



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.42 Dec 25/Jan 26



DECEMBER/ JANUARY NEWS

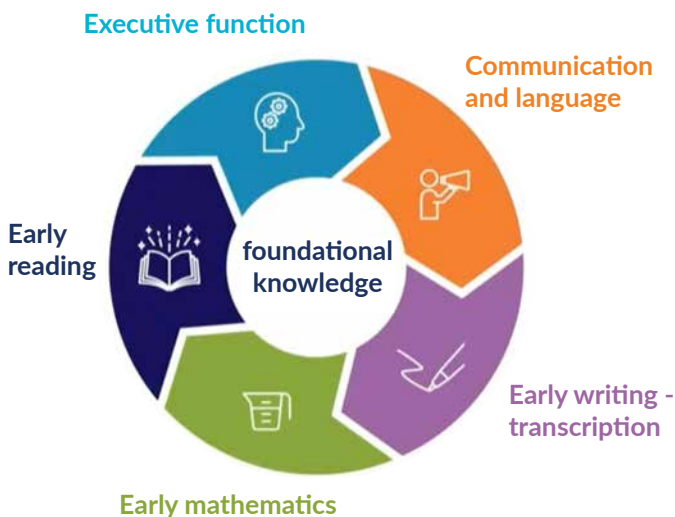
Is it really December? Where did the term go?

We hope that you have managed to have a successful term so far as we head into the festive season. We have outlined a number of updates to share with you around the landscape of professional development.

Please do not hesitate to reach out if there is anything that you would like to share.

Early Years

What is foundational knowledge?



Adult Interactions

It is acknowledged in education that adult interaction is critical. Within the early years this is a vital component. This document supports all adults to fully understand this and enhance their approach.

Self Regulation and Executive Function


Self regulation and executive function are critical components of the Early Years. Here is a document to support this area more fully.

A Language-Rich Environment

What does this mean?
Find out more here:



Curriculum Review

The Curriculum Review has been published which presents an important opportunity to consider what our individual school curriculum should look like. 

A useful synopsis here: 

As you are aware, there are a number of aspects identified within the review classed as 'evolutionary rather than revolutionary' changes.

A full refresh of the national curriculum is likely over the next few years, with first teaching of revised programmes possibly from September 2028 in many cases.


What schools should do:

- **Schools should maintain *what is working* (strong subjects, effective teaching) but expect changes ahead:** updated curriculum content, changes in assessments, new guidance.
- **Professional development, curriculum planning and resource review will be important:** teachers will need support to embed new content (e.g., oracy, digital/AI literacy).
- **Curriculum design in schools may shift:** more flexibility for local adaptation, but also ensuring the national entitlement is delivered.
- **For school leaders:** managing change will be key – balancing innovation with stability, supporting staff through transitions and keeping students' learning experience consistent.
- **For governors/trustees:** oversight of curriculum and assessment changes will become more significant; ensuring workload/implementation risks are considered.

Adaptive Teaching Approaches

A powerpoint has been created of adaptive teaching approaches. Aspects of this may be beneficial for staff meetings and professional development input.


@TeacherToolkit


See the powerpoint here: 





The Writing Framework

Recording: Writing Key Messages for System Leaders 


English Hubs Webinar 1: Writing Framework Key Messages for Subject Leads and Class Teachers 

English Hubs Webinar 2: The Leadership and Management of Writing: Creating a Multi-Year Plan 


English Hubs Webinar 3: The Importance of Reception 

English Hubs Webinar 4: Transcription 

Wed 28th Jan 2026
3.30pm - 4.30pm


English Hubs Webinar 5: Composition 

Wed 25th Feb 2026
3.30pm - 4.30pm

English Hubs Webinar 6: Pupils who need the most support 

Wed 25th Mar 2026
3.30pm - 4.30pm

The Writing Audit

A Word document can be found here 


Addressing Work Refusal in the Classroom

As educators grapple with the silent protest of student work refusal, research illuminates the underlying causes—and possible solutions.

Read on here: 

Podcast Pupil Premium Strategy


The new EEF podcast identifies ways of sustaining your pupil premium strategy.

Do not miss the content here: 

AI and Learning: A new Chapter for Students and Educators


Here are two articles outlining the potential of AI in education.  

Ofsted Inspection Toolkit

As you are aware, the new Ofsted toolkit has landed! 

The significant focus on inclusion, early years and attendance should not be overlooked! There are self evaluation tools to help you on this journey.

