



L.E.A.D. Professional Development

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

Issue No.47 July 2026

JULY NEWS

As we reach the end of another academic year, we would like to take this opportunity to thank all of schools, partners, facilitators and colleagues for their continued commitment, collaboration and dedication throughout the year.

This final newsletter of the academic year is a chance to reflect on the incredible work taking place across Lincolnshire— from professional development and leadership programmes to mentoring and support for early career teachers. Together, we have continued to strengthen our collective aim of striving for the best for all Lincolnshire pupils.

We hope you find this edition informative as we look back on the successes of the year and share key updates and opportunities for the month ahead.

Wishing you all a restful and well-deserved summer break when it arrives.



All of us at L.E.A.D. Professional Development want to extend a huge thank you to the schools and Trusts that so kindly shared pictures for our brochure and Hub.

The joy of leaning that they capture really demonstrates the fantastic work that takes place across Lincolnshire and the wonderful young people we have the privilege to encounter.

We hope you enjoy seeing your settings in the brochure and at the Teaching School Hub when you next visit.

The DfE Annual Survey

WIN A **FREE** PLACE AT THE LEADERSHIP CONFERENCE 13th NOVEMBER

Firstly a huge thank you to those of you who have completed the DfE survey in relation to the Teaching School Hub at the recent Leadership Briefings.

As part of our work, our DfE KPIs are dependent on the feedback that you provide in relation to our work. This is only refined to cover the DfE remit in ITT, ECTE, AB and NPQ but there is opportunity for your comment on the wider elements of CPD that we also offer.

All schools who complete the survey will be entered into a draw to win a free place at our conference in November. Scan or click the QR code to enter.

Thank you in advance for taking the time to support our work, your feedback is always so highly valued.



The L.E.A.D. Professional Development Brochure 2026/27 is here


You will receive a printed copy of the CPD brochure for 2026/27 in the post, look out for it and let administrator/s know. In the meantime, enjoy the electronic copy here:




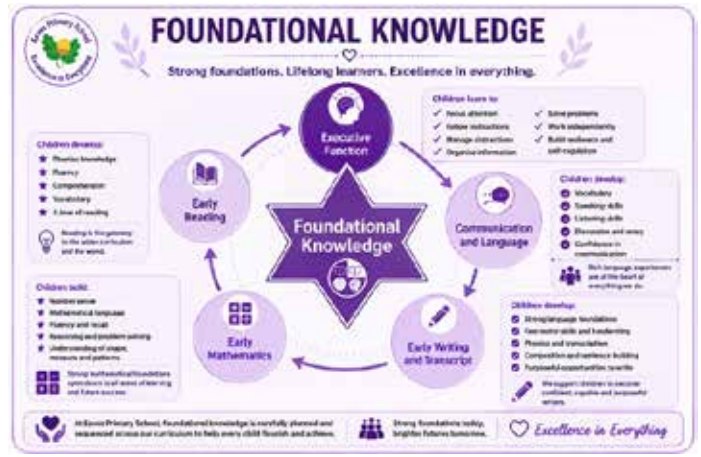
Read here



Foundational Knowledge


On the padlet, we have added an example of a policy around Foundational Knowledge. We hope that it is useful when developing your own policy and approach. 

Equally, here is an example from a school in Liverpool of frameworks that they have developed for each year group around foundational knowledge. 



EARLY YEARS

Early Years Support 2026/27

As referenced in the leadership briefings, please find a link to the mechanisms for support in the early years next year. We hope that this helpful in navigating the landscape. 

Early Years Article




The article covers the following areas:

1. A continuum of response to a continuum of need
2. Every child benefits from high-quality everyday practice that develops their communication skills
3. Monitoring children's language over time
4. Targeted support for language development
5. A small number of children need specialist support from Speech and Language Therapy

Excellence in Reception Teaching Framework

Early Years: New Assessment Support Materials



The DfE published new assessment support materials In March 2026 which really clarify what an expected level looks like in relation to writing and word reading. If your Early Years teacher did not attend the EYFS Assessment Support Events before half term with the Local Authority team, please refer to the updated materials available. They can be found at: 

If you have any questions around the EYFS Profile assessments, please do not hesitate to contact jennifer.stapleton@lincolnshire.gov.uk

How similar schools data will be used in inspections

Here is the DfE guidance around how similar schools data will be used during inspections.

Monitoring Guidance for Schools Inspected with categories below 'Expected'


This guide sets out how lead inspectors carry out monitoring of state-funded schools, including how to conduct the introductory call (where relevant) to plan the school's monitoring programme.

