



L.E.A.D.

Professional Development

 L.E.A.D. Teaching School Hub

 Leadtshub

2026/27 PROFESSIONAL DEVELOPMENT OFFER

WORKING IN PARTNERSHIP, ACHIEVING THE HIGHEST OUTCOMES FOR ALL

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Local Knowledge, Proven Record of Impact
and Sector Expertise



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Vision

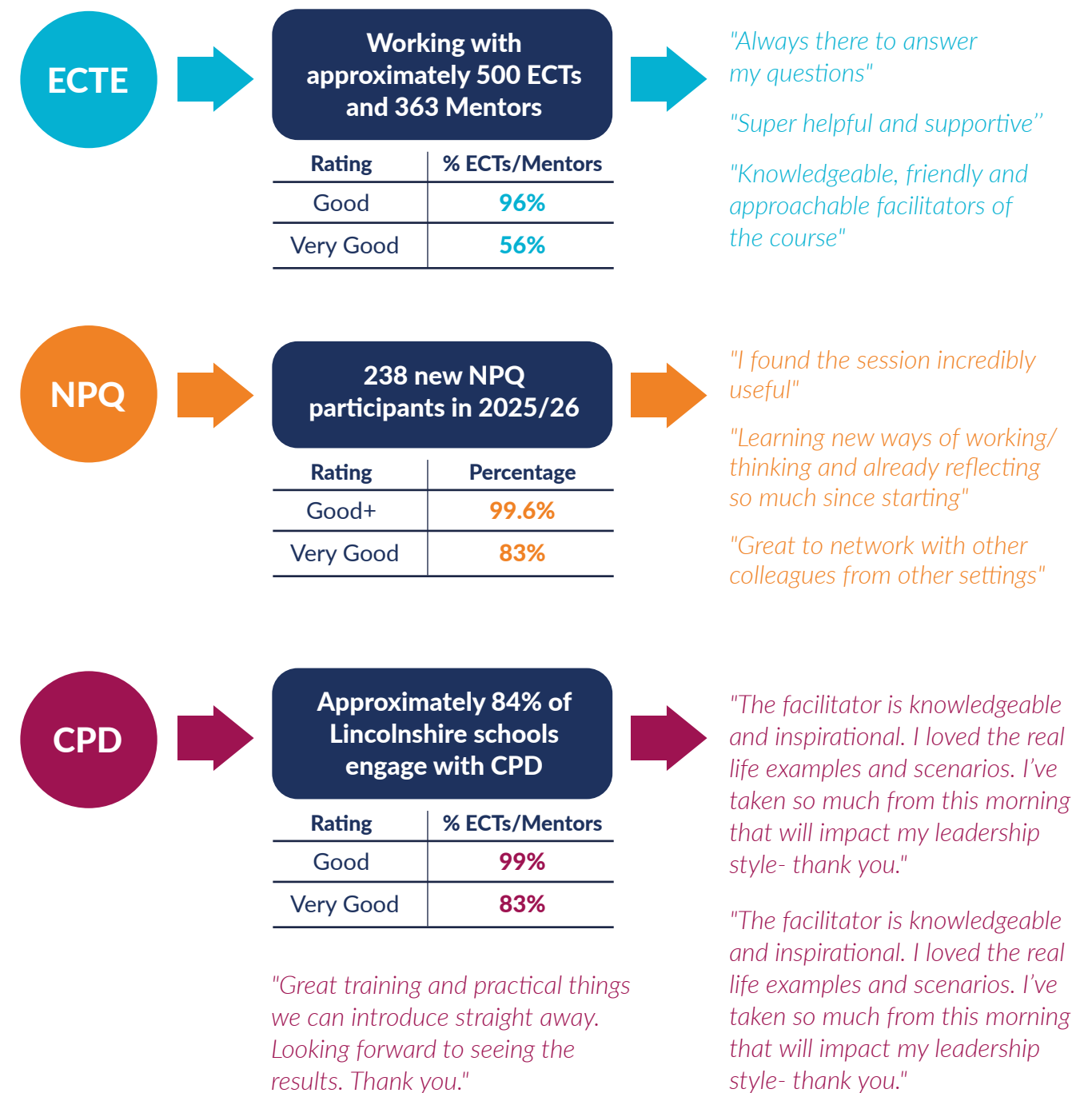
L.E.A.D. Professional Development is an ambitious, values driven, partnership-centred organisation, determined to impact on the life chances, aspirations and outcomes for pupils. Holding the 'Golden Thread' central to our work, we aim to equitably support all settings to invest in their workforce to recruit, retain, inspire and develop the best teachers, support staff and leaders. Recognising that high-quality teaching has the greatest impact on pupil outcomes, we offer inspiring, research-informed, actively inclusive, accredited professional development, sharing capacity and expertise to raise expectations and ultimately change lives.

What are our Principles?

To achieve our aims, we operate against the backdrop of these five principles:



What are people saying about what we do?



98% of schools would recommend L.E.A.D. Teaching School Hub

Is professional learning deliberately planned?



“ Having a coherent professional learning programme for all staff that is rooted in a culture of purposeful collaboration, focuses on building collective expertise and enables expert teaching across all subjects and phases.

Ofsted

“

Hold leaders to account appropriately and effectively for the impact of the school's professional learning programme for staff.

Ofsted

“

Leaders protect time for professional learning.

Ofsted

“

Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise.

