



# L.E.A.D. Professional Development

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Proud to be working with



'WORKING IN PARTNERSHIP, ACHIEVING THE HIGHEST OUTCOMES FOR ALL' Issue No.39 September 2025



## SEPTEMBER NEWS

As the new academic year begins, we're excited to welcome you back.

At L.E.A.D. Professional Development, we are committed to supporting excellence in teaching and leadership across the schools and communities. This September marks not just the return to classrooms but also the start of new professional development programmes, training sessions, and collaborative networks.

### DfE Survey

The team at L.E.A.D. Teaching School Hub want to share a quick note to say thank you for the feedback and thoughts which were shared in the DfE Teaching School Hub Survey.

We are proud to return and share these outcomes with the DfE.



### I would recommend this Teaching School to another School

100% Good or Better



### I am satisfied with my overall experience of working with the Teaching School Hub

100% Good or Better



### The Brochure

The Professional Development brochure should have arrived in your school. Please do contact us if you have not received your printed copy at the end of the academic year.

Given the range of aspects within the brochure, we know how valuable it is to share the brochure with your wider staff team. We have therefore recorded the brochure launch session which provides an overview of the content.



# Leadership Briefing

Dates for the Leadership Briefings this year - click on your chosen date/venue to book:

## AUTUMN TERM

### PRIMARY, NURSERY & SPECIAL

Wednesday 1st  
October 2025  
City of Lincoln

Tuesday 7th  
October 2025  
North Kesteven

Wednesday 8th  
October 2025  
East Lindsey

Thursday 9th  
October 2025  
West Lindsey

Tuesday 14th  
October 2025  
South Kesteven

Wednesday 15th  
October 2025  
Boston & South Holland

### SECONDARY & SPECIAL

Thursday 23rd October 2025

The Golf Hotel  
(The Broadway, Woodhall Spa,  
Horncastle LN10 6SG)

*(Please note that the booking link  
will be sent directly via LCC)*

## SPRING TERM

### CROSS-PHASE

Tuesday 3rd March 2026  
South Kesteven

Wednesday 4th March 2026  
East Lindsey

Thursday 5th March 2026  
City of Lincoln

Tuesday 10 March 2026  
North Kesteven

Wednesday 11th March 2026  
West Lindsey

Thursday 12th March 2026  
Boston & South Holland

## SUMMER TERM

### PRIMARY, NURSERY & SPECIAL

Tuesday 2nd  
June 2026  
West Lindsey

Wednesday 3rd  
June 2026  
City of Lincoln

Thursday 4th  
June 2026  
East Lindsey

Tuesday 9th  
June 2026  
South Kesteven

Wednesday 10th  
June 2026  
North Kesteven

Thursday 11th  
June 2026  
Boston & South Holland

### SECONDARY & SPECIAL

Tuesday 16th  
June 2026

## SEND

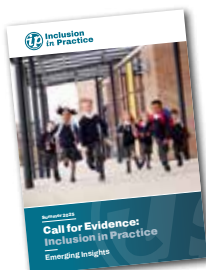
### Assistive Technology and SEND



The Government is launching an innovative pilot with up to £1.7m available to help children with SEND achieve and thrive at their local school.

## Emerging Insights Inclusion

Over a six week period, 820 schools through trust submissions, and a further 7,600 schools represented by provider or local authority responses were collated in relation to the priorities and principles that schools and trusts chose to highlight with regards to inclusion. This report sets out five key emerging insights from those submissions. It captures what schools are focussing on adapting, and learning as they work to strengthen inclusive practice.



Read the full document here:





## Early Years

### Giving Every Child the Best Start in Life

Have you seen the DfE document around this? See the proposals moving forwards.

The foundations of success are laid in early childhood. Ensuring every child has the best start in life - the chance to achieve and to thrive - are the foundation stones of the Government's Opportunity Mission. To ensure that a child's background does not determine their future success, so that all children develop well, learning to communicate, build relationships, manage their emotions, play and learn. Not just in school, but throughout their lives. That is why our Plan for Change sets a target for a record proportion of children to be school-ready by 2028.



### High Quality interactions in the Early Years



The SHREC approach to high quality interaction is a vital component for all adults in the early years.



A video demonstrating this approach can be found here:



### The Early Years Conference

The DfE have held an Early Years conference in the Summer Term. The content has had positive feedback and really identifies the key aspects of focus for leaders and early years practitioners. We are sharing the Powerpoint that was shared at the event. Please find the materials connected to the event, we highly recommend that this is viewed by leaders.



### Emotional Literacy in the Early Years

Developing the language of emotions in the Early Years is critical. Please feel free to access this podcast with Jayne Carter to find out more.



In this episode, Izzy and early years specialist Jayne Carter discuss developing the language of emotions in the early years – looking at different approaches and the importance of focusing on helping children improve their ability to express themselves.

They discuss:

- The EEF's '5 a day principle'
- The 'little and often' approach
- The significance of 'hooks'



### Ofsted Resources for Early Years



## FURTHER RESOURCES

### EEF Blog

Five evidence-based strategies to support high-quality teaching for pupils with SEND.



### Reception Improvement

The DfE have released a link to support improvement in the Reception Year



# Early Excellence Support

Please see links to Early Years support locally:



## Ensuring Progress & Deep Level Learning in KS1

Early Excellence is delighted to be working in partnership with Priory Witham Academy to offer a full day of training for KS1 staff.

The course focuses on key aspects of pedagogy, deepening knowledge and providing ideas and inspiration to improve practice and provision.

### The course will explore:

- **Evidencing Children's Progress** - Consider a range of ways to evidence children's learning linked to curriculum and planning for progression towards end of KS1 expectations.
- **Implementing a Child-Led Learning Approach** - Explore an effective structure to guide children as they learn to plan, assess and evidence their learning with growing independence and expertise.
- **Extending a Project Based Approach** - Reflect on how adults can further support children to follow their own interests and lead their own projects whilst challenging them to present their learning in increasingly sophisticated ways.