Podcast: Mathematics Prioritising problem solving


Please take the time to listen to this EEF blog in relation to problem solving.

The DfE Excellence in Reception Year Teacher CPD


The DfE Excellence in Reception Year Teacher CPD will be available for application on **Monday 6th July 2026**. You can register by clicking here: 

We are partnering with National Institute of Teaching (NiOT) for this delivery: please find attached further information here: 

There are limited places available for this first cohort, with only 400 being funded nationally, so do act promptly.

This programme is designed for **teachers**. Should you wish for leaders/aspiring leaders to gain a leadership qualification, please direct them to the NPQ Early Years Leadership here: 

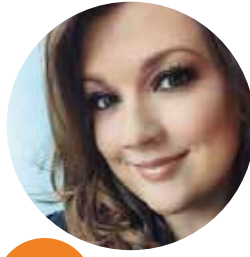
Equality, Diversity and Inclusion

Please find a copy of the latest EDI newsletter for July 



Whole Class Feedback

Kate Jones has written an article around whole class feedback. Whole-class feedback has been very well received, especially across schools in England in the last decade. It's no surprise that teachers have embraced this approach to feedback. It is a time-efficient and workload-friendly method of providing feedback to multiple learners, either in groups or as a whole class. Read on to find out more:



Read more here

Complaints: NHS Wording around the use of AI

Following the leadership briefings, please find the powerpoint and resources on the padlet:

Resources here:

At the Secondary briefing, the NHS policy statement was mentioned around the use of AI. This is really well phrased and worth exploring in terms of policies that you may have for complaints in schools. Please find the paragraph below:

The NHS and independent adjudicators (like the ISCAS) strongly advise patients to write complaints in their own words rather than relying heavily on AI.

Trusts report that AI-generated letters often include irrelevant legal jargon and fabricated facts, which actually slows down investigations and can undermine the authenticity of your personal experience and our response time.

We hope this helps in supporting you with this complex aspect of school life.

Food Standards in Schools

Please note there are the current standards which are being updated and relaunched this September (2026). It is recommend that schools check they are compliant with these as the new restrictions will be tighter in terms of the food in schools.

This outlines governors' responsibilities for school food standards. Please do read this for further guidance.

This link provides an update around free school meals guidance. This includes important information on forthcoming changes to eligibility criteria.

Sports Premium: The End of the PE Premium What CFOs and SBMs Need to Know About the New School Sport Funding Model

The Department for Education has confirmed a major reform to PE and school sport funding that will significantly impact school budgets, planning, and financial reporting from 2026 onwards.

For over a decade, the Primary PE and Sport Premium has been a familiar, ring-fenced funding stream for schools. However, despite its regular inclusion in school budgets, it has historically been confirmed late each year, often creating a degree of uncertainty for finance planning. This long-standing arrangement is now coming to an end.

In this article, we will break down:

- What is changing
- How funding flows will shift
- What this means for your budget and BFR
- Practical steps finance leaders should take now

Read more here

Generating income and maximising funds

With uncertainties around rising costs, you might be thinking about how to raise more money for your school.

Read about how to make the most of your funding streams and how to generate extra income.

Enrichment Benchmarking Toolkit

Read more here



Breakfast Clubs

As you are aware, there was a discussion around the introduction of breakfast clubs at the most recent leadership briefings. The DfE have stated that they will support new groups of schools to get up and running in stages throughout 2027 and 2028. In the meantime, the DfE comms encourages you to do the following:

- familiarise yourself with what the **requirements** of a free breakfast club are and **how it works** in schools.
- complete the **preparation survey** so we can learn and adapt from your insights and provide the right support for when you launch your new free breakfast club.
- consider with your staff, parents, and children how best to implement clubs in your school, thinking about **space, food and activities** and integrating with your existing **wraparound care** or food offers.

For more information, please find the full details here.



ITTT

Teaching Internship Programme with Lincolnshire ITT

Following a competitive procurement process in autumn 2025, we are delighted that Lincolnshire ITT has been awarded the grant to deliver the Teaching Internship Programme for summers 2026, 2027 and 2028. This exciting initiative, part of the government's *Get Into Teaching* campaign, is designed to give undergraduate and master's students early, meaningful exposure to the profession. Targeting shortage subjects such as physics, computer science and modern foreign languages, the programme plays an important role in supporting the next generation of teachers while strengthening future recruitment into the sector.