Ofsted

Making Sense of the CPD Landscape



National



Regional



Local

Connecting National to Local

The Road Map from National to Local CPD

National, Regional and Local Priorities

	Reception Year	Attainment in English and Maths	Inclusion	Attendance and Behaviour	Other
RISE  DfE and Regional	DfE English Hubs Reception Year - Offer p 48 & 60	DfE English Hubs Reading KS1 p 119	Whole School SEND p 64	DfE Attendance & Behaviour p 56	Curriculum Hubs p 47
	DfE Maths Hubs p 50	DfE English Hubs Reading KS2 p 119 & 124	NPQSENCo - Teaching School Hub p 33		ITT/ECTE/AB/ NPQ Teaching School Hub Offer p 13
	DfE Teaching School Hubs Reception Year CPD p 60	DfE English Hubs Reading KS3 p 125 & 129	RISE Universal SEND Offer East Midlands p 66		
	Stronger Practice Hubs p 58	DfE Maths Hub p 50-55			
		DfE KS2 and KS3 networks			
Conference/ Webinars and DfE Universal Materials					
Local	L.E.A.D. Professional Development p 197	L.E.A.D. Professional Development p 73	LEARN SEND Hub Offer p 159	LEARN SEND Hub Offer p 159	Apprenticeships p 231
	Local Authority Education Team Early Years	Keystone Moderation p 156	Local Authority Offer	Local Authority Offer	Diocese Offer
		L.E.A.D. Active English and Spellings Programmes p 191	Sharing Practice p 82		
		Sharing Practice p 82			

How to Keep in Touch and Book a Programme

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admin@leadtshub.co.uk
- 

01522 214459
- 

www.leadtshublincs.co.uk
- 

L.E.A.D. Teaching School Hub, Suite 1-3, The Regatta, Henley Way, Lincoln LN6 3QR
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L.E.A.D. Professional Development



Newsletters / Updates



EDI Newsletters



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L.E.A.D.
Teaching School Hub
Lincolnshire



Lincolnshire
Hub Partner



Department
for Education

DfE Accredited Programmes

The following section of this brochure is constructed through L.E.A.D. Teaching School Hub, accredited by the Department for Education. This is delivered in partnership with local delivery partners, national delivery partners and is quality assured and DfE accredited.

This section includes the DfE mandated remit of:

- Initial Teacher Training
- Early Career Teaching
- Appropriate Body Services
- National Professional Qualifications
- The DfE Curriculum Hubs



ITT (Initial Teacher Training)

Initial Teacher Training (ITT) and Routes into Teaching

We are privileged to work across the region with a wide range of Initial Teacher Training (ITT) providers. Building a strong workforce, for the benefit of our children, remains a high priority within all schools. The 'Golden Thread' of professional development starts with high quality initial teacher training and ensuring that all trainees have a strong grounding in professional practices.

Shaping the early career experiences of a trainee, and being part of their journey, can play a vital part in the recruitment and retention of a strong and highly skilled workforce. Working closely with the Teaching School Hub and local ITT providers provides rich opportunities for continuing professional development and mutual collaboration for all involved, with the aim of impacting upon pupil outcomes.

If you are considering hosting a trainee teacher or if you have an aspiring teacher or volunteer working within your school, who is eager to shape the lives of pupils in Lincolnshire, then we are keen to support you in understanding the options available and offer advice.

Please contact our friendly team on: admin@leadtshub.co.uk

WHY HOST AN ITT TRAINEE?

Benefits to the school	Benefits to the ITT mentors
Additional classroom capacity – trainees can support small-group work, interventions, and lesson delivery under supervision Fresh ideas and current practice – trainees bring up-to-date pedagogy, theory, and subject knowledge from their training provider Staff development culture – mentoring promotes reflection and professional dialogue across the wider school Recruitment pipeline – opportunity to 'grow your own' future staff team who already understand your school's ethos and systems Enhanced pupil outcomes – more adult support and adaptive teaching can positively impact learning for all pupil groups Leadership development – mentoring helps identify and develop future middle or senior leaders Contribution to the profession – supporting initial teacher training helps sustain the wider education workforce	Professional reflection – explaining practice encourages deeper thinking about pedagogy and decision-making Development of coaching and leadership skills – mentoring builds skills valued in progression to leadership roles Renewed enthusiasm – working with trainees can reinvigorate passion for teaching Exposure to new strategies and research – trainees often introduce new tools, technologies and approaches to their schools Improved practice – mentors often refine their own teaching through observation and discussion Career development – mentoring experience strengthens CVs, appraisals, and promotion applications Personal satisfaction – supporting someone's journey into teaching is highly rewarding Increased confidence – recognition as an effective practitioner and role model



Lincolnshire SCITT has a large partnership of primary and secondary schools across Lincolnshire, North East Lincolnshire and surrounding counties.

Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
Primary fee funded course, with QTS & PGCE	Full-time	3-7 and 5-11 specialisms offered	Postgraduate	£9,250	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard) PGCE with University of Lincoln
Primary salaried route (employment-based route)	Full-time	3-7 and 5-11 specialisms offered	Postgraduate	£9,250 <i>(paid by the employing school)</i>	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard) PGCE with University of Lincoln Candidates MUST have a school willing to sponsor this place and employ them as an unqualified teacher, point 1 as a minimum.
Secondary fee funded course with QTS and PGCE	Full-time	Secondary Subjects: Art & design, Biology, Business Studies, Chemistry, Computing, Design & Technology, Drama, English, Geography, History, Maths, Languages, Music, Physical Education, PE with EBacc, Physics, Religious Education, Social Sciences <i>(see website for up to date list of subjects)</i>	Postgraduate	£9,250	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English and Mathematics at level 4/C or above (or the equivalent standard) PGCE with University of Lincoln Bursaries and scholarships may be available for some subjects – see the Train to Teach website for up-to-date information.
Secondary salaried route (employment-based route)	Full-time	Subjects will depend on school capacity	Postgraduate	£9,250 <i>(paid by the employing school)</i>	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard) PGCE with