



L.E.A.D. Professional Development

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'WORKING IN PARTNERSHIP, ACHIEVING THE HIGHEST OUTCOMES FOR ALL' Issue No.45 April/May 2026

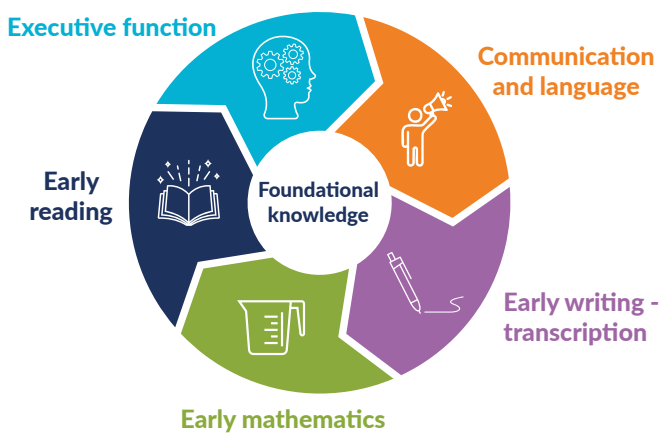


APRIL/MAY NEWS

Leadership Briefings

'How to Effectively Implement Responsive Teaching and Foundational Knowledge'

(Primary and Secondary Colleagues together)



It was great to see so many of you at the Leadership Briefing last term. We hope that the content was beneficial. The powerpoint and content can be found on the padlet.

As you are aware, the summer term content will focus on complaints so please do come forward if you have any useful tools, resources or ideas around this topic area.



Transition

As you are aware, the Partnership of Schools Group are undertaking a piece of work around transition. To capture the views of Lincolnshire children, it would be really beneficial to have feedback.

Please do encourage a small group of pupils to complete the survey as shared in the briefings.

For Primary pupils

For Secondary pupils

Assessing 'competence' and '21st century skills': Challenges and ways forward

Within the leadership briefing, the assessment of executive function skills was discussed. Here is an article that unpicks this further:

Read more here

Research Projects: National Institute of Teaching

The National Institute of Teaching has been undergoing a range of research in relation to shaping CPD and teacher training practices. To find out more about these projects or contribute to them, please follow the link.



Mathematics: Talk for Maths

Following the theme of oracy, have you seen the talk for maths benchmark document?

There are a number of tools to support development in this area of the curriculum.



Equally, here is a document to support the best practice for embedding oracy in maths classrooms.



East Midlands East Maths Hub have appointed an Equity Oracy Lead (Erica McGinley) who is working with the Local Leaders of Maths Education to develop Oracy across all of our Work Groups. The Primary Teaching for Mastery Work Group has an Oracy focused option group and we are looking to develop similar for Secondary in 2026-2027. If you are interested in engaging in our Oracy focus themes then please email enquiries@ememathshub.org.

MATHEMATICS

The First Mathematics Challenge (FMC)

This runs between the 8th and 19th June and has been specifically created to give all pupils, UK and worldwide aged between 7-9, the opportunity to take part in Mathematical Challenges. There are 20 multiple-choice questions in this Challenge. The questions will begin with easier ones to boost the students' confidence in their abilities and gradually increase in difficulty. Students will have 45 minutes to complete all the questions. They can use as much scrap paper as they wish, but no calculators, rulers, or other aids are permitted. The questions will encourage pupils to approach problems logically. The online paper will be marked automatically and certificates will be available digitally. Certificates will be available to download. You can find out more about the challenge here:



Regardless of whether you want to enter the contest or not, the good people at FMC have made all of their past challenges available to download free-of-charge. They contain lots of great challenges which promote deeper thinking that could be used to extend children's learning. This link takes you to the past papers.



Please do visit the Maths Hub for more support and guidance around Mathematics:



The Dynamic Writing Sequence



The publication of the DfE's new Writing Framework has prompted many primary schools to review their practice – whether that means making some deep changes, or just making tweaks. In response to the framework, the CLPE have published *What We Know Works*, and *Writing for Pleasure* have published their own detailed [response](#). Read on to find out more from James Durran.



Education Records Now Available for Year 11 Pupils

Year 11 pupils in England can now get, view and share their digital education record if their school has chosen to take part. The DfE create each record using information from schools and exam bodies, including a pupil's name, date of birth, address, schools attended, official exam results and any support needs. Schools can use the Issue education records service to give pupils access to their record through the education record app. The app is free to download on Apple and Android devices.

Pupils can view their information in the app as soon as it is available. Exam results, including GCSEs, will appear when added to the learning records service. Pupils can share their record when they move to a further education institution or a training provider. The benefits for pupils are significant. The Education Record gives young people secure, digital access to their own education data. Put simply, it places their information in their pocket, ready to use, share, and rely on as they move into further education, apprenticeships, or employment. Pupils will have a single, trusted source of their verified information that they can control.

We are hosting webinars before and after the Easter break, and these will provide additional opportunities to ask questions, explore the service in more detail, and hear more about implementation.

Please use the following links to register on a date that suits you best.

Monday 13th April 3.15pm-4pm

Monday 20th April 2pm-2.45pm

Monday 27th April 3.15pm-4pm

Tuesday 5th May 3.15pm-4pm

Monday 11th May 2pm-2.45pm

Monday 18th May 3.15pm-4pm

Tuesday 26th May 2pm-2.45pm




Support Available in Early Years


Reception year is a pivotal stage in children's development, laying the foundations for their learning, wellbeing and long-term success. To support the government's ambition for 75% of children to reach a good level of development (GLD) by the end of reception year by 2028.

To support this, there are multiple aspects on the horizon. Firstly have you engaged with the **Reception Year Webinars?** 

Have you compared your **GLD data report**, which we made available to all schools, Trusts and LAs? 