### Benefits:

- Understanding how challenging Continuous Provision can support curriculum progression for children throughout Y1 and Y2
- Establish high expectations through a project based approach to secure stretch and challenge
- Develop a clear planning process connecting curriculum and children's independent learning

### Audience:

KS1 leaders and teachers. This course is aimed at those looking to develop and extend working with provision throughout the whole of KS1.

### Venue:

Priory Witham Academy  
De Wint Ave  
Lincoln  
LN6 7DT

**Date:** Wednesday 4th March 2026  
**Time:** 9.30am – 3.30pm  
**Price:** £145.00 (exc. VAT) per person

Develop  
inspirational  
learning with  
Early Excellence



## Booking Information

To book onto the event please visit:

[bit.ly/Ensuring-Progress-Priory](https://bit.ly/Ensuring-Progress-Priory)

For further information please contact:

[admin@earlyexcellence.com](mailto:admin@earlyexcellence.com)



Scan to book  
your place



Early Excellence is delighted to be working in partnership with Priory Witham Academy to offer two key courses.

## Strengthening Executive Function in the EYFS

Our understanding of how young children learn continues to evolve and it is essential that all practitioners have the knowledge required to support them to be the best possible learners.

We will be exploring the core principles of executive function and self-regulation; reflecting on how each is interconnected and how they relate to the Characteristics of Effective Learning. Drawing on the latest early years research, we will be considering approaches to teaching executive function and self-regulation skills in the early years – providing you with practical strategies to deepen your understanding and strengthen practice.

### Benefits:

- A clear understanding of what executive function is
- Latest research regarding how executive function skills relate to the Early Years
- Practical strategies to support the teaching and development of executive function skills

### Audience:

EYFS leaders & teachers

**Date:** Wednesday 5th November 2025

**Time:** 10.00am – 11.30am

**Price:** £45.00 (exc. VAT) per person

Book onto the course: [bit.ly/Executive-Function-Priory](https://bit.ly/Executive-Function-Priory)

## Strengthening Language Support in the EYFS

Communication and language is at the heart of early years practice, ensuring that children have access to the wider world as they grow and develop. To support children who may need more targeted intervention for communication and language, we firstly need to consider the benefits of utilising the opportunities for targeting talk within the provision.

This session will explore how to create the optimum conditions for talk across your provision, maximising upon the spaces and resources you provide and considering how as adults we can tune into children's interests in order to provide effective interventions within the provision.

### Benefits:

- Understand how to create a climate for talk across your EYFS provision
- Consider early intervention strategies to support the development of speech, language and communication
- Explore practical ways to target children's talk in the environment

**Audience:** EYFS leaders and teachers

**Date:** Wednesday 5th November 2025

**Time:** 1.30pm – 3.00pm

**Price:** £45.00 (exc. VAT) per person

Book onto the course: [bit.ly/Language-Support-Priory](https://bit.ly/Language-Support-Priory)

Be immersed  
in best practice  
with Early  
Excellence



## Venue Information

Priory Witham Academy  
De Wint Ave  
Lincoln  
LN6 7DT

For further information  
please contact:

[admin@earlyexcellence.com](mailto:admin@earlyexcellence.com)



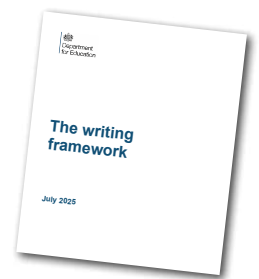
Scan to book  
your place

# Quality of Education - The Writing Framework:

The Writing Framework has been published today, and we're keen to share the key points with you.

HERE ARE OUR KEY TAKE-AWAYS:

- There is a very strong focus on securing transcription, with guidance on how to break this down into small steps. Handwriting, spelling, sentence level work and dictation are the absolute bedrock of writing. It is vital that this is established in EYFS.
- These early stages must be secure to develop automaticity.
- The importance of Oracy as part of the writing process is highlighted.
- Spelling: we're delighted to see references to the importance of orthography, etymology and morphology. These are all central tenets of our Active Spelling approach.
- Grammar is taught most effectively when it is a tool for writing, and children see how they can manipulate it to help them express what they want to say.
- Composition should not be over-complicated until sentence level work is secure.
- Motivation for writing is key: children must be encouraged to develop a love of writing. This comes from high-quality teaching which is underpinned by deep subject knowledge, strong leadership of writing and opportunities for professional development.
- A whole-school overview of the writing process is important. Careful planning must be in place which builds on prior knowledge.
- Teacher modelling lies at the heart of effective writing instruction: the word 'model' appears nearly 100 times in the new framework.



This framework heralds an exciting time for the teaching of writing - do have a look at our CPD offer to see how we can help and support you in your writing journey.

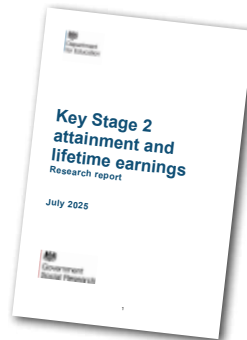


## Key Stage 2 Attainment and Lifetime Earnings

According to the latest DfE research, a one standard deviation improvement in KS2 English and maths is linked to £63,700 more in lifetime earnings. That's a 13.8% boost...beginning with what children learn at age 10 or 11.

Better KS2 outcomes are strongly tied to better GCSEs, further study and long-term life chances.

