lead.
- Discussion Boards will be available that sit behind each training session for schools to interact with each other, creating a collaborative approach, sharing practice, ideas and solutions to challenges.



Grammar: Knowledge, Pedagogy, and Practice



Intended impact of the programme

This programme covers grammatical knowledge for the primary curriculum in depth, including how to use grammar effectively and creatively as part of your writer's toolkit. We will cover how to train all staff in your setting with regards to their own grammatical knowledge and pedagogy, enabling school-wide impact from the increased subject knowledge of your team.

Overview of the programme content

- Session 1: Securing the basics
- Session 2: Delving deeper into grammatical subject knowledge
- Session 3: Grammar for writing
- Session 4: Planning a cohesive grammar unit to advance writing
- Session 5: Widening the skillset of your team

Session 1: Thursday 10th October 2024
1.30pm – 3.30pm

Session 2: Wednesday 13th November 2024
1.30pm – 3.30pm

Session 3: Thursday 30th January 2025
9am – 11am

Session 4: Wednesday 12th February 2025
1.30pm – 3.30pm

Session 5: Monday 3rd March 2025
9am – 11am

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

Cost: £175 (equivalent to £35 a session)

Click here



Aimed at:

- Classroom teachers
- Subject leaders
- Strategic leaders of writing

Grammar: Knowledge, Pedagogy, and Practice for TAs



Intended impact of the programme

This programme covers grammatical knowledge for the primary curriculum, with time to look at how you can support children that you are working with. We will look at understanding grammar, how to use it as a tool for writing, and how to allow all children that you are working with to flourish with their own knowledge and enjoyment of grammar.

Overview of the programme content

- 09.30 – 10.30: Understanding grammar – subject knowledge
- 10.45 – 11.45: Understanding grammar – subject knowledge
- 11.45 – 12.30: Statutory requirements
- 13.30 – 14.30: Grammar as a tool for writing
- 14.45 – 15.45: Supporting children with grammar

This course is for teaching assistants and support staff across the primary age range.

Monday 7th October 2024
9.30am – 3.45pm

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

Cost: £99



Click here

Developing Early Language and Vocabulary within the Early Years Project



Intended impact of the programme

By the end of the year, schools will be able to report impact against this strand on their school development plan as well as positive impact relating to the identified steps from the audit's Action Plan.

Overview of the programme content

The aim of the programme is to support schools to enhance the language and communication development of children within the EYFS setting. Based on our work with schools across Lincolnshire over the past two years, the project has been designed to:

- Identify the strengths and weaknesses in current provision in relation to communication, language, and literacy through an audit with an EYFS specialist
- Create an implementation plan to support with improving the quality of communication, language, and literacy teaching
- Support to Implement the plan with coaching throughout the year
- Provide evidence-based strategies that can be used in the classroom
- Provide language assessments to support with identifying children's narrative language and conceptual understanding.

Feedback from a schools who have previously been on the project:

Really useful to talk through the EYFS audit with such a knowledgeable and approachable professional and pinpoint areas that needed looking at. To receive up to date CPD regarding language development and strategies to assess, track and promote vocabulary in EYFS has been invaluable.

The face to face support and audits of classroom practice have given us direction, reassurance and guidance. These sessions have been invaluable

For the project, your school will be assigned an EYFS specialist who will support you throughout the project at termly intervals by working with leaders and teachers with the knowledge and skills in order to enhance language and communication development within your setting.

Date	Delivery
Online Recorded Session	<ul style="list-style-type: none"> • Overview of the project shared • Language assessments explained and current research shared • Share current research and resources Provide GAP task
Term 1/2 1/2 Day Visit to School from an EYFS specialist	<ul style="list-style-type: none"> • Complete a Communication and Language Audit • Analyse assessments with EYFS leader/teacher • Co-construct an implementation plan using outcomes from audit of provision and headlines from baseline data
One hour coaching call	<ul style="list-style-type: none"> • EYFS specialists will coach around the actions on the implementation plan • Evidence-based strategies and resources provided to further support Provide GAP task
Term 3/4 1/2 Day Visit to School	<ul style="list-style-type: none"> • Review Communication and Language Audit • Analyse assessments with EYFS leader/teacher • Review Implementation Plan
One hour coaching call	<ul style="list-style-type: none"> • EYFS specialists will coach around the actions on implementation plan • Evidence-based strategies and resources provided to further support Provide GAP task
Term 5/6 1/2 Day Visit to School	<ul style="list-style-type: none"> • Review Communication and Language Audit • Analyse assessments with EYFS leader/teacher • Review Implementation Plan • Next steps

Want to find out more before you sign up?

Meet with Ria Lane online on
Tuesday 10th September 3.45pm – 4.30pm
 where she will provide further detail and answer any questions



Click here

Aimed at:

- EYFS teachers
- EYFS leaders
- Senior leaders

Reading Fluency Across the Curriculum



Intended impact of the programme

Explore how to transform your wider curriculum into one where reading fluency is seamlessly integrated across all subjects. Teachers and leaders will leave the day with the most effective evidence-based practices as well as practical approaches to assessment and teaching of reading fluency across the curriculum.

Overview of the programme content

Building on from the knowledge and expertise schools have gained around supporting pupils with their reading fluency, this course explores how fluency strategies can be woven in to teaching across the wider curriculum. Throughout the sessions, teachers and leaders will be supported with knowing how to use these strategies through a subject lens in order for pupils to unlock reading, and therefore enable full access to the curriculum within a fluency-rich learning environment.

Thursday 21st November 2024
9.30am – 3.30pm

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

Cost: £99

Click here



Aimed at:

- Senior Leaders
- Upper Key Stage 2 and Key Stage 3 Teachers
- English Subject Leaders
- Literacy Leaders

KS2 Reading Fluency Project

(using learning from working with HfL Education)

Intended impact of the programme

Through our work with HfL Education, we have found that pupils who participated in the KS2 Fluency Project have made exceptional progress in a short space of time. When it was implemented across Lincolnshire last academic year, the pupils who participated on the project, on average, in just 8 weeks, made 1 year and 8 months progress in reading comprehension age and gained an increase in accuracy of 2 years and 1 month.*

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

*as measured by the YARC assessment tool.

Overview of the programme content

The KS2 Fluency Project aims to accelerate achievement in reading fluency and comprehension in a short space of time. Participants will be trained in the following strategies used on the project:

- modelled expressive reading
- echo reading
- repeated re-reading
- skilled questioning
- challenging text selection
- modelled comprehension skills

Participants will receive the project CPD through:

- a project launch *(delivered as a live webinar)*
- 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 a teacher (who will deliver the sessions) and a project lead (this may be the English Leader).

Cost: £295

- Project Launch:** Project Launch – Thursday 9th January 2025, 1pm – 4pm ONLINE
- Paired Online Session:** Between 3rd February and 14th February 2025 (times TBC)
- Twilight Session:** Thursday 27th February 2025, 2pm – 4pm ONLINE
- Final Review:** Thursday 1st May 2025, 2pm – 4pm ONLINE

Click here



Aimed at:

- Senior Leaders
- English Leaders
- Reading Leaders

KS2 Reading Fluency Project - Bespoke Support

(using learning from working with HfL Education)

Intended impact of the programme

Through our work with HfL Education, we have found that pupils who have participated in their KS2 Fluency Project have made exceptional progress in a short space of time. When it was implemented across Lincolnshire last academic year, the pupils who participated on the project, in just 8 weeks on average, made 1 year and 8 months progress in reading comprehension age and gained an increase in accuracy of 2 years and 1 month.*

Aimed at:

- Senior Leaders
- English Leaders
- Reading Leaders

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

*as measured by the YARC assessment tool.



Overview of the programme content

The KS2 Fluency Project aims to accelerate achievement in reading fluency and comprehension in a short space of time. Participants will be trained in the following strategies used on the project:

- modelled expressive reading
- echo reading
- repeated re-reading
- skilled questioning
- challenging text selection
- modelled comprehension skills



Visit 1 – 1/2 day visit in school

- Explore how fluency is currently taught within the school
- Explore the principles of the fluency project and explain the structure
- Model a session of the intervention with a group of children
- Support with text selection for the intervention
- Explain pre and post assessments

Mid-Project Visit – 1 hour online

- Celebrate successes of the project so far
- Offer any further guidance or support around implementing the project
- Support with how to use the assessment materials diagnostically, and draw together pre and post intervention data outcomes for the cohort

End of Project Visit – 1/2 day visit in school

- Support with how to use the assessment materials diagnostically, and will draw together pre and post intervention data outcomes for the cohort.
- Explore fluency strategies – what next?
- Support with rolling out across the KS2 and look at how to adapt our reading lessons in KS2 to ensure we are building on fluency for every child

For more information please email admin@leadtshub.co.uk / Cost: £400

KS3 Reading Fluency Project

(using learning from working with HfL Education)

Intended impact of the programme

Through our work with HfL Education, we have found that pupils who have participated in their KS3 Fluency Project have made exceptional progress in a short space of time. When it was implemented across Lincolnshire last academic year, the pupils who participated on the project, on average, in just 8 weeks, made 1 year and 8 months progress in reading comprehension age and gained an increase in accuracy of 2 years and 1 month.*

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

*as measured by the YARC assessment tool.

Overview of the programme content

The KS3 Fluency Project aims to accelerate achievement in reading fluency and comprehension in a short space of time. Participants will be trained in the following strategies used on the project:

- modelled expressive reading
- echo reading
- repeated re-reading
- skilled questioning
- challenging text selection
- modelled comprehension skills

Participants will receive the project CPD through:

- a project launch (delivered as a live webinar)
- 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 a teacher (who will deliver the sessions) and a project lead (this may be the English Leader).

Cost: £295

Project Launch: Project Launch – Wednesday 8th January 2025, 1pm - 4pm ONLINE

Paired Online Session: Between 3rd February and 14th February 2025 (times TBC)

Twilight Session: Wednesday 26th February 2025, 2pm – 4pm ONLINE

Final Review: Wednesday 30th April 2025, 2pm – 4pm ONLINE

Aimed at:

- Senior Leaders
- English Leaders
- Reading Leaders
- Literacy Leaders



Click here

“Why Learning Fails – (And What To Do About It)”



Intended impact of the programme and overview

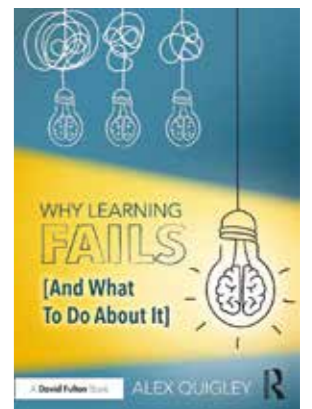
It is a truth universally acknowledged that pupils do not learn all that they are taught. They may learn something, they may even learn a lot, but it may not be a lot of what we think we have taught them or they may struggle to apply knowledge successfully.

In Alex Quigley's latest book, Alex characterises how the long and winding road of successful learning is paved with many failures along the way.

Presenting eight key reasons why learning fails, alongside concepts from cognitive science and research evidence explained concisely and accessibly, the chapters span issues of pupils' limited memory, their patchwork prior knowledge, flawed planning, struggles with independent learning, motivation, limits of attention, and more. Alex will explore examples of key learning failures and what can be done about it, along with practical teaching strategies and tools that can be used to secure success in every classroom.



Course Leader
Alex Quigley



Aimed at:

- Headteachers
- Senior leaders
- Teachers

Friday 14th March 2025
10am – 3pm

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

Cost: £99

Click here



Personalising the Curriculum to your Context



Intended impact of the programme

Identify elements in their curriculum that are unique to their school and align these with their vision and values;

- give a comprehensive rationale and intent to explain how their curriculum is set up
- construct their curriculum overviews to ensure continuity and progression
- gain an understanding into the distinct pedagogy of different subjects
- develop a variety of approaches to show impact of learning in pupils' books

Overview of the programme content and sessions

- Session 1:** Exploring the intent and rationale of your curriculum
- Session 2:** Exploring the components of the curriculum, progression
- Session 3:** Online session - Subject pedagogy
- Session 4:** Evidencing the impact of learning (assessment)

Aimed at: • Primary Head Teachers • Deputy Head Teachers • Curriculum Leaders

Cost: £175

1. Monday 14th October 2024
1.15pm - 3.15pm
Venue: ONLINE

2. Monday 2nd December 2024
9.30am - 3pm
Venue: Teaching School Hub, LN6 3QR

3. Monday 10th February 2025
1.15pm - 3.15pm
Venue: ONLINE

4. Monday 28th April 2025
1.15pm - 3.15pm
Venue: ONLINE

Click here



Recorded, On-demand CPD for TAs and HLTAs

79% of headteachers in L.E.A.D. Academy Trust felt that recorded CPD sessions that can be accessed at any time would enable their school to access more CPD.

As part of our commitment to providing high-quality CPD that works around your schedule, we are very pleased to be able to offer an increasingly diverse catalogue of on-demand CPD recordings for TAs and HLTAs. Each session recording costs just £110 and can be shared with colleagues in your school at a time that suits you and your team.

Please complete the online order form (scan QR, right) to purchase each recording at a cost of just £110 per session.

Click here



High quality teaching

To develop understanding of high quality teaching.



Adaptive Teaching Part A

To introduce a number of strategies to support adaptive teaching.



Adaptive Teaching Part B

To develop further strategies to support adaptive teaching.



Adaptive Teaching Part C

To consolidate and refine strategies to support adaptive teaching.



Enhancing pupil articulation

To develop confidence and expertise in encourage high-quality pupil talk.



Mathematics

To deepen subject knowledge and develop practical approaches to supporting learners in maths.

Recorded, On-demand CPD for TAs and HLTAs

Click here



English

To deepen subject knowledge and develop practical approaches to supporting learners in English.



Improving pupils' behaviour 1

To develop a positive approach to managing pupil behaviour.



Improving pupils' behaviour 2

To deepen understanding of approaches to managing behaviour.



Improving pupils' behaviour 3

To consolidate and refine approaches to managing behaviour.



Supporting pupils with autism

To develop confidence and expertise in supporting learners with autism.



Linking interventions

To consider how links can be made between interventions and the classroom.



Supporting EAL learners

To develop confidence and expertise in supporting learners for whom English is an Additional Language (EAL).



Active teaching and learning

To examine a range of active teaching and learning strategies that TAs can use to engage all pupils, as well as exploring the classroom factors that need to be present for such strategies to be successful.



Retrieval practice

To explore the concept of retrieval practice and the cognitive science underpinning its importance, considering a range of different retrieval activities to use over time.



Dual coding and graphic organisers

To explore the theory of dual coding, how it can be incorporated into the teaching and learning process, and explore a range of graphic organisers that can support pupils in processing and demonstrating their understanding.



Exploring the role of a TA through the Teaching Assistant standards - Part 1

(available after Thursday 26th September 2024)

To signpost the importance of the TA role in improving outcomes for children by exploring the Teaching Assistant standards and signposting the key responsibilities TAs hold in schools.



Exploring the role of a TA through the Teaching Assistant standards - Part 2

(available after Thursday 10th October 2024)

To deepen engagement with the Teaching Assistant standards.



Developing children's vocabulary

(available after Thursday 21st November 2024)

To provide TAs with practical strategies for building and widening pupils' vocabulary.



Understanding and responding effectively to aggressive behaviour

(available after Thursday 5th December 2024)

To provide TAs with strategies for preventing and managing aggressive behaviour.