Support on assessment

Online training materials to support EYFSP assessment (help for early years providers: EYFS profile assessment support), including new written information, bite-size videos and case studies. 

EYFSP content in Module 7 of the online early years child development training, plus more reception content to be added from Spring 2026. 

DfE Reception Networks



Reception Year Networks Programme

The Department has introduced the reception networks programme; a national RISE initiative aimed at improving the quality of reception year and support more children to begin school ready to thrive.

We are thrilled and want to congratulate the fact that two of the five schools awarded this status are from within Lincolnshire.

- Cotgrave Candeleby Lane School (Flying High Trust)
- Rowlatts Mead Primary Academy (The Mead Educational Trust)
- **St Thomas CofE Primary Academy** (Infinity Academies Trust)
- **Waddington All Saints Academy** (L.E.A.D. Academy Trust)
- Wootton Park School (Wootton Park Academy Trust)

What Reception Networks Offer

Each network is led by a lead school, selected for its strong and sustained reception outcomes. These schools will work with other schools in their area to:

- facilitate professional discussions about teaching, learning, and leadership in reception
- host open days and visits so peers can observe high quality reception practice
- share resources, tools, and approaches that help strengthen provision across the early years
- hold regular virtual network meetings to make collaboration accessible, flexible and open to all schools in the network

What This Means for Your School

Every primary school is invited to engage with its local reception network. Whether you're looking to strengthen practice, build confidence in reception leadership, or simply connect with colleagues facing similar challenges and opportunities, the network is here to support you.

The programme is designed for those leading reception as well as for strategic leaders and headteachers.

The dates for local schools and their offer can be found below.

DATES FOR OPEN DAYS

WADDINGTON ALL SAINTS

SUMMER TERM

Virtual Meetings - for Leaders & Reception Practitioners

Wednesday 20th May, 3.30pm

Wednesday 17th June, 3.30pm

Open Day visits - for Leaders & Reception Practitioners

Focus: Provision and Quality Adult Interactions

Tuesday 2nd June, 10am

Tuesday 16th June, 1.30pm

Thursday 25th June, 10am

To book, please visit our website www.all-saints.lincs.sch.uk or email office@waddingtonallsaintsacademy.co.uk

ST THOMAS C OF E PRIMARY ACADEMY

SUMMER TERM

Virtual Teams meetings open to Reception Colleagues and Leaders

Monday 18th May, 3.30pm-4.15pm

Monday 15th June, 3.30pm-4.15pm

Open Day sessions with a focus on Provision/ Adult Interactions and Vocabulary

Tuesday 19th May - 10am

Monday 2nd June - 1pm

Thursday 18th June - 10am

Contact BSTEnquiries@infinityacademies.co.uk to book.

Lincolnshire Local Authority Support for Reception Teachers

The DfE have launched a plan for Local Authorities to support **reception teachers** in carrying out the EYFS Profile assessment. The aim is to facilitate high quality assessment by sharing best practice, building practitioner confidence, and promoting consistency through addressing common misconceptions. The face-to-face summer term assessment support is endorsed by the DfE and led by the Local Authority. It is not a return to moderation.

Click on your chosen date/time using the password 'Agreement26' to book.

Monday 18th May, 9am-12pm

The Natural World Centre
Whisby Nature Park, Moor Lane,
Thorpe on the Hill, Lincoln LN6 9BW

Monday 18th May, 1pm-4pm

The Natural World Centre
Whisby Nature Park, Moor Lane,
Thorpe on the Hill, Lincoln LN6 9BW

Tuesday 19th May, 1pm-4pm

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

Wednesday 20th May, 1pm-4pm

The Barn Hotel
Toll Bar Road, Marston,
Grantham. NG32 2HT

Thursday 21st May, 1pm-4pm

Boston United Football Club
The Jakemans Community Stadium
Pilgrim Way, Wyberton, Boston PE21 7NE

Friday 22nd May, 1pm-4pm

Brackenborough Lakes Resort
Cordeaux Corner,
Louth LN11 0SZ

The following training will be available from Autumn term 2026:

- Communication and Language
- Personal, Social and Emotion Development
- Physical Development
- EYFS Profile for ECTs and teachers new to the EYFS
- EYFS Profile for new Headteachers and SLT members.
- Transition from YR to Y1

Supporting Reception Year: What Lies Ahead?

There is a range of support on offer in the Reception Year and more will be available in September 2026. We are excited to share what lies ahead....

Please read below or click on logos to find out more about each aspect available to you from September 2026.

Teaching School Hubs

From September 2026, the Teaching School Hub will be delivering a DfE programme with the aim of contributing to improved reception-year quality. This will be aimed at teachers in their third year of teaching with course content which demonstrates evidence-based pedagogical approaches to teaching reception and child development. This may involve a particular focus on improving universal practice so more children are supported to achieve a good level of development in foundational areas linked to the Early Years Foundation Stage prime areas. More about this will follow in the coming term.



English Hubs

They will be offering Audits from specialists, Early Years Medium Level support and targeted partner school support from September



Maths Hubs

They will be offering further Reception Year support with specialists available.



Stronger Practice Hubs

Based in the East Midlands, there will be support and resources available to support the Reception year in September.



Support Mechanisms for Reception

L.E.A.D. Professional Development is working hard behind the scenes to bring all parties offering Reception Year support in Lincolnshire together to support coherence and understanding for schools.

What does a good Early Years environment look like?



with Dr Alison Borthwick

Why not watch this video about the Early Years environment.



Inclusive Mainstream

Have you seen the latest documents and timelines in relation to inclusive mainstream provision?