- Returns are greater in maths than English
- Higher gains for girls than boys
- A similar % uplift for pupils from all background



## Classroom Strategies to Motivate Pupils

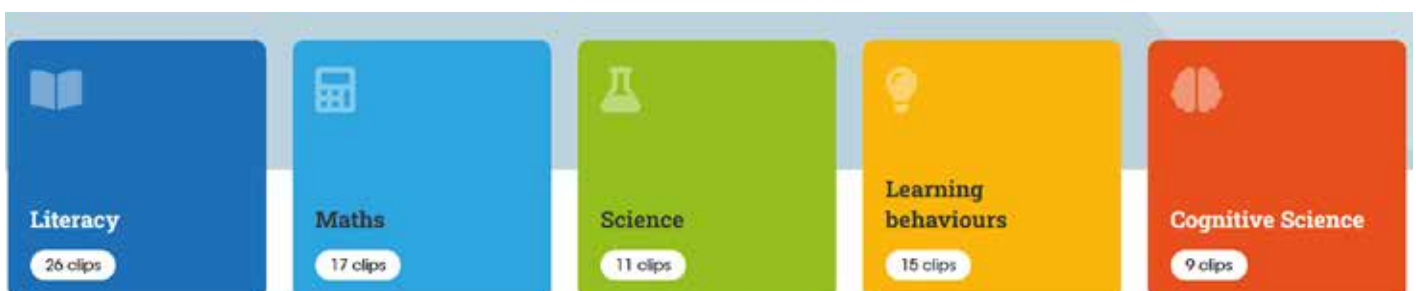


A useful article around motivating pupils/students.

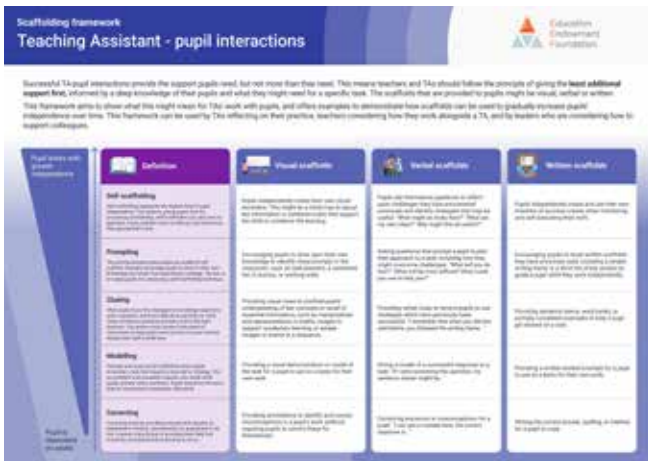


## Clips from the Classroom


The EEF have produced a range of clips of classroom practice. This spans all age groups. They are a really valuable tool for teacher development and reflection. Please feel free to access the full range of clips here:




## Pupil Interaction




Successful interactions provide the support pupils need, but not more than they need. This means teachers and TAs should follow the principle of giving the least additional support first, informed by a deep knowledge of their pupils and what they might need for a specific task. The scaffolds that are provided to pupils might be visual, verbal or written.

This framework aims to show what this might mean for TAs' work with pupils, and offers examples to demonstrate how scaffolds can be used to gradually increase pupils' independence over time. 

As outlined in the Leadership Briefing, the full document can be found here: 



## Reading


The Education Secretary is calling on parents to lead by example and make reading a daily habit to help reverse the decline in reading for pleasure, to help give kids the best start in life as part of the Plan for Change. 


### Why students forget and what you can do about it?

Our brains are wired to forget, but there are research-backed strategies you can use to make your teaching stick.

Read on to find out more: 

### The DfE Music Development Plan


All schools should have a music development plan, as set out in the [national plan for music education](#). 

Find out more about this here: 

The Lincolnshire Music Hub is also a source of support around this.

## Using AI

### Using AI in Settings: Support Materials

The DfE have released support materials to help schools and colleges use AI (artificial intelligence) safely and effectively. Please find the link here 



### What schools need to know about using AI

An article outlining what schools need to know about using AI: 




## Improving Wellbeing

Improve workload and wellbeing for school staff service: 

The DfE's Improve Workload and Wellbeing for School Staff Service, developed alongside school leaders, contains a range of supportive resources for schools to review and reduce workload, and improve staff wellbeing. The Department has recently worked with school leaders to create new resources for the service, including:

- A case study on improving school attendance
- A case study on reducing complaints
- Tips for using senior leadership meeting time more effectively
- A guide for planning a yearly safeguarding calendar
- Advice on setting expectations with parents and carers

The service contains approaches shared by senior leaders which improve workload and wellbeing in their school. We would be grateful if you could share this with schools and leaders in your area and encourage them to view the service. If you or anyone you work with has an idea that can be developed further for future update rounds, you can share ideas with the Department through the service.

The DfE wants to ensure the service works for users so we are looking for feedback from the sector, and we would appreciate your support with this in your local networks. Feedback can be provided using this feedback form. 

Share your ideas 

Feedback form 

# Careers and Financial Education

## Career Development

Have you seen this document about phases in children's career development?

Do not miss the opportunity to find out more.



## Oak National Academy have launched financial education resources.

Oak National Academy has launched over 80 new financial education resources to support teachers to deliver high-quality lessons and prepare children for life and employment in the modern world.

The resources, which cover both primary and secondary, explore core financial concepts (such as budgeting, saving and taxation) as well as more contemporary areas such as keeping money safe from scams, virtual spending whilst online gaming, and assessing claims made by influencers.

Financial education resources for:

Key Stage 1

Key Stage 2

Key Stage 3

Key Stage 4

Read more here

## Leadership

We need to talk about... senior leadership: the right move, not just the next one

Read on to find out more:

Teacher Appraisal TDT have shared a range of relevant aspects which unpicks teacher appraisal. Find out more here:



## Relationships Education - the key changes for 2026

The government has published updated Statutory guidance around Relationships (RSE) and sex education and health education

Please do read this article to summarise the key changes.

Need help Navigating the key changes?

We have expert Catherine Kirk offering an excellent CPD session for primary and secondary colleagues.

