



# L.E.A.D. Professional Development

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

Issue No.41 November 2025

## NOVEMBER NEWS

As we step into November, we take a moment to reflect on the busy first half of the term and look ahead to the opportunities still to come.

This edition of the Teaching School Hub Newsletter is filled with a range of national updates, professional development highlights, and ways we can continue to work together to strengthen our school communities.

Please do share this with your wider staff teams.



### Early Years: Do you have the latest updates?

Have you watched the latest DfE Webinars in relation to expectations in the Early Years?

Sign up to the latest DfE events listed below:

<p><b>Strategic Leadership of the early years in school: EEF shares the evidence</b> Julian Grenier, Senior Content &amp; Engagement Manager</p>
<p><b>Key messages from Ofsted's research on Strong Foundations</b> Kirsty Godfrey, Senior HMI, Ofsted</p>
<p><b>Embedding a language rich environment and supporting early writing in the reception curriculum</b> Adam Harris, Head of Great Heights English Hub, and Joshua Callaghan, Hub Lead for the Arch English Hub</p>
<p><b>Promoting good attendance routines in reception</b> Molly Devlin, Director of Early Years at Ark Start, and Swabra Lloyd, Executive Headteacher at Forest Academy</p>
<p><b>The Importance of Early Maths</b>, Debbie Morgan, Primary Director at NCETM</p>

Click here to sign up or watch these (please note: click on the upcoming events to watch them live or 'past' webinars to replay previous events.)



### Reception Year Improvement Offer

The Department for Education (DfE) offers a range of online and in-person school support and professional development for improving teaching and leadership of reception.



### Did you Know?

The DfE are giving schools and Responsible Bodies access to better data and analysis in the Early years ( end of Reception year.) This is through:

- A 'Compare your Good Level of Development Data' report which allows schools to compare their actual GLD against their contextual GLD. This was shared with schools and responsible bodies in September.
- A statistical neighbours tool to allow schools to compare their EYFSP data with a small set of statistically similar schools and see strengths and areas for development e.g. across certain pupil groups or ELGs. This will be shared with schools later in the academic year.

# INCLUSION

Ambitious leadership  
and governance

High-quality  
teaching

Accessible and  
enriching provision  
beyond the classroom

Safe and  
respectful culture

Evidence-based  
targeted support

Strong partnerships  
with families and wider  
services in the community

Inclusive  
environments

Tom Rees is the Chair of the DfE's Expert Advisory Group for Inclusion. He states 'while there are many challenges within the SEND system, schools and teachers across the country work every day to create environments where all children can succeed.'

Visit the  
full site here



He has worked with Ambition Institute, CST, and other system partners, with the aim of strengthening the system by sharing real examples, proven strategies, and the enabling conditions that make inclusion possible.

This site has a number of case studies to unpick with teachers and leaders around successful inclusive practice:



## DfE Webpage for mainstream Inclusion

The DfE have launched a website with a range of tools to support inclusive Mainstream practice. Please find the link here:



## Maximising Pupils Premium Impact: Whole School Approaches that Work

Read this blog which unpicks Wilbury Primary School's approach to Pupil Premium.



## Cognitive Science to Transform Learning

A YouTube Video discussing cognitive science, the difference between shallow and deep knowledge, the power of practice, and much more....



## Adaptive Teaching

Read Alex Quigley's blog on 'adaptive teaching'. Adaptive teaching describes the moment-to-moment responsiveness that is orchestrated continuously in the classroom by expert teachers.



## New EEF podcast: Sustaining your Pupil Premium strategy

On 14th October, the EEF has published the latest episode of their podcast, 'Evidence into Action', focusing on sustaining a Pupil Premium strategy.



In this episode, co-hosts Alex Quigley and Kirsten Mould talk to EEF's Senior Policy Manager, Natalie Ohene, about the findings of a research project investigating how schools in the UK allocate spending on their Pupil Premium statements. They then discuss approaches to sustaining your Pupil Premium strategy with school leaders.


Featuring:

- Natalie Ohene (EEF Senior Policy Manager)
- Lisa Wise (Headteacher of Wilbury Primary School and Executive Lead for School Improvement at Children First Academy Trust)
- Stuart Mayle (Headteacher of Brambles Primary Academy)

To access,  
click the  
link here:




# Rosenshine's Principles of Instruction

10 research based strategies that all teachers need to know: 



## Live Marking- Why it Matters? A Quick Read

Feedback is only as effective as its timing and relevance.  Education Endowment Foundation

According to the Education Endowment Foundation (EEF), feedback is one of the most impactful interventions for improving pupil progress- especially when it is timely and specific. Live marking offers exactly that.