Ofsted - The New Era

Within the article it explains the Ofsted changes and the implications. It outlines what you need to be aware of, what you might need to adjust, and how you can turn what might feel like risk (less opportunity to triangulate via deep-dives) into strategic advantage. 

Expected Standard 

Expected and Strong 

All Statements 

The National Literacy Trust

An article has been released around the English part of the curriculum review.

Read more here: 


DfE White Paper

In October, the department published the Post-16 education and skills white paper. The Schools white paper is expected in the new year, and the DfE will share further details with you as soon as they are available.

You can read the white paper at: 

Teacher Reference Group

The DfE are recruiting to their Teacher Reference Group. The Teacher Reference Group advises on the potential impact of policies on primary and secondary education, including any barriers to implementation. They are currently looking for committed primary and secondary school teachers who would like to join the next cohort of our Teacher Reference Group. Membership terms for successful candidates will begin in Spring 2026. Applications are open until 23:59 on Monday 8th December.

You can find out more here: 


New L.E.A.D. Active Website

www.leadactive.co.uk

L.E.A.D. Professional Development is proud of the positive feedback and engagement from schools about the new website, which replaces the use of IRIS Connect. Within the secure area, colleagues who have been trained in Active Number, Active English or Active Spelling can access lesson resources, exemplar videos, subject knowledge development resources and subject leader documentation. If you or your school are yet to access this website, please email admin@leadtshub.co.uk and we will be able to support you with this.



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: 

Spotlight and Celebration!

On Friday 24th October 2025, educators from across South Lincolnshire gathered at Springfields Event and Conference Centre for a day of professional development and collaboration. The South Lincolnshire Teaching and Learning Conference (SLTLC) brought nearly 400 colleagues together for this annual event, now in its third year.




The conference featured sessions built around three key themes: artificial intelligence in education, effective assessment, and student agency. Delegates were given practical ideas and enjoyed thought provoking presentations from four outstanding speakers:

- Ben Merritt and Rob Robson explored the transformative potential of AI in education.
- Catherine Priggs challenged how we think about assessment to measure progress and support learning.
- Martin Griffin covered the empowerment of learners to take ownership of their educational journey and develop student agency.

The atmosphere was positive throughout the day and built upon relationships forged in the first two years across the family of schools. The core aim of the conference is to 'develop together' and reinforce the power of collaboration with shared purpose. The success and momentum of this year's conference will no doubt be built upon again going into 2026.

EEF Metacognition & Regulated Learning Guide

This guidance report reviews the best available research to offer teachers and senior leaders practical advice on the most effective strategies for supporting pupils to develop their metacognitive skills and knowledge. The report has recommendations in seven areas and examples of what the strategies might look like in the classroom. You can access it here: 

Equality, Diversity & Inclusion

Please find a copy of the latest EDI newsletter for December 



The EDI Calendar

[CLICK HERE](#)



ITT

Strategic Recruitment Strategy

**As a school, how are you strengthening your recruitment strategy?
Are you finding it challenging to recruit to positions in your setting?**

A talent pipeline by investing in Initial Teacher Training (ITT) trainees as a core component of the recruitment strategy is essential. By welcoming trainees into classrooms, it provides hands-on experience, expert mentoring, and opportunities to develop confidence within your school culture. This approach not only supports trainees on their journey to qualified teacher status but also enables you to identify and nurture future staff who already understand your values, systems, and pupils' needs. As a result, you can build a sustainable workforce of skilled, motivated teachers who are well-placed to make an immediate impact.

To find out more, contact any of the following providers:



scittenquiries@prioryacademies.co.uk



**Lincoln Bishop
University**

vicki.walker@lincolnbishop.ac.uk

**Educate
Group**

itt@educate-group.co.uk



**Exchange
Teacher Training**

info@exchangeteachertraining.com

**T Teach
First**

[Click here for contact form](#)

Initial Teacher Training (ITT) financial incentives 2026/27

The DfE has announced the financial incentives for ITT courses starting in academic year 2026/27, including:

Tax-free bursaries of £29,000 in chemistry, computing, mathematics and physics; £20,000 for design & technology and languages; and £5,000 in biology and geography

Scholarships worth £31,000 tax-free for chemistry, computing, and physics; and £22,000 for French, German and Spanish

Bursaries and scholarships to all non-UK national trainees in languages and physics

For the first time, providers offering the Postgraduate Teaching Apprenticeship will be able to access grant funding equivalent to the bursary in all subjects which attract a bursary. We are also continuing to offer grant funding for up to 150 mathematics trainees completing a Teacher Degree Apprenticeship (TDA).