Inclusive Mainstream Methodology 2026-2027

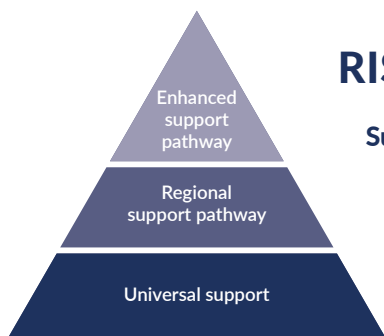


A Synopsis of the information

A useful synopsis of the direction of travel re inclusion



RISE Attendance and Behaviour Hubs



Support Offer: The hubs programme will have three core support pathways

Please see the information and links below to find out more about the programme.

More about the programme

Expression of interest to receive support

Resources to support attendance and behaviour

RISE East Midlands Universal Literacy Offer Literacy Support - EYFS to Key Stage 4 - Spring 2026

Funded by

The DfE have funded a project which is running during Spring 2026 and provides teachers and leaders in Early Years, KS1, KS2, KS3, KS4 and SEND settings with access to:

CPL

Leadership Support

Moderation

Resource Bank

Podcasts

This provision will be delivered by a partnership of literacy experts from the Literacy Excellence Centre, L.E.A.D. & Flying High English Hubs and Derby Research School.

Workshops and resources are:

- available from mid-January to the end of March.
- designed to school and MAT/Partnership colleagues.
- in-person, on-line and as recordings.
- focussed on the following area, linking to the existing national programmes.



Writing	Reading	Leadership	Moderation	SEND
Developing Confident Young Writers Coming up - 21st January <i>Book your place here</i>	Reading Diagnostic Skills	Train the Trainer - Building Literacy Audit and Expertise	Securing the Foundations: FS/ Reception & Y1	Strategies to Develop Literacy
Improving Writing outcomes	Struggling Readers	Partnership/MAT English Leadership	Pre-Key Stage Moderation	Train the Trainer - Building SEND Literacy Expertise
Creating an Early Writing framework	Reading Fluency	Effective English Leadership		
Enabling Extra Adults to Support Writing	Phonics			
Writing Podcast & Case Study	Reading at KS3/4 Podcast & Case Study	Leading Literacy Podcast & Case Study	Moderation Podcast & Case Study	Strategies for SEND Podcast & Case Study

Further details can be found via our brochure: 

To access the literacy support and expertise available for your school, MAT or Partnership, follow the links below:

You can also express your interest in being the first to hear more about the literacy offer and share key contacts to receive information directly, such as English or Literacy Leads.

Find out more

Express your interest here

CPL Bookings

Book your place here

Resource Bank

Coming soon

Email

Rebecca.smith@sdsa.net

Epipens in Schools: Have you seen this?

Life-saving allergy pens must be stocked by schools for the first time under new plans announced in March. The move will also see compulsory training for teachers and a requirement for each school to have a dedicated allergy policy.

As well as saving lives, the new measures will help children stay in school, with 500,000 days of learning lost due to allergy-related illness or medical appointments in the last year alone.

The plans come after the government listened to families and campaigners who have fought for change – including Helen Blythe, mother of Benedict Blythe, who tragically lost his life to an allergic reaction at school, and the National Allergy Strategy Group.

Replacing previous non-statutory advice, the consultation on the new guidance on supporting children and young people with medical conditions and allergies is now open, ahead of coming into force in September 2026.



The new statutory requirements mean for the first time schools must:

- stock “spare” adrenaline auto-injectors for use in emergency situations
- provide allergy awareness training for all staff – covering recognition of symptoms, emergency response and the use of adrenaline devices – alongside improved incident recording and lessons learnt processes
- have a comprehensive policy for supporting children with medical conditions, including Individual Healthcare Plans to record specific arrangements for individuals like an allergy management plan.

Schools up and down the country are already undertaking the necessary training to keep children safe. This guidance will standardise practice, pointing to a collection of reliable resources for teachers to use, and work in parallel to the government’s open call to businesses to support with costs such as adrenaline auto-injectors.

Checking for Understanding: EEF

The graphic shows a grid of strategies for checking and adapting learning. It includes sections for 'Check understanding of all learners' and 'Adapt to move learning forward'. Strategies include: Re-teach (not repeat), Address misconceptions, Give immediate feedback, Add or remove scaffolding, Support understanding, Adjust task or challenge, Extend understanding, Use flexible groupings, and Adapting future lessons.



Corinne Settle introduces the new Check. Adapt. resource, showing how evidence from pupils can guide teachers’ next steps in the moment. A useful guide to ignite discussion in a staff meeting perhaps? Please read the full article here:



Retention Toolkit: Cultures that Care

Please see this toolkit on staff retention in schools. It includes practical, evidence-based guidance to help school leaders improve staff wellbeing and retention.



Explore new resources on Equality, Diversity and Inclusion

The Improving Education Together initiative has developed new resources to support equality and inclusivity in schools and colleges.



The new resources are:

- An outline of schools’ and colleges’ legal responsibilities in relation to workforce equality
- New case studies on pregnancy, post-maternity support and menopause on the Improve Workload and Wellbeing for school staff service
- New studies on menopause support and menstrual wellbeing in FE colleges



Religious Education: The Legislation on the Right to Withdraw?

Are you aware of the legislation around a parent who wishes to withdraw their child(ren) from RE? Please follow this link to read the legislation to support your decision making as a leader:

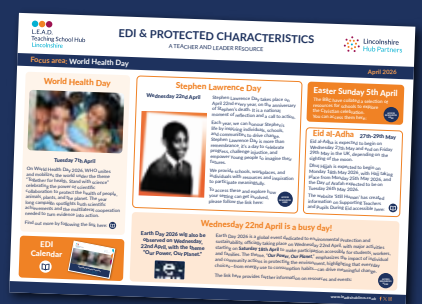


CLICK HERE

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 April





Developing Numeracy Awareness Across the Curriculum: Lincolnshire ITT Leads the Way

This half term, Lincolnshire ITT has continued its commitment to preparing high-quality secondary teachers by delivering a series of training sessions designed to strengthen trainees' understanding of assessment, data, and – crucially – the vital role of numeracy across the curriculum.