Read the article to find out more: 

# Queen Elizabeth's High School, Gainsborough



On behalf of Queen Elizabeth's High School, we are sharing an opportunity for Lincolnshire schools. On **Monday 1st December 2025**, Queen Elizabeth's High School, Gainsborough are hosting a PD event for teachers and leaders.


They will be exploring a core set of high impact Walk Thru techniques with the nationally recognised Tom Sherrington in person.

To book a place, follow the QR code:




## Improving Attendance

Do not miss the latest guidance for schools, academy trusts, governing bodies and local authorities on maintaining high levels of school attendance, including roles and responsibilities.

There are a lot of tools and resources here: 

## Leadership Briefings

The Autumn Term Leadership Briefings were well attended, and feedback has once again been strong. Comments have included, "it was one of the best I had been to" and "I was also really pleased that there is a SEF format on the LEAD Padlet, which I will be making use of in the coming weeks". Thank you to those who attended for the high-quality contributions and discussions.

Just a reminder if you have any feedback in relation to the leadership development forum, including future topics and areas to cover please do take the time to complete this one-minute feedback form. Thank you again to all who attended. 




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 November 



## Funding: initial teacher training (ITT), academic year 2026 to 2027


In October, the Department for Education announced the funding for ITT courses for the 2026 to 2027 academic year. The DfE is responsible for managing grant funding associated with school initial teacher training (ITT) courses. For this academic year funding information, please follow this link: 

### Postgraduate bursaries and scholarships

Bursaries and scholarships are available to trainees on tuition-fee-based teacher training courses in England that lead to the award of **qualified teacher status (QTS)**. 

Receiving a bursary or scholarship depends on the trainee's: 

- highest relevant academic award
- ITT subject

In languages and physics, trainees starting courses in the 2026 to 2027 academic year will not need to be eligible for student finance to be eligible for a bursary or scholarship. In all other subjects, trainees are only eligible for a bursary or scholarship if they are entitled to support under the **student finance criteria**. 

Non-UK trainees should read **Train to teach in England as a non-UK citizen**. Applicants with a degree from outside the UK should use **Teach in England if you trained outside the UK**.

For 2026 to 2027, the DfE are offering bursaries of:

- £29,000 in chemistry, computing, mathematics and physics
- £20,000 in design and technology and languages (including ancient languages)
- £5,000 in biology and geography

Applicants may be eligible for a bursary if they have a 1st, 2:1, 2:2 or master's degree or a PhD.


The DfE are offering scholarships of:

- £31,000 for chemistry, computing and physics
- £22,000 for French, German and Spanish (no other languages)

Scholarships are usually available to applicants with a 1st, 2:1 or master's degree or a PhD, though, in exceptional circumstances, they may be awarded to a graduate with a 2:2 and significant relevant experience.

Scholarships also come with a package of additional benefits from the relevant scholarship body:

- a tax-free scholarship
- membership to the professional body
- online and face-to-face workshops across the country
- subject-specialist mentors and coaching
- access to classroom resources
- subject-specialist events and webinars held by professional bodies
- a community of scholars (ex-scholars, teachers, subject leaders)
- continuing professional development (CPD) and networking events during the ITT year and as alumni

Scholarships are applied for separately to ITT and only awarded to high-calibre students who pass a robust application and interview process in one of the specialist subject areas. Scholarships are awarded instead of a bursary. Scholarship applicants should apply to the relevant scholarship body. Details are available on the **Get into teaching** page. 


Further guidance on postgraduate bursaries and scholarships is available in the **Initial Teacher Training (ITT) bursary: funding manual**. 

### Undergraduate bursary

Undergraduates may be eligible for a bursary of £9,000 if:

- they're studying on a QTS course in secondary mathematics or physics
- they're studying on an opt-in QTS course in secondary undergraduate mathematics, physics, computing or languages
- their course starts in the 2026 to 2027 academic year

They'll receive the bursary in the final year of their course. If an eligible trainee is on a 4-year undergraduate course that leads to QTS and a master's degree, they will receive a £9,000 bursary in both the third and fourth years of their course.

Further guidance on undergraduate bursaries is available in the **Initial Teacher Training (ITT) bursary: funding manual**. 

## School Direct (salaried) route

For trainees on a School Direct (salaried) training route, we give grants to ITT providers to contribute to the trainee's salary and training costs.

ITT providers are responsible for ensuring that all grant funding designated to support salary costs reaches the employing school, so it can be used for its intended purpose.

Grants are paid on a per trainee basis. For 2026 to 2027, we're offering grants of:

- £29,000 for chemistry, computing, mathematics and physics
- £20,000 for design and technology and languages (including ancient languages)
- £5,000 for biology and geography

School Direct (salaried) trainees are not eligible for bursaries or scholarships.

Further guidance about School Direct (salaried) funding is available in the [School Direct \(salaried\) funding manual](#).