Embedding Assessment for Learning (AfL)

(available after Thursday 12th December 2024)

To explore how TAs can harness the power of 'Assessment for Learning' (AfL) to promote pupil learning.

Click here

Recorded, On-demand CPD for TAs and HLTAs

Click here



Ensuring our classroom is inclusive

(available after Thursday 23rd January 2025)

This session will provide TAs with practical strategies for ensuring an inclusive approach for pupils with Special Educational Needs and Disabilities.



Supporting social and emotional learning

(available after Thursday 6th February 2025)

TAs often have close relationships with the pupils they support. This session draws on evidence-based recommendations from the EEF to explore how TAs can support children's social and emotional development.



Supporting children with dyslexia

(available after Thursday 27th February 2025)

This highly focused session provides TAs with insight into some of the associated challenges faced by children with dyslexia, offering practical strategies to support their learning.



Supporting children with dyscalculia

(available after Thursday 13th March 2025)

This session provides TAs with a thorough grounding in some of the ways that dyscalculia can affect children's learning, signposting a practical toolkit that can be used to provide support.



Supporting children with mental health needs

(available after Thursday 27th March 2025)

This session provides TAs with recommendations for supporting pupils with mental health needs.



Using feedback effectively in the classroom

(available after Thursday 3rd April 2025)

To provide TAs with practical strategies for providing high-quality verbal and written feedback in the classroom.



Supporting children with speech, language and communication needs

(available after Thursday 8th May 2025)

To provide TAs with practical strategies for identifying and supporting pupils with speech, language and communication needs.



Using questioning effectively in the classroom

(available after Thursday 12th May 2025)

To explore the role of questioning in any TA's toolkit.



Times tables for TAs - how can we make them stick?

(available after Thursday 22nd May 2025)

To signpost ways that TAs can help pupils to learn their times tables.



Working with parents/carers

(available after Thursday 26th June 2025)

To provide TAs with practical strategies to support them in communication with and building positive professional relationships with the parents of the pupils they support.



Helping pupils work successfully as part of a group

(available after Thursday 3rd July 2025)

To signpost key recommendations for high-quality group work and practical ways of bringing this to life in the classroom.

Click here



Articulating Your Commitment to EDI



Aimed at:

- Leaders
- Teachers
- Governors

Overview of the programme content

In this session we will explore your commitment to DEI: personally and professionally, individually and collectively, to consider how you are communicating your **Why?** to different stakeholders.

In this session we will explore your commitment to DEI: personally and professionally, individually and collectively, to consider how you are communicating your Why to different stakeholders. It will explore:

- How are you communicating your commitment to DEI to your stakeholders?
- How are you connecting your commitment to DEI to your vision, mission and values (as a Trust and as a school)?
- How are you ensuring that DEI is a golden thread weaving through all aspects of your school?
- How are you developing the consciousness, the confidence and the competence of your staff to share the collective responsibility for DEI?

Friday 6th December 2024
9am – 12pm

Venue: ONLINE
Cost: £50

Click here



Course Leader
Hannah Wilson
@Ethical_Leader
@DiverseEd2020

Hannah Wilson is a Leadership Development consultant, coach and trainer. She is the Co-Founder of #WomenEd and #DiverseEd. She is the Co-Editor of Diverse Educators: A Manifesto. She previously taught English, Drama and Media Studies over a 20 year career in schools. She has held multiple leadership roles including Head of Department, Head of Year, Assistant/ Deputy/ Executive Headteacher and trust-wide/ Teaching School wide roles as well.

Find out more about the services, resources and training that she and the Diverse Educators team provide here: www.diverseeducators.co.uk

Reducing Teacher Workload and Improving Impact

Nationally recognised speaker and author, Ross McGill



@TeacherToolkit

Training for all teachers



Making complex tasks simpler to manage

Mark Plan Teach was first developed as a teaching and learning methodology in a large secondary school with more than 100 teachers. This research has since been shared with 100,000 teachers and introduced to over 300 schools and colleges worldwide. MPT has been instrumental in shaping many teaching policies and methods.

Developing teacher autonomy

Schools and colleges seek consistency, yet no organisation can claim they have ever achieved it. So, how does any team achieve any success if consistency is so inconsistent? One of the many solutions offered is to develop clarity and coherence rather than compliance.

Do less, not more

This training is rich with classroom ideas and leadership strategies that demonstrate why teachers should **do less, not more**, to become truly effective. Ross will demonstrate how this balance can be achieved so that all teachers can achieve professional autonomy.

Wednesday 6th November 2024
Wednesday 20th November 2024
1.30pm – 3pm

Venue: ONLINE

Cost: £90 for both sessions

Click here



Ross is globally known as **@TeacherToolkit**. To date, over 19 million people have read his website!

He began teaching in 1991 and taught for 26 years in London's national-challenge (secondary) schools; 20 years as a school leader. Today, he works with teachers and schools worldwide, enhancing teaching and learning, reducing workload and improving teacher mental health.

A multiple award-winning teacher, in 2015, The Sunday Times featured Ross as one of the '500 Most Influential People in Britain'. He remains the only classroom teacher to feature to this day, and is the author of 11 teaching books.

Actionable Feedback: Strategies to Support Pupil Progress and Teacher Workload



Intended impact of the programme

To gain an in-depth understanding of the research and evidence base supporting effective and efficient feedback strategies. To also have a range of practical examples of actionable feedback that can be implemented in the classroom to support pupil progress and teacher workload.

Overview of the programme content

Session 1 Verbal and written feedback: what does the research tell us and what does it look like in the classroom?

In this session Kate will summarise the research linked to verbal and written feedback, followed by workload friendly practical examples and strategies that can be used in the classroom to support learners. There will also be tips and guidance for supporting learners with SEND and EAL.

Session 2 Self and peer assessment: why this is important and how to get it right!

Self and peer assessment are not easy to effectively embed, as learners are novices when it comes to providing feedback! This session will explore the key ingredients required for effective self and peer assessment to become embedded as part of a classroom routine, to support learners with their progress, self-regulation and a wide range of key skills.

Session 3 7 myths about feedback!

The final session will discuss some key myths held about feedback and aim to bust these myths! This session will include discussion of the roles of grades/scores and what the research tells us, in addition to feedback 'lethal mutations' and the use of technology, specifically A.I, with feedback.

Aimed at:

Teachers and school leaders across primary and secondary.



Course Leader
Kate Jones

@KateJones_Teach



Click here

Friday 17th January 2025

9.30am – 3pm

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

Cost: £99

The Responsible Behaviour Curriculum

Children learn better when they know the boundaries and what is expected from them. They also learn better when they are happy and feel safe. The DfE have produced guidance asking schools to have a 'behaviour curriculum.'

It is not enough to just specify how the children will walk around schools and when they will put their hands up. We need to spend time improving children's sense of responsibility and community, so they feel their education has purpose and they can express themselves and ask for what they need. This has led to the development of the Responsible Behaviour Curriculum.

This 'Responsible Behaviour Curriculum' approach allows you to consider four key elements:

FUNCTIONS - Self Regulation – developing each of the eight executive functions leads to better self-regulation

FENCES - Safety – Maslow recognises the importance of boundaries and expectations to ensure children feel happy and safe and, therefore, able to learn

FRAMEWORK - Communication – teaching children how to communicate lessens frustration and allows children to consider theirs, and others, feelings

FEATURES - Adult role - the emotional environment is key – enabling children to learn from key adults by providing the most positive and secure emotional environment possible.



OPTIONS FOR USE

There are different options for the use of the behaviour curriculum.

- **Option 1:** The first is a **whole school development** of the whole approach.
- **Option 2:** The second uses the **principles to incorporate into existing practice**.

Option 1 A whole school approach

This programme can be developed as a whole school's approach following the five foci below. These can be delivered in person to leaders or staff from schools or can be developed as 10, 60 minute recordings. This splits the 5 sessions into 2 parts. The 5 areas are as follows:

1. FUNCTIONS - will focus on the development of the pre-frontal cortex and how this dictates the ability of the children to demonstrate the functions above. The programme looks specifically at what children can cognitively manage at the ages of 3, 5, 7, 9 and 11.

What are FUNCTIONS?

- The things that push us to act and react.
- The things that pull us back from acting and reacting.
- The things that support us to think around our impulses.
- The things that challenge us to stretch our thinking
- Functions develop in the pre-frontal cortex and are not developed until late teens (at the earliest). Good functioning leads to good regulation.

What are the eight executive functions?

1	Emotional control	knowing your feelings and keeping them in check
2	Impulse control	the ability to think before acting
3	Flexible thinking	adjusting to unexpected changes
4	Working memory	keeping key information in mind and using it
5	Self-monitoring	self-awareness to know how you are at the moment
6	Task initiation	take action and get started
7	Planning and prioritising	setting and meeting goals
8	Organisation	keep track of everything physically and mentally

Session 1 also looks at the importance of healthy living and how children sometimes need specific motivators to activate the executive functions that enable them to perform in school.

There are many challenges for the children in relation to executive functioning. Executive functioning leads to self-regulation. But, children need healthy living and regulated role models to learn from. This can cause barriers for some children.

Research is clear – good regulation leads to better socio-economic outcomes and better academic outcomes. Where schools focus on the development of self-regulation, behaviour improves, attendance improves, engagement improves and, ultimately, outcomes improve.

2. FENCES - will focus on the importance of clear, age-appropriate boundaries, and high expectations. These expectations help children know right from wrong. This leads to feelings of safety.

Maslow's hierarchy of need puts this into a very relatable context. The children must have their basic, physiological needs met. They are then more likely to feel safe – boundaries and expectations contribute to this feeling of safety. When children feel safe, they are more likely to trust. This leads to stronger relationships and better self-esteem and means that children are more likely to see and reach their potential.

This session looks at appropriate boundaries for children from the age of 3 to 11 in the classroom, outside, when playing with each other and when talking to adults. The issues of respect are explored and the importance of looking after each other and the environment.

3. FRAMEWORK – gives children a framework for communication. This lessens frustration when children can't communicate how they feel and what they think. The programme looks at removing barriers to communication and gives suggestions for sentences, sentence stems, and appropriate vocabulary from the age of 3 to the age of 11.

There are suggestions and tips to support adults in developing children's ability to communicate, overcoming barriers, and this is looked at in a systematic way.

Children have an innate predisposition to communicate. We can harness this in a very positive way by having knowledge of language acquisition stages and what might prevent children from being able to communicate. We will consider how adults speak to children and the best way to get children talking.

4. FEATURES – enables adults to consider the emotional environment we provide for children. How do the adults enable children to become responsible citizens? We know the importance of a good adult role model to support the development of children's knowledge and understanding. We also know that the emotional environment in school has a big impact on children's motivation and engagement. Children as young as two years old can tell whether an adult is genuine just by looking at their face and observing their body language. In fostering responsible human beings, the features of the environment are key, and this starts with the culture you foster through the development and agreement of your shared values. Your values drive even decision you make, from the development of a policy to the colour you paint the wall in the hall.

Your values are the thread that runs through everything and determine the emotional 'weather map' throughout your school.

This session enables you to consider the values in school and how you exemplify the values on a daily basis. The culture you foster plays a huge role in the development of responsible and respectful relationships.

We will look at a number of models to foster relationships and to support the development of the right environment.

5. WHAT NOW – this session will enable you to develop an understanding of how to implement the right environment, explicitly teach executive functioning and language, and to foster feelings of safety and responsibility.

To do this, we will action plan taking your school, class, group, from their starting points, looking carefully at their context – strengths, barriers, gaps – and what needs to happen next. You will leave with a comprehensive plan for the short and long term with desirable outcomes and essential actions.

Option 2 To support existing behaviour management

The principles can also be used to support existing behaviour approaches as pre-recorded webinars to be used with staff with different roles. There are 12 in total in three packages. One for leaders, one for teacher and one for teaching assistants.

FOR LEADERS

4 x 90 minute webinars outlining the four aspects that make up the programme as above, and how to incorporate into existing programmes.

- 1. Functions** – how do leaders ensure all staff have the right knowledge and understanding to have the right expectations for children from 3 to 11? This session gives an overview of the functions looking at whether existing programmes take account of each function and what children would be cognitively capable of at each stage in their development.
- 2. Fences** – how do leaders ensure the appropriate boundaries and expectations are promoted for children from 3 to 11? This session considers the systematic approach to the development of appropriate behaviour boundaries, how to enforce them and how to reward appropriate behaviour.
- 3. Framework** – how do leaders ensure the language used is appropriate and that children are specifically taught how to communicate from the ages of 3 to 11? The session will focus on the systematic approach to the development of language and how children learn to speak. Leaders will consider how to incorporate this into the existing curriculum and how to support adults to identify and support barriers and gaps.
- 4. Features** – how do leaders promote and exemplify the values across school? This session will focus on the development of values and how they support the behaviour of adults and children across school. Leaders will consider the emotional environment across school, and how to overcome barriers to positivity.

FOR TEACHERS

Four, 90 minute webinars outlining the four aspects that make up the programme as above, and how to incorporate into existing programmes.

- 1. Functions** – how do teachers ensure they have the right knowledge and understanding to have the right expectations for children from 3 to 11? This session gives an overview of the functions looking at whether existing programmes take account of each function and what children would be cognitively capable of at each stage in their development. There are practical tips for use in the classroom relating to the activation of the pre-frontal cortex to support effective functioning.
- 2. Fences** – how do teachers reinforce appropriate boundaries and expectations for children from 3 to 11? This session considers the systematic approach to the teaching of appropriate behaviour boundaries, how to enforce them and how to reward appropriate behaviour. The session includes tips for appropriate boundaries for different aged children and some information for why children may not follow boundaries – and what to do about it!
- 3. Framework** – how do teachers teach appropriate language – vocabulary, sentences and sentence stems? Teachers will consider whether children are specifically taught how to communicate from the ages of 3 to 11. The session will focus on the systematic approach to the development of language and how children learn to speak. Teachers will consider how to incorporate this into the existing curriculum and how to support adults to identify and support barriers and gaps.
- 4. Features** – how do teachers promote and exemplify the values with all children? This session will focus on the development children's understanding of values. Teachers will consider the emotional environment in their class and how to ensure the environment is positive. There will be hints and tips to support this.

FOR TEACHING ASSISTANTS

4 x 90 minute webinars outlining the four aspects that make up the programme as above, and how to incorporate into existing programmes.

- 1. Functions** – This session will include an overview of the functions and how children develop self-regulation. Then a host of hints and tips to support functioning in children at the ages of 3, 5, 7, 9 and 11.
- 2. Fences** – This session will include an overview of appropriate boundaries and expectations for children from the ages of 3-11. Then a host of hints and tips to support functioning in children at the ages of 3, 5, 7, 9 and 11.
- 3. Framework** – This session is about the development of language and how adults can support language for communication and why this is a priority. Then a host of hints and tips to support functioning in children at the ages of 3, 5, 7, 9 and 11.
- 4. Features** – This session is about the importance of relationships and a positive, emotional environment for children. Then a host of hints and tips to support functioning in children at the ages of 3, 5, 7, 9 and 11.

The cost of Option 1 and Option 2 includes a copy of the **Behaviour Curriculum book** for use in schools. The book looks carefully at how the four key elements develop over time linked to the cognitive development of children in primary schools. We will consider children's contexts - their strengths, gaps and barriers to learning.



The behaviour curriculum looks at development at the ages of 3, 5, 7, 9 and 11. This information is then used to build a step-by-step approach to develop children's responsibility and sense of community and, therefore, their behaviour.