Full details are available at:  [Please do share this with schools in your areas.](#)



ECTE Funding

Registration requirement for ECTE grant funding: As you will know from previous communications, from September 2025, all settings eligible for the ECTE grant funding **must** now register on the DfE's Manage Training For Early Career Teachers Service. This marks a change from previous years – registration is now mandatory for all eligible settings, **including those running school-led training programmes.**



A list of all settings eligible for grant funding can be found here:

ECTP Events

This term sees the launch of our Early Career Training Program (ECTP) ECT events.

The Department for Education (DfE) recognises oracy as crucial for a child's development and success in later life, emphasising its importance for academic achievement and employability. Oracy skills, which include speaking, listening, and articulating ideas, are considered foundational to literacy and are a key part of the National Curriculum. An element of the ECTP training focuses on Oracy in line with the additional Initial Teacher Training Early Career Framework statements on Oracy:.

Learn that:

4.7 High quality classroom talk (sometimes referred to as oracy), can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.

Learn how to:

Stimulate pupil thinking and check for understanding, by:

4.m Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). Elaborate on and query pupil contributions to support pupils' oral language skills, and knowledge development.

4.n Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.

The following article further defines Oracy and further examines the multidimensions of Oracy including referencing The Oracy Skills Framework (OSF) which specifies the various skills young people need to develop to deal with a range of different talk situations.



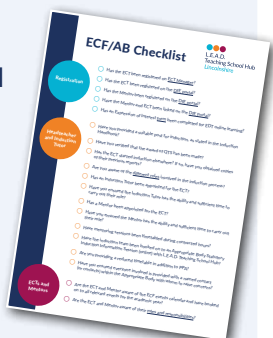
Thank you for registering your ECTs with us. We look forward to fulfilling our role as the Appropriate Body and primary point of contact, providing any further support required. We are now accepting registrations for ECTs who will begin their Statutory Induction in January 2026.

Registration – January Starters

If you have an ECT starting in January 2026, steps for registration can be found here – please contact the AB team if you have any queries about registration.



We have also created a useful checklist with the information you will need for registration.



Statutory Induction Information Events

For Induction Tutors and Headteachers

Thursday 22nd January 2025, 3.45pm - 4.30pm

This session is most appropriate for Induction Tutors, who are responsible for overseeing the Induction process, and ECTs. To book onto this session please log onto ECT Manager and look under 'booked courses'.

For Mentors and ECTs

Thursday 29th January 2025, 3.45pm - 4.30pm

This session is most appropriate for Mentors and ECTs to understand more about the Statutory Information during induction. If you are an **ECT** please log onto ECT Manager and look under 'booked courses' to book this session.

If you are a **mentor** please book onto this session using the link here.



Please note: You only need to attend Statutory Induction once an academic year. If you attended the Statutory Induction Session in September, or watched the online recording, you do not need to attend the January Statutory Induction.



A Busy and Inspiring Start to Our 2025–2026 NPQ Cohorts

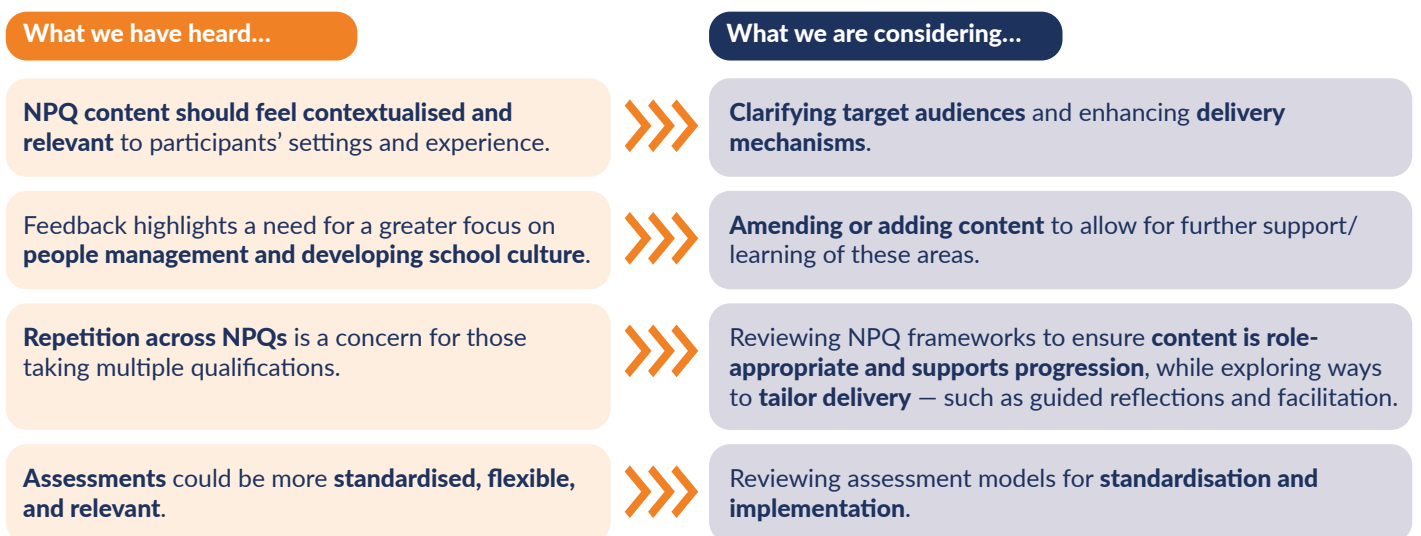
November has been an energising month as we officially launched our **2025–2026 NPQ cohorts**. We are thrilled to be offering the **full suite of NPQs**, supported by a **fantastic team of skilled and passionate facilitators**. The enthusiasm, engagement, and commitment shown by our programme members (all 140 of you who attended!) has set the tone for an exciting year ahead.

For those commencing the NPQ – Please see below our TOP TIPS for how to make the most of this CPD opportunity in these early stages:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Timetable intime after the session to complete your reflections. | <ul style="list-style-type: none"> • For face to face sessions, give ample time to get to the venue |
| <ul style="list-style-type: none"> • Keep in contact with your sponsor to explore opportunities for practical implementation of the theory learned within your settings. | <ul style="list-style-type: none"> • For online sessions, check the tech before hand. Allocate time in case there are any issues with cameras/sound/internet connection etc. |
| <ul style="list-style-type: none"> • Make the most of your cohort – these could be connections for life. | <ul style="list-style-type: none"> • Calendar in all the dates so there are no surprises! |
| <ul style="list-style-type: none"> • Reach out to the Teaching School Hub with any questions – we are here to support you and help make the process as simple as possible! | <ul style="list-style-type: none"> • Be brave, and be honest – throw yourself into discussions – you won’t get this chance again! |

DfE NPQ Call for Evidence Continues

Thanks to those of you who made time in your busy schedules to attend the NPQ DfE Webinar for Leaders that we publicised in our previous newsletter. It was great to hear a summary of sector feedback so far, and the DfE thinking in response to this. The diagram below captures this:



Please note that the DfE aim to publish a call for evidence for the remaining NPQs in December 2025. As well as being able to submit evidence sources, you will be able to submit general feedback and insights on the full NPQ suite.

The DfE are keen to hear and consider all thoughts and responses, so please do submit a response. When details of how to sign up are released, we will communicate this with you.

Teach First Online Survey

Teach First have been hosting live events to connect with Teaching School Hubs and key stakeholders, but they are keen to get a wider range of voices hear. Your feedback will play a vital role in shaping their future direction and ensuring their work continues to make the biggest possible impact for schools, teachers, and pupils.



The survey is aimed at anyone who has engaged with Teach First. It will close on **Monday 8th December**. Please take 10 minutes to share your thoughts and encourage other stakeholders in your network to do the same.



NPQH & NPQSL Leadership Conference – A Resounding Success

This month also saw the successful delivery of our **NPQH and NPQSL Leadership Conference**.

The day was filled with thought-provoking sessions, expert-led workshops, and invaluable opportunities for collaboration.

Programme Members rated the day as

Very Good
94.29%

Good
100%

Here are some of the **brilliant reflections** shared by programme members:

Feedback Highlights

“Excellent delivery, led by experts.”

“Excellent engaging sessions. Loved the shared experiences. Great opportunities to network and collaborate.”

“Great delivery and useful to hear a variety of voices from various facilitators.”

“The head teacher was brilliant – open and honest (refreshing).”

“The head teacher was great to hear – really insightful to hear from someone currently in post.”

“Very clear, informative and eloquent. I feel I’ve learnt a lot without feeling overwhelmed.”

“Excellent delivery and thought-provoking.”

“HR input around investigations was superb. Great to hear about another aspect of the job that often lacks training. Thank you.”

“Brilliant to hear from the speaker regarding conducting investigations.”

“Absolutely brilliant.”

These comments reflect not only the expertise of our facilitators but also the strength of our professional community.

Meet the Team Continued!

So far, our newsletters have featured Donna, the NPQ Administration Lead, Catherine Stratton and Lesley Coulthurst who facilitate on our programmes and Colette Duggan, NPQ Lead. This month, we are excited to tell you a little more about **Ria Lane** who will be facilitating on NPQ Leading Literacy:

Ria brings a deep commitment to supporting school improvement, with a particular passion for English. With a wealth of experience leading English across primary settings, she has supported countless leaders in strengthening their curriculum, enhancing pedagogy, and improving outcomes for pupils. She has also led a project across Lincolnshire for the local authority, focused on developing Early Language, Vocabulary and Fluency in EYFS and KS1, supporting schools to embed strong foundations for communication and early reading.

Alongside her NPQ facilitation, Ria also delivers training for the English Hub, specialising in developing reading fluency. Her strong knowledge of children’s literature supports her work, ensuring that reading is both purposeful and joyful for pupils.

Over the past three years, Ria has found it a privilege to deliver the NPQLL. She particularly values the opportunity to share research-informed practice to elevate the role of English leadership and to build collaborative communities where leaders learn from one another’s experiences across diverse contexts. Ria is motivated by empowering leaders to make meaningful, sustainable change in their schools.

This year, Ria is excited to be extending her facilitation role to include the NPQSL, and she looks forward to meeting new participants, hearing your stories, and supporting your leadership journey.



Looking Ahead

As we move into the next phase of the year and approach the Christmas break, we look forward to:

- Deepening professional learning across all NPQ programmes
- Continuing to offer high-quality, expert-led leadership development
- Creating more opportunities for collaboration, reflection, and shared leadership practice

Thank you to all participants, facilitators, and colleagues who have helped make this launch month a success.

Curriculum HUBS



English Hub



English Hubs

Witham St Hughs English Hub

We are incredibly exciting to promote 2026 as the Year of Reading.

The National Literacy Trust are working closely with the DfE to deliver a year-long support offer to schools, to support schools to build and enhance reading for pleasure cultures.

The theme is 'Go All In' - inspiring people across the nation to discover that whatever they're passionate about, there's a book for it. Whether that be football, music, gaming or something else entirely, we want to help them dive deeper through reading. If you're into it, read into it.



Working with the National Literacy Trust and their partners, the DfE are bringing you a full year of engaging events, practical resources and expert support - all designed to make reading come alive in your classroom. The programme has been tailored with dedicated support and resources for early years, primary and secondary phases, all led by experts.

Every half-term, you and your class can join 'Go All In Together' live broadcast events featuring nationally renowned authors and celebrities. Alongside this, you'll have access to expert-led webinars and opportunities to attend inspiring in-person events. These resources are designed to support your lessons and conversations around reading.

Whether you dip in occasionally or engage with the full programme, everything is here to help you bring reading to life in a way that suits your classroom, without adding to your workload.

Dates and sign-up details are coming soon.

We do encourage schools to register on the website to be kept informed. You can watch the National Literacy Trust video for your phase to find out more about the National Year of Reading.

Register your interest here to be kept up to date:



Overview



EYS



Primary



Secondary

FREE Secondary CPD - Unlocking Reading

FFT and the DfE are launching a new CPD programme in January 2026 to support struggling readers in secondary schools. This programme will be available to all secondary schools and offers flexible training pathways tailored to a wide range of staff, including teachers, senior leaders, and teaching assistants. The website for the programme is now live:

Register your interest here:



Secondary Pilot

Our Secondary Reading Pilot is well underway. We have met twice with our fantastic working party and Secondary audits are well underway. It is great to explore the varying approaches to reading across our secondary schools, and we are excited by the potential of further collaboration between audit schools. We look forward to sharing case studies as the pilot year develops.

Spotlight on: Louth Academy

We are so privileged to engage with a wide range of schools, and witness the great practice. In this article, Chloe Baker from Louth Academy gives an insight into how international collaboration has helped them to reflect on their practice.



Virtual Author Visits

Please see our **FREE** virtual author sessions for 2025/26 below. Sign up using the QR codes.



Joshua Seigal
(Nursery, Reception & KS1)



Wednesday 12th
November 2025
1.30pm - 2.30pm



Lucy Walters
(Reception & KS1)



Monday 26th
January 2026
1.30pm - 2.30pm



Michael Rosen
(Reception & KS1)



Tuesday 3rd
March 2026
10am - 10.30am



Michael Rosen
(KS2)



Tuesday 3rd
March 2026
10.45am - 11.30am



Matt Goodfellow
(KS2)



Thursday 7th
May 2026
1.30pm - 2.30pm



Bethany Walker
(KS2)



Monday 18th
May 2026
1.30pm - 2.30pm



Why not See Practice in Action for Free?



Schools across Lincolnshire are hosting free open mornings to share their practice, tools, routines and their journey.



Aim: An opportunity for leaders to:

Inspire

Explore

Reflect

Collaborate

Click on the area below to see the list of dates available and book your slot.



Early
Years



Reading
Post Phonics



Writing



SEND



Small
Schools



Behaviour &
Attendance

There are limited spaces available

Want to find out more about Mastering Number Key Stage 2?

Erica McGinley, our Mastering Number KS2 Work Group Lead, explains the importance and content of the programme.

Throughout the year pupils have learnt new facts and have explored the relationships between factors and associated products. They have consolidated the multiplication facts from previous years and practised those that they are less secure in.

The expectation is that two facts are learnt per week, and that all facts are known and can be retrieved in any order by pupils. This is done as an oral rehearsal and response. We want pupils to have confident recall rather than deriving facts and then possibly making errors.

Multiplicative structures are explored and made explicit throughout the programme, commutative, distributive and associative properties are all used to support pupils understanding. This helps pupils to make connections and solve calculations, pupils are familiar with arrays and unitising counters to show these properties. This supports pupils to use quick and efficient strategies when solving more complex questions.

These images show two examples of how pupils are prompted to see the structure and connections in their multiplication facts.

The relationship between multiplication and division is also explored. Pupils are able to connect multiplication and division equations, knowing that the product in a multiplication equation is equivalent to the dividend in the corresponding division equation. They will also explore scaling and fractions.

Feedback from participants includes:

“Children are using the stem sentences and language much more, they use factor factor product. They talk to each other much more”

“We are seeing it in the main maths lessons, they are more confident at using their facts”

“The children love the going for gold (practice flash cards), they even want to do it in wet play!”

Fully funded

Specialist Knowledge for Teaching Mathematics (SKTM)

Core Maths Teachers

Support for teachers who are new to teaching Core Maths

What is involved?

This programme supports teachers in developing specialist knowledge for teaching Core Maths and increases their confidence in teaching the course. The programme forms part of the overall Advanced Mathematics Support Programme (AMSP) and Maths Hubs Core Maths professional development offer.

The principal focus is on Core Maths subject knowledge and pedagogy, and the programme will be based on six key themes: Applying Fermi Estimation and Modelling; Exploring Statistics; Making Sense of Finance; Using the Pre-release Materials; Developing Critical Analysis; and Creating Contextualised Activities.

Who can take part?

This programme is for teachers who are in their first two years of teaching Core Maths and are teaching a Core Maths class during the academic year 2025/26.

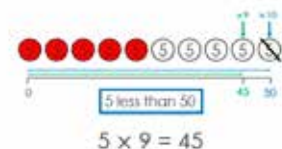
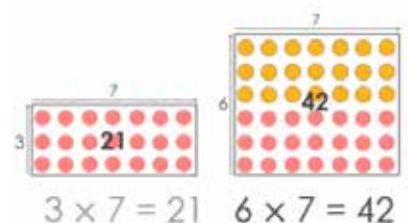
Find out more
Search SKTM core maths online or contact your local Maths Hub

Benefits

- Your students will gain raised awareness of the use of maths and statistics in everyday life
- You will plan lessons/sequences of lessons to promote student understanding, confidence, and progress
- You will understand the philosophy of Core Maths, with its approach to maths through contextualised problem-solving
- You will understand how online learning and technology can be used to support Core Maths teaching

This programme, run by the Maths Hubs Programme, in partnership with the AMSP, is free to participating schools.

CLICK HERE TO BOOK



Using Lego Play to Nurture Wellbeing

This is an intervention that offers educators a targeted way of supporting pupils who are vulnerable and who may also present with complex Social, Emotional and Mental Health (SEMH) needs. Using Lego, this approach helps key adults to be playful and interactive in order to improve a range of social-emotional skills with the aim of promoting positive mental health and wellbeing.

This training is suitable for Primary and Secondary contexts and will be ideal for any educators who are involved in supporting individual or groups of pupils who need some additional nurturing and support with building relationships.

Tuesday 20th January 2026

9.30am – 12.30pm

Venue: LEARN SEND Hub

Audience: Primary and Secondary Teachers and Teaching Assistants

Cost: £100



Meeting Complex Needs in the Early Years

This half day training aims to:

- raise awareness of the particular difficulties experienced by children with a range of complex needs who may be struggling to access the EYFS curriculum;
- develop confidence and expertise in meeting the complex needs of these children within their EYFS mainstream settings.

Wednesday 21st January 2026

9.30am – 12.30pm

Venue: LEARN SEND Hub

Audience: Early Years and Foundation Stage practitioners

Cost: £100



Positive Behaviour Management - Team Teach – Level 1

Our Positive Behaviour Management Level One course is designed for individuals operating in low-risk service settings.

This one-day course equips participants with simple de-escalation strategies and basic positive handling techniques to effectively manage challenging behaviour and foster positive relationships within their working environment.

Tuesday 27th January 2026

9am – 3.30pm

Venue: LEARN SEND Hub

Audience: Mainstream settings with low incidence rates

Cost: £115



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

Support pupils with Social, Emotional, and Mental Health (SEMH) needs.

Join us for an insightful and practical training day designed to deepen your understanding of pupil behaviour and equip you with effective strategies to foster a positive, inclusive learning environment.

Thursday 22nd January 2026

9am – 3.30pm

Venue: LEARN SEND Hub

Audience: All


Cost: £125



We're delighted to announce that brand-new CPD for primary schools is now available on the CEC Academy!

Your development: CPD designed just for you

Our 'Getting started with Career-related Learning in Primary' CPD course helps educators bring career-related learning to life in meaningful and age-appropriate ways. It showcases practical strategies and real-life examples to connect learning to real-world experiences, challenge stereotypes and build your confidence in embedding career-related learning across the curriculum.


This refreshed CPD course is informed by and builds on the CPD Teach First developed for CEC's Start Small; Dream Big primary pilot and contains updates shaped by findings from the final report. 

START THE TRAINING TODAY



Training on how to embed careers in the curriculum

There was a 43% increase in teachers embedding careers in the curriculum as part of CEC's Start Small; Dream Big primary pilot.

New CPD, developed in partnership with the PSHE Association is now available to support you to embed careers into your PSHE curriculum. 

START THE TRAINING TODAY



Together, these resources are designed to help you bring career-related learning to life in your school, supporting staff confidence and pupil engagement from the earliest stages.





This month's opportunity for professional development

Click on your chosen programme below to book



Tuesday 2nd December
Developing a Progressive Writing Curriculum



Friday 5th December
Ofsted Report Card Spotlight: Inclusion That Embraces Every Learner



Thursday 8th January
Leading the Early Years in the Current Climate



Friday 9th January
Ofsted Report Card Spotlight: Attendance Matters - Every Day Counts



Tuesday 13th January
Sharing Practice: Writing
Witham St Hughs Academy



Wednesday 14th January
Sharing Practice: Writing
Church Lane Primary School



Wednesday 14th January
Sharing Practice: Reading Post Phonics
St Nicholas CE Primary School



Wednesday 14th January
Sharing Practice: Early Years
Alford Primary School



Wednesday 14th January
Sharing Practice: Early Years
Ling Moor Priory Academy



Wednesday 14th January
Sharing Practice: SEND in the Mainstream
Grimoldby



Wednesday 14th January
Grammar: Knowledge, Pedagogy and Practice



Thursday 15th January
Sharing Practice
Tydd St Mary CofE Primary



Thursday 15th January
Sharing Practice: SEND in the Mainstream
St Peter at Gowts CofE Primary



Thursday 15th January
Adult Mental Health Aware



Monday 19th January
Reimagining Masculinity in Schools - A Day with Matt Pinkett



Tuesday 20th January
Active English Open Morning



Tuesday 20th January
Subject Leader
Network: PE



Tuesday 20th January
Mental Health Skills
for Managers



Wednesday 21st January
Sharing Practice:
Small School Visits
 Digby the Tedder Primary School



Wednesday 21st January
Sharing Practice:
Small School Visits
 Denton CofE Primary



Thursday 22nd January
Subject Leader Network:
Primary EAL



Thursday 22nd January
HR for Line Managers



Friday 23rd January
Ofsted Report Card
Spotlight: Crafting
a Curriculum That
Inspires Excellence



Monday 26th January
Secondary History and
Geography Conference



Tuesday 27th January
Active Spelling
Open Morning



Tuesday 27th January
Unlocking Every Reader



Wednesday 28th January
Youth Mental Health
Aware

Click on
 your chosen
 programme
 to book



**Missed
 an issue?**

View previous issues
 of the newsletter



www.leadtshublincs.co.uk

Secondary History and Geography Conference

Following the release of the Curriculum and Assessment Review, 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.



Click here

Context

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

Key principles for choosing an exam board:

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

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, Pearson, and OCR

Monday 26th January 2026 9.30am – 3pm

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.



Course Leader

Dr Rebecca Kitchen

Rebecca Kitchen is Head of Professional Development at the Geographical Association, the leading subject association for all teachers of geography. Becky taught for sixteen years at Aylesbury High School before taking up the position of Secondary Curriculum Leader at the Geographical Association in September 2015. She has since become a member of the Senior Leadership Team at the GA and taken on the role of Head of Professional Development. During her time as Head of Geography, the department achieved the Secondary Geography Quality Mark Centre of Excellence on three occasions. Becky was also awarded the Royal Geographical Society Ordnance Survey Award for excellence in teaching geography in 2009 and the Geographical Association Award for excellence in leading geography in 2014. Becky has significant experience in designing and leading CPD courses and has also written a range of educational resources including the series Discover Geography for Collins and textbooks for the GCSE, IGCSE, A level and International A level qualifications.

We are also excited to have representation from:

Katie Hall, Subject Lead - History and Politics, AQA

Stacey Hill, Subject Lead - Geography, AQA

Will Goodfellow, Lead Product Manager, History, Hachette Learning

Laura Westcott, Senior Qualification Manager, Humanities, Pearson

Mark Anstee, Product Manager, History and Politics, Pearson

Richard Kerridge, Subject Advisor, History, OCR

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.

L.E.A.D.
Professional Development

Monday 19th January 2026
10am – 3pm

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

Cost: £99

Click
here



Understanding Handwriting Development: Practical Strategies for the Classroom

Course Overview

This course is suitable for all mainstream primary teaching staff: Teachers, Teaching Assistants, SENCO's who are looking to improve their knowledge, skills and awareness of handwriting difficulties in children. This course will offer strategies to support with this including information on fine motor skills, gross motor skills, and core stability.

The course is designed to inform staff on how best to support children on developing handwriting skills but please note this is not focusing on specific handwriting schemes or styles.



Objectives

- To educate mainstream teaching staff on the complexity of handwriting and the foundations required to achieve this skill.
- Highlight causes of difficulties, identify when and why a child is struggling and have the knowledge to offer simple solutions for all children.
- Appreciate the impact of the child's handwriting difficulties on their academic performance and self-esteem.
- To identify appropriate strategies to support with the development of handwriting skills.

Monday 19th January 2026

9.30am to approximately 1pm-1.30pm

Beech House, Witham Park, Waterside South, Lincoln LN5 7JH

£75 per person

Cancellations accepted until 48 hours prior to the course only. Cancellation within 48 hours will incur full course fees.

For more information or to book on to this course please click here:



L.E.A.D.

Professional Development

Opportunity for secondary schools to participate in a fully funded programme to support the mental health and wellbeing of their Year 7 pupils.

Partnership for Children are a UK and international charity who develop programmes for teachers to teach and reinforce all aspects of personal, social and emotional development.

This funded project provides training and support for schools to deliver the SPARK Resilience programme.

SPARK Resilience is an initiative designed for 10–12-year-olds to build emotional resilience and coping skills. It combines elements of cognitive behavioural therapy (CBT), mindfulness and positive psychology to help children manage emotions, challenge negative thoughts and develop personal strengths. Delivered through 10 structured sessions, the programme uses creative tools to teach students how to reframe challenges and build confidence. Evaluations of the original programme found it was effective in boosting resilience and preventing depression.

More information can be found about the programme including resources and evaluative summaries can be found here:



Training will take place in February 2026.

For further information please contact Jayne Carter Programme Development Lead Jayne.Carter@partnershipforchildren.org.uk