Click here to book:

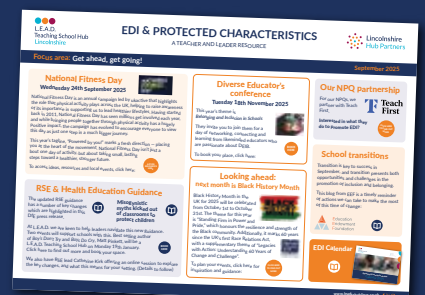


CLICK HERE

The EDI Calendar

## EQUALITY, DIVERSITY AND INCLUSION

L.E.A.D. Teaching School Hub remains committed to supporting schools in developing their approach to Equality, Diversity, Inclusion and Protected Characteristics.



Please find a copy of the latest EDI newsletter for September



## ITT Update

The DfE Teaching School Hubs Delivery Handbook Guidance for Teaching School Hubs in the Academic Year (AY) 2025/26 states:



3.2. *The department expects that all TSHs will: recruit trainees as agreed with their accredited ITT provider or as the accredited ITT provider; deliver courses on behalf of their accredited ITT provider or as the accredited ITT provider, and those courses are inspected by Ofsted (as part of the accredited ITT provider's inspection, with the inspection outcome resting with the accredited provider).*

3.22. *TSHs must have a good understanding of the ITT offers that are available in their area and be able to support schools in accessing the ITT offer that is appropriate for them.*

Since September 2023, all TSHs have been delivering an ITT strategic role to support local ITT delivery across their TSH area. During the 2023/24 academic year, this was primarily focused on building an understanding of school engagement in ITT in their area and increasing school engagement in ITT, both for school placements and intensive training and practice.

For 2024/25, Teaching School Hubs built on engagement and tracking work to identify shortage areas within hub region/s and target school involvement in these areas, ultimately supporting the availability of school placements where they are needed.

The data for school engagement can be found in the table (right).

### Lincolnshire School Engagement with ITT

District	2023-24	2024-25	% increase
Lincoln	97%	97%	-
West Lindsey	96%	98%	+2%
Boston	96%	96%	-
North Kesteven	98%	98%	-
South Kesteven	91%	97%	+6%
South Holland	82%	89%	+7%
East Lindsey	90%	97%	+7%
<b>Total:</b>	<b>93%</b>	<b>96%</b>	<b>+3%</b>

We are proud to work with the ITT providers who operate across Lincolnshire:



- **Bishop Grosseteste University** offers a wide range of teaching qualifications at undergraduate and postgraduate level, with placements across Lincolnshire, Yorkshire and surrounding counties.



- **Educate Group Initial Teacher Training** is a national ITT provider, with partnerships based in: Cheshire, Shropshire, Yorkshire and the Humber, East Midlands, the North West and Lincolnshire. This is a 'SCITT' route into teaching.



- **Exchange Teacher Training** is a national ITT provider, with partnerships in: Yorkshire and the Humber, North East Lincolnshire, North Lincolnshire, Lincolnshire and the North East. All courses are postgraduate and a 'SCITT' route.



- **Lincolnshire ITT** has a large partnership of primary and secondary schools across Lincolnshire, North East Lincolnshire and surrounding counties. All courses are postgraduate level and are a 'SCITT' route.



- **Teach First** is the UK's largest teacher training programme. All courses are postgraduate and are a 'SCITT' route.

## What is a SCITT route?

School-centred initial training (SCITT) programmes are school-led teacher training courses that lead to Qualified Teacher Status (QTS). The majority of SCITT programmes also result in a PGCE certification.

SCITT programmes are teacher training courses run by a partnership of local schools, providing graduates the opportunity to receive practical teacher training and to learn 'on the job'. The nature of the school-led course means that trainees spend most of the time on a SCITT programme at two or more schools, learning from expert colleagues.



# ECF

## ECF team update

We are pleased to welcome Sophie Lougher back to the AB/ECF team after completing her maternity leave.



## ECPDP

**ECTs and Mentors that are currently working through their training on the Early Career Framework**



All dates for facilitated sessions for ECTs and mentors that are part way through their training can be found on the following link to support schools with ensuring these dates are booked into the school calendar and your ECT's Mentor's diaries.

## ECF and NPQ statistics

On Thursday 10 July 2025 DfE have published the latest Early Career Framework (ECF) and National Professional Qualifications (NPQs) statistics.

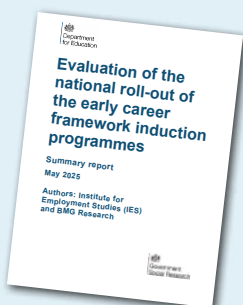


This contains information on the number of Early Career Teachers (ECTs) and Mentors participating in the provider-led ECF induction programme and the latest NPQs started in the academic year 2024 to 2025.

SOME OF THE KEY FINDINGS ARE:

- **22,536 ECTs** started ECF-based induction training in 2024/25. Of these, **94.4%** started a **provider-led** induction and **4.3%** started a **school-led** induction. In addition, **15,593 new Mentors** were trained for provider led induction.
- **89.7% of ECTs** who started ECF-based induction in 2023/24 were **retained in state schools the following year**, an increase of 0.8 percentage points compared with the 2022/23 ECF cohort.
- **80.5% of ECTs** who started ECF-based induction in 2022/23 were **retained in state schools after two years**, an increase of 1.2 percentage points compared with the 2021/22 ECF cohort.
- In 2024, **15.8%** of the state school teaching workforce had started or completed an ECF-based induction since roll-out in the 2021.
- **22,536 ECTs** started ECF-based induction training in 2024/25. Of these, **94.4%** started a **provider-led** induction and **4.3%** started a **school-led** induction. In addition, **15,593 new Mentors** were trained for provider led induction.

The DfE released The Evaluation of the national roll-out of the **Early Career Framework induction programmes** in May 2025 identifying positive impact with regards to the ECF so far. To read the report please use the following link:



As we begin the next academic year, we are moving into a period where we will be running the original programme for the Early Career Framework (ECPDP) alongside the new Early Career Teaching Programme (ECTP) for all ECTs that register from September 2025 onwards.