At its core, the Teaching Internship Programme offers participants a realistic, first-hand understanding of life in the classroom. Over a structured three-week placement, interns move beyond observation to active involvement, engaging directly with teaching and learning in a supportive environment. At Lincolnshire ITT, we are committed to delivering a high-quality experience that reflects our wider approach to teacher training - enabling interns to observe, practise and reflect under the guidance of experienced professionals. Alongside their school-based placements, interns have benefited from central training, where they have sampled key elements of our trainee curriculum, including building positive relationships, understanding cognitive science and applying adaptive teaching strategies. Early Career Teachers, many of whom trained with us, have also contributed through Q&A sessions, offering invaluable insight into training and the early years of teaching.

We are incredibly grateful to our partner schools and dedicated mentors who have supported our interns throughout the programme. Their commitment has



ensured that each placement has been both enriching and inspiring. Feedback from interns has been overwhelmingly positive, with many describing the experience as invaluable in shaping their understanding of teaching and their future career aspirations.





Changes to how you register your ECT

As of the 28th April, the way you register your ECTs has been updated. You are now required to register your ECT and their mentor on the Register Early Career Teacher platform: 

You will be redirected to this platform from the previous Manage Early Career Teacher platform. If you do not currently have a DfE sign in you will be asked to create one. Please note you are still also required to register your ECTs with an Appropriate Body.

Supporting videos for using this platform can be found here: 

ECT registrations for September Starters

Registrations for Early Career Teachers beginning their training in September 2026 are now open. Registration steps can be found here:



Please complete step 1 and step 2 to ensure that your ECT is registered with an Early Career Provider and Appropriate Body.

Key Changes and Updates for 2026-27

Below is a summary of the changes that have been made to the Induction for Early Career Teachers Guidance that came into effect June 2026:

- A teacher cannot normally complete induction in a further education (FE) institution that has been judged inadequate by Ofsted. For inspections from 10 November 2025 onwards, this also applies where Ofsted has found urgent improvement is needed in leadership and governance or inclusion, or where safeguarding requirements are not met. The exception is when Ofsted has specifically judged the institution (or the relevant part of it) as suitable to host induction.
- A qualified teacher who has gained QTS but has not completed induction may only work in short-term supply roles (less than one term) in a relevant school for up to five years after receiving QTS. This five-year limit is fixed and cannot be extended.
- An ECT's induction starts on the first day they begin teaching in a suitable induction post and are registered with an appropriate body. It does not depend on when their ITTECF training programme starts and may differ from the date their employment contract begins.
- If an ECT has an induction extension due to absence, no further absence-related extensions can be added during that period. The ECT must first complete the existing extension and then undergo the required formal assessment at the end of the relevant induction year—either the Year 1 assessment (term 3) or the final Year 2 assessment (term 6), depending on their stage of induction.
- After a period of statutory leave, any outstanding induction assessments should be delayed until the ECT returns and has the chance to decide whether to extend their induction period. If the ECT requests an extension, it must be approved. If they choose not to extend and do not return to their original school or institution, the responsibility for carrying out any final assessment remains with the school where they completed their induction and took statutory leave, working with the appropriate body.
- In rare cases where a teacher has completed their induction, but the official records are missing or incorrect through no fault of the teacher, the appropriate body may still recognise the induction as successfully completed. To do so, it must be satisfied that the teacher met the Teachers' Standards and that sufficient evidence exists to demonstrate this. Each case is assessed individually. Before making this decision, the appropriate body should make every reasonable effort to recover the missing records or establish an audit trail showing the teacher's induction history.



Year 2 content

Our Lead Provider, Education Development Trust, have realised short, guidance videos around the Year 2 training materials for Early Career Teachers. They have also released information videos for Mentors and Induction tutors to ensure that all parties have access to the relevant information on supporting Early Career Teachers in Year 2 of their induction.

The videos have been added to our ECTE & AB Padlet here: 

Chartered College of Teaching

The Chartered College of Teaching, the professional body for teaching are deeply committed to raising the status and professionalism of teaching. Below are a short summary of Chartered College membership and the key benefits of signing up to the Chartered College of Teaching.



Why join?

The Chartered College of Teaching will help with what matters most:

- what to expect at the beginning of your career
- how to be the best teacher: in your classroom, for your pupils and in your subject
- supported by thousands of members who have spent their careers working in education
- guided to make the best decisions for your students and reducing your workload by engaging with what works and why

You'll receive:

- termly print copies of the award-winning journal, Impact
- online access to over 1,000 Impact articles;
- exclusive access to webinars and events.
- access to your Early Career Hub, Early Childhood Hub and MyCollege, an indispensable resource packed with accessible articles, interactive content and high-quality classroom footage

You can learn more here - membership is just £2.08 a month for ECTs and you may be eligible to claim employee tax relief on your subscription:



CONTACT OUR TEAM IF YOU HAVE ANY QUESTIONS



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NPQ Applications Now Open!