To view the recorded introduction video linked to the programme, please scan the QR code.



For further information as to how to access the programme please contact admin@leadtshub.co.uk

Click here

Course Leader
Sarah Quinn



Sarah has worked in primary education for her whole career. She has worked for Ofsted and a number of large consultancy companies. She currently runs her own consultancy where she, and her team, work with schools, teaching schools, multi academy trusts and local authorities delivering training and development covering all aspects of primary and early years practice.

Sarah has developed curriculum content and curricular principles for early years, primary and special education. She has also developed leadership skills, including monitoring and action planning structures in conjunction with a not-for-profit organisation. She has written several articles for Nursery World, EYE, Primary Educator, and publications for Focus Education.

Much of her consultancy work has involved the development of teacher knowledge in the cognitive development, and language acquisition, of children up to the age of 11. This led to the development of a broader piece of work looking at how adults support behaviour in primary schools. Over the last five years, the Responsible Behaviour Curriculum has been in development and has been used in a number of schools. Feedback indicates that teachers, leaders and teaching assistants have appreciated the information and have been able to approach behaviour in different ways with different children with great success.

Building a Behaviour Culture in a School - How you Teach Behaviour



Tom Bellwood is currently an advisor for the Department for Education on the Behaviour Hubs program as well as the Director of Chiltern Learning Trusts Attendance and Behaviour Hubs.

Overview of the programme content

As a school leader, you're not just guiding the ship; you're shaping the course for your entire community. One of the most impactful ways to steer towards success is by cultivating a positive behaviour culture within your school. That's where our comprehensive course comes in.

We understand the challenges and complexities school leaders face in establishing effective behaviour frameworks and curriculums. That's why we've designed a groundbreaking course specifically tailored to empower you with the tools, strategies, and insights needed to build a behaviour curriculum that drives excellence, fosters inclusivity, and inspires growth.

Why Focus on a Behaviour Curriculum? Behaviour is the cornerstone of a thriving educational environment. A well-designed behaviour curriculum not only enhances discipline but also cultivates a culture of respect, responsibility, and resilience among students and staff alike. By prioritising behaviour management, school leaders lay the foundation for academic achievement, social-emotional development, and lifelong success.

Aimed at:

- Headteachers
- Senior leaders
- Teachers

Monday 11th November 2024

9.30am – 3pm

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

Cost: £125

Click here



Developing Effective Indoor and Outdoor Provision in Early Years

Intended impact of the programme

The aim is to understand what effective continuous provision looks like in line with the EYFS framework, support further understanding of the possible layers of learning as well as reviewing, auditing and assessing how current practice is impacting on the progress of children within EYFS.

Overview of the programme content

Session 1 How strong is your Early Years Learning Environment indoors?

- Gap task – Indoor Provision Audit & Self-efficacy Questionnaire

Session 2 How strong is your Early Years Learning Environment outdoors?

- Gap task – Outdoor Provision Audit

Session 3 Content for this session will be in response to the needs of the group.

Delegates will have the opportunity to request a focus on areas of provision that they have identified from sessions one and two.



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

Session 1 Thursday 26th September 2024

Session 2 Wednesday 30th October 2024

Session 3 Thursday 12th December 2024

3.45pm – 4.45pm

Venue: ONLINE

Cost: £99

Click here



Primary Assessment Specialists



Keystone Academy Trust are the contracted providers for monitoring and moderation of statutory processes for primary assessment on behalf of Lincolnshire County Council. Through this strong and well established partnership, we can offer schools:

Assessment Support

Bespoke support for schools around statutory and non-statutory assessment.

Assessment Training

Carefully selected CPD events with both face-to-face and virtual training available.

Assessment Resources

Helpful and informative resources keeping schools up-to-date with assessment.

STATUTORY ASSESSMENT SERVICE

The Statutory Assessment Service is a package of support, advice and resources available to schools to ensure that leaders and teachers are informed and kept up-to-date with statutory assessment at Key Stage one and two.

Academies, Free Schools and Independent Schools

Academies, Free Schools and Independent Schools can select Keystone Academy Trust, on an annual basis, to be included in the statutory processes to comply with the guidance as set out by the Standards and Testing Agency.

Local Authority Maintained Schools

For LA maintained schools who wish to access additional training, resources and enhanced support from the Lincolnshire Moderation Team, they must also purchase the Statutory Assessment Service for the academic year 2024-25. This offer has been specially constructed to help maintained schools feel well informed and supported through end of year statutory assessment.



Keystone Academy Trust provides this service on behalf of Lincolnshire County Council. Please note that all Lincolnshire maintained schools will continue to receive all their statutory moderation and monitoring visits at no cost to them.

The Statutory Assessment Service includes

- Allocation of an authorised provider to oversee statutory monitoring activities and a written local agreement as stipulated by STA (academies and independent schools only).
- Statutory moderation and monitoring visits for academies and independent schools (Lincolnshire maintained schools receive their visits at no additional cost).
- Email and telephone access to the Lincolnshire Moderation Team who can give advice relating to teacher assessment and statutory testing.
- Access to the Moderation Team's Secure Platform.
- Access to Assessment Resources: assessment calendar, assessment deadlines, governor monitoring documentation, moderation grids (including non-statutory year groups).
- Half-termly Assessment Newsletters and SATs Bulletin.
- Updated Test Administration PowerPoints to support training of test administrators.
- Free virtual training on: Access Arrangements, SATs Security and Exploring End of KS2 Testing (Reading and Maths).

T 01778 424152 (option 3)
 W www.keystoneassessment.org
 E gill.arnold@keystonemat.org
 X @LincsModeration



Moderation

To book, visit: <https://events.bookitbee.com/keystone-academy-trust>



Date	Times	Event	Location	Cost
1.10.24	3:45 - 5:30	Effective Moderation Practices - Repeat	Virtual	£40
16.10.24	9:15 - 3:00	New to Year 6	Keystone Training Room, Bourne**	£99
18.10.24	9:15 - 3:00	New to Year 6	The Regatta, Lincoln	£99
6.11.24	9:15 - 3:00	New to Year 2	The Regatta, Lincoln	£99
7.11.24	1:15 - 4:15	Year 6 Writing Moderation Workshop	Keystone Training Room, Bourne**	£70
8.11.24	1:15 - 4:15	Year 6 Writing Moderation Workshop	The Regatta, Lincoln	£70
14.11.24	9:15 - 12:15	Year 2 Writing Moderation Workshop	The Regatta, Lincoln	£70
19.11.24	3:45 - 5:30	Access Arrangements	Virtual	FREE*
26.11.24 + 4.2.25	9:15 - 12:15	Adaptive Practice in Writing	Virtual	£100
5.12.24	9:15 - 12:15	Pre-Key Stage Standards	The Regatta, Lincoln	£125
16.1.25 + 23.1.25	3:45 - 5:30	Exploring End of KS2 Testing in Maths and Reading	Virtual	FREE*
21.1.25	3:45 - 5:30	New to Year 6 for January Starters	Virtual	£40
28.1.25	3:45 - 5:30	Adminstering the Phonics Screening Check	Virtual	£40
26.2.25	9:15 - 12:15	Year 2 Writing Moderation Workshop	Tower Road Academy, Boston	£70
27.2.25	9:15 - 12:15	Year 2 Writing Moderation Workshop	The Regatta, Lincoln	£70
4.3.25	1:15 - 4:15	Year 6 Writing Moderation Workshop	Tower Road Academy, Boston	£70
6.3.25	1:15 - 4:15	Year 6 Writing Moderation Workshop	The Regatta, Lincoln	£70
12.3.25	9:15 - 12:15	Achieving GDS in Writing at Year 6 - Repeat	Virtual	£50
20.3.25	9:15 - 12:15	Year 4 Writing Moderation Workshop	The Regatta, Lincoln	£70 or £150***
20.3.25	1.15 - 4:15	Year 5 Writing Moderation Workshop	The Regatta, Lincoln	£70 or £150***
21.3.25	9:15 - 12:15	Year 1 Writing Moderation Workshop	The Regatta, Lincoln	£70 or £150***
21.3.25	1:15 - 4:15	Year 3 Writing Moderation Workshop	The Regatta, Lincoln	£70 or £150***
28.4.25	3:45 - 5:30	SATs Administration	Virtual	FREE*
30.4.25	3:45 - 5:30	Preparing for the Y4 Multiplication Check	Virtual	£40
21.5.25	9:15 - 12:15	Year 2 Writing Moderation Workshops	Boston United Football Club	£70
21.5.25	1:15 - 4:15	Year 6 Writing Moderation Workshops	Boston United Football Club	£70
22.5.25	9:15 - 12:15	Year 2 Writing Moderation Workshops	The Regatta, Lincoln	£70
22.5.25	1:15 - 4:15	Year 6 Writing Moderation Workshops	The Regatta, Lincoln	£70

*included within the Lincolnshire Statutory Assessment Service (KS1 & KS2). £40 charge, per person, for non-subscribing schools.
The Keystone Training Room based at Bourne Westfield Primary Academy. * £150 charge includes a copy of the Year 1,3,4 and 5 Moderation Book.

Inclusive Attendance



Intended impact of the programme & overview

Empowering schools to build an attendance culture

- Part 1** The Post Pandemic World
- Part 2** Create a New Attendance Culture
- Part 3** Redefine Your Approach with a Revolutionary Mindset

Aimed at:

- Headteachers
- SLT Attendance Champions



Course Facilitator
Sharon Bassett



Course Facilitator
Wayne Harris

Thursday 10th October 2024
9.15am - 3pm

Venue: LEARN SEND Hub, Warwick House,
Long Bennington Business Park,
Long Bennington NG23 5JR

Cost: £65



Artificial Intelligence – Exploring the Role in Primary Education

(a beginner's guide)



Aimed at:

- Headteachers
- Senior leaders
- SENCOs
- Middle leaders
- Department leaders
- Phase leaders
- Teachers
- Teaching assistants

Intended impact of the programme

Artificial intelligence has gained prominence on a scale not seen since the inception of the internet. AI has the potential to revolutionize the way we teach and learn in primary education. As primary school practitioners, we have a responsibility to ensure AI is approached thoughtfully and appropriately in our school community, and to consider the role it can play in teaching and learning and curriculum development.

This session will explore some of the broader considerations and the implications for teachers, teaching assistants and leaders.

Overview of the programme content

Participants will explore:

- generative AI tools like ChatGPT
- other AI-powered tools
- how to prepare for AI to be used more widely in their school
- how AI can support teacher workload
- how AI can support curricular development
- the potential pitfalls of AI

Friday 8th November 2024
9.15am – 10.45am

Venue: ONLINE

Cost: £45

Click here



Course Leader
Paul Longden



Adaptive Teaching and the Universal Design for Learning



Course Leader
Paul Longden

Intended impact of the programme

It is important for both teachers and teaching assistants to appreciate the role adaptive teaching plays in ensuring our lessons are inclusive and benefit all learners. This session unpicks the broader concept of adaptive teaching reflecting on the different elements of what is called the 'Universal Design for Learning', recommended by Nasen.

Overview of the programme content

Session 1

Engagement – Learners differ markedly in the ways in which they can be engaged or motivated to learn. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential. This session will look at multiple means of recruiting interest, sustaining effort and persistence and encouraging self-regulation.

Session 2

Representation - Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. This session will look at multiple means of enhancing perception, comprehension and communicating through language and symbols.

Session 3

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. This session will look at multiple means of developing physical action, expression and communication and developing executive function

Aimed at:

- Headteachers
- SENCOs
- Department leaders
- Teaching assistants
- Senior leaders
- Middle leaders
- Phase leaders
- Teachers

Thursday 3rd October 2024
Thursday 17th October 2024
Friday 29th November 2024

9.15am – 10.45am
Venue: ONLINE
Cost: £95

Click here



Exploring the 'Great Teaching Toolkit'



Intended impact of the programme

The 'Great Teaching Toolkit' provides both a synthesis of evidence from authoritative studies, and the findings of this evidence, that teachers can relate to their own experience. It is a model that comprises these four overarching dimensions, with a total of 17 elements within them. An 'element' is defined as something that may be worth investing time and effort to work on to build a specific competency, skill or knowledge, or to enhance the learning environment

Overview of the programme content

The toolkit has a clear focus on areas of practice that have the potential to improve children's learning and outcomes.

Session 1

This session explores the first two dimensions:

- Understanding the content (4 elements)
- Creating a Supportive Environment (4 elements)

Session 2

This session explores the final two dimensions:

- Maximising Opportunity to Learn (3 elements)
- Activate Hard thinking (6 elements)

Thursday 16th January 2025

Thursday 30th January 2025

9.15am - 10.45am

Venue: ONLINE

Cost: £75



Click here



Course Leader
Paul Longden

Aimed at:

- SENCOs
- Senior/middle leaders
- Department leaders
- Phase leaders
- Teachers
- Teaching Assistants

Engaging with Parents about Attendance



Intended impact of the programme and overview

Different factors are now influencing decision making for some parents, carers and pupils around whether a child or young person attends school. This session considers the research undertaken to understand changes in parent and carer attitudes to attendance since the pandemic, identifying ways to adapt communication with parents and carers.

Consistent and open communication can play an important role in starting to influence behaviours. The research provides insight into the types of school absence and family decision making related to this. Participants will explore the key findings and use the insight to reflect on and adapt their communications with parents and carers to make them more effective.

Aimed at:

- Headteachers
- Senior leaders
- Middle leaders
- Department leaders
- Phase leaders
- Teachers

Friday 28th March 2025

9.15am - 10.45am

Venue: ONLINE

Cost: £45



Click here



Course Leader
Paul Longden

How Inclusive is your Classroom?



Intended impact of the programme

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.

Overview of the programme content

Exploring:

- more fully 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:

- SENCOs
- Senior/middle leaders
- Department leaders
- Phase leaders
- Teachers
- Teaching Assistants

Thursday 19th September 2024
9.15am – 12.15pm

Venue: ONLINE

Cost: £75



Course Leader
Paul Longden



Mitigating the Impact of Mental Health on School Attendance



Intended impact of the programme and overview

According to a survey conducted by the NHS, school absence rates are higher in children aged 7 to 16 with a probable mental health disorder. Schools play an important role in supporting the mental health and wellbeing of children, and are well-placed to provide interventions to build resilience in children, which is essential to mental health, learning and development.

The session unpicks the responsibilities schools have where a mental health issue is affecting attendance and examples of effective practice. The guidance is intended for school staff, academy trustees, governing bodies, parents and carers, and local authorities. Participants will explore how some schools have supported children to build up their confidence and help them to attend more regularly.

Friday 6th December 2024
9.15am – 10.45am

Venue: ONLINE

Cost: £45



Course Leader
Paul Longden



Aimed at:

- Senior leaders
- Attendance leaders
- Pastoral staff

Understanding and Dealing with Emotionally Based School Avoidance



Intended impact of the programme

Emotionally based school avoidance (EBSA) is a serious issue that affects thousands of children across England. It is a term used to describe children and young people (CYP) who experience challenges in attending school due to negative feelings (such as anxiety). This session will unpick the challenges facing schools and explore a range of strategies schools can deploy to improve children's attendance.

Overview of the programme content

EBSA is commonly associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school.

Participants will explore ways schools can help get children back into education in a suitable manner and make sure any return is sustainable and long-lasting. A range of tools to support key staff in identifying, analysing and auditing needs will be available for use. Participants will also be signposted to other resources that can be used with families and children themselves.