**ECPDP- ECTs and Mentors that are currently working through their training on the Early Career Framework:**

All dates for facilitated sessions for ECTs and mentors that are part way through their training can be found on the following link to support schools with ensuring these dates are booked into the school calendar and your ECT's Mentor's diaries:



# ECTP - Revised ECF programme

As you are aware the Early Career Framework has been revised to **ITTECF** and will come into effect from September 2025. The **Initial Teacher Training and Early Career Framework (ITTECF)** covers the training and induction periods at the start of a teacher's career, combining and replacing the previously separate Initial Teacher Training (ITT) Core Content Framework (CCF) and Early Career Framework (ECF).

## Key changes for ECTs:

- **Diagnostic tools** to help **tailor topics** teachers need the most support with.
- More content on **adaptive teaching and SEND** to help teachers support the needs of their pupils.
- More examples for different **phases, settings and subjects**.
- An enhanced focus on **literacy and oracy**.
- A focus on translating research into **practice** and **application** of theory in the **classroom**.

## Key changes for Mentors:

The DfE have listened to feedback from schools with regards to the role of the Mentor. As a result, Mentor training has been reduced from 2 years to 1 year. The ECTP Mentor programme is completely new and NOT linked to the previous ECPDP. Those Mentors that have already completed training for ECF will not need to complete training on the new programme. Those Mentors that are in the process of being trained on the ECPDP must complete this training moving into their second year in 2025/26.

We have created an **FAQ document** for Mentors to support with answering any questions that you may have with regards to the revised ECF – please use this link.



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Any further questions please contact [Rachael@leadtshub.co.uk](mailto:Rachael@leadtshub.co.uk);

For a summary of the changes and how this will affect you as a Head Teacher, your Induction Tutor and Mentors please follow the link to a short recording.



All dates for facilitated sessions for ECTs and mentors that will be starting their training in September 2025:



## Registration of ECTs

**All schools** will have received an **email on the 30th June** inviting them to **register participants** on the DfE digital service.

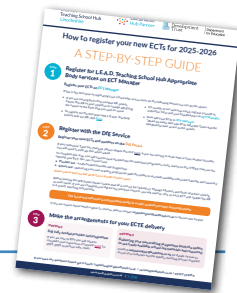
If you have any further questions please contact [Rachael@leadtshub.co.uk](mailto:Rachael@leadtshub.co.uk)





## Registering New ECTs

If you have an ECT who is new to your school, please make sure you have registered them for induction. Follow this link for a step-by-step guide to registering your ECT:



## Registering New ECTs

	Autumn 2025	Spring 2026	Summer 2026
Progress reviews and Assessment Deadlines	Thursday 27th November 2025	Thursday 12th March 2026	Wednesday 1st July 2026
Reduction request deadlines	Friday 17th October 2025	Friday 30th January 2026	Friday 8th May 2026
Statutory Induction Information Event for Headteachers and Induction Tutors	Thursday 25th September 2025, 3.45pm – 4.30pm	Thursday 22nd January 2026 3.45pm – 4.30pm	Thursday 30th April 2026 3.45pm – 4.30pm
Statutory Induction Information Event for ECTs and Mentors	Monday 29th September 2025 3.45pm – 4.30pm	Thursday 29th January 2026 3.45pm – 4.30pm	Thursday 7th May 2026 3.45pm – 4.30pm

Key dates and booking information can be found here:



## Appropriate Body update for 2025/26

Due to changes in legislation, our Appropriate Body Partnership Model has been updated from September 2025.

We are pleased to confirm that your named Appropriate Body contact from September 2025 is **Sophie Lougher**, who has returned from maternity leave.

Our dedicated team and further points of contact will also include:

- **Matthew Davidson**, Deputy AB Lead
- **Keira Kelleher**, AB Assistant Lead and Programme Facilitator
- **Rachael Viscomi**, ECF and AB Administrator

We would like to take this opportunity to extend our sincere thanks to the partners we have worked with over the past five years. Their expertise and dedication have been instrumental in delivering a consistently high standard of support for Early Career Teachers (ECTs), Mentors, and Induction Tutors across the county.

If you have any further questions please contact:



**Sophie Lougher**

AB Lead

sophielougher@leadtshub.co.uk



**Matthew Davidson**

AB Deputy Lead

matthewdavidson@leadtshub.co.uk



**Keira Kelleher**

AB Assistant Lead and  
Programme Facilitator  
keira@leadtshub.co.uk



**Rachael Viscomi**


ECF and AB Administrator  
rachael@leadtshub.co.uk



## Welcome Back from the NPQ Team!


We are hitting the ground running this year for NPQs. We were pleased to confirm before the summer break that the DfE have shared more clarity over the landscape for NPQs in 2025. To ensure that Lincolnshire receives that maximum number of funded places per school, we need to act promptly!



- There will only be one cohort throughout the academy year 2025/26 so do not miss your place.
- The DfE portal will open on the **9th September** and close the second week in October - *a very tight turn around!*
- NPQH and NPQSEnCo will be fully funded. Full funding for the remaining NPQs is available to teachers and leaders from eligible schools and 16 to 19 settings that have high levels of disadvantage.  
Full details, including eligibility lists, can be found here: 

- For the NPQ in Early Years Leadership, highly disadvantaged early years settings and maintained nursery schools will also be eligible.
- For the NPQ in Leading Teacher Development, scholarship funding is also available if you're taking on the role of lead Mentor for an Initial Teacher Training (ITT) provider accredited to deliver ITT from September 2024

### IMPORTANT TO ACTION

If you have not done so already, if you or any colleagues be interested in undertaking an NPQ, **please visit our website [here](#) to submit an application as soon as possible.** Follow the link here to a support document to help guide your responses and strengthen your application. 

This will give you a head start once the DfE registration portal opens on the 9th September 2025. We will further notify you when to complete this. Please do not hesitate to Colette at [colette@leadtshub.co.uk](mailto:colette@leadtshub.co.uk) for any further advice or information.

## Teach First AI Summit

As a Hub, we were so fortunate to be invited to the Teach First AI Summit in July. It was an excellent event and, in many ways, a call to action. Teach First are passionate that if AI is truly meant to serve education, then education must also play a role in shaping the future of AI. If we do this intentionally, strategically, and inclusively, we won't

just improve how we teach and learn; we'll build a fairer, more just education system. One that works for every child.



You can read Colette's blog here that communicates the key takeaways from the day.



## NPQs: Continue to meet our team!

Each month, we are sharing more details of our wonderful team. Last month we met Senior Administrator Donna. This month, it is the turn of our fantastic facilitator, **Catherine Stratton**:

Hi, I'm Catherine Stratton – an experienced school leader, adviser, and facilitator with a deep and unwavering commitment to educational leadership. I've served as a Head Teacher for over 16 years and held a wide variety of roles across the education sector, each shaped by my dedication to nurturing high-quality leadership and creating lasting impact in schools.



My passion is supporting aspiring and established leaders. I currently facilitate sessions for NPQSL and NPQH in partnership with Teach First and TDT, guiding participants through their leadership journeys. This role allows me to combine my experience with my passion for developing others, helping leaders reflect, grow, and build the confidence to lead with clarity and conviction.

As a facilitator, I strive to bring the principles of L.E.A.D. Teaching School Hub to life. For me, it's essential to remain responsive to the needs of everyone, in every group I work with. I work hard to foster connection, encourage meaningful dialogue, and create safe and brave spaces where trust, collaboration, and challenge can flourish.

My commitment to educational leadership is not just professional – it's personal. I care deeply about the work we do, the people we serve, and the potential we unlock. I believe that every session we lead is an opportunity to empower others, share what we've learned, and contribute to a profession that continues to inspire me every day.

Here's to the next steps in our shared commitment to education – I look forward to sharing your leadership journey with you in the near future.

## Upcoming Assessment Windows

Two assessment windows are imminent:

**TDT Cohort 6 Leadership**  
15th -22nd September 2025

**TDT Cohort 7 Specialist**  
6th – 13th October 2025

Do not hesitate to reach out should you require any further assistance with your assessment preparation. The document linked here aims to support your final assessment preparation.



We wish all participants success in this next stage of your NPQ journey.

## NPQ statistics

- There were **29,526 unique NPQ participants** in 2024/25, representing **4.5%** of the state school teaching workforce. Of these **23,477 were funded** and **6,063 were non-funded**.
- By 2024/25, **19.9%** of the state school teaching workforce had started a reformed NPQ since 2021, up from **17.2%** in 2023/24
- By 2024/25, **88.4%** of schools had employed a teacher who started a **reformed NPQ** since the roll-out in 2021, up from **83.3%** in 2023/24.

These statistics are really encouraging to see and are a reflection of the sectors' continuing dedication and commitment to support and develop teachers and leaders at every stage of their careers.



## Introduction to the SEND Journey in Action – New for 2025/26!

This brand-new practical training course is ideal for both new and experienced SENCOs looking to strengthen their understanding of SEND systems and processes in school. Covering everything from provision mapping and SEND registers to external agency referrals and EHCP evidence gathering, the session equips participants with the tools to improve outcomes for learners. The course will run twice across the academic year for added flexibility:

**Thursday 6th November 2025**

**Thursday 30th April 2026**

**9.15am to 3.30pm**

**Venue:** LEARN SEND Hub

**Audience:** SENCOs, Assistant SENCOs, and aspiring SENCOs

**Cost:** £125

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## Adaptive Teacher Pathway – Updated & Enhanced for 2025/26

This two-day professional learning programme is designed to equip educators with the knowledge and practical strategies needed to implement adaptive teaching in the classroom. Aligned with statutory guidance, the course explores inclusive practices to support pupils across the four broad areas of need, while also introducing AI and assistive technology as tools to enhance classroom support. Ideal for both new and experienced educators, the programme includes hands-on activities, collaborative discussion, and practical workshops to build confidence and improve outcomes for all learners.

**Day 1: Thursday 25th September 2025**

**Day 2: Thursday 4th December 2025**

**9.15am to 3.30pm**

**Venue:** LEARN SEND Hub

**Audience:** All educators

**Cost:** £225

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## Sensory Approaches – New for 2025/26

This practical, one-day training course is designed to support schools in developing effective, inclusive environments for pupils with sensory processing needs. Attendees will explore key strategies such as sensory circuits, sensory trolleys, sensory rooms, and sensory breaks, all aimed at enhancing pupil self-regulation and engagement. With a focus on hands-on techniques and real-life application, this session is ideal for teachers, SENCOs, and teaching assistants looking to embed sensory approaches into their everyday practice.

**Thursday 20th November 2025**

**9am – 3.30pm**

**Venue:** LEARN SEND Hub

**Audience:** Teachers, SENCOs, and Teaching Assistants

**Cost:** £125

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## SEMH – The Bigger Picture: Understanding & Supporting Pupil Well-Being

Join us for this practical and thought-provoking training day focused on supporting pupils with Social, Emotional, and Mental Health (SEMH) needs. Designed for all educators, the session explores the root causes of SEMH, how to manage behaviour that challenges, and the importance of creating an inclusive school culture. With a strong focus on de-escalation, motivation, and positive behaviour, participants will leave with practical tools and strategies to make a meaningful difference in their classrooms.

**Thursday 22nd January 2026**

**9am – 3.30pm**

**Venue:** LEARN SEND Hub

**Audience:** All school staff

**Cost:** £125

## Readiness to Learn: Approaches to Behaviour – A Two-Day Programme

This professional learning course is designed for primary educators and leaders who want to deepen their understanding of behaviour and pupil engagement. Spread across two sessions, this evidence-informed training explores the links between self-regulation, executive functioning, and inclusive practice. Participants will leave with practical tools to support pupils with additional needs such as ADHD and autism, and strategies to create structured, supportive classroom environments that enhance readiness to learn.