While trainees explored how assessment principles and school performance measures shape classroom practice, a standout focus of the programme this half term has been on raising awareness of how all teachers, regardless of subject, can meaningfully contribute to pupils' numeracy development.

Numeracy: More Than “Doing Sums”

The numeracy training session began by reframing what it means for pupils to be truly numerate: having the confidence and competence to use numbers, think logically, and apply mathematical reasoning to real-world situations. Trainees explored how numeracy involves far more than mathematical procedures. It encompasses:

- Reasoning skills: recognising patterns, being systematic, developing logical thinking.
- Decision-making skills: identifying relevant information, selecting appropriate strategies and tools.
- Problem-solving skills: breaking tasks into parts, interpreting solutions, and evaluating the plausibility of answers.

By understanding numeracy in this broader sense, trainees recognised the powerful role every subject plays in helping pupils develop these essential thinking skills.

Sustaining Confidence with Numeracy

Trainees were directed to the National Numeracy website, which offers free resources for teachers and parents to further develop confidence with numeracy in everyday contexts. <https://www.nationalnumeracy.org.uk/>. Lincolnshire ITT remains firmly committed to supporting trainees' ongoing professional development, ensuring they enter the profession confident, skilled, and ready to make a meaningful difference to pupils' learning and life chances.

Recruitment for Lincolnshire ITT Train to Teach is now open.

We are recruiting until July 2026 for our 2026–27 cohort.

For more information, please visit our website or contact:
scittenquiries@prioryacademies.co.uk



ITT and Active Programmes News

We are pleased to welcome Emily Broadley to our team in April. Emily will be responsible for leading the ITT and Active Programmes across L.E.A.D. Professional Development. Please read on to find out more about Emily's background:

Emily Broadley has been a teacher within Lincolnshire for the past 14 years, developing a deep passion for teaching and learning and nurturing the growth of strong, collaborative staff teams. For the last eight years, she has served as Deputy Headteacher in an outstanding school, a privilege that has enabled her to lead strategically and support whole school improvement. Emily has taught across a range of age groups and has extensive experience both teaching and leading the full 'Active' suite of programmes within a school setting and is excited to now be contributing to their continued development across Lincolnshire and beyond. Alongside her classroom practice and school leadership, she has supported new and trainee teachers through a range of mentoring roles, taking great pride in seeing the positive impact that effective support can have on those entering the profession. Rooted in her commitment to improving outcomes for children and supporting teachers, Emily is excited to join the Teaching School team.






Appropriate Body Reports

Progress and Assessment reviews are a key component of Statutory Induction. The Appropriate Body report reading team is truly impressed by the dedication our Early Career Teachers have shown this term. Their hard work and commitment are evident in everything they have accomplished, and we couldn't be prouder of their achievements. We would like to express our gratitude to Induction Tutors, ECTs, and everyone involved in writing their reports for their time and dedication in completing them in a timely manner.

Registrations

We are now registering ECTs who will begin their Statutory Induction in April 2026. To register you ECT with us please follow this link for a step-by-step guide: 

The deadline to register ECTs for the Summer Term are Thursday 7th May 2026. Failure to register ECTs by this date will result in a delayed Induction.

New to Induction Tutor Training

We are running a live online training session for any Induction Tutors who are new to the role. This will be held on Thursday 23rd April, from 2pm to 3pm.

Please get in touch with Sophie Lougher at sophielougher@leadtshub.co.uk if you would like to book a place on this session.



ECT and Mentor Training Events


Our Spring Term training events for ECTs and Mentors have now commenced, please ensure that your ECTs and mentors have secured their place. Events for Year 1 ECTs and Mentors and events for Year 2 ECTs and Mentors can be found here:



Mentor Funding

Under the grant arrangements for the ECTP Mentoring backfill funding, payments are based on evidence of mentor participation in the required training. Lead providers (Educational Development Trust) must confirm that each mentor has engaged with at least 75% of the programme. This threshold was introduced to reinforce the department's expectations of meaningful engagement and to improve the overall quality and impact of the training. The grant is paid based on:

- 20% for evidence that the mentor has started the programme.
- 80% for evidence that the mentor has completed the programme, which requires meeting the 75% engagement criterion.

If a mentor does not meet the 75% engagement requirement, the school will not be eligible to receive 80% of the grant payment. This ensures that public funding is allocated fairly and in line with actual participation in the training. If an early career teacher leaves their programme for any reason, or has any period of leave, their mentor can still continue training, and the school would receive payment, provided they engage. The full terms and conditions of the grant, including funding amounts and payment timetable, can be found via the following link. 

Year 2 Early Career Training Programme (ECTP) Information

We recently attended the annual Education Development Trust (EDT) Conference in Birmingham to learn more about the Year 2 delivery programme for Early Career Teachers.

We are currently planning how this will be implemented and will share further details with schools as soon as possible.

We are really looking forward to sharing this with you.



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Leadership NPQ School Visits

The NPQSL and H cohort have now completed three of their four school visits, having now visited Louth Academy and Ling Moor Primary, in addition to the visit to John Spendluffe Technology College that we shared in a previous newsletter.

As a Delivery Partner, we have worked closely with the schools to provide a structured day exploring how leadership underpins a key theme such as behaviour, curriculum, assessment and inclusion.



The days have been a phenomenal success with 100% positive feedback.

Read some of the comments below on what their highlights were:

"Experiencing a local but differing school. Seeing the incredible but supportive nature of the school."

"Everything! But hearing and seeing another leader talk about their school and show great humility and reflection."

"Having an insight into a different school (having only worked in one myself) and looking at things through a leadership perspective."