Aimed at:

- Headteachers
- Senior leaders
- Middle leaders
- Department leaders
- Phase leaders
- Governors



Course Leader
Paul Longden

Friday 28th February 2025
9.15am – 10.45am

Venue: ONLINE

Cost: £45



Oracy-rich Classrooms: Time to Talk



Intended impact of the programme

Oracy can mean different things to different people. Research shows that teaching children how to talk effectively can have a profound effect on learning outcomes. It is much more than simply providing children with opportunities to 'talk'. This session looks at how oracy can be developed across a school from EYFS to Year 6. This builds on previous webinar 'Pupil Articulation'

What is the desired impact?

Session 1

Participants will unpick the broader concept of 'oracy' and how this can be developed by unpicking the Cambridge Oracy Framework. In Part 1 participants will look at physical skills (voice and body language) and linguistic skills (vocabulary, language variation, structure and rhetorical techniques) associated with oracy.

Session 2

Participants will unpick the broader concept of 'oracy' and how this can be developed by unpicking the Cambridge Oracy Framework. In Part 2 participants will look at cognitive skills (content, clarifying/summarising, self-regulation, reasoning, audience awareness) and social and emotional skills (working with others, listening/ responding, confidence in speaking) associated with oracy.

Friday 17th January 2025
Friday 31st January 2025

9.15am – 10.45am

Venue: ONLINE

Cost: £75



Course Leader
Paul Longden



Aimed at:

- Senior leaders
- Middle leaders
- Department leaders
- Phase leaders
- Teachers

What is 'Good Behaviour' and How Can We Encourage More of It?



- Aimed at:
- Senior leaders
 - Middle leaders
 - Department leaders
 - Phase leaders
 - Teachers



Course Leader
Paul Longden

Intended impact of the programme

In the current Education Inspection Framework there is a focus on the extent to which leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils. This course will unpick what is meant by 'good behaviour' and what it entails, as well as considering strategies that any teacher can consider encouraging good behaviour in their pupils.

Overview of the programme content

Participants will:

- Unpick what is meant by 'good behaviour'
- Explore the implications for teaching and the design of the curriculum
- Unpick the importance of the classroom environment
- Reflect on the importance of clearly understood routines both in the classroom and school environment
- Explore how we can support those pupils who find it difficult to regulate their behaviour

Friday 4th April 2025
9.15am - 12.15pm

Venue: ONLINE

Cost: £75



Click here

Outdoor Learning; a Mindset not just an Activity



Intended impact of the programme

Outdoor learning is a great way to provide children with a unique and engaging educational experience. Outdoor learning can be made possible in primary schools by assessing the available outdoor space, creating a timetable that maximizes the amount of time each bubble is outside, and adapting outdoor spaces for learning. This session explores a range of ways to further develop outdoor learning.

Overview of the programme content

Participants will explore a range of ways that outdoor learning could be further developed in their schools. They will consider the extent to which they provide help children to

- develop respect and sense of care for the planet.
- nurture long-term resilience, confidence, creativity and problem-solving skills for children
- encourage and nurture sustainable environmental behaviours
- provide a secure and supportive setting to improve social skills and working with others

Thursday 13th February 2025
9.15am - 10.45am

Venue: ONLINE

Cost: £45



Click here



Course Leader
Paul Longden

Aimed at:

- Senior leaders
- Middle leaders
- Department leaders
- Phase leaders
- Teachers

Understanding the Causes of Aggressive Behaviour and How to Manage It



Course Leader
Paul Longden

Intended impact of the programme and overview

When aggressive behaviour occurs in the classroom or out of it, emotions run very high and the situations are stressful for all concerned. This course unpicks some of the antecedents of aggressive behaviour and explores ways that aggressive behaviour can be managed, and in many cases prevented.

Participants will explore:

- what is meant by aggressive behaviour
- the causes of aggressive behaviour in pupils
- the wider classroom environment and routines
- the importance of effective classroom management
- ways that aggressive behaviour can be managed when it occurs
- the importance of relational practice and this can be developed further

Friday 9th May 2025
9.15am - 12.15pm

Venue: ONLINE

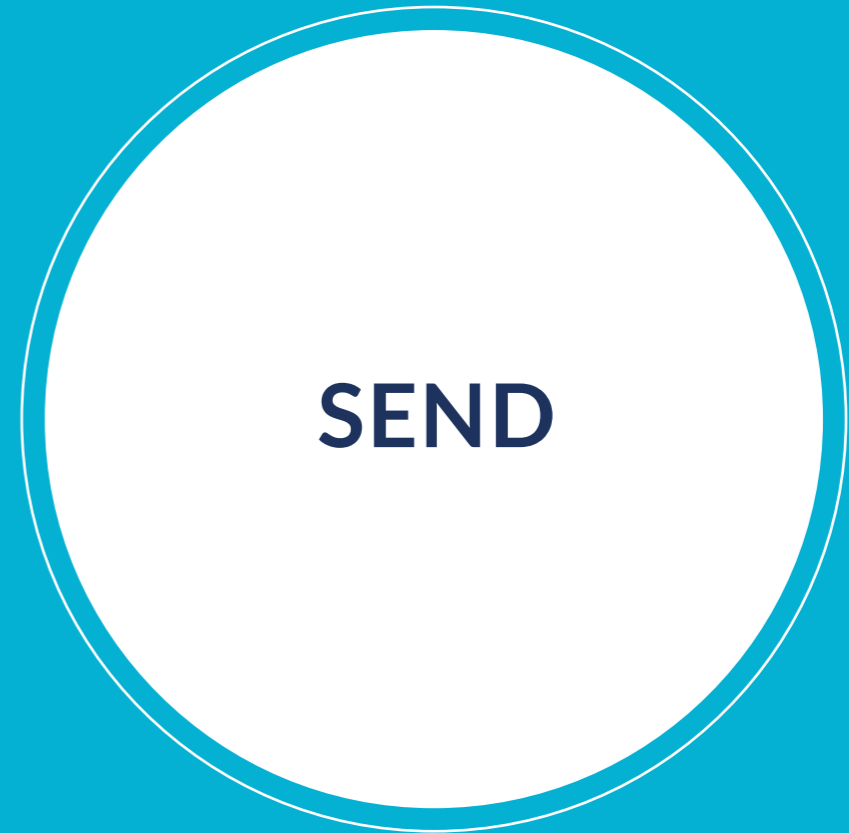
Cost: £75



Click here

Aimed at:

- Senior leaders
- Middle leaders
- Teachers
- Teaching assistants
- Behaviour leaders
- Pastoral leaders/team members



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 26th September 2024

9.15am – 3.30pm

Venue: LEARN SEND Hub, Newark NG23 5JR

Cost: £95

Click here



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 14th November 2024

- Strategic leadership of SEND
- Working effectively with parents
- Your school through a SEND lens

Click here



Day 2 Tuesday 4th February 2025

- High quality teaching
- Managing your provision-CPD/Finance/Deployment of outside agencies

Click here

9.15am – 3.30pm

Venue: LEARN SEND Hub, Newark NG23 5JR

Cost: £190

Tier 3: Middle leaders

Aimed at Middle Leaders (MLs). It will ensure that MLs 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 Tuesday 21st January 2025

- Policy to Practice
- Curriculum offer to SEND
- Implementation as a process

Click here



Day 2 Tuesday 18th March 2025

- High quality teaching
- Monitoring of provision through a SEND lens

Click here

9.15am – 3.30pm

Venue: LEARN SEND Hub, Newark NG23 5JR

Cost: £190

Tier 4: Teachers

Delivered by our in-house experienced SEND consultant, offering 1.5 hours of high-quality learning from a modular toolkit, which can be accessed by all teachers depending on their individual CPD requirements. The twelve modules in total will complement the ECT and NPQ packages by providing practical guidance. They will address research and common themes affecting learners and schools.

All twelve modules are presented through live online Zoom webinars by our team of experienced in-house SEND professionals.

Module 1: 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 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: 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: Scaffolding

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

Module 4: Teachers toolkit for meeting Cognition and Learning Needs

This module will focus on recognition of 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 pupils access the curriculum. We will also discuss intervention strategies and the support organisations that can be accessed in the setting.

Module 5: Teachers toolkit for meeting Communication and Interaction Needs

This module will focus on recognition of 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 pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.

Module 6: Teachers toolkit for meeting Social, Emotional and Mental Health Needs

This module will focus on recognition of 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 pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.

Module 7: Teachers toolkit for meeting Physical and Sensory Needs

This module will focus on recognition of 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 pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.

Module 8: 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: 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: Learning environments

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

Module 11: 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: 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.

ALL THE ABOVE ARE WEBINARS HELD AT 3.45PM-5.15PM

These modules can be purchased at four different levels, individually for £20 or discover the true value of our modules with our bundle packages: Bronze, Silver, or Gold.

**Study Level:
INDIVIDUAL**
1 module
£20 per person

**Study Level:
BRONZE**
6 modules
£90 per person

**Study Level:
SILVER**
9 modules
£135 per person

**Study Level:
GOLD**
12 modules
£165 per person

SEND Network Meetings



These termly cluster meetings will equip you with the latest regional and national SEND updates, including updates from Whole School SEND. Research informed documents will be shared, creating a forum for colleagues to reflect how best practice can be implemented into their setting.



- Aimed at:
- SENCOs
 - SENCO Assistants
 - Aspiring SENCOs



Click on your chosen date to book



Click on your chosen date to book

L.E.A.D. VENUE

- Autumn term** Tuesday 8th October 2024
- Spring term** Tuesday 18th March 2025
- Summer term** Wednesday 11th June 2025

1.30pm – 3.30pm

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

Cost: FREE

LEARN VENUE

- Autumn term** Tuesday 1st October 2024
- Spring term** Tuesday 11th March 2025
- Summer term** Wednesday 18th June 2025

1.30pm – 3.30pm

Venue: LEARN, Warwick House,
Long Bennington, Newark, NG23 5JR

Cost: FREE

The Adaptive Teacher Pathway

Adaptive teaching is a pedagogical approach to education that tailors instruction to meet the individual needs of pupils. It involves continually assessing pupils' progress and adjusting teaching strategies and content accordingly.

This approach recognises that pupils have diverse prior knowledge, backgrounds, abilities and interests, and aims to provide personalised support to optimise their learning experiences and outcomes.

Ultimately, adaptive teaching empowers educators to meet pupils where they are, fostering a more inclusive and effective learning environment for all.

This two-day programme of professional learning will explore:



Day 1

- The context of adaptive teaching and the statutory guidance in which we operate;
- Adaptive teaching – what it is and what it isn't;
- High quality teaching principles;
- Practical strategies for adaptive teaching focussed on the four broad areas of need;

Day 2

- The role of assessment in ensuring timely and accurate adaptations;
- The role of teachers and TAs in curriculum adaptation;
- Effective communication strategies (for within school and also for working with parents and carers).
- Practical strategies for adaptive teaching focussed on the four broad areas of need;

Session 1
Wednesday 12th February 2025



Session 2
Wednesday 2nd April 2025



9.15am – 3.30pm

Venue: LEARN, Warwick House,
Long Bennington, Newark, NG23 5JR

Cost: £190



Teaching Assistant SEND-specific modular pathway



Click here

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 are 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.

All twelve modules are presented through prerecorded webinars by our team of experienced in-house SEND professionals. Webinars are 1 hour long.

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 and pupils.

Module 8: Understanding Communication and Interaction Needs

This module will focus on recognition of 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 their needs.

Module 9: Understanding Cognition and Learning Needs

This module will focus on recognition of pupils that have cognition 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 their needs.

Module 10: Understanding Social, Emotional and Mental Health Needs

This module will focus on recognition of 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 their needs.

Module 11: Understanding Physical & Sensory Needs

This module will focus on recognition of 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 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.

Upon completion of your booking, a personalised and secure link will be sent to the email address you have provided. Your module will remain accessible for a period of one month.

These modules can be purchased at four different levels. Individually for £15 or discover the true value of our modules with our bundle packages: Bronze, Silver, or Gold.

**Study Level:
INDIVIDUAL**
1 module
£15 per person

**Study Level:
BRONZE**
6 modules
£60 per person

**Study Level:
SILVER**
9 modules
£85 per person

**Study Level:
GOLD**
12 modules
£96 per person

Managing Behaviour

This is a modular toolkit which can be accessed by all staff who wish to understand and manage behaviours in the classroom. All modules are presented through prerecorded webinars by our team of experienced in-house SEND professionals. Webinars are 2 hours long, designed to be completed in 30 minute sessions.



Click here

Module 1: Behaviour as a form of communication

Behaviour is communication. Many children and young people who have behavioural difficulties, including many of those with social, emotional and mental health needs (SEMH), also have speech, language and communication needs (SLCN). This module develops an understanding that both positive and negative behaviours reflect how a pupil is feeling, particularly if they are not able to verbally express these feelings.

Module 2: Managing extreme emotions and teaching learning behaviours

Some pupils, particularly those who experience four or more adverse childhood experiences, may struggle to manage their emotions. This module will focus on how they can be managed within the classroom and be given the support to develop their own emotional management.

Module 3: Relationship-based approaches to inclusion development

Building and maintaining relationships between everyone in the school community is fundamental to supporting positive social behaviour. Negative behaviours are predominantly due to unmet needs indicating that a pupil needs support in developing alternative management strategies. Developing an understanding of relationship-based and restorative approaches to manage classroom behaviours will positively impact on easing conflicting situations in the classroom.

Module 4: Emotion Coaching

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Module 5: Trauma-informed practice

This module develops the participant's understanding about how traumatic events shape children or young people's neurological development and offers strategies to support them.

Module 6: The impact of ADHD on behaviour

Children with ADHD can experience behaviour issues related to emotional regulation. This can present in a number of ways, one of which being a refusal to complete tasks they don't want to do. This module looks at reasons for this and proposes strategies to manage these behaviours.

Module 7: 'Every Child Deserves a Champion'- how do we change the narrative?

This behaviour module is designed to empower participants to become advocates for all students. It focuses on shifting the narrative from viewing certain behaviours as problematic to understanding them as opportunities for support and growth. In this module, participants learn strategies to foster positive relationships with others in a classroom environment where every student feels safe, valued and supported, regardless of their challenges or differences.

Module 8: Know and understand your pupils

This module is aimed at helping participants develop a deeper insight into the individual needs, strengths, and preferences of their students. By fostering a strong understanding of each pupil, participants can tailor their instruction to better meet the diverse learning styles and abilities present in the classroom.

Module 9: De-escalation

De-escalation refers to the process of diffusing conflicts as they begin to prevent children and young people from getting worse or potentially violent. In regards to classroom management, you will learn strategies that can help to de-escalate conflicts in their earliest stages and stop small behavioural issues before they get out of hand.

Module 10: Relationship with curriculum, relationships with others and relationship with self

Using the EEF Improving Behaviour in Schools guidance report as a supportive mechanism this module will focus on developing strategies to improve pupil resilience and self-evaluation of our approach towards our pupils.

Module 11: Building a positive behaviour environment – physically safe, socially safe and emotionally safe

This module is self-explanatory and draws upon research-based materials that will help school staff to create a positive and supportive environment for all pupils so that they are ready to learn.

These modules can be purchased at four different levels. Individually for £25 or discover the true value of our modules with our bundle packages: Bronze, Silver, or Gold.