**Day 1: Thursday 2nd October 2025**

**Day 2: Thursday 27th November 2025**

**9.15am – 3.30pm**

**Venue:** LEARN SEND Hub

**Audience:** All educators (particularly those in leadership or strategic roles)

**Cost:** Free for CIT staff / £225 for non-CIT staff

### Creating Belonging-Driven SEND Hubs in Lincolnshire

We're proud to be working with Lincolnshire Local Authority, local MATs, and schools to co-create SEND Hubs built on the foundation of *belonging*. This collaborative programme challenges assumptions, empowers educators, and strengthens inclusive leadership across the county. Aligned with Lincolnshire's Inclusion Strategy, the work promotes early intervention, inclusive practice, and high-quality SEND support. Feedback has been overwhelmingly positive, with leaders describing the training as "heart-hitting", "exciting", and "the space we've been waiting for". Together, we're shaping a bold, inclusive future for all pupils.

## The Brayford Language Network



### Would you like to get involved with an exciting new project around employability and languages?

We are looking for language departments willing to engage with us at various different levels around this project. We are the **Brayford Language Network** based at the **Priory Academy LSST** working with the NCLE (National Consortium for Languages Education).

Our project is centred on raising our school communities' awareness of the link between languages and employability. We want students and their parents/carers to appreciate that the skills gained from learning a language, at any level, contribute to their employability in lots of different industries. We want them to motivate them to look beyond traditional "languages" jobs such as translator, language teacher or tour guide and understand the benefits of studying a language on jobs such as doctor, politician, marketing executive, lawyer etc. We want students to understand that learning a language gives you a competitive edge in any industry!

Ultimately, we want more students to see learning languages as an important step towards any career and therefore raise the number of students picking this at GCSE or A level. We are aiming to do this by:

- Conducting research into student and parent/carer perceptions
- Collating and creating free resources and adaptable resources to be used in schools
- Providing a platform for staff to share best practice and support each other
- Providing two webinars to staff and a Teach Meet gathering
- Inviting classes in for a jobs fair/workshop day centred around languages and employability
- Offering languages and employability talks/challenges around different industries.

Please follow this link to express your interest and find out more.

Read  
more here



**TO FIND OUT MORE AND TO EXPRESS AN INTEREST PLEASE CLICK ON YOUR CHOSEN EVENT**

## **Primary Teaching for Mastery (Introductory) Work Groups**

This two-year programme is designed for Primary Schools that are new to Teaching for Mastery and want to build a strong foundation for long term change. Participants will work with their school leaders to begin developing and implementing a shared vision for Maths, with a focus on improving pupil understanding, promoting positive attitudes to Maths and developing consistent, high quality teaching practices across the school.

## **Specialist Knowledge for Teaching Mathematics – Early Years Teachers**

This programme is designed to improve the subject knowledge and pedagogical knowledge for all practitioners teaching and supporting the learning of early maths. Participants will attend the equivalent of four days, where they will collaboratively work on maths tasks facilitated by Cohort Leads. There is opportunity for structured conversations to unpick the maths, the pedagogy modelled within the sessions, misconceptions that pupils have, and how the approaches can be transferred to the participants' classrooms.

## **Securing Foundations at Year 7**

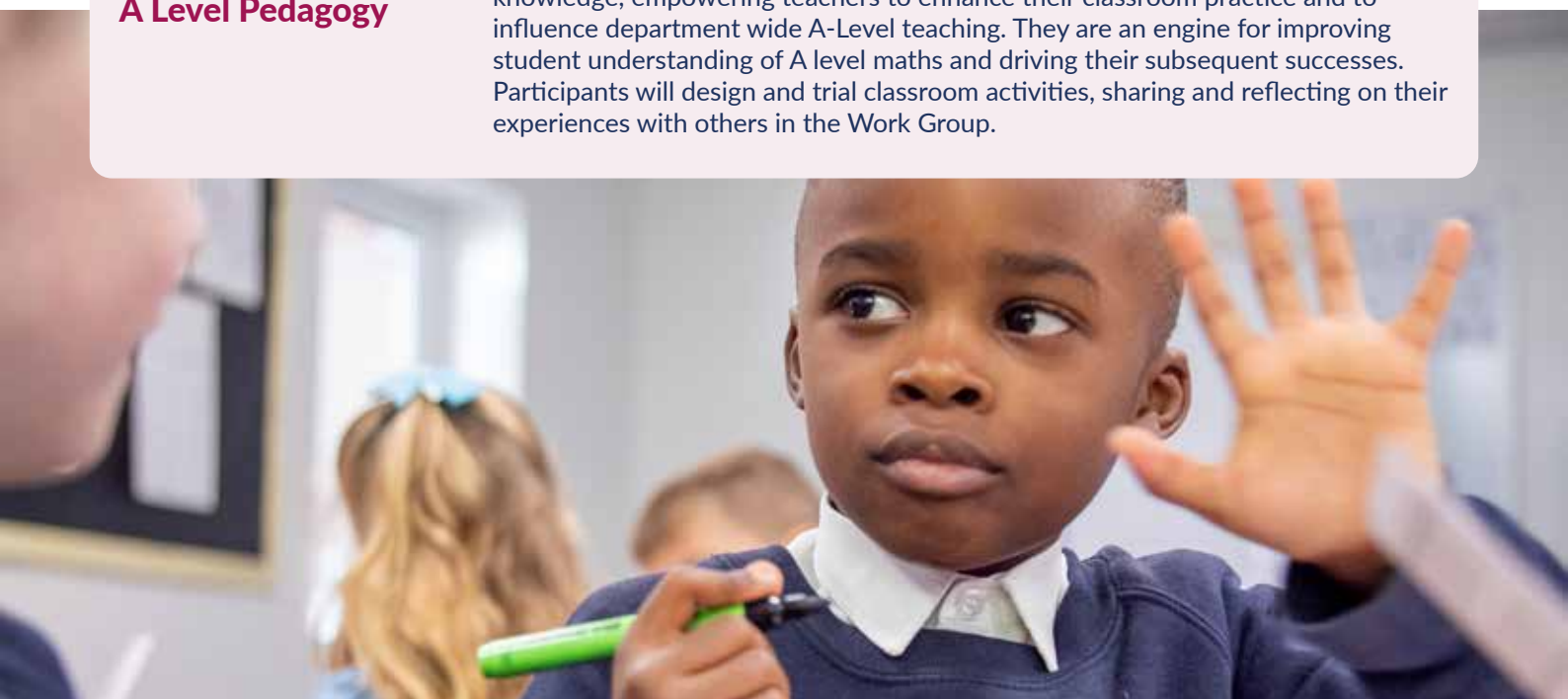
This opportunity aims to provide professional development and resources for Secondary Maths teachers so that they are better equipped to support students with gaps in understanding from previous key stages. Teachers will develop and understanding of KS1 and 2 maths curriculum in order to better enable those students to access the KS3 curriculum.

## **Secondary Subject Leaders Community**

Subject Leaders play a vital role in shaping departmental practice and driving improvements in students' outcomes. This community provides an opportunity for participants to deepen their understanding of effective teaching approaches, their wider leadership responsibilities, and their capacity to work with colleagues to transform Secondary Maths learning.

## **Developing A Level Pedagogy**

These Work Groups explore and deepen participants pedagogic content knowledge, empowering teachers to enhance their classroom practice and to influence department wide A-Level teaching. They are an engine for improving student understanding of A level maths and driving their subsequent successes. Participants will design and trial classroom activities, sharing and reflecting on their experiences with others in the Work Group.





# Lincolnshire Research School

## Leading Pupil Premium

A free workshop with updates from the EEF

To support pupil premium leads to develop and write an effective pupil premium strategy and hear the latest updates from the EEF

- Understand disadvantage in your context
- Using the tiered approach and up to date research from the EEF
- Implement evidence - informed approaches
- Monitor and evaluate the effectiveness of approaches
- Writing and sharing best practice to develop a culture that effectively addresses disadvantage

Thursday 6<sup>th</sup> November 2025 (1-3pm)  
St Margaret's C of E Primary, Withern, LN13 0NB

Book your free  
place here



## Pre-recorded Evidence Briefings

- 18<sup>th</sup> Nov 2025 Understanding Disadvantage and Pupil Premium updates
- 5<sup>th</sup> March 2026 Metacognition and Self-Regulation
- 18<sup>th</sup> June 2026 Implementation and Professional Development

## Literacy Community of Practice focused on research on oracy, reading and writing

These will take place **online** from 1pm to 3 pm and will give Literacy Leads a chance to explore the latest research around Literacy from the EEF.

- 9th October 2025
- 22nd January 2026
- 7<sup>th</sup> May 2026

Subscribe  
here



**Lincolnshire  
Research  
School**

Supported by the Education Endowment Foundation

Follow us on our website to  
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events.





# This month's opportunity for professional development

Click on your chosen programme below to book



**Monday 15th September**

**Active Spelling  
- New Staff to  
Active Training**



**Monday 22nd September**

**Active English  
- New Staff to  
Active Training**



**Tuesday 23rd September**

**Oracy - Rich  
Classrooms:  
Time to Talk**



**Tuesday 23rd September**

**Behaviour/Attendance**  
St Faith & St Martin CofE  
Junior School



**Wednesday 24th  
September**

**Small School Visits**  
Denton CofE  
Primary School



**Thursday 25th September**

**Schools Exchanging  
and Sharing Practice**  
Tydd St Mary CofE  
Primary School



**Monday 29th September**

**Small School Forum**



**Tuesday 30th September**

**Active English  
Open Morning**



**Tuesday 30th September**

**Behaviour/Attendance**  
Bishop Alexander Academy



**Thursday 2nd October**

**Subject Leader Network:  
Primary EAL**



**Thursday 2nd October**

**SEND in the Mainstream**  
St Peter at Gowts CofE  
Primary School



**Monday 6th October**

**Unlock the Power of  
Handwriting Instruction  
in Your Classroom**



**Tuesday 7th October**

**Active Spelling  
Open Morning**



**Tuesday 7th October**

**Subject Leader Network:  
Primary PSHE**



**Tuesday 7th October**

**Subject Leader  
Network: PE**



**Wednesday 8th October**

**Schools Exchanging  
and Sharing Practice**

**Writing**  
St Peter at Gowts CofE Primary



**Wednesday 8th October**  
**Schools Exchanging  
 and Sharing Practice**  
**Early Years**  
 Branston CofE Infant Academy



**Wednesday 8th October**  
**New to the Early Years  
 Foundation Stage**



**Thursday 9th October**  
**Subject Leader Network:  
 Primary Geography**



**Monday 13th October**  
**Subject Leader Network:  
 Primary Science**



**Tuesday 14th October**  
**Subject Leader  
 Network: Primary  
 Computing**



**Tuesday 14th October**  
**The Teaching of Reading**



**Wednesday 15th October**  
**Schools Exchanging  
 and Sharing Practice**  
**Early Years**  
 Barrowby CofE School



**Friday 17th October**  
**Ofsted Report Card  
 Spotlight: Leadership That  
 Drives Improvement**



**Tuesday 21st October**  
**SEND in the Mainstream**  
 St Thomas' CE Primary  
 Academy



**Tuesday 21st October**  
**Developing Your School's  
 Transcription Curriculum**



**Wednesday 22nd October**  
**Schools Exchanging  
 and Sharing Practice**  
**Writing**  
 Ling Moor Priory Academy



**Wednesday 22nd October**  
**SEND in the Mainstream**  
 Church Lane Primary School

Click on your chosen programme to book



**Missed  
 an issue?**

View previous issues  
 of the newsletter