"Liaising with other colleagues."

We look forward to the final school visit for cohort 5 at **St Peter at Gowts** on 24th April, and extend our thanks once again to the leaders of these schools who have been so generous with their time.



"Very refreshing and lots to take away!"

"What a brilliant head that clearly appreciates his job, his staff and the children. Inspiring and lots of golden nuggets to take away."

"A great insight into how another school approaches intentional leadership."



The **NPQSENCo** visits have been similarly well received. The most recent feedback from the visit to **Fortuna** demonstrated the impact days such as these have feedback such as:

"Absolutely wonderful! So insightful and so many takeaways. You do an amazing job and are so inspirational!"

"Absolutely fantastic day. Really informative and useful. It has made me reflect a lot on."

"Absolutely fantastic! Both Jacqui and Hannah were so engaging. They offered so many insights. Thank you!"

"It's been an amazing day. Really appreciate it."

"Awareness of different learning needs of people attending the conferences and seminars."

"Hannah Keegan is AMAZING and such an inspiration!!!"

"It was wonderful to see the balance of learning opportunities and nurture within the setting. Hannah was brilliant in her delivery and strategies to support children with SEMH needs."

We are so fortunate to have inspiring leaders who are willing to engage in our programmes and look forward to future visits.

Meet the Team Continued!

This month we are delighted to introduce our NPQ Executive Leadership facilitator, **Lucy Conley**. You can find out more about her below:



I am an experienced education leader and consultant with over 35 years' experience across the sector, including 20 years in senior leadership roles and 10 years as Chief Executive Officer of a multi-academy Trust. From January 2026, following my retirement as CEO of the South Lincolnshire Academies Trust (SLAT), I now work as an independent Educational Consultant as Founder and CEO of Conley Consultancy Services Ltd, supporting schools, Trusts, and system leaders to achieve sustained improvement and strong outcomes for young people.

I served as CEO of SLAT from 2017 to 2026, leading the successful transformation of four large, non-selective 11-18 secondary schools in Lincolnshire, educating over 5,000 students. When I took on the role, all four schools were among the lowest-performing nationally and judged Inadequate by Ofsted. Under my leadership, each school improved to Good, with Outstanding Leadership recognised, and all are now significantly oversubscribed. Today, SLAT schools rank within the top 5-35% nationally, and the Trust is consistently placed in the top 10% of all secondary academy Trusts in England. In 2024, SLAT ranked 12th out of 213 Trusts (6th percentile) and in 2025 19th out of 236 Trusts (8th percentile). All four schools are now the highest-performing non-selective secondary schools in Lincolnshire.

My leadership and impact have been recognised nationally. I was recognised as the Top Performing Female Multi-Academy Trust Lead in the 2024 - International Women's Day Awards (Beta), celebrating outstanding leadership and impactful contributions to educational Trust management, and in the January 2026 New Year Honours List I was awarded an MBE for services to education. Alongside my Trust leadership, I have continued to support school improvement nationally and regionally. I have been a keynote speaker at Department for Education national conferences and have worked across both Lincolnshire and nationally in both primary and secondary phases, driven by a strong commitment to system-wide collaboration and sector-led improvement. I also work with the Teacher Regulation Agency (TRA) and with L.E.A.D. as a facilitator and assessor on National Professional Qualification programmes, including NPQSL. I am a qualified ILM Leadership Coach. My work is underpinned by a deep commitment to developing people at all levels. I place professional growth, wellbeing, and leadership development at the heart of sustainable organisational success and have a strong track record of recruiting, developing, and retaining high-quality staff within ambitious, inclusive, and supportive professional cultures.

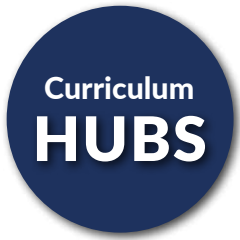
Quality Assurance

You may well have been at an event where one of our quality assurers has been present. On 27th March, we held our second QA team meeting of the year where we explored the headlines coming out of the facilitation QA. It was a great reminder of the high standards of facilitation, but also highlighted how as a delivery partner, we always strive to improve. We look forward to incorporating the outcomes of the review at our next facilitation event, and thank all our programme members for the role they play in QA.

Further DfE CPD released

As a Teaching School Hub, we were delighted to hear that the DfE are committed to continued plans to develop the core CPD offer to support colleagues between the stages of ECTE and NPQ. The recent national Teaching School Hub webinar included the announcement that Teaching School Hubs will be able to provide CPD in inclusive teaching, reception year teaching and inclusive leadership. We will keep you updated with further information when it is released.





National Year of Reading - Witham St Hughs English Hub - Support Offer

As you are aware, as part of our commitment to the Year of Reading, we have developed a support offer designed to work alongside schools throughout the year. This term, we are excited to release the following supportive materials that can all be found here:



- Book reviews to share with staff and pupils in each phase
- Video compilation – pupils from all phases reflect on what reading to pleasure means to them
- A case study from the classroom – Saxilby Primary School: ‘What does it mean to be a reader in your classroom?’
- A podcast – Witham St Hughs Academy: ‘The reader behind the teacher’
- Wider Resources: Lincolnshire Reading Pledge updated resources:
 - Release of the renewed Lincolnshire Reading Pledge criteria – Bronze, Silver and Gold.
 - Release of updated Lincolnshire Reading Pledge supporting documentation.
 (Documents can be found on the secure Lincolnshire Reading Pledge platform.)

If you haven't already, find out more and register here

	Book Reviews	Films	Case Study	Podcast	Wider Releases
Classroom	Spring Term 2026 Early Years KS1 KS2 KS3/4	Video compilation: What does reading for pleasure mean to you? What does an effective classroom reading area look like?	Case studies from the classroom: What does it mean to be a reader in your classroom?	The Reader Behind the Teacher.	Release of the renewed Lincolnshire Reading Pledge criteria – Bronze, Silver and Gold. Release of updated Lincolnshire Reading Pledge supporting documentation.
School	Summer Term 2026 Early Years KS1 KS2 KS3/4	What does an effective school library look like? Where do you use reading in your daily life?	Case studies from schools: How have you developed and continue to develop your reading for pleasure culture?	Voices of Leadership: The Power of Reading Teachers.	Release of a secondary specific Bronze Lincolnshire Reading Pledge criteria. Release the Platinum criteria for the Lincolnshire Reading Pledge.
Community	Book reviews from the wider community: Early Years KS1 KS2 KS3/4	Where can you read beyond your school gates? Video Compilation: Author's Input - What does reading for pleasure mean to you?	Case studies from the community: Celebrations of reading across the community.	The Reading That Shaped Me: From Reading to Real Life.	DfE funded 'Transform your Schools Reading Culture' training is launched for Secondary Schools. Production of new Lincolnshire Reading Pledge videos.

Our National Year of Reading Webpage:



Join the Lincolnshire Reading Pledge:



Join the National Year of Reading:



PALS-UK

PALS-UK is a whole-class paired reading programme that has shown to improve children's reading attainment, fluency, and comprehension. The Peer Assisted Learning Strategies (PALS-UK) team are inviting state-maintained primary schools across England to take part in an evaluation of the programme in Year 5 classrooms funded by the Education Endowment Foundation (EEF). This study will further explore the impact of the programme through a randomised controlled trial, helping to strengthen national evidence on effective Key Stage 2 literacy practice. Schools taking part will contribute to research of national importance and receive valuable pupil reading data.



To register your school's interest, please complete this form:

Spotlight on Reading for Pleasure

Welton St Mary's are going all in!

To celebrate the National Year of Reading, the children and staff at Welton St Mary's have been planning out some exciting activities and events across the year to celebrate and immerse themselves in all things reading.

The school have decided to link the National Year of Reading to the school's 200th birthday celebrations and reading fluency. To begin their journey, the staff wanted to find out about the children's favourite books and authors across the school. The children were asked to vote for their favourite fiction and nonfiction book and explain why they love those books so much.

The results made for some really interesting reading but one of the stand outs was the impact that an author visit to your school can have. In this case, it was the wonderful SF Said, author of the multiple award winning *Tyger* and children's classic *Varjak Paw*.



Following on from a visit to the school in November 2025, his books were voted as the top three most popular in Upper Key Stage 2 as well as himself being the runaway winner of most popular author. This news just had to be shared and the school sent him an email informing him of the result. The next day, the staff received a heart warming reply thanking the children for their votes but also a message saying that he is currently on the 12th draft of his new book and is trying his hardest to get it written, but the children's votes '*...have given me new determination to make it as good as I can possibly make it.*'

Wow! Although it is early days in this project, the school are buzzing with the response from the children and can't wait to see what lies in store for the rest of the year.



Witham St Hughs Academy

We recently welcomed families into our school library for our "Read with Your Relative" session. It was wonderful to see children sharing books with parents and relatives, enjoying stories together.



Witham St Hughs Academy
A.L.E.A.D. Academy

The event celebrated the importance of reading and helped strengthen the link between home and school. By giving children the opportunity to read with loved ones, we continue to nurture a love of reading and encourage reading for pleasure both in school and at home.



Branston Community Library

Branston Church of England Infant Academy have developed strong links and a working partnership with our local library, Branston Community Library. We work in conjunctions with them throughout the year to support the children in developing a lifelong love of reading for pleasure and introduce our families to their village library and the events which take place there.

We visit the library many times during the year: each Key Stage 1 class



visits during National Libraries Week and there are subsequent visits for all classes throughout the year. We promote the reading challenges in school and even have our very own winter reading challenge which we have established with the library.

We welcome Sophie (Library Co-ordinator) into school to present certificates to those who have taken part in the challenges and she promotes events too. It is not only the classes who access the library but also our Family Learning group: parents learn how to engage their children in reading for pleasure and visit the library to see what it offers and create memberships.



This year it is the Year of Reading and our links to the library have supported our vision this year to 'Go All In' by helping to connect adults and children through books to their passions. The library is such a wonderful place to start with a vast array of books to access.

Our local library is a cornerstone in helping us to broaden children's access to reading for pleasure books and also experience what a truly magical place a library can be.



LEARN SEND Hub



Introduction to the SEND Journey in Action

Thursday 30th April

Adult Mental Health Aware

Thursday 21st May

SEND Network Meeting at LEARN

Wednesday 10th June

Youth Mental Health First Aid

Tuesday 16th June

Specialist School Leadership Meetings

Friday 26th June



UNIVERSAL RISE SEND OFFER

THE CONTEXT & PURPOSE - Why the Universal RISE SEND Offer?

The Universal RISE SEND Offer has been developed in response to regional SEND and inclusion challenges. It provides a flexible, tiered programme that supports mainstream schools, Enhanced Provision/Resource Bases and Alternative Provision settings to strengthen inclusive practice and improve outcomes for pupils with SEND.

KEY POINTS:

- Designed for primary and secondary schools
- Flexible – engage with all or selected elements
- Evidence-informed and practice-focused
- Fully funded through the DfE (time-limited)

ONLINE SEND CPD (UNIVERSAL ACCESS)



18 ONLINE SEND CPD MODULES – FREE ACCESS

A comprehensive virtual CPD programme supporting leaders, teachers, governors and support staff to develop confident, inclusive SEND practice.