Study Level: INDIVIDUAL
1 module
£25 per person

Study Level: BRONZE
3 modules
£60 per person

Study Level: SILVER
7 modules
£135 per person

Study Level: GOLD
11 modules
£165 per person

SEMH – Meeting Need

In recent years there has been a significant increase in students presenting with social, emotional, and mental health (SEMH) needs in schools, creating a range of both challenges and opportunities for educators.

SEMH encompasses a range of special educational needs, relating to a child's difficulty in regulating emotion and behaviour. As awareness grows about the link between mental health and education, SEMH guidance has become crucial for supporting students.

Students with SEMH needs often struggle to form and maintain relationships and find it challenging to engage positively in educational settings such as classrooms. They may exhibit disruptive behaviours stemming from anxiety or difficulty understanding their environment.

SEMH guidance aims to address these unique needs through additional strategies or interventions that are available to us all. Children and young people with SEMH may require tailored support to help them thrive.

SEMH – The Bigger Picture

Join us for “SEMH - The Bigger Picture,” a training day focused on Social, Emotional, and Mental Health support for students.

KEY TOPICS INCLUDE:

- Understanding challenging behaviour: “Why I’m Rude” and the underlying causes of challenging behaviour.
- Exploring “Shame vs. Guilt” and their impacts on student behaviour and development
- The importance of “Safe Spaces” for emotional and psychological safety and being a champion for every student
- Addressing “Hierarchy of Needs” and its application in educational settings and addressing “Unmet Needs”
- Enhancing the “School Environment” and identifying “Learner Characteristics”
- Understanding “Sensory Processing” issues and their effect on student behaviour.

Ideal for educators dedicated to creating supportive and inclusive school environments.

Friday 17th January 2025

9.30am - 3.30pm

Cost: £95 per person

Venue: LEARN, Warwick House, Long Bennington, Newark, NG23 5JR



Click here

Managing Behaviour Pathway

A modular toolkit of 11 modules which can be accessed by all staff who wish to understand and manage behaviours in the classroom, which covers a range of topics such as ‘Behaviour as a form of communication’, ‘De-escalation’, ‘Trauma-informed practice’ and ‘Emotion Coaching’.



1 module £25 / 2 modules £60 / 7 modules £135 / 11 modules £165 (per person)

Click here

ONLINE RECORDED SESSIONS AVAILABLE ON DEMAND FOR ACADEMIC YEAR 2024/25

Tier 4: Teachers from our Tiered Approach Training Programme

Delivered by our in-house experienced SEND consultant, offering 1.5 hours of high-quality learning from a modular toolkit, which can be accessed by all teachers depending on their individual CPD requirements. There are 12 modules in total, but three modules focus specifically on supporting SEMH provision:

- Module 6** Teachers toolkit for meeting Social, Emotional and Mental Health Needs - Thursday 16th January 2025
- Module 8** Behaviour and Engagement - Thursday 27th February 2025
- Module 10** Learning environments - Thursday 24th April 2025



1 module £20 / 6 modules £90 / 9 modules £135 / 12 modules £165 (per person)

Click here

ONLINE ZOOM WEBINAR SESSIONS AVAILABLE DURING ACADEMIC YEAR 2024/25

Teaching Assistant – SEND Specific Modular Pathway

A modular toolkit of 12 modules which can be accessed by all teaching assistants working with pupils with SEND in mainstream primary and secondary school settings. There are 12 modules in total, but three modules focus on supporting SEMH provision:

- Module 1 - The role of the teaching assistant with pupils with SEND and development of working relationships**
- Module 10 - Understanding Social, Emotional and Mental Health Needs**
- Module 12 - Calm and ‘ready’ to learn**



1 module £15 / 6 modules £60 / 9 modules £85 / 12 modules £96 (per person)

Click here

ONLINE RECORDED SESSIONS AVAILABLE ON DEMAND FOR ACADEMIC YEAR 2024/25

Using Lego play to support social skills

Lego-based therapy is a skill-building approach using Lego play. Using the structured and predictable nature of Lego, it attempts to improve basic social interaction and communication skills.

Wednesday 15th January 2025

9am-12pm

Venue: LEARN, Warwick House,
Long Bennington, NG23 5JR

Cost: £95 per person

Click here



Using Lego play to nurture well-being

This is an intervention that offers schools a targeted way of supporting children and young people who are vulnerable and who may also present with complex Social, Emotional and Mental Health (SEMH) needs.

Thursday 21st November 2024

9am-12pm

Venue: LEARN, Warwick House,
Long Bennington, NG23 5JR

Cost: £95 per person

Click here



ELSA

Futures in Mind are delivering the Emotional Literacy Support Assistant (ELSA) programme at LEARN. This is an evidence informed, nationally recognised approach to supporting children and young people (from primary through to secondary) with a range of social and emotional needs. A six-day training programme, plus four 2-hour supervision sessions, delivered by two highly experienced Educational Psychologists. *Price on application.*

Day 1 – Wednesday 11th September 2024

Day 4 – Wednesday 6th November 2024

Day 2 – Wednesday 25th September 2024

Day 5 – Wednesday 20th November 2024

Day 3 – Wednesday 2nd October 2024

Day 6 – Wednesday 4th December 2024

Venue: LEARN, Warwick House, Long Bennington, Newark, NG23 5JR

Booking information & Cost = Prices on application direct to FiM ELSA Courses - Futures in Mind



Breaking Down Barriers: Learning with ADHD

A three-hour training session that begins with an exploration of what attention is and its role in executive functioning and learning, followed by a detailed look at how attention-based difficulties may present. This session will consider the term 'Attention Deficit Hyperactivity Disorder (ADHD)', including its assessment and potential treatment.

Click here



Thursday 21st November 2024, 1pm - 4pm / Venue: LEARN, Warwick House, Long Bennington, NG23 5JR / **Cost:** £95

Using Emotion Coaching to Support Relationships, Emotional Regulation and Behaviour

Access this training to discover how to use Emotion Coaching to support positive relationships and behaviour in your classroom and school. Emotion Coaching is an evidence informed strategy (based upon the work of the Psychologist John Gottman) aimed at helping children and young people to understand the different emotions they experience, why they occur and how to handle them (Gottman 1997).

Wednesday 12th March 2025, 1pm - 4pm / Venue: LEARN, Warwick House, Long Bennington, NG23 5JR / **Cost:** £95



Click here

MHFA England

Mental Health First Aid training came to England in 2007. The Department of Health: National Institute of Mental Health in England (NIMHE) developed and launched the programme as part of a national approach to improve public mental health. In January of that year, the first 14 National Trainers were trained by MHFA Scotland.

And they've come a long way over the years – they now have over 2,500 Instructor Members and together they have since reached over 800,000 people in and over 20,000 organisations with their mental health training. Plus, there are over half a million MHFAiders® in England providing support and breaking down barriers surrounding mental health.



MHFA England

Click here



NPQ SENCo – New qualification

The new NPQ for SENCOs prepares you for this important role in any school setting. You'll learn about the legal aspects of the role and how to improve practices across the entire school to help all students, including those with SEND, succeed.

NPQBC – National Professional Qualification in Behaviour and Culture

An NPQ ideal for those who have, or are aspiring to have, responsibilities for leading on behaviour and culture within their school and support others in these areas.

Express your interest on either NPQ with L.E.A.D Teaching School Hub - admin@leadtshub.co.uk

University of Cambridge – Belonging in School

Are you aware of this resource from the University of Cambridge? It is interesting reading and includes 12 changes that you could make to make your school more inclusive.

Click here



Senior Mental Health Lead Training

The Department for Education are still offering a **grant of £1,200** for eligible state-funded schools and colleges in England to train a senior mental health lead.

Training will support senior mental health leads to develop and implement a whole school or college approach to mental health and wellbeing. They must start their training by 31st March 2025. Complete the application form 1 by 31 December 2024 to reserve a grant.



Click here

School2School Support

Independent Pupil Risk Assessment and Risk Management

DfE guidance on 'Use of Force' states that schools may need to undertake individual pupil risk assessments where it is known that force is more likely to be necessary to restrain a particular pupil, such as pupils whose SEN and/or disability is associated with extreme behaviour.

Advice and Guidance on Managing Challenging Behaviours and Exclusions

Please contact LEARN SEND Hub for more information regarding this deployment as it will be based on the individual needs of the pupil or setting.

Team Teach

Our Positive Behaviour Management courses offer accredited, award-winning training designed to enhance workplace practices and to understand and implement holistic behaviour management strategies. Led by experienced trainers, participants will learn to utilise a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal, for supporting with disruptive and distressed behaviours.

[Click on your chosen event or scan the QR to book your place](#)

Team Teach Level 1 – 1 day course / Cost: £115



Friday 4th
October 2024



Friday 14th
March 2025



Friday 27th
June 2025

Team Teach Level 2 – 2 day course / Cost: £210



Thursday 7th
and Friday 8th
November 2024



Tuesday 4th
and Friday 7th
March 2025



Friday 13th
and Friday 20th
June 2025

Subject-specific CPD

Secondary History Conference – SAVE THE DATE



Aimed at:

- Secondary History teachers
- Subject leaders

Tuesday 17th June 2025
9.15am – 3pm

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

Cost: £99

Scan the QR
code to pre-book
your tickets now

Click
here



Primary History Conference



Overview of the programme content and sessions

Supporting every child to achieve in primary history.

Sessions throughout the day will explore:

1. Supporting learners with SEND to achieve in history
2. What does progression - knowing more, remembering more and doing more - look like?
3. What should we assess and how can it inform future teaching and learning?

Aimed at:

- Primary Teachers
- History subject leaders

Tuesday 25th February 2025
9.30am – 3pm

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

Cost: £99



Click
here



 Mr T does Primary History
 @Mr_S_Tiffany

Secondary Geography Conference



Intended impact of the programme

To support secondary geography subject leads by providing opportunities for professional development, networking and curriculum thinking.



Aimed at:

- Secondary subject leads

Thursday 27th March 2025
9.30am – 3pm



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

Cost: £99

Overview of the programme content

Session 1: Reviewing your geography curriculum with the Quality Mark

The Geography Quality Mark provides a framework for evaluating the impact of your curriculum. In this session, you'll carry out a self-assessment against the key indicators to identify areas of strength and development. Examples of good practice from Geography Quality Mark schools will be shared.

Session 2: High quality geography fieldwork for all

In this practical session, we will explore some examples of high quality fieldwork before considering how it can be made inclusive so that all pupils can access and benefit from it.

Session 3: Selecting effective and inclusive case studies

How do we select case studies to present a diverse and inclusive view of the world? We'll start this session by considering the difference between place studies and case studies, discuss how we can make the best case study choices and consider the value of the mega case study.

Primary Geography Conference

Aimed at:

- All primary phase teachers
- Leaders of geography

Intended impact of the programme

- To understand the geographical components of the EYFS and how they support future learning of the subject.
- To enable the development of well sequenced, coherent and progressive geography curricula that will have the maximum impact on pupils' geographical learning.
- To explore and develop a range of practical ideas for teaching high-quality geography, including fieldwork opportunities.

Overview of the programme content

Session 1: The first part of the day will explore what geography looks like in EYFS and how this provides the building blocks for the geographical learning that follows.

Session 2: The second session will concentrate on curriculum cohesion, rational and progression. Time will be dedicated to considering how to build a school's geography curriculum incrementally towards successful implementation of its subject vision, empowering pupils to think, apply and practise like geographers.

Session 3: The final session will utilise two of geography's key pedagogies, fieldwork and mapping, to develop messy maps of the area. The activity enables pupils to develop not only a deep understanding of their local area but to make comparisons with unfamiliar places.



Wednesday 26th March 2025
9.30am – 3pm

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

Cost: £99



RE / Diocese Offer

Date	Subject	Time	Event	Venue
17/09/2024	SIAMS	9:30-12:30	SEF Writing Workshop	Face-to-face
23/09/2024	Governors	16:00-18:00	Using your Data: How do you know your vision is having an impact? Preparing for inspection	Online
26/09/2024	RE	13:30-15:00	RE Cluster	Online
02/10/2024	School Improvement	10:00-11:00	Diocesan Headteacher Briefing	Online
02/10/2024	Governors	17:30-19:00	Governor and Clerk to Governors Briefing	Online
03/10/2024	Collective Worship	16:00-17:00	Collective Worship Cluster	Online
08/10/2024	RE	13:30-15:30	RE Subject Leadership	Online
10/10/2024	School Improvement	10:00-16:00	New Church School Headteacher Induction	Face-to-face
15/10/2024	Bishop Visitors	10:00-12:00	Bishop Visitor Training Session	Face-to-face
16/10/2024	Bishop Visitors	10:00-12:00	Bishop Visitor Training Session	Face-to-face
16/10/2024	Governors	16:00-18:00	Governor Church School Induction	Online
17/10/2024	Conference	10:00-15:30	Leaders of the Future: Empowering all to walk with Humility, Justice and Kindness	Face-to-face
07/11/2024	SIAMS	16:00-18:00	Growing Faith: How do relationships enhance the school's ability to live out its Christian vision?	Online
13/11/2024	SIAMS	16:00-18:00	Developing the Spiritual Life of the School	Online
19/11/2024	SIAMS	10:00-12:00	Preparing for SIAMS inspection - Strategic Leadership and Theological Underpinning	Online
21/11/2024	RE	16:00-18:00	The RE Curriculum	Online
27/11/2024	SIAMS	16:00-18:00	Spiritual Flourishing: Developing the Prayer life of your school	Online
03/12/2024	Wellbeing	16:00-18:00	How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?	Online
04/12/2024	School Improvement	10:00-12:00	IDSR	Face-to-face
05/12/2024	SIAMS	10:00-12:00	Preparing for SIAMS - Monitoring and Evidence Gathering	Online
12/12/2024	Festival	10:00-14:15	Carol Service	Face-to-face
14/01/2025	SIAMS	16:00-17:30	Bible Course: Schools Edition Session 1	Online
16/01/2025	Governors	10:00-12:00	Governor Church School Induction	Online
16/01/2025	SIAMS	16:00-18:00	Developing Spirituality Across the Curriculum	Online

Date	Subject	Time	Event	Venue
21/01/2025	Collective Worship	16:00-17:00	Collective Worship Cluster	Online
28/01/2025	SIAMS	16:00-17:30	Bible Course: Schools Edition Session 2	Online
29/01/2025	School Improvement	10:00-11:00	Diocesan Headteacher Briefing	Online
29/01/2025	Governors	17:30-19:00	Governor and Clerk to Governors Briefing	Online
05/02/2025	RE	13:30-15:00	RE Cluster	Online
11/02/2025	SIAMS	16:00-17:30	Bible Course: Schools Edition Session 3	Online
12/02/2025	School Improvement	10:00-16:00	New Church School Headteacher Induction	Face-to-face
13/02/2025	Religious Education	13:30-15:30	Developing Knowledge in RE	Online
26/02/2025	Collective Worship	16:00-18:00	How is collective worship enabling pupils and adults to flourish spiritually?	Online
27/02/2025	RE	10:00-12:00	Teaching Christianity as a Global Faith	Online
04/03/2025	SIAMS	16:00-17:30	Bible Course: Schools Edition Session 4	Online
05/03/2025	SIAMS	16:00-18:00	Developing the Spiritual Life of the School	Online
05/03/2025	Bishop Visitors	10:00-12:00	Bishop Visitor Training Session	Face-to-face
06/03/2025	Bishop Visitors	10:00-12:00	Bishop Visitor Training Session	Face-to-face
11/03/2025	School Improvement	10:00-15:30	Developing Inclusion Through the Vision for Education	Online
13/03/2025	DEI	16:00-18:00	How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?	Online
18/03/2025	SIAMS	16:00-17:30	Bible Course: Schools Edition Session 5	Online
25/03/2025	School Improvement	10:00-12:00	Your curriculum and Your Theologically Rooted Vision	Online
01/04/2025	SIAMS	16:00-17:30	Bible Course: Schools Edition Session 6	Online
02/04/2025	Conference	10:00-15:30	Leadership Conference	Face-to-face
29/04/2025	RE	13:30-15:00	RE Cluster	Online
29/04/2025	SIAMS	16:00-17:30	Bible Course: Schools Edition Session 7	Online
30/04/2025	School Improvement	10:00-15:30	Developing Inclusion Through the Vision for Education	Face-to-face
01/05/2025	Bishop Visitors	10:00-15:30	Bishop Visitor Conference	Face-to-face
06/05/2025	RE	13:00-15:00	Assessment in RE	Online
07/05/2025	School Improvement	10:00-11:00	Diocesan Headteacher Briefing	Online