## Postgraduate teaching apprenticeships

For the postgraduate teaching apprenticeship training route, the DfE give grants to ITT providers to contribute to the trainee's salary and training costs. ITT providers are responsible for ensuring that all grant funding designated to support salary costs reaches the employing school, so it can be used for its intended purpose.

This grant is in addition to apprenticeship funding, which is for training and assessment costs only.

For 2026 to 2027, postgraduate teaching apprenticeship grants are the same value as the bursary.

The additional apprenticeship funding is available in all subjects.

Grants are paid on a per trainee basis. For 2026 to 2027, we're offering grants of:

- £29,000 for chemistry, computing, mathematics and physics
- £20,000 for design and technology and languages (including ancient languages)
- £5,000 for biology and geography

Further guidance about postgraduate teaching apprenticeship funding is available in the [postgraduate teaching apprenticeships funding manual](#).



## Teacher degree apprenticeship pilot

The DfE are continuing to offer grants for up to 150 secondary mathematics trainees who start the teacher degree apprenticeship in the 2026 to 2027 academic year. The grants will be paid to ITT providers to contribute to the trainee's salary and training costs.

ITT providers are responsible for ensuring that all grant funding designated to support salary costs reaches the employing school so that it can be used for its intended purpose.

This grant is in addition to apprenticeship funding, which is for training and assessment costs only.

The grants cover the proportion of time trainees will spend studying towards their qualification, which we expect to be an average of 40% across the whole of the 4-year course.

## Grant funding agreements

The grant funding agreement is between the ITT provider and DfE. It sets out how you should treat the grant funding, along with the relevant funding manuals and [DfE grant funding agreement: terms and conditions](#).



ITT providers will need to complete and return the relevant grant funding agreement if:

- they're a new ITT provider in the 2026 to 2027 academic year
- they did not receive grant funding in the 2025 to 2026 academic year such as a training bursary or a School Direct (salaried) or postgraduate teaching apprenticeship

The DfE will contact the relevant ITT providers before the start of the 2026 to 2027 academic year.

The DfE will need to receive and accept the grant funding agreement before we release any grant funding. If you need more information, email [GFA.ITTFunding@education.gov.uk](mailto:GFA.ITTFunding@education.gov.uk).



ECTE

## Access to your account/Log in details


Due to national changes to the Early Career programme, EDT have launched a new portal for both Mentors and ECTs. The quality of this portal has had incredibly positive feedback from the sector. We are however highly aware that this has caused challenges and frustration for some colleagues who are experiencing challenges around their 'log in details' and access to the portal.

We are wanting to make you aware that we are working incredibly hard on your behalf with both EDT and the DfE to resolve the current portal issues. To support us with this, please contact us as soon as possible if you are experiencing this and we will ensure that this is resolved and escalated as a matter of urgency.

Please contact Rachael: [rachael@leadtshub.co.uk](mailto:rachael@leadtshub.co.uk) or Sophie: [sophielougher@leadtshub.co.uk](mailto:sophielougher@leadtshub.co.uk) or call 01522 214459 so that we support you with this.

## What does it really mean to be classroom-ready? Professional agency, autonomy and confidence in beginner teachers

As we settle into the next half term, our new Early Career Teachers will be developing a sense of autonomy and confidence in their classrooms. The above study explores the development of our beginner teachers and how to enhance their classroom readiness in a way that fosters clear professional identity – an important factor in job satisfaction and retention.

The full findings of this study can be found here: 

## Mentor training funding

Grant funding for mentor training is available to schools and establishments that use DfE-funded training providers to deliver training as part of the ECTE.

Mentors will be given up to 20 hours to carry out mentor training for one year. Schools will be funded to support the mentor to undertake the training.




This funding will be paid in arrears at the end of each academic year. Payments will be based on evidence that the mentor took part in the training, as confirmed by the lead provider.

Mentors can only do this training once. They can continue their training even if their ECT transfers school or withdraws partway through their ECTE.

More information regarding 2025 funding can be found here. 

## Change of Mentor

If you have had a change of mentor in your school, please follow the steps below:

1. First add the mentor on DfE Manage Training for Early Career Teachers. 
2. Whilst on DfE Manage Training for Early Career Teachers. Link the new mentor to the ECT. 
3. Log onto ECT Manager to update mentor details. 

# Questions and Answers Provided by the DfE around ECFE Provision

## How much will I be paid for ECFE?

Guidance on ECF and ECFE grant funding, including the funding amounts across all academic years, is published online: 

Grant funding for early career teacher entitlement (ECTE) year 2 time off timetable and mentor support: 

## How do I claim ECFE grant funding?

Settings do not need to apply for ECF or ECFE grant funding directly. The DfE collects evidence via the Manage Training for Early Career Teachers service and induction data from your appropriate body, helping to reduce administrative burden.


## Grant funding amounts for 2025/26 are lower than previous years – why is this?

DfE is committed to supporting high quality professional development for ECTs. Grant funding per participant is lower than in previous years to ensure that funding remains sustainable but continues to reflect that mentors come to the role with a number of years teaching experience and ECTs are new to the profession. The DfE recognise the vital role schools play in supporting new teachers and have committed to review the ECFE in 2027 to ensure it continues to provide the best possible support. As part of this review, DfE will continue to work closely with the sector to ensure the programme remains impactful and sustainable.

## How did the DfE notify schools about the change in grant funding amounts?

The conditions of grant, which include the funding amounts, were published online in July:

- Grant funding for early career training programme for mentors (ECTPM) - GOV.UK
- Grant funding for early career teacher entitlement (ECTE) year 2 time off timetable and mentor support - GOV.UK

The links to these pages were also shared directly with schools via the DfE Update: 16 July 2025 - GOV.UK and with TSHs via email. If schools have further enquiries relating to their ECF or ECFE grant funding, please direct them to the department helpdesk: 

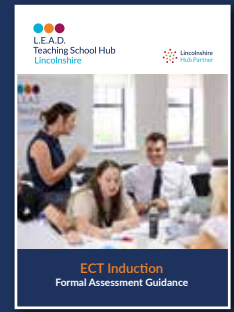


AB

## Dates for your Diary

Friday 28th November –  
Progress Reviews/Assessments due.

To further support you, we have completed guidance for completing a progress review or assessment.



## ECT School/Academy Policy

On ECT Manager, under the 'Resources' tab, 'Paperwork Templates' folder, we have an editable ECT policy that can be used to support any changes that need to be made to any existing early career teacher / induction policies. The policy can also be accessed on our website.

Access ECT Manager here:



We hope that you find this useful when updating or creating your own school policy.

## Statutory Induction Information

If you were unable to attend our Statutory Induction Information Events in Autumn 1, the recordings and slides are available under the Resources tab on ECT Manager here. There are separate events for Headteachers and Induction Tutors, and ECTs and Mentors. They contain important information to all those involved in the statutory induction process

For  
Headteachers  
and Induction  
Tutors

For  
Mentors  
and ECTs

Access the Statutory Induction Recordings for Headteachers & Induction Tutors and Mentors & ECTs here.

## Additional Support Guidance

Our Additional Support Package Booklet which provides further information about what to do if the ECT you are working with is in need of further support can be found on ECT manager under the 'resources' section.

If you would like further information regarding this, please do contact Matt Davidson  
[matthewdavidson@leadtshub.co.uk](mailto:matthewdavidson@leadtshub.co.uk).

## ECTs and Appraisal

The guidelines for ECTs clearly states that they are not subject to performance review. Appraisal applies to all teachers and school leaders employed by the school, trust or local authority, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to capability procedures. The policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, school leaders and governing bodies.



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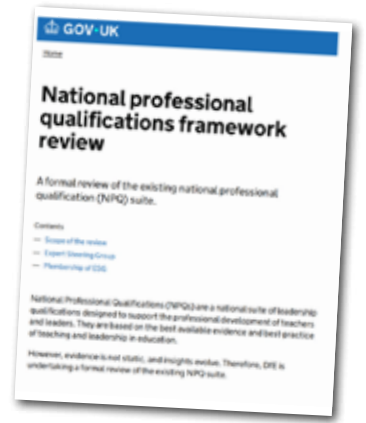
ECF and AB Administrator  
[rachael@leadtshub.co.uk](mailto:rachael@leadtshub.co.uk)



## NPQ Review

In January, The Department for Education formally announced the review of NPQs to the sector in January 2025. They are reviewing the NPQ content frameworks to consider new evidence and best-practice, and address any issues that have arisen since delivery began. The DfE want to ensure NPQs work for teachers and leaders of all education settings.

The review includes, but is not limited to, consideration of the following key areas:



**Congrats!**  
Well done to our cohort 7 Specialist NPQ Participants!  
We hope the assessment went well and look forward to celebrating your successes.

further best-practice for teaching pupils with **Special Education Needs and Disabilities (SEND)**



ensuring that areas that are repeated across the different NPQ frameworks genuinely support progression through different levels of leadership



addressing how leadership practices can support workload reduction



further best-practice, particularly at executive leadership level, in operational aspects of leadership, such as how to manage a budget and deploy a workforce effectively



### Get involved

The DfE would like to engage further on the specialist NPQs as well as aspects of NPQ delivery. They are holding roundtable discussions and planning a NPQ Review webinar for teachers and leaders in November.

You can sign up via Eventbrite:

The DfE aim to launch the second call for evidence in Winter 2025 for the remaining NPQs. This will be published on gov.uk and we will update you in our upcoming newsletters.