We are delighted to announce that applications for the next round of National Professional Qualifications (NPQs) opened on **23rd June 2026**.

Our programmes combine:



Programme Member and Sponsor Launch



Online asynchronous learning



Diagnostic tasks to guide learning



Online training



Resources and further reading



School Visits



Conference Events with keynote speakers



Case Studies and Testimonials

These are due to commence in **November 2026**.

If you are considering taking the next step in your professional development, now is the perfect time to apply. You can check your eligibility and submit your application via the L.E.A.D. Teaching School Hub website:



Step 1

Visit our NPQ page - scan the QR code.



Step 2

Select the programme you would like to complete.

Step 3

Click Apply Now to sign up - ensure you have in place Head Teacher (or equivalent) agreement.

Step 4

Follow the link to register with DfE.

Step 5

Remember the team are here to help you at any stage. Please contact admin@leadtshub.co.uk for any support needed.

NPQ Funding

The following programmes are currently **universally funded**:

- NPQ for Headship (NPQH)
- NPQ for Senior Leadership (NPQSL)
- NPQ for Early Years Leadership (NPQEYL)
- NPQ for SENCOs (NPQSENCO)

Please note that **places are limited**, and demand is expected to be high. We encourage colleagues to check their eligibility and apply as soon as possible to secure a place on their chosen programme.

All other NPQs are fully funded based on disadvantage criteria. You can check your eligibility here:



Conference Success



We would like to thank everyone who attended our recent NPQ conferences. The events brought together speakers from both education and industry, providing valuable insights, fresh perspectives, and practical expertise for participants across our programmes.

The conferences varied, and featured a range of opportunities, including engaging keynote presentations, thought-provoking panel discussions and excellent opportunities for networking and collaboration. It was fantastic to see such high levels of participation and engagement throughout the events.

Feedback from attendees on the day has been overwhelmingly positive, with participants highlighting the quality of the speakers, the relevance of the content and the opportunity to connect with colleagues from across the region.

We are now looking forward to Conference 2 for our Headship and Senior Leadership programmes, taking place over the next couple of weeks, and to continuing the excellent discussions and learning opportunities that have already begun.





A Year of Success and Impact

As we reflect on the 2025–26 academic year, we are incredibly proud of what has been achieved together with schools across our regions.

This has been a hugely successful year. We successfully delivered all scheduled audits and accounted for every support day across our partner schools, ensuring that schools received the full benefit of the support available to them.

Between September 2025 and June 2026, an impressive 2440 colleagues attended

our Medium Level Support programme, demonstrating the continued commitment across our network to improving English teaching and outcomes for pupils.

We are also delighted to report that **99%** of all feedback received for Medium Level Support in 2025–26 has been rated Excellent or Good, reflecting the quality and impact of the support provided.