Effective Leadership of RSHE/PSHE

Date	Subject	Time	Event	Venue
07/05/2025	Governors	17:30-19:00	Governor and Clerk to Governors Briefing	Online
08/05/2025	Collective Worship	16:00-17:00	Collective Worship Cluster	Online
13/05/2025	SIAMS	16:00-17:30	Bible Course: Schools Edition Session 8	Online
14/05/2024	SIAMS	16:00-18:00	Growing Faith: How do relationships enhance the school's ability to live out its Christian vision?	Online
15/05/2025	Governors	16:00-18:00	Governor Church School Induction	Online
20/05/2025	Festivals	10:00-14:30	CSF	Face-to-face
21/05/2025	Festivals	10:00-14:30	CSF	Face-to-face
22/05/2025	Festivals	10:00-14:30	CSF	Face-to-face
23/05/2025	Festivals	10:00-14:30	CSF	Face-to-face
03/06/2025	Festivals	10:00-14:30	CSF	Face-to-face
04/06/2025	Festivals	10:00-14:30	CSF	Face-to-face
05/06/2025	Festivals	10:00-14:30	CSF	Face-to-face
06/06/2025	Festivals	10:00-14:30	CSF	Face-to-face
12/06/2025	DEI	16:00-18:00	How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?	Online
17/06/2025	SIAMS	10:00-12:00	Preparing for SIAMS inspection - Empowering All, a culture of active justice and responsibility	Online
26/06/2025	Governors	10:00-15:30	Governor Conference	Face-to-face
01/07/2025	SIAMS	9:30-12:30	SEF Writing Workshop	Face-to-face
02/07/2025	Wellbeing	16:00-18:00	How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?	Online
03/07/2025	Collective Worship	16:00-18:00	How is collective worship enabling pupils and adults to flourish spiritually?	Online



Intended impact of the programme

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

Aimed at: • PSHE/RSHE leads in primary, secondary and special

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.

Course Leader
Catherine Kirk

[@ckirkRSE](#)



Tuesday 1st October 2024

Thursday 7th November 2024

Tuesday 10th December 2024

4pm – 5.30pm

Venue: ONLINE

Cost: £120



Scan the QR for more information and to book any event:

Click here

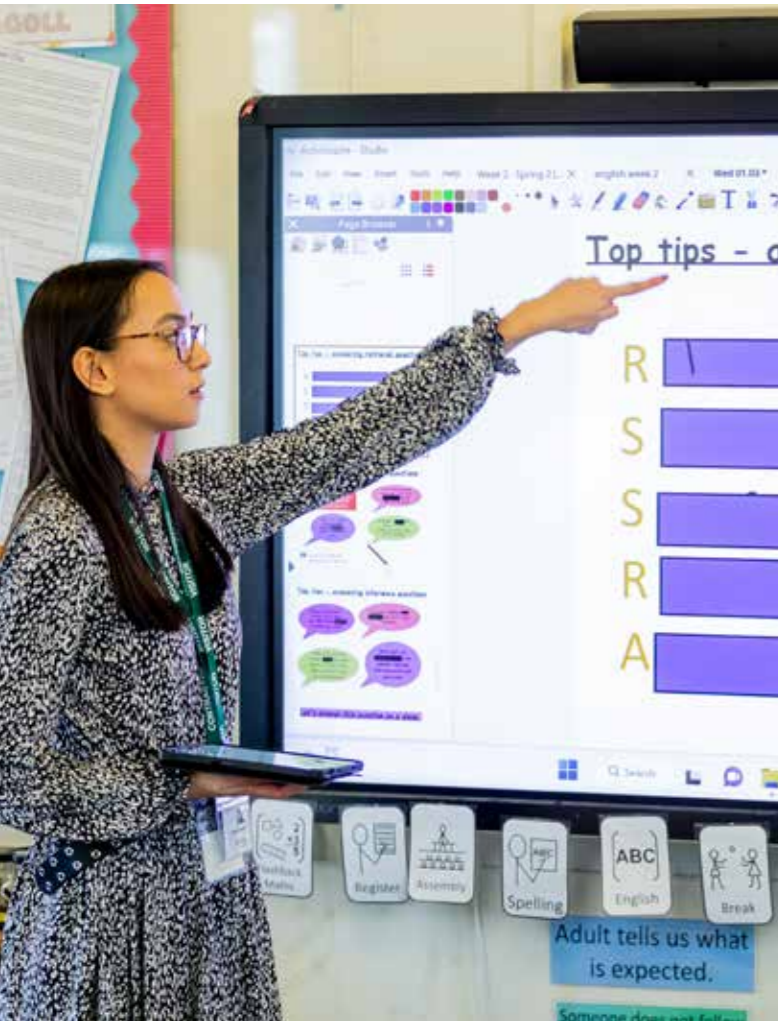


The Diocesan Board of Education



Subject Leaders Forums

Primary English Subject Leader Group



Intended impact of the programme

This programme will support English Subject Leaders with their own subject knowledge and skillset for leading and supporting this key area of the curriculum. Providing bespoke professional development, we will look at the national landscape and statutory expectations for the English curriculum, underpinned by a strong focus on the latest research and thinking. We will consider how to plan strategically for your setting based on a robust identification of need, taking into consideration how to support and develop staff to ensure the best outcomes for all children. Writing, Oracy, and developing and sustaining reading for pleasure will be the central tenets of our group sessions, with further signposting to other areas of the primary English curriculum where relevant. We look forward to engaging sessions of shared discussion and collaboration which will enhance your own professional development and help you to have impact in your setting.

Overview of the programme content

Session 1 Writing

Research, pedagogy and practice

Session 2 Oracy

Let's talk about English

Session 3 Reading for pleasure

Sustaining the journey

Thursday 14th November 2024, 1.30pm - 4pm

Venue: Teaching School Hub, LN6 3QR

Wednesday 5th March 2025, 9am - 11am

Venue: ONLINE

Wednesday 25th June 2025, 1.30pm - 4pm

Venue: Teaching School Hub, LN6 3QR

Aimed at:

- Primary English Subject Leaders



Click here

Cost: £150

Secondary English Network



Intended impact of the programme

- Keep abreast of national and subject research
- Discussion around implementation of curriculum design
- Development of subject pedagogy

Overview of the programme content

Session 1 Oracy

How talk can be used to support and extend learning in an English classroom, exploring the work of Robin Alexander

Session 2 Reading

Exploration of text choices at KS3 and K4; Quality First Teaching reading strategies for use in the English classroom; Supporting struggling readers with phonics, reading fluency and comprehension

Session 3 Writing

Executive function; The drafting process; Grammar for writing

Aimed at:

- Secondary teachers of English
- Lead teachers of English
- Seconds/Heads of English department
- Key Stage leads

Autumn Term Tuesday 1st October 2024

Spring Term Tuesday 4th March 2025

Summer Term Tuesday 1st July 2025

1.30pm - 4pm

Venue: Teaching School Hub,
Lincoln LN6 3QR

Cost: £150



Click here

Primary Maths Subject Leader Group



Aimed at:

- Primary Maths Leads

Overview of the programme content

Autumn

- Developing a positive school culture for maths
- Oak National Academy and NCETM – available materials
- NRICH Updates with Dr Ems Lord – Problem Solving Schools

Spring

- Effective sequencing of lessons to build knowledge – ‘S’ Planning.
- ‘Nursery’/EYFS maths – how confident are you?

Summer

- Action planning for 2024/25
- NRICH updates with Dr Ems Lord
- What is an ‘ambitious’ maths curriculum?



LINCOLN

L.E.A.D. Teaching School Hub

Click here



Autumn Tuesday 12th November 2024

1.30pm – 4pm

Spring Tuesday 4th March 2025

Cost: £150

Summer Tuesday 24th June 2025

BOURNE

Keystone Training Room

Click here



Autumn Monday 11th November 2024

Spring Wednesday 5th March 2025

Summer Thursday 19th June 2025

Secondary Maths Subject Leader Network



Intended impact of the programme

To facilitate the sharing of best practice, develop teaching & learning of mathematics, and support effective leadership of mathematics.

Aimed at:

- Curriculum Leaders of Mathematics

Overview of the programme content

Session 1: Leadership and Teaching & Learning elements as well as responding to National and local developments. Session will include a review of the summer examinations and strategies that schools have used.

Session 2: Leadership and Teaching & Learning elements as well as responding to National and local developments. Session will include a focus on the forthcoming summer examinations as well as a more in-depth look at the teaching of a specific concept.

Session 3: Leadership and Teaching & Learning elements as well as responding to National and local developments. Session will include feedback on the summer examinations, review of improvement initiatives for the last year, and improvement planning for the forthcoming year.



Monday 18th November 2024

Monday 17th March 2025

Monday 23rd June 2025

9.30am – 3.30pm

Venue: Teaching School Hub, LN6 3QR

Cost: FREE Funded by the Maths Hub

Click here



Primary Science Subject Leader Networks



Intended impact of the programme

Participants will have the opportunity to:

- Consider how new initiatives in science might be implemented across school in order to improve the quality of thinking and learning in school.
- Update both principles and practice by sharing national and local initiatives and the impact that these will have on schools and pupils.

Overview of the programme content

Each session is split into two sections with half of it being bespoke and determined, depending on the current issues, by the Science Subject Leaders and requests from them. The other half of the session will include updates on resources, initiatives, grants, funding and the national picture whilst also building in an opportunity to collaborate with colleagues and share best practice.

Aimed at:

- Primary Science Subject Leaders

[Click here](#) Morning sessions

[Click here](#) Afternoon sessions

Monday 14th October 2024

9am - 12pm or 1pm - 4pm

Venue: L.E.A.D. Teaching School Hub,

Wednesday 5th February 2025

9am - 12pm or 1pm - 4pm

Lincoln LN6 3QR

Monday 9th June 2025

9am - 12pm or 1pm - 4pm

Cost: £150



Primary History Subject Leader Group

Aimed at: Primary school history leaders and those with wider curriculum leadership responsibility (including history)

Intended impact of the programme

- Keep teachers up to date with the latest news, updates and research-informed pedagogy.
- Provide on-going support related to school-specific curriculum challenges.
- Share new resources including books, websites, and more to keep the curriculum offer 'fresh' and current.
- Upskill leaders so they can be a champion for history in their school.
- Developing the monitoring and improvement cycle of the subject.

Overview of the programme content

Session 1

Disciplinary literacy – how do we communicate as 'historians'?
Supporting new teachers (new to the school, new to the year group)

Session 2

Using a range of historically-valid tasks
Enhancing the curriculum offer in a meaningful way

Session 3

Embedding locality beyond a study in KS1 and KS2
TBC



Tuesday 8th October 2024

3.45pm - 4.45pm

Tuesday 18th March 2025

Venue: ONLINE

Tuesday 17th June 2025

Cost: £135

[Click here](#)



[f](#) Mr T does Primary History
[X](#) @Mr_S_Tiffany

Primary Geography Subject Leader Group

Intended impact of the programme

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

Aimed at:

- All primary phase leaders of geography.

Overview of the programme content

Session 1

Ambitious! Engaging! Inspiring! These mean nothing if the curriculum is not having the desired learning outcomes on pupils. 'How do we know?' is a key assessment question that allows us to gauge whether pupils know more and remember more. The session will consider a range of formative and summative assessment techniques and their place in primary geography.

Session 2

'Where is the geography?' is the number one question The number one question that primary subject leaders should be asking as they monitor the intent, implementation and impact of the geography provision in their schools. The session will explore both the composite and the interconnected nature of the subject and what the tell-tale signs of high quality outcomes look like.

Session 3

Geography fieldwork should be an integral component of geography, one which empowers pupils to think geographically about the world. The session will investigate fieldwork techniques designed to provide pupils with the varied lenses to observe and analyse the places they visit whilst enabling comparison with places further afield.



Thursday 10th October 2024
Thursday 27th February 2025
Thursday 5th June 2025

3.45pm - 4.45pm
Venue: ONLINE
Cost: £135

Click here



Secondary Geography Subject Leader Group



Intended impact of the programme

To support secondary geography subject leads by providing opportunities for professional development and networking.

Aimed at:

- Secondary subject leaders

Monday 7th October 2024
Monday 10th February 2025
Monday 9th June 2025

3.45pm - 4.45pm
Venue: ONLINE
Cost: £135

X @The_GA

Click here



Overview of the programme content

Session 1: What does it mean to 'get better' at teaching geography?

This session will focus on the eight domains of high-quality geography teaching and explore how each can be developed to create a pathway for geography-specific professional development.

Session 2: Getting started with GIS

This session will introduce you to some ideas and resources for building GIS into your geography lessons. You'll have the opportunity to try out some tools before considering how they might be embedded into your current schemes of learning.

Session 3: Creative fieldwork

Fed up of using the same fieldwork techniques with your students? This session will explore a range of creative fieldwork techniques that can help students make sense of the world to develop their geographical knowledge and understanding.

EYFS Subject Leader Group

Intended impact of the programme

The aim is to provide delegates with opportunities to network, share best practice and focus on aspects that have been drawn from 2024 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 sessions will be amended in response to the bespoke needs of the group.

Overview of the programme content

Session 1

This session will provide the opportunity to explore:

- Themes from 2024 data
- Signposts to research-informed resources to support you in developing provision in your setting.
- The opportunity to 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:

- Areas requested from professional discussions in session 1
- Themes from gap tasks from session 1
- Opportunity 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 one and two.

Aimed at:

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

Wednesday 9th October 2024

Wednesday 19th March 2025

Wednesday 4th June 2025

3.45pm – 4.45pm

Venue: ONLINE

Cost: £135

Click here



RE Cluster Group



Intended impact of the programme and overview

These NATRE and RE Hub-affiliated meetings are open to all and free to attend. They provide a great opportunity to network with fellow RE teachers and leaders, to share good practice and to ask questions. Everyone is welcome!

Aimed at:

- Teacher and leaders of RE

Bookable Via the Diocese website:
www.lincolndiocesaneducation.com

Thursday 26th September 2024

Wednesday 5th February 2025

Tuesday 29th April 2025

1.30pm – 3pm

Venue: ONLINE

Cost: FREE

Click here



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The Diocesan Board of Education

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



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We only have 100 licences in total.

Click here



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

Click here



Primary Languages Subject Leader Specialist Group

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.

Aimed at:

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

X @LeadLanguages

Thursday 7th November 2024

Tuesday 11th February 2025

Wednesday 21st May 2025

3.45pm - 4.45pm

Venue: ONLINE

Cost: £135

Click here



Music Subject Leader Specialist Group



Aimed at:

- Primary Music Subject Leaders
- Primary Music Specialist Teachers
- Secondary Heads of Department
- Secondary Music Teachers
- Special Music Subject Leaders
- Special Music Teachers
- Senior Leadership Team Members
- Headteachers

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.

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 one to three, 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, UN trips to professional concerts.

The music subject leader specialist group will enable colleagues to develop, share and network in order to deliver their school music development plan for the benefit of their pupils.



Click here

Thursday 10th October 2024

Thursday 6th February 2025

Thursday 22nd May 2025

4pm – 5pm

Venue: ONLINE

Cost: FREE to LMS Partnership Schools
£50 per session otherwise

Bookable via the Music Hub website:
<http://lincsmusicservice.org>

Primary DT Subject Leader Specialist Group



Intended impact of the programme

- The Design Process
- Support for SEND children within D&T
- CAD (specifically 2D Design tools)
- Risk Assessments, H&S and Budgets

Aimed at:

- Primary DT Leads

Wednesday 6th November 2024

Wednesday 12th March 2025

Wednesday 21st May 2025

3.45pm – 4.45pm

Venue: ONLINE

Cost: £135

Overview of the programme content

- **6th November - Support for SEND children within D&T**
We will be looking at how to support your SEND students in accessing Design and Technology.
- **12th March – The Design Process**
Deep dive into the route through the design technology process that pupils should undertake in a unit of work, and the related pedagogy.
- **21st May – 2D Design Tools CAD**
A closer look at how to use 2D Design Tools (Techsoft) to meet your CAD National Curriculum Requirements.



Click here



Primary EAL Subject Leader Group



Aimed at:

- EAL coordinators
- Primary teachers

Intended impact of the programme

Schools will learn from each other how to become more language-friendly. They will engage multilingual families and benefit from their diverse experiences.

Teachers will share and learn teaching techniques for better academic outcomes for multilingual children. They will learn about the common errors that multilingual children make, the grammar that they need to teach, and practical ways to include practice in their everyday teaching.

Overview of the programme content

Session 1 Moving towards multilingualism

Celebrating, valuing and sharing the opportunity to achieve global schooling for your whole school. Share your school's successes and learn how showcase schools in Derby are harnessing the power of diverse and multilingual communities with regular Language Cafes for family learning and engaging cultural events. Bolster language equity, inter-cultural understanding and academic success.

Session 2 Writing for multilinguals

Understanding common errors in multilinguals' writing. What causes them? What do we need to know to be able to help children? Do we need to help them? Activities and scaffolding to model accurate language that can be integrated into everyday practice without onerous preparation.

Avoid missing determiners, incorrect prepositions and ungainly word-order....Working from a WAGOLL

Session 3 Verbs and Tenses

What's wrong with...'I was playing at the park at the weekend and then I was going home.'

Does it matter? What are the common errors made by multilingual learners? What do we need to teach them? Do we need to teach about it? How do we teach them in intervention? How can we support them through curriculum work, alongside a mainstream class?

All you need to know about teaching verbs and tenses for multilingual children.

Thursday 3rd October 2024
Thursday 23rd January 2025
Thursday 1st May 2025

3.45pm – 4.45pm
Venue: ONLINE
Cost: £135



Click here

Art Leadership Development Group

Intended impact of the programme

To support subject leaders with analysing the intent, implementation and impact of their Art curricula, as well as considering what it means to lead Art.

Aimed at:

- Art Leaders



X @TT_Education
f TTEducationUK

Tuesday 15th October 2024
Tuesday 28th January 2025
Tuesday 20th May 2025

3.45pm – 5pm
Venue: ONLINE
Cost: £135



Click here

Overview of the programme content

Session 1

Session 1 will consider what it means to be an Art leader; expectations, considerations and inspection guidance. It will cover:

- Ofsted's expectations for Art
- How to articulate your vision and values
- Ways to document your intent
- Ensuring your curriculum aligns with the values of the school
- What pedagogy means in Art
- Research and innovation in Art

Session 2

Session 2 will look at implementation of your vision. It will cover:

- What Ofsted are looking for in an Art deep dive
- How to embed your expectations across the school
- Inclusivity within Art and making reasonable adjustments
- What assessment can look like and how best to provide a range of assessment data
- The progression of core concepts from EYFS to Y6

Session 3

Session 3 will consider the impact of your curriculum within your school. It will cover:

- Evidencing the impact; what does that look like within Art?
- Stretch and challenge within Art
- Ways to support staff with data collection and collation
- Maintaining consistency across the school
- Demonstrating progress
- Action points for the future

Primary PSHE Subject Leader Group



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 PSHE subject leader group focused on improving the quality of PSHE provision. The content of networks will be led by the interests and needs of participants and be informed by recent developments in PSHE. There will be an opportunity to network with fellow PSHE 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](#)



Secondary PSHE

A Secondary briefing will be provided when the new guidance comes out.

Click here



Tuesday 8th October 2024
Thursday 6th February 2025
Wednesday 11th June 2025

3.45pm – 4.45pm
Venue: ONLINE
Cost: £135

Aimed at:
• PSHE/RSHE leads in primary

PE Leadership Development Group

Intended impact of the programme

To support subject leaders with analysing the intent, implementation and impact of their PE curricula, as well as considering what it means to lead PE.

Aimed at:

- PE Leaders

Overview of the programme content

Session 1

Session 1 will consider what it means to be an PE leader; expectations, considerations and inspection guidance. It will cover:

- Ofsted's expectations for PE
- How to articulate your vision and values
- Ways to document your intent
- Ensuring your curriculum aligns with the values of the school
- What pedagogy means in PE
- Research and innovation in PE

Session 2

Session 2 will look at implementation of your vision. It will cover:

- What Ofsted are looking for in an PE deep dive
- How to embed your expectations across the school
- Inclusivity within PE and making reasonable adjustments
- What assessment can look like and how best to provide a range of assessment data
- The progression of core concepts from EYFS to Y6

Session 3

Session 3 will consider the impact of your curriculum within your school. It will cover:

- Evidencing the impact; what does that look like within PE?
- Stretch and challenge within PE
- Ways to support staff with data collection and collation
- Maintaining consistency across the school
- Demonstrating progress
- Action points for the future



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[TTEducationUK](#)

Tuesday 8th October 2024
Tuesday 21st January 2025
Wednesday 21st May 2025

Click here

3.45pm – 5pm
Venue: ONLINE
Cost: £135





Bespoke Support / Audits

Bespoke Support / Audits

Supporting School Improvement

As identified in the EEF implementation documents, implementation should be treated as a process, not an event; it should be planned and executed in stages.

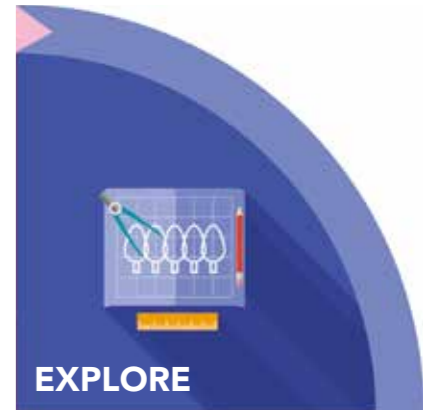
- Do we implement changes across the school in a structured and staged manner?
- Is adequate time and care taken when preparing for implementation?
- Are there opportunities to make fewer, but more strategic, implementation decisions and pursue these with greater effort?
- Are there less effective practices that can be stopped to free up time and resources?

To support this, L.E.A.D. has implemented training and development of a range 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:



Explore

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 or further development.



Prepare, Deliver and Sustain

The specialists can work with staff members within your setting to develop and enhance provision across one or more specific areas. This will be tailored to the starting point and needs that have been self-identified. An audit in the chosen area is often recommended initially.



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.

1. Understanding of the Context	2. Creating a Supportive Environment
1.1 Having deep professional knowledge and broad understanding of the school and its environment	2.1 Building professional and leadership skills, all based on shared values, core principles and beliefs, including positive practice in the school with practice being positive in the wider school, education, culture and health of students
1.2 Knowledge of the requirements of curriculum sequencing and implementation within the context of the school	2.2 Planning a positive climate of student-student interactions, characterised by respect, trust, cooperation and care
1.3 Knowledge of relevant curriculum tools, assessments and activities, their strengths and ability to plan long-term to generate and evaluate progress	2.3 Promoting positive behaviour through feelings of competence, autonomy and engagement
1.4 Knowledge of assessment and progress monitoring and using this to inform practice	2.4 Ensuring a range of high-achievers, with high challenge and high goals to be met, have a challenge to overcome that is not too high to reach
3. Maximising the Opportunity to Learn	4. Activate Hard Thinking
3.1 Managing time and resources effectively in the classroom to maximise opportunity for students to learn, think, reason, give and receive feedback	4.1 Working with students at appropriate levels of learning, using learning objectives, resources, the time and stage of progress, exploring what is known, needs and resources, scaffolding and supporting those who struggle to do so, but gradually removing that support as students succeed at the objective
3.2 Having clear rules, expectations and consequences in the classroom and consistently applied	4.2 Helping, promoting and encouraging hard work, with common, engaging, meaningful, challenging tasks that are achievable, clear, and have a purpose (learning goals, objectives) and are made clear and accessible to all, with clear, consistent and high expectations, including of supporting those who struggle with appropriate scaffolding and challenge using appropriate resources
3.3 Having, and using, and ensuring to be used, a variety of resources, including those that are available in the classroom and beyond	4.3 Scaffolding, using systems and strategies to promote independent and consistent, flexible thinking among learners (e.g. 'What?', 'How?', 'Why?') and using questions to elicit student thinking, giving feedback to students using appropriate assessment in a timely, consistent, and supportive way, including using appropriate resources
3.4 Having, and using, and ensuring to be used, a variety of resources, including those that are available in the classroom and beyond	4.4 Encouraging, supporting, and celebrating hard work, with common, engaging, meaningful, challenging tasks that are achievable, clear, and have a purpose (learning goals, objectives) and are made clear and accessible to all, with clear, consistent and high expectations, including of supporting those who struggle with appropriate scaffolding and challenge using appropriate resources
3.5 Having, and using, and ensuring to be used, a variety of resources, including those that are available in the classroom and beyond	4.5 Encouraging, supporting, and celebrating hard work, with common, engaging, meaningful, challenging tasks that are achievable, clear, and have a purpose (learning goals, objectives) and are made clear and accessible to all, with clear, consistent and high expectations, including of supporting those who struggle with appropriate scaffolding and challenge using appropriate resources
3.6 Having, and using, and ensuring to be used, a variety of resources, including those that are available in the classroom and beyond	4.6 Encouraging, supporting, and celebrating hard work, with common, engaging, meaningful, challenging tasks that are achievable, clear, and have a purpose (learning goals, objectives) and are made clear and accessible to all, with clear, consistent and high expectations, including of supporting those who struggle with appropriate scaffolding and challenge using appropriate resources

Pupil Premium Audit

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

Pupil Premium Audit		LEAD Academy	Pupil Premium Leader
Headteacher	Date of Audit		
Developing	Establishing	Effective	Any comments
Ambition	Developing	Establishing	Effective
1. All stakeholders (SLT, governors, teachers & support staff) have high expectations of and for pupil premium pupils and staff (this includes all staff)			
2. We have a named member of staff with a clear remit and responsibility to lead pupil premium strategy within SLT & report as part of performance management (include the outcomes of pupil premium pupils)			
3. We have a Pupil Premium Policy in place and this reflects our high aspirations for pupils			
4. We include an evaluation of pupil premium outcomes as part of the SPP and ensure that it is also featured as part of the SPP			
Awareness	Developing	Establishing	Effective
5. All stakeholders (SLT, governors, teachers & support staff) know, broadly speaking, the proportions of pupils that are pupil premium in our school			
6. All stakeholders (SLT, governors, teachers & support staff) know about disadvantaged pupils and the challenges that they might face and are able to substantiate this so that they can act on it			
7. All stakeholders (SLT, governors, teachers & support staff) know, broadly speaking, if our pupil premium pupils achieve above / in line / below the NA for pupil premium pupils			

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.

Supporting Transcription		
Key Questions	Notes	Implications
How is spelling knowledge explicitly taught? How does spelling knowledge develop from KS1 to KS2?	Read, Write the in place for phonics: Need a focus on transcription particularly in year 1. How consistently is early transcription being taught? Is there evidence of independent writing? Spelling teaching - focus spelling rules, discussion reference speed spelling chart	Do the teachers understand how children learn to spell? Is there high-quality discussion and CPD happening around this? (Not just DOING RW writing.) Is there a relationship between spelling and vocabulary?
How effective is handwriting instruction?	Recently completed book look, Handwriting identified as an issue, feedback to staff link to marking in no evidence of error addressed, Are expectations improved in lessons? How well is writing in cursive being taught? (Cursive - drawn through phonics, based phonics no discrete handwriting, gross and fine motor practice, resources in classroom to facilitate letter formation. Provision to support learning - opportunities to address difficulty. Are children identified for extra programmes, for extra activities.	Staff modelling and expectations - would a programme help with the consistency of this? Do staff understand the progression of cursive? Would handwriting lines benefit the development of handwriting in year 1 to ensure cursive and the positioning of letters? Having provision of writing in EYF - phonics program, how to teach this into writing, handwriting resources, for motor skills to develop early transcription and the how to write. Progression of handwriting planned for across the year and expectations maintained. Do catch-up plans need to be put into place? Are all adults modelling correct handwriting when modelling and writing in all books?

The Power of Spoken Language for Communication			
Key Questions	Notes	Implications	Rating
How is a language rich environment created in Y1, KS1 and KS2?			
How is language explicitly taught, modelled and rehearsed for a clear purpose to support writing?			
How does spelling knowledge develop from KS1 to KS2?			

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 first 20%; and supporting the pathway from phonics to competent readers.

Key questions	Notes	Implications
How do you choose the texts for learning to read and reading comprehension? Is text choice progressive?	Variety: for fluency teachers find/write appropriate texts. Topic links: NF books. Reading spine; extracts used form that. Talk for writing: Challenging texts. Quality texts.	Consider how the texts support a broad and wide experience of reading; will children experience diverse authors (this is already a focus for you), a range of themes (as discussed) structures/fociuses, increase in challenge, old/new etc?
How often do teachers teach children to read?	Y1: Guided reading groups 25 mins daily, 20-30 mins of daily phonics. Y2: 2 1/2 hours whole class reading and phonics. Y3/4: 2 1/2 hours of whole class reading, 30 mins every day Y5: 1 hour 40 mins per week (20 mins daily) and 14W sessions. Y6: 1 hour per week, shared reading, (3 x 20 mins TFW)	Discussion point: Is there enough time allocated to the structure supporting best use?
How do you ensure that the teaching of early reading is prioritised?	Phonics taught from reception. Systematic phonics. Phonics review taken place.	Phonics audit sent.

Curriculum Audit

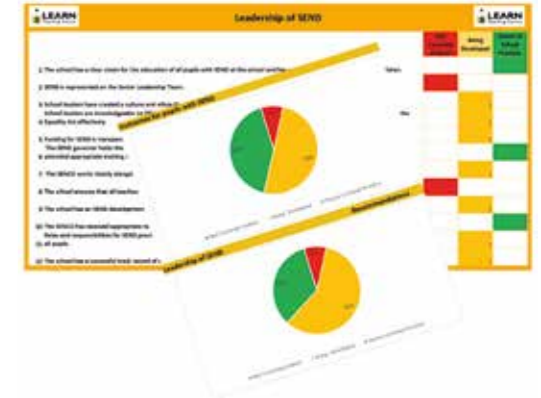
A curriculum specialist can work alongside you to audit the curriculum, in line with the current Ofsted framework. Further support in the identified areas can also be provided if necessary e.g. Staff Meetings in relation to the Curriculum, coaching for specific subject leaders, planning with leaders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

Subject:	Date:
Subject Leader:	
Class(es) (Year group) involved:	
Subject leader questions to reflect upon:	
<ol style="list-style-type: none"> 1. What is the intent? 2. Can you describe and explain the curriculum in simple terms? How is it intended that this subject to contribute to the school's vision? (What is the intent?) 3. Apply the planning and sequencing decisions in place for this subject. How are these decisions made and justified? 4. What is the progression in this subject? How is it intended that concepts are built upon? 5. How does the subject contribute to the children's overall experience? 6. How is the subject delivered? 7. How clearly defined are the end points in the subject? 8. How is learning assessed in this subject? 9. What will be seen in ... (classroom)? 10. What will be seen in ... (children's books)? 11. What does your subject look like in the school? 12. How does the subject contribute to the development of the threads of diversity, equality, environment and healthy living? 	
Responses:	
Strengths:	Things to consider:
Teacher interview questions:	
<ol style="list-style-type: none"> 1. What was the purpose of the audit? 2. What changes have resulted from this audit? 3. What are the children's own views on the content and where will their learning be the best? 	

Intent	5	4	3	2	1
This aspect of the curriculum is central to the school's work. It is embedded practice and may be exceptional.	This aspect of curriculum is embedded with minor points for development. Leaders are taking action to make these developments.	Coverage is sufficient but there are some weaknesses which leaders have identified but are not yet addressing.	There are major weaknesses or other leadership, coverage or progression.	This is absent from the curriculum design.	
There is a clear and coherent rationale for the curriculum design.					
Rationale and aims of the curriculum design are shared across the school and fully understood by all.					
Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of content.					

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.



Rapid Improvement Package

At times schools can need very specific support in a multitude of areas. This often needs to be intensively delivered. 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 improvement. Do not hesitate to reach out and have a conversation around this.

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.

Teacher/Practitioner Confidence and Self-Efficacy Scale

This questionnaire is designed to help us gain a better understanding of your opinions and reflections about developing oral and spoken language. Please think about each of the statements below and share your opinion by circling the appropriate number. All answers will be anonymous and kept in the strictest confidence.

Scale	1 - nothing	2 - very little	3 - some	4 - quite a bit	5 - a great deal
1. How much theoretical knowledge about the development of children's spoken language do you have?					
2. How much practical knowledge about how to support children's spoken language do you have?					
3. How much confidence do you have in your ability to assess children's level of oral language?					
4. How much confidence do you have in being able to develop the environment to support children's oral language development?					
5. How much confidence do you have in your understanding of oral and return interactions?					
6. How much confidence do you have in your understanding of reading development in relation to oral language?					
7. How important do you feel the development of children's oral language is?					
8. How prepared is your classroom to support the development of children's oral language?					
9. How much can you do to promote learning when there is a lack of support from the home?					
10. How confident are you in your knowledge of how to support and work with colleagues to help them develop children's oral language?					

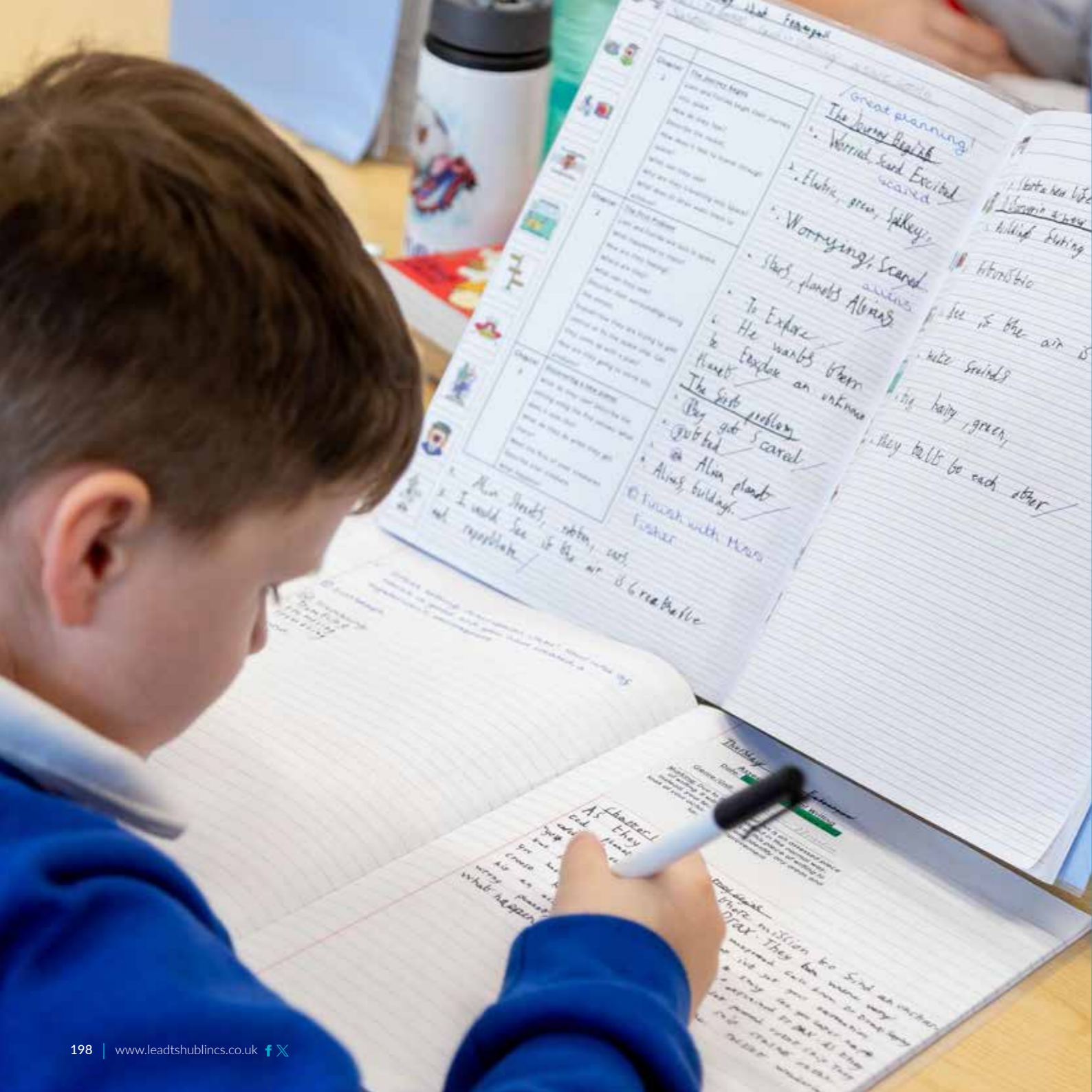
Language Learning Environment

This document assesses the physical environment and learning context.

	Not Seen	Observed	Comments
1. The classroom is organised to emphasise open space.			
2. Learning areas are clearly defined throughout the classroom.			
3. Learning areas are clearly labelled with pictures/words throughout the classroom.			
4. Space for privacy/quiet areas where children can retreat to have 'down time' or engage in smaller group activities. These areas are less visually distracting.			
5. Children's own work is displayed and labelled appropriately.			
6. Some classroom displays include items that invite comments from children.			
7. Book specific areas are available.			
8. Literacy specific areas are available.			
9. Background noise levels are managed consistently throughout the observation, and children and adults are able to hear one another with ease.			

Following your input, your expert knowledge; support, guidance and wisdom in helping us with the curriculum was a key component in us being in a position of strength to meet this scrutiny of Ofsted. More importantly our curriculum offer has had that external validation we needed. We can now evolve this with an increased confidence. Thank you so much!

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



Active Programmes

Active English Open Morning



Intended impact of the programme and overview

Active English is an approach for teaching grammatical understanding to primary-aged pupils. It uses 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 the open morning where you will learn more about the approach and how it could benefit your school.

This is aimed at schools who are currently not using the Active English approach.

Headteachers and English Subject Leaders are invited to attend.

Session 1: Tuesday 24th September 2024

Session 2: Tuesday 12th November 2024

Session 3: Tuesday 21st January 2025

Session 4: Tuesday 11th March 2025

Session 5: Tuesday 6th May 2025

Session 6: Tuesday 10th June 2025

Click here

9.15am – 11am

Venue: Welton St Mary's Academy,
Welton, Lincoln LN2 3LA

Cost: FREE



Active Spelling Open Morning

This is aimed at schools who are currently not using the Active Spelling approach. Headteachers and English Subject Leaders are invited to attend.

Intended impact of the programme

Active Spelling is a radical, research-centred approach to spelling, providing pupils with a deep grasp of spelling and vocabulary which they are then able to use in their independent writing. It is a whole-school approach, leading from the end of the phonics phase and built around fundamental key skills that enable children to become life-long spellers. Staff, support staff and children are equal stakeholders in the Active Spelling approach which has transformed the teaching of spelling and its outcomes in schools across Lincolnshire which have implemented it.

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

Session 1: Tuesday 1st October 2024

Session 2: Tuesday 19th November 2024

Session 3: Tuesday 28th January 2025

Session 4: Tuesday 18th March 2025

Session 5: Tuesday 20th May 2025

Session 6: Tuesday 17th June 2025

Click here

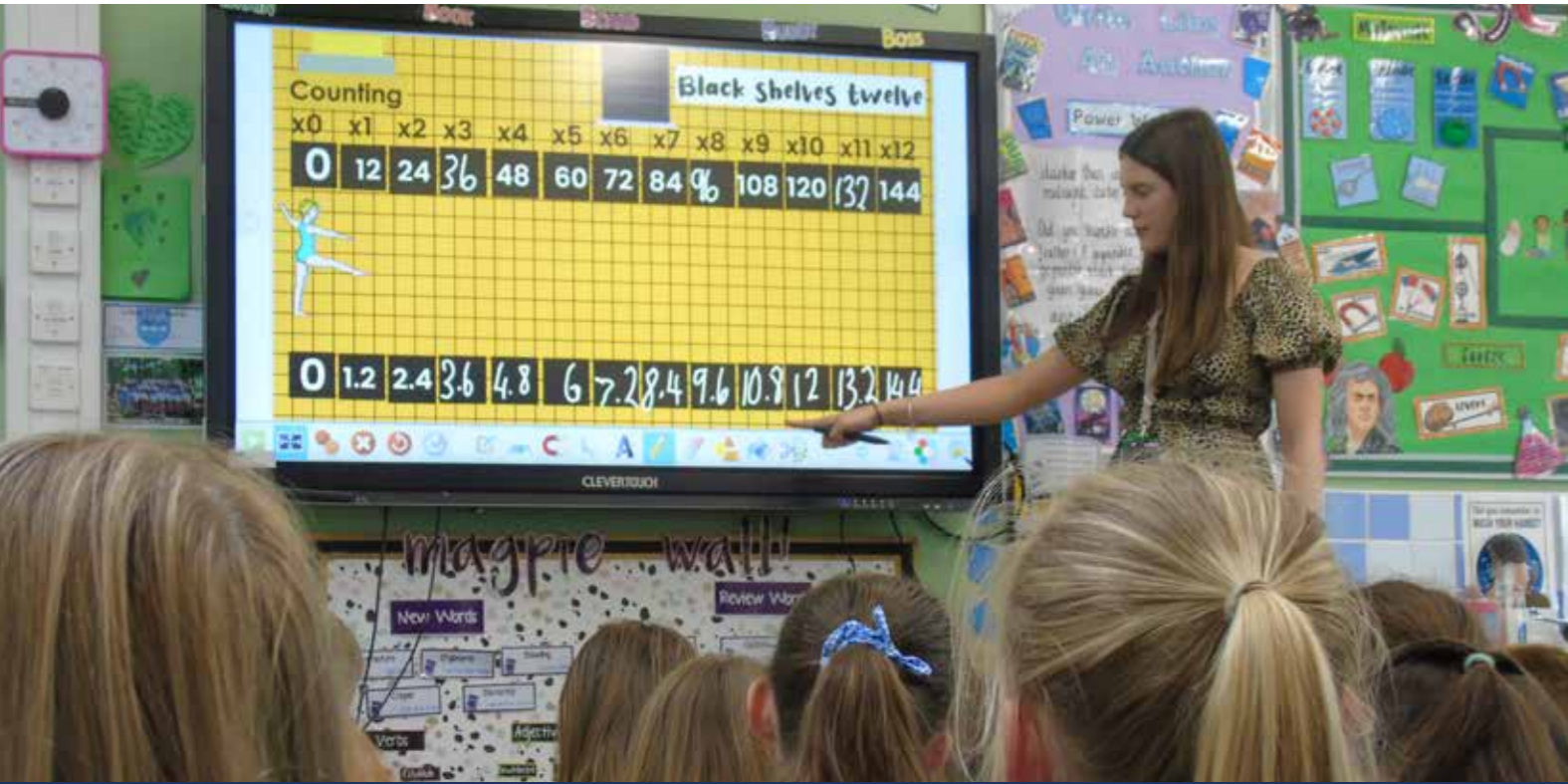
9.15am – 11am

Venue: St Peter at Gowts CE Primary School
Pennell Street, Lincoln LN5 7TA

Cost: FREE



Active Number Open Morning



Intended impact of the programme and overview

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.

If you would like to explore how the Active Number approach could be implemented in your school, please contact admin@leadtshub.co.uk.

Cost: FREE

This is aimed at schools who are currently not using the Active Number approach. Headteachers and Maths Subject Leaders are invited to attend.

Active Development Days



If you have any of the following approaches in your school, we can offer bespoke support to help to ensure fidelity to the approach and a sustained impact within your setting.

- ACTIVE ENGLISH
- ACTIVE NUMBER
- ACTIVE SPELLING

Intended impact of the programme

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 school leaders to help to identify key focus groups and to inform potential next steps.
- Paired learning walks with subject leaders/senior leaders.
- The option for team teaching.
- The option to look at planning (long, 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.

Cost: To be decided on a school-by-school basis, depending on school size and need.

Top-Up Training for Autumn Term



If you have any new staff or staff members who need some additional training (for example, if they have changed year groups), we are hosting some general Active top-up training online in September 2024. Please see the dates below and scan QR to book:

ACTIVE ENGLISH: Year 1 to Year 4

Tuesday 17th September 2024
3.30pm – 5.30pm

Venue: ONLINE

Cost: £50



ACTIVE ENGLISH: Year 5 & Year 6

Wednesday 18th September 2024
3.30pm – 5.30pm

Venue: ONLINE

Cost: £50



ACTIVE SPELLING

Monday 16th September 2024
3.30pm – 5.30pm

Venue: ONLINE

Cost: £50



ACTIVE NUMBER

Personalised upon request
admin@leadtshub.co.uk

Venue: ONLINE

Cost: £50



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L.E.A.D.
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Lincolnshire

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