### Autumn Cohort: APPLY NOW

As we have had such an excellent response to NPQ opportunities, Teach First have provided additional funding. Therefore please continue to apply via the links below. We will be offering the full suite of NPQs and cannot wait to welcome you onto the course!



**Deadline fast approaching – Do not miss out!**

Please check your eligibility for funding here:

### Meet the Team Continued!

**Colette Duggan** is the Lead for NPQs at L.E.A.D. Teaching School Hub, but also has the honour of facilitating on the NPQSL programme with Teach First.

A Secondary English Teacher at heart, Colette has had experience of a wide range of responsibilities in Senior Leadership, ranging from attendance and inclusion, to reading and literacy. As Strategic Lead for the English Hub and Deputy Director of L.E.A.D. Teaching School Hub, she has a strong grasp of the national education landscape, and also the local context needs.

As a huge advocate for closing the disadvantage gap through quality teaching and learning, and ensuring that colleagues from all phases learn and grow through effective collaborative networks, she understands the responsibility and privilege of leading the NPQ programmes, and the impact this can have on the young people we serve.

She looks forward to welcoming you onto the programmes and will always be on hand to answer any queries and support you to make the most of the opportunity.





Active

## Active English and Active Spelling – How do these approaches align to the Writing Framework?

With the publication of 'The Writing Framework' (DfE: July 2025) and subsequent online sessions with the DfE and English Hubs, L.E.A.D. Professional Development is delighted that the key findings align with the research and principles of both the Active English and Active Spelling approaches. Here are some examples:

*'Teaching well-formed sentences needs to be done **step by step**. Although English has a vast vocabulary and writers have many words from which to choose to express their ideas, a sentence consists of a subject (such as a noun or pronoun) and a verb (action, occurrence or state of being). **A subject and a verb lie at the heart of any sentence. All the other word classes add additional information.**'* (The Writing Framework. DfE: p48-9).

Both the Active English and Active Spelling approach have a consistent, clear set structure. Word and sentence level teaching is key, with each grammar feature having its own dual-coded teaching card, to aid memory and cognition. The gradual-release of responsibility ensures children are well-supported as they become independent, confident and able writers.

*'Grammar instruction is most effective when **taught in the context of a writing task but with an explicit focus on the rules being learned** so that pupils can make informed choices about their writing. Having a **shared understanding of grammatical terminology is useful for this to be effective**. It is also helpful to increase pupils' awareness of grammar through speaking and reading.'* (The Writing Framework. DfE: p50).

The final section of an Active English lesson is the 'Apply' section, during which children will use the grammar taught in context. The sentence or group of sentences become part of the written composition in the English lesson. This is grammar in context, with children able to understand not only the 'what', but the 'how' and 'why' of their writing. Within the 'Check' and 'Apply' sections of Active Spelling, the children also have the opportunity to use grammar knowledge in context as the teacher can set the expectation that the children should use specific grammatical devices or structures.

*'Most children need **systematic teaching**, with opportunities to practise and reinforce their spelling knowledge. As with handwriting, spelling teaching should be **explicit, cumulative and engaging**. It should be **regular and consistent**, taught in small steps, with **lots of opportunity for practice**.'* (The Writing Framework. DfE: p41)

This statement describes the Active Spelling approach perfectly. The consistency and clarity of lesson structure, which is followed for fifteen minutes a day, builds children's understanding of spelling patterns, and how to independently use and apply five key spelling strategies. Three of these, **orthography, morphology and etymology** (The Writing Framework. DfE: p42 -43) are cited as supportive of children's spelling acquisition. Just as with the Active English approach, Active Spelling has teaching cards, which are dual-coded, to aid retention and support learning. The spelling strategy teaching cards include cards for orthography, morphology and etymology.

## New L.E.A.D. Active Website

[www.leadactive.co.uk](http://www.leadactive.co.uk)

L.E.A.D Professional Development is proud of the positive feedback and engagement from schools about the new approaches website.

As shared in the summer term newsletter, Active users no longer have access to the IRIS Connect platform, with all resources, lesson videos, subject knowledge development resources and subject leader documentation which can all be found in one place.

If you or your school are yet to access this website, please email [laura@leadtshub.co.uk](mailto:laura@leadtshub.co.uk) and Laura will be able to support you with this. Information about upcoming open mornings and case studies can also be found via the website.

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## Active English – Teacher Voice

We would love to hear your feedback about the Active English approach.

Please share this link with colleagues in school who teach Active English lessons as part of our impact review process:



L.E.A.D. Active

# Active English Open Mornings



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

## Intended impact of the programme

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.

**Session 1** Tuesday 30th September 2025

**Session 2** Tuesday 11th November 2025

**Session 3** Tuesday 20th January 2026

**Session 4** Tuesday 10th March 2026

**Session 5** Tuesday 28th April 2026

**Session 6** Tuesday 9th June 2026



9.15am – 11am

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

Cost: FREE



# Active Spelling Open Mornings



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 embeds learning in an active and engaging way, providing pupils from Year 2 to Year 6 with a deeper grasp of spelling and vocabulary that serves as a foundation for their future.

As the children progress through the school, they will be taught how to self-select which approach they will employ to aid them with their learning of spelling, creating independent and confident spellers.

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 7th October 2025

**Session 2** Tuesday 18th November 2025, 1.15pm-3pm  
(Please note new times)

**Session 3** Tuesday 27th January 2026

**Session 4** Tuesday 17th March 2026

**Session 5** Tuesday 19th May 2026

**Session 6** Tuesday 16th June 2026

9.15am – 11am

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

Cost: FREE

Click  
here





# Greater Lincolnshire Careers Hub



We're excited to invite you to a transformative one-day event designed to help schools across Greater Lincolnshire strengthen their careers provision and build meaningful relationships with local employers.

## From Classroom to Boardroom: Building Bridges Between Education and Enterprise

Tuesday 9th December at Lincoln Bishop University - Register here:

Delivered in partnership with the **Greater Lincolnshire Careers Hub**, **Lincoln Bishop University**, and **Newland Partners**, this event will equip Senior Leaders and Careers Leaders with practical tools and strategies to:

- Market and communicate your school's value to employers
- Foster strategic work experience opportunities by adopting a business development mindset
- Embed employer engagement into your careers strategy
- Network with local businesses and education leaders
- Leave with a clear personal action plan to drive change

### Why Now?

With the **DfE's updated statutory guidance (May 2025)** now in effect, schools should prepare to deliver **two weeks of meaningful work experience** for every student in Key Stages 3 and 4. This is a significant shift that requires **stronger employer engagement**, strategic planning, and whole-school leadership.

The guidance also places greater emphasis on:

- **Gatsby Benchmarks 5 & 6** – employer encounters and workplace experiences
- **Leadership accountability** – SLT and governors must actively support careers provision

Additionally, the **new Ofsted Further Education and Skills Inspection Toolkit**, which comes into effect from **10th November 2025**, places increased emphasis on **employer engagement** as part of evaluating careers provision. This aligns with wider policy, including the Work Experience Guarantee and DfE guidance, reinforcing the need for strategic collaboration between schools and businesses.

### Who Should Attend?

We recommend attendance from a **Senior Leader** and the **Careers Leader** from each school to maximise impact and collaboration.

### What's Included?

- Pre-event microlearning to prepare and engage
- Full-day interactive event with workshops, a networking lunch, and action planning
- Post-event microlearning to embed learning and share with colleagues

As we get closer to the event we will begin announcing attendees from the business community along with our speakers. We are super excited about this event, and hope to see you there in December.

Secure your place today:

## Grow Your Future: Meet Local Employers – Greater Lincolnshire Webinar

Thursday 20th November, 6pm-7pm ONLINE - Register here:

### DISCOVER THE EXCITING CAREER OPPORTUNITIES RIGHT ON YOUR DOORSTEP!

Join us and the Greater Lincolnshire Careers Hub for Grow Your Future: Meet Local Employers, an engaging online event where you'll connect directly with employers from your community. Learn about pathways into work, apprenticeship options, and the skills that local industries are looking for.

Don't miss this chance to explore your future, ask questions, and be inspired by real stories from people shaping the world of work today.

- Opening address from Councillor Liam Kelly, Executive Councillor for Growth and Veterans Affairs.
- Meet and hear from local Employers: Balfour Beatty, Bakkavor, UKAEA, Outer Dowsing
- Engage in a live Q&A session
- Learn about the variety of opportunities in and around Great Lincolnshire

### Who's it for?

**Years 10-13 students, parents/carers, and teachers.**

This is a great chance to gain insights and get inspired!

## East Midlands East Maths Hub have the following opportunities:

### Cross Phase – Supporting Students to achieve a L2 qualification in Maths Work Group

#### Who can take part?

This is for teachers of GCSE Maths, and for those teaching GCSE Maths resit and/or Functional Skills Maths. Participants may be based in secondary schools, UTCs, FE colleges, Sixth Form colleges, schools with post-16 provision, or other post-16 settings.

#### What is involved?

This is for teachers whose students will study Level 2 maths across secondary and post-16. Teachers of Years 10 and 11, and of post-16 GCSE Maths resit and/or Functional Skills Maths, will develop ways to support students who need to study maths beyond age 16 to achieve a L2 qualification.

Work Groups will focus on developing transferable teaching techniques aligned to teaching for mastery. Participants will attend three full-day workshops and complete practice-based tasks between sessions.

#### What will you learn?

- Your students will demonstrate a positive attitude to maths
- You will ensure that lesson design and pedagogy demonstrate a secure knowledge of curriculum continuity and sequencing
- You will understand the importance of consistency of language and representations relating to specific curriculum areas
- You and your colleagues will make collaboration a normal part of transition, supporting students continuing to work towards a L2 maths qualification

CLICK  
HERE FOR  
MORE

### Are you an Early Career Teacher?

#### Would you like access to free modules to develop your expertise in mathematics?

Would you like to enhance your Statutory offer by engaging with 6 online modules that align with the ITTEFCF to develop your expertise in teaching mathematics?

#### What is on offer

- 30 minute videos with activities for each module.
- Work flexibly and at your own pace.
- Resources include mentor support.
- Resources both Primary and secondary colleagues.
- You will develop knowledge that aligns with teaching for mastery and the ITTECF.

Please scan the QR code to express an interest





## This month's opportunity for professional development

Click on your chosen programme below to book



**Tuesday 4th November**  
**SEND in the Mainstream**  
Witham St Hughs Academy



**Wednesday 5th November**  
**New to Headship**



**Wednesday 5th November**  
**Aspiring to Headship**



**Thursday 6th November**  
**Subject Leader Network:**  
**Primary DT**



**Friday 7th November**  
**Ofsted Report Card**  
**Spotlight: Building**  
**Positive Behaviour**  
**for Learning**



**Tuesday 11th November**  
**Subject Leader Network:**  
**Primary Languages**



**Tuesday 11th November**  
**Active English**  
**Open Morning**



**Tuesday 11th November**  
**Subject Leader Network:**  
**Primary History**



**Tuesday 11th November**  
**Understanding child**  
**development to**  
**support all children's**  
**personalised learning**



**Tuesday 11th &**  
**Wednesday 12th**  
**November**  
**Mental Health First Aid**



**Wed 12th November**  
**Schools Exchanging**  
**and Sharing Practice**  
**Early Years**  
Digby the Tedder Primary



**Thursday 13th November**  
**Deputy / Assistant**  
**Headship**



**Monday 17th November**  
**Subject Leader Network:**  
**Secondary Maths**



**Tuesday 18th November**  
**Active Spelling**  
**Open Afternoon**



**Tuesday 18th November**  
**Subject Leader Network:**  
**Primary Maths**



**Tuesday 18th November**  
**Schools Exchanging**  
**and Sharing Practice**  
**Reading Post Phonics**  
St Peter at Gowts CofE  
Primary School



**Tuesday 18th November**  
**Schools Exchanging and Sharing Practice**  
**Early Years**  
 St Thomas' CE Primary Academy



**Wednesday 19th November**  
**Subject Leader Network: Primary English**



**Wed 19th November**  
**Schools Exchanging and Sharing Practice**  
**Small Schools**  
 Digby the Tedder Primary



**Wed 19th November**  
**Schools Exchanging and Sharing Practice**  
**Reading Post Phonics**  
 Barrowby CofE School



**Wed 19th November**  
**Schools Exchanging and Sharing Practice**  
**Reading Post Phonics**  
 Alford Primary School



**Wednesday 19th & Thursday 20th November**  
**Youth Mental Health First Aid**



**Thur 20th November**  
**Schools Exchanging and Sharing Practice**  
**Reading Post Phonics**  
 Ling Moor Priory Academy



**Thur 20th November**  
**Schools Exchanging and Sharing Practice**  
**Early Years**  
 Church Lane Primary School



**Thur 20th November**  
**Schools Exchanging and Sharing Practice**  
**Early Years**  
 Grimoldby School



**Friday 21st November**  
**Ofsted Report Card Spotlight: Embedding Core Values Across Your School**



**Monday 24th November**  
**Subject Leader Network: Primary Art**



**Tuesday 25th November**  
**Early Headship**



**Friday 28th November**  
**Ofsted Report Card Spotlight: Understanding and Celebrating Your School Context**

Click on your chosen programme to book



**Missed an issue?**

View previous issues of the newsletter



# Looking ahead... CPD not to be missed!

## Deputy / Assistant Headship



A professional development programme, designed to support Deputy or Assistant Head teachers wanting to strengthen their leadership skills, knowledge or abilities further.

3  
sessions

### Intended impact of the programme

The role of Deputy or Assistant Headteacher is pivotal in the success of any school. They are the linchpin between strategic vision and classroom reality, responsible for translating school-wide goals into actionable strategies and supporting teachers in their daily practice. Yet, professional development for this crucial group often takes a back seat.

Recognising this gap, this is a CPD programme designed to equip DHTs and AHTs with the skills, knowledge, and confidence they need to excel in their roles and contribute effectively to school improvement.

This programme is designed to be flexible and adaptable to the specific needs of the group. It will incorporate a blend of theoretical knowledge, practical skills development, and reflective practice.

- 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

### Overview of the programme content

- What are the components of effective leadership?
- **Leadership Development:** Delegation and empowerment, strategic thinking and planning, change management, difficult conversations
- **Management Skills:** Time Management, People Management, Budget Management, Project Management, Policy Compliance
- **Curriculum and Pedagogy:** New Framework and Curriculum Review, teaching and learning and innovation, Assessment
- **Wellbeing & Support:** Managing yourself and other
- Any other elements which the group selects as a need or desire

*Thank you. I found this very useful and it will certainly help develop my leadership ability.*

*Thank you for being real, for being honest and making me feel that actually I am good enough.*

*Thank you - it was clear and felt relevant & personal to the group*

**Autumn** Thursday 13th November 2025

**Spring** Thursday 5th February 2026

**Summer** Thursday 7th May 2026

2pm – 4pm

Venue: ONLINE

Cost: £60 per session

Click  
here



# Secondary History and Geography Conference

Following the curriculum review and specification change, stay abreast of the changes and make informed curriculum and specification choices with the aid of this informative conference. Representatives from the major exam board will be present to respond to questions and provide their insights. This is not to be missed.

## Context

- Welcome and overview of the conference goals and objectives
- Context-setting: Francis Report & lifetime of the current specs; current DfE criteria for history and geography GCSE

## Key principles for choosing an exam board:

- Curriculum alignment
- Assessment style and structure
- Resources and support provided
- Feedback and marking reliability
- Specific focus on history and geography, including potential challenges and opportunities.

## Subject-specific exam board selection session

- Practical tips and strategies for selecting an exam board for GCSE history
- Discuss specific considerations for departments when evaluating options

## Roundtable discussions

- Small, interactive groups to share feedback, concerns, and preferences on exam board options
- Open forum for sharing challenges and best practices across subject areas

## Q&A Session

Q&A with representatives from Edexcel, AQA, and OCR (history group chaired by Catherine).

**Monday 26th January 2026**  
**9.30am – 3pm**

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

Cost: £125



**Course Leader**  
Catherine Priggs

Facilitator: Catherine has worked as a history teacher, Subject Leader for History, Senior Leader, Director of Teaching School, and Director of CPD for a Teaching School Hub. Catherine is heavily involved in history education and works extensively with the Historical Association (HA): she is a member of the HA's Secondary Committee, a Quality Mark Assessor, and leads professional development for the HA, including the 'Subject Leader Development Programme'.

She is a Senior Assessor for leading UK-based and international exam boards. Catherine regularly presents at conferences and delivers professional development. She has contributed to the journal 'Teaching History', authors history textbooks and educational pieces, including *Secondary History in Action* – part of Tom Sherrington's 'In Action' series for John Catt – alongside Elizabeth Carr, David Hibbert, and Hugh Richards.

# Reimagining Masculinity in Schools

## A Day with Matt Pinkett



Course Leader  
Matt Pinkett



"We had Ofsted this week and the students talked to inspectors about your anti-misogyny training. Inspectors were impressed!"

"I found him very inspiring and thought his research was brilliant. He highlighted so many things that I'm guilty of doing when teaching boys."

"Matt's style was lively and made the session really enjoyable. He shared real-life stories that showed the challenges boys face in school and gave us practical advice to help them out."

Join best-selling author and educator Matt Pinkett (*Boys Don't Try?*, *Boys Do Cry*) for a powerful, practical, and provocative day of CPD focused on improving outcomes for boys – and challenging the narratives that hold them back.

This is a **conference for teachers, by a teacher** – rooted in classroom experience, evidence-based strategies, and a deep understanding of the complex cultural forces shaping boys today.

Through a series of engaging sessions, Matt will explore:

- **Raising Boys' Attainment:** Addressing barriers to academic engagement
- **Tackling Misogyny:** Understanding and confronting sexist attitudes in schools
- **The Manosphere and Incel Culture:** What teachers need to know
- **Improving Boys' Mental Health:** Creating environments where boys can be vulnerable and thrive

You'll leave with practical strategies, nuanced insight, and a renewed sense of purpose in your work with boys.

### THIS CONFERENCE WILL HELP YOU ANSWER:

- Why are so many boys struggling – academically, emotionally, and socially?
- How can we challenge misogyny without pushing boys away?
- What exactly is the "manosphere" – and how is it shaping the boys we teach?
- What role do schools play in addressing toxic masculinity?
- How can we support boys to express emotion, seek help, and be kind?
- What does a *realistic, hopeful, and constructive* approach to boys' education look like?

This is essential CPD for any educator working with boys – and anyone committed to creating a more equitable, compassionate school culture.

This whole day session will cover topics including Raising Attainment in Boys, Supporting Boys' Mental Health, Prevent and Misogyny.



**Monday 19th January 2026**  
**10am – 3pm**

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

**Cost:** £99

Click  
here