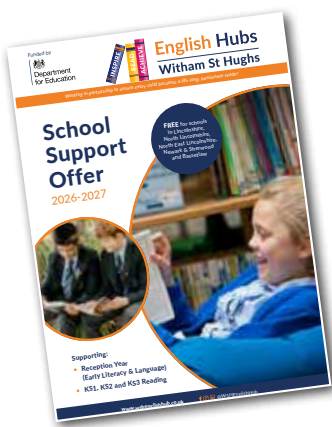
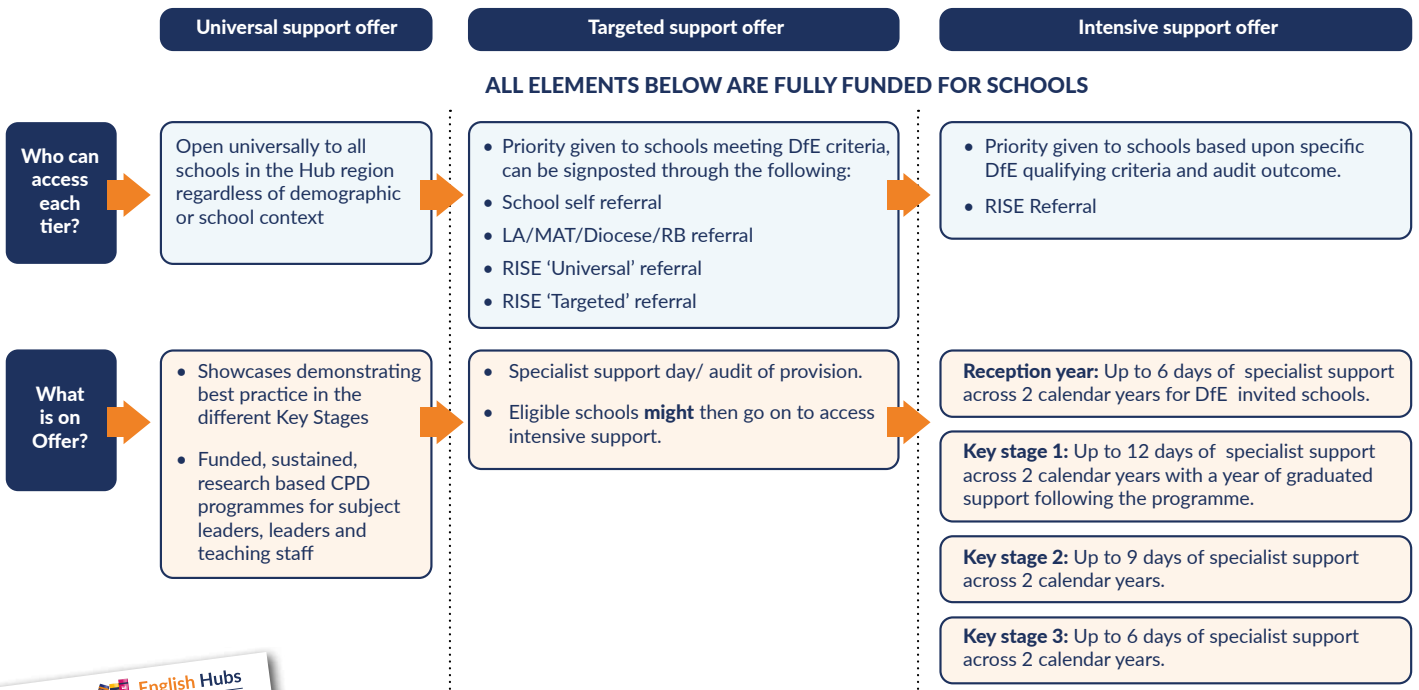


Looking Ahead to 2026–27

The year ahead is equally exciting. We are expanding our offer to support schools across Reception (for DfE invited schools), Key Stage 1, Key Stage 2 and Key Stage 3, enabling us to work with even more schools and strengthen literacy development across all phases.

We will continue to provide audits and welcome new partner schools into the programme at every phase, helping more leaders and teachers access high-quality support and professional development.

DfE English Hub Support Offer 2026/2027



Our refreshed Medium Level Support offer is now live and available on our website - click on the link to find out more.

Thank you for your continued support throughout the year. We value the relationships we have built with our partner schools and look forward to working with you in the year ahead.

As always, if there is anything we can help with, please do not hesitate to get in touch.



NTU Secondary Reading Event Inspires New Approaches to Reading Engagement

Colleagues from various secondary settings across Lincolnshire recently came together on the 23rd June at L.E.A.D. Teaching School Hub for an inspiring and thought-provoking Reading for Pleasure event, hosted by Nottingham Trent University, focused on understanding and overcoming the barriers that prevent young people from engaging with reading.

Throughout the day, delegates explored a wide range of research-informed strategies to develop both the skill and the will to read. Key themes included the importance of diverse and representative literature, culturally relevant pedagogy, pupil voice, self-efficacy, social connections, and low-pressure reading opportunities. Participants also reflected on the need to harness students' motivation alongside developing their reading skills.

The event generated overwhelmingly positive feedback, with many commenting on the value of exploring reading culture with colleagues who share a commitment to improving reading engagement, while others praised the focus on understanding teenage reading habits and the challenges faced by pupils transitioning from primary to secondary education.

Delegates expressed enthusiasm for developing whole-school reading cultures, diversifying curriculum and library provision, supporting reluctant readers, and providing staff training across all subject areas. Several participants also identified opportunities for further collaboration around reading engagement, self-efficacy, library development, and support for trainee teachers.

Comments from attendees included:

“A brilliant day. So informative and wide-ranging and I can confidently go back to school and share my knowledge and strategies.”

“It has been an incredibly informative day, with lovely people. Thank you!”

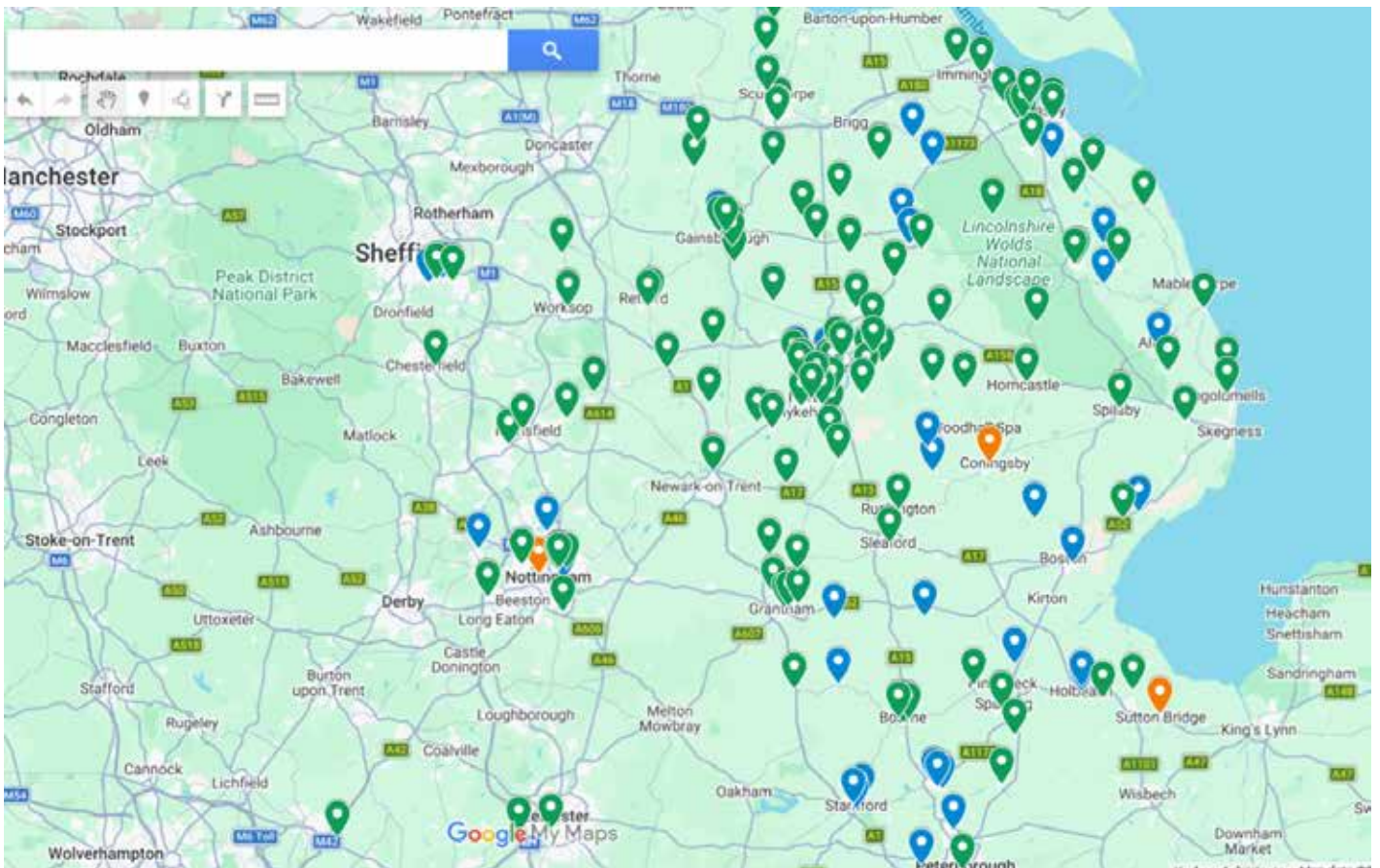
“What a fantastic day of discussion and building momentum.”

Thank you to all involved for making the day such a success. We would like to individually thank Megan Smith and Helen Richards from Priory Belvoir who shared so generously their approach to reading, and their engagement with the Lincolnshire Reading Pledge. We look forward to continuing to grow our network of secondary reading leads, and sharing more practice, through future opportunities.

As the summer term draws to a close, we would like to thank all the schools that have engaged with our 'Active' programmes this year. We are delighted that so many schools across Lincolnshire and beyond are seeing the positive impact of these programmes in their settings.

As shown on the map below, the 'Active' approach to teaching is now widespread, supporting children in a wide range of school environments. We are particularly pleased that many of our 'Active' schools are now delivering more than one approach, such as Active English and Active Spelling.

We also offer refresher training for schools that would benefit from a top-up session. Please do get in touch if you feel your school would benefit from an 'Active' staff meeting refresher.



New for the 2026/2027 academic year – Active Expert Teachers!

Do you have brilliant 'Active' teachers within your school? For the 2026/27 academic year, we are looking for excellent practitioners of Active English, Active Spelling and Active Number who would be willing to welcome visitors into their classrooms to see 'Active' in action.

There is no out-of-school commitment required - this simply involves allowing another teacher to visit your classroom and observe a typical session. The aim is to develop a network of 'Active Expert Teachers' across the county, supporting the informal sharing of good practice between colleagues.

If you think this could be you, or someone you work with, please contact Emily: emily@leadtshub.co.uk to find out more.



**NEW LEARN
Brochure for
2026-27**



FREE DfE Universal RISE Modules 

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

Last course for 2025/26 [click to book](#)

Mental Health Skills for Managers Thursday 2nd July 

Upcoming Training for 2026/27 [click to book](#)

**Emergency First Aid
at Work**

Wednesday 23rd September

**Supporting Speech Sound
Development**

Thursday 8th October

**Inclusion Principles
and Practice**

Friday 9th October

**Using Lego Play to
Support Social Skills**

Tuesday 13th October

Team Teach - Level 2

Thursday 5th and
Friday 6th November

**Intro to the SEND
Journey in Action**

Thursday 5th November

Elklan

From Friday 6th November

**De-escalation and
Managing Behaviour**

Tuesday 10th November

Team Teach - Level 1

Wednesday 11th November

Whole School SEND - Upcoming free training 

The Brayford Language Network

The Brayford Language Network's Summer Teach Meet on Friday the 12th of June brought together language educators from across Lincolnshire for an inspiring cross-phase day of collaboration, innovation and practical classroom ideas. The event featured contributions from leading organisations the British Council, the Institut Français and the Oak National Academy, alongside teacher-led sessions showcasing creative approaches including AI-generated music for vocabulary learning, phonics strategies, and effective feedback techniques. The use of music in the classroom was a particular highlight with an introduction to *Manie Musicale* – a free, global, student-friendly competition that uses francophone music to boost engagement and cultural

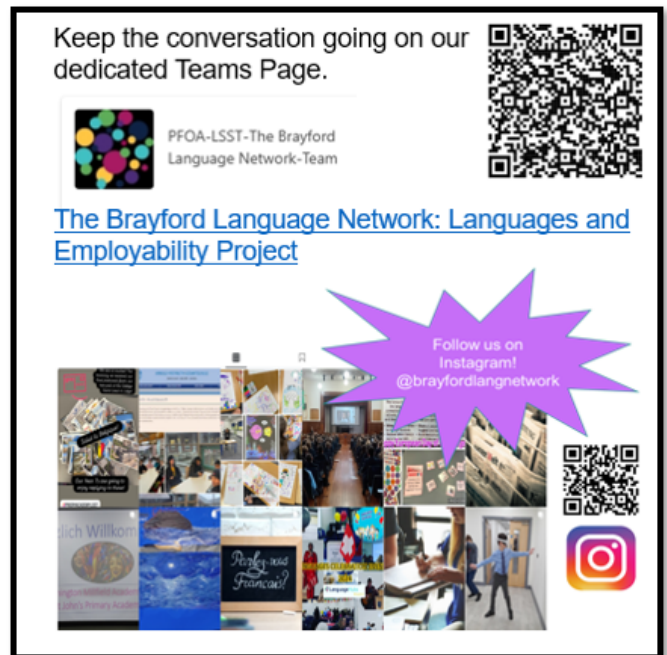


confident in their teaching following the event. Attendees particularly valued the practical ideas shared, with many keen to implement approaches such as AI-generated music using Suno and initiatives like *Manie Musicale*. The opportunity to collaborate was a major strength, with one participant noting the benefit of “connecting with other MFL teachers,” while another praised the “networking, sharing ideas and gaining new ideas.” Delegates also described the sessions as “really useful” and appreciated both the “interaction with other languages teachers” and the “range of presentations,” reinforcing the Teach Meet’s role as a supportive and inspiring professional community.



awareness. With plenty of opportunities to reflect, share and connect, the Teach Meet left participants energised and equipped with fresh, ready-to-use ideas – making it an event not to be missed next time.

The overwhelmingly positive feedback from participants highlighted the impact of the event, with the vast majority reporting that they felt “very much” more



If you would like to be invited to further events like this then please consider joining our dedicated Teams space and mailing list by filling out the following Microsoft Forms:



Maths Conference

Monday 6th July / Lincoln Bishop University

CLICK
HERE TO
BOOK

Recruitment is open for fully-funded Maths Professional Development Opportunities for 2026/27

Click on your chosen event to find out more and to book your place

Specialist Knowledge for Teaching Mathematics (Reception Teachers)

As part of the Best Start in Life strategy, 2026-27 sees the SKTM (Reception teachers and accompanying Teaching Assistants) Programme replace the previous SKTM for Early Years. This programme will bring together the previous two pathways for Number and Spatial Reasoning in a one-year programme.

Specialist Knowledge for Teaching Mathematics (Primary Teachers)

This programme is designed to improve the subject knowledge and pedagogical knowledge for all practitioners teaching and supporting the learning of primary maths.

Securing Foundations at Year 7

This Work Group aims to provide professional development and resources for secondary Maths Teachers, so they are better equipped to support students with gaps in understanding from previous Key Stages.

Key Stage 3 Multiplicative Reasoning

Working in a professional learning community, teachers will explore effective ways to teach multiplicative reasoning, share strategies and use carefully designed classroom resources and guidance materials to offer a coherent learning journey for all students.

Developing A Level Pedagogy

Run in partnership with the AMSP, this Work Group explores and deepens participants' pedagogic content knowledge, empowering teachers to enhance their classroom practice and to influence department-wide A level teaching.

To find out more about East Midlands East Maths Hub and the opportunities please visit our website: 





Future programmes for professional development

Click on your chosen programme below to book



Monday 21st September

**Active Trained Schools:
New Staff to Active
Spelling Training**



**Wednesday 23rd
September**

Understanding the IDSR



Monday 28th September

**Active Trained Schools:
New Staff to Active
Spelling Training**



Tuesday 29th September

**Active English
Open Morning**



**Wednesday 30th
September**

**Checking for
Understanding**



**Wednesday 30th
September**

**Sharing Practice - Inclusion
in the Mainstream**
The Marton Academy



Tuesday 6th October

**Subject Leader Group:
Primary PSHE**



Tuesday 6th October

**Active Spelling
Open Morning**



Tuesday 6th October

**Leading the Early Years
in the Current Climate**



Tuesday 6th October

**Subject Leader Group:
Primary Computing**



Thursday 8th October

**Subject Leader Group:
Primary History**



Thursday 8th October

**Sharing Practice - Learning
beyond the curriculum**
Branston Infant Academy



Tuesday 13th October
Subject Leader Group:
Primary Geography



Tuesday 13th October
Sharing Practice -
Leadership
 St Peter at Gowts



Wednesday 14th
October
Sharing Practice -
Active Playgrounds
 Barrowby



Thursday 15th October
Quality of Education -
Teaching and Learning
Secondary AHT Network



Thursday 15th October
Sharing Practice -
Inclusion in the
Mainstream
 Grimoldby



Thursday 15th October
Sharing Practice
 Ling Moor



Wednesday 21st October
Sharing Practice -
Leadership
 St Thomas'

Click on your chosen programme to book



Missed
an issue?

View previous issues
 of the newsletter



LINCOLNSHIRE LEADERSHIP CONFERENCE

The Power of Partnership:
'Aspiration, Action and Achievement'



SAVE THE DATE

Friday 13th November 2026

Held at Lincoln Bishop University



Brendan Hall



Sonia Gill



Bradley Busch



Jenny Mills



Nimish Lad

Time	Content
8.30am-9.15am	Arrival/ Tea/Coffee
9.15am-9.25am	INTRODUCTION: Amanda Griffiths
9.25am-10.30am	BRENDAN HALL: <i>Leading through uncertain times</i>
10.30am-11.10am	Refreshments and Networking
11.10am-12.10pm	SONIA GILL: <i>Creating Excellence, regardless of circumstance</i>
12.15pm-1.10pm	Lunch and Networking
WORKSHOPS	
1.10pm-2pm	<ul style="list-style-type: none"> • Bradley Busch - <i>Adaptive Teaching/Asking Better Questions</i>
Repeat	<ul style="list-style-type: none"> • Jenny Mills: <i>AI in the Current Climate</i>
2.05pm-2.55pm	<ul style="list-style-type: none"> • The Marton school: <i>Creating an Inspirational PD Curriculum</i> • Two Counties Trust: Secondary: <i>Creating a climate for effective CPD</i> • Nimish Lad: <i>How a model of learning can drive metacognition</i>
2.55pm-3.30pm	END OF THE DAY: Back in the Main Hall/Bar Afterwards: <i>Brendan Hall and Sonia Gill questions</i>
Bar/refreshments	Networking

NATIONAL AND INTERNATIONAL SPEAKERS PRESENTING

DON'T MISS OUT - BOOK YOUR PLACE

Early Bird price: Book before the end of September: £125

Standard price if Booking October/ November: £135



Do not miss out on connecting
with Lincolnshire colleagues