LEADERS AND GENERAL	TEACHERS	TAS	BEHAVIOUR
Distributed Leadership	High Quality Teaching - The Inclusive Teacher	Role of Teaching Assistants Working with Pupils with SEND	Behaviour as a Form of Communication
Building Effective Relationships with Parents	Scaffolding	Delivering Effective Intervention Programmes	Emotion Coaching
Engagement Model	Communication and Interaction Needs Toolkit	Calm and Ready to Learn	Trauma-informed Practice
Exploring Pre-Key Stage Standards	Physical and Sensory Needs Toolkit	Pupil Interaction - Questioning & Scaffolding	De-escalation
	Cognition and Learning Needs Toolkit		
	Social, Emotional and Mental Health Needs Toolkit		



- Recordings hosted on the platform
- Accessible at any time
- Available for all East Midlands schools

Email - kelly.walker@citacademies.co.uk for access



Professional Development Opportunities - Deadline Approaching - Apply Now

The NCETM and East Midlands East Maths Hub are inviting applications for five fully funded professional development programmes that help teachers develop expertise in teaching for mastery and leading maths professional development: Primary, Secondary and Further Education Mastery Specialist Programmes, the Professional Development Lead Programme, and the School Development Lead Programme.

Primary
Mastery
Specialist

Secondary
Mastery
Specialist

Further
Education
Mastery
Specialist

Professional
Development
Lead

School
Development
Lead

These programmes support educators in developing deep knowledge of maths pedagogy, how pupils and teachers learn, and how to lead school-wide maths development, with participating schools also receiving funding to cover release time.

Full details and application information are available via the programme links, and anyone interested can contact enquiries@ememathshub.org or visit the East Midlands East Maths Hub website



The application deadline is **Thursday 23rd April 2026**.

Assistant Maths Hub Lead (Reception) – Apply Now

East Midlands East Maths Hub is recruiting for a new Assistant Maths Hub Lead (Reception) to help strengthen Early Years maths across the region as part of the Government's *Best Start in Life* strategy.

This 20 day per year role (from September 2026) involves supporting practitioners, modelling effective Reception practice, and developing Early Years maths leadership.

Who can apply?

Applicants should have recent Reception teaching experience, QTS, strong Early Years maths expertise, and a commitment to inclusive, evidence informed practice. Experience mentoring, leading professional development, or working across schools is desirable.

How to apply:

Read the Information Sheet, complete the application form, and email it to enquiries@ememathshub.org.

Deadline: Monday 13th April 2026, 9am.

Information



Application



Early education is critical to tackling disadvantage, and the *Giving every child the best start in life* (2025) report warns that too many pupils begin school without the language, number and social emotional foundations they need. With a national goal for 75% of children to reach a good level of development by 2028, the strategy puts early mathematics centre stage and calls for higher quality teaching, better trained staff and wider access to evidence based programmes. Maths Hubs play a key role in this vision by helping Reception teachers deepen their understanding of how young children develop number sense, spatial reasoning and problem solving through purposeful teaching and play—making strong professional learning essential to achieving the government’s ambitions. We are therefore recruiting for a number of programmes which will be starting in September 2026.

Specialist Knowledge for Teaching Mathematics (Reception Teachers) Programme

Join our **SKTM Reception** programme to deepen your understanding of early mathematics and strengthen teaching for mastery in Reception. Ideal for **teacher** and **Teaching Assistant pairs**, this year long programme explores number, shape, space and pattern, alongside key skills such as **oracy**, **spatial reasoning** and **executive function**.

What’s included:

- Five days of high quality professional learning
 - Hub led sessions
 - NCETM asynchronous modules
- Collaborative exploration of progression and common misconceptions
- Opportunities to reflect on practice and impact on pupils

Develop confidence, strengthen pedagogy, and support every child’s early mathematical development.

Mastering Number at Reception and Key Stage 1 Work Group – Now with Shape, Space, Pattern and Measure!

New to Mastering Number or ready to take it further or refresh your knowledge and understanding? Join this powerful programme designed to deepen early maths understanding across Reception, Year 1 and Year 2 – now enhanced with Shape, Space, Pattern and Measure.

Schools commit to nominating three Lead Teachers (one per year group) who will attend central and local workshops across the year, take part in an exciting launch event, engage in an online community, use the materials in their classrooms, support colleagues, and submit beginning and end of year pupil data.

With opportunities to observe practice, explore high quality resources, and build strong links across year groups, this programme boosts confidence, consistency and number sense for all.


Empower your team. Elevate early maths. Join Mastering Number KS1.

To express an interest please email: enquiries@ememathshub.org

SECONDARY

Secondary Mastery Specialist Programme

The aim is for every Secondary School to have a Secondary Mastery Specialist. If your school does not have one, now is the time to apply as the deadline is fast approaching.

To find out more information and to apply please visit: 

Year 7 Securing Foundations

This Work Group supports teachers in strengthening the foundational maths understanding of Year 7 students who arrive without secure KS1–KS2 concepts, offering collaborative professional development, high quality classroom tasks, and practical guidance for teaching unfamiliar primary content in KS3. Aimed at teachers and teaching assistants working with students in the lowest 20–30% of KS2 attainment, the programme builds subject knowledge to ensure coherent curriculum intent and implementation. Participants attend three full day local workshops led by NCETM specialists, with an expectation that subject leaders engage with the linked subject leader community (NCP26 15) to support sustainable implementation.

To find out more and to express an interest for 2026-2027 please visit: 

Languages and Your Future Jobs Fair – Event Summary

As part of our National Priority Project on Civic Engagement, the Brayford Language Network—led by the team at The Priory Academy LSST—recently brought together a brand-new event: **The Languages and Your Future Jobs Fair**.

In early February, we had the pleasure of hosting our first-ever of this kind. Our aim was simple but important: **to make the link between language learning and enhanced employability across a wide variety of careers unmistakably clear.**

We welcomed eight different schools, bringing over 200 Year 8 and Year 9 students. Many schools chose to bring their most vulnerable or harder-to-engage groups, including boys and students in receipt of Pupil Premium. We were fortunate to be joined by a range of industry experts who generously gave their time to inspire our young people—not only about learning languages, but also about the transferable skills gained from studying them, regardless of current proficiency.

Workshops with Real-World Impact

Students then moved into a series of hands-on workshops:

- **Royal Air Force** representatives talked about the value they place on language learners and the global careers available. Students were even treated to a crash course in Russian—culminating in a lively game of Battleships using their newly acquired phrases.
- **GCHQ** ran a fascinating workshop on the essential role linguists play in intelligence work. Students grappled with the many tones of Mandarin, including the famous poem composed entirely of variations of the word “shi.” GCHQ also kindly offered an additional session for our top Year 11 linguists, introducing them to Arabic—an important global language that many students rarely have the opportunity to study in school.
- Given that student and parent surveys had shown many could not see the link between languages and the local agricultural sector—a major industry in Lincolnshire—**John Deere’s** involvement was particularly valuable. Their representative Edward brought the world of advanced machinery and global agriculture to life, highlighting how international communication and cultural understanding are central to the business. Students were captivated, and many left proudly wearing the caps and sunglasses they earned through confident questioning—perhaps a few future brand ambassadors in the making!

Pictures: Students from the Priory City of Lincoln school with Edward from John Deere

- Additional informative and interactive talks from **Sonoco**, **Lincolnshire Police**, and **the fashion retail sector** further reinforced the message that language learners bring highly desirable skills to the workforce and stand out in a competitive job market.



Students filled in booklets to take away the valuable information from their sessions.





A Dynamic Start

The event began with a high-energy treasure hunt designed to challenge students (and staff!) to put their language-learner skills to the test.

With the clock ticking and a box of chocolates—and school honour—at stake, students used cultural knowledge, problem-solving, and decoding skills to work out the locations shown in a series of images.

The excitement in the room was palpable, and the sense of achievement when students cracked a clue was wonderful to witness.



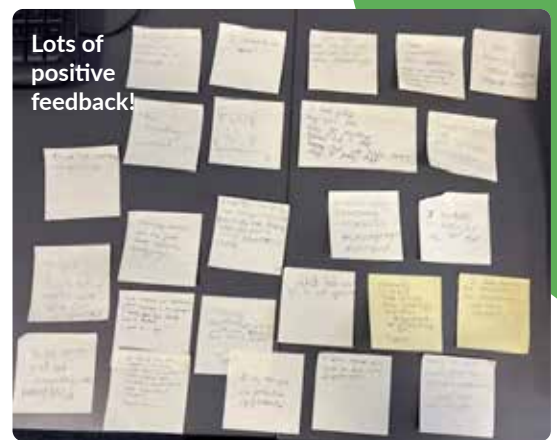
Inspiring Futures

Students left the event energised and with a renewed appreciation for the value of the skills they are already developing through language learning at Key Stage 3.

Feedback included comments such as:

"I didn't realise languages were so important for so many different jobs!"

"I am now considering choosing a language for GCSE."



Teachers also described the event as a real success and expressed a strong desire to attend again in the future.

We look forward to continuing to build connections both with the schools in our network and with professionals across industry. Together, we hope to keep showing students the enormous value of studying a language—at GCSE and far beyond.





This month's opportunity for professional development

Click on your chosen programme below to book



Tuesday 21st April

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



Thursday 23rd April

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



Tuesday 28th April

**Active English
Open Morning**



Wednesday 29th April

**Sharing Practice:
SEND in the Mainstream**
Barrowby CofE School



Thursday 30th April

**Sharing Practice:
Small Schools**
Tydd St Mary CofE Primary



Thursday 7th May

**Deputy / Assistant
Headship**



Wednesday 13th May

**Sharing Practice:
Early Years**
Branston CofE Infant Academy



Tuesday 19th May

**Active Spelling
Open Morning**



Tuesday 19th May

**Subject Leader
Network: PE**



Tuesday 19th May

**Sharing Practice:
Small Schools**
Dunston St Peter's CofE Primary



Tuesday 19th May

**Sharing Practice:
Behaviour/Attendance**
Bishop Alexander Academy



Thursday 21st May

**Subject Leader Network:
Primary DT**

Aspire Schools Trust

Over many years, our partnership with local primary schools has been something we deeply value, and I am delighted to extend a special invitation to you and your leadership team.

Westgate Academy and Aspire Schools Trust will be hosting a focused leadership session to share our firsthand experience of the new Ofsted Inspection Framework, following Westgate's successful recent inspection. We hope this session will offer practical insights, strategic reflections, and actionable approaches that may support your own school improvement priorities.

'LESSONS FOR LEADERS' has been designed specifically for headteachers, deputy heads, SEN leaders, governors, and colleagues with responsibility for teaching, learning, behaviour, and wider school improvement.



Thursday 7th May

9.30am - 11.30am

Westgate Academy,
Lincoln, LN1 3BQ



We hope you can join us for an engaging and supportive morning.



Lincoln Bishop
University



6th - 8th May

Join us for the Teacher Education Policy in Europe (TEPE) Conference 2026

An International conference hosted at Lincoln Bishop, with delegates from across Europe



A new Magna Carta for change: Empowering the teaching profession

Inspired by Lincoln's Magna Carta heritage, this year's theme explores reimagining teacher empowerment as a transformational force capable of reshaping educational systems across Europe.

The role of teacher education, which encompasses teachers' ongoing professional development, is significant in rethinking how the profession is structured, sustained, and valued. This raises a critical question:

How can we best leverage teacher education as the new Magna Carta for empowering the profession?

Explored through 4 levers:

1. Cultivating resilience
2. Embracing digital innovation
3. Leading through learning
4. Policy and governance

Conference fee £160

For more information about the conference and to register your attendance, visit our webpage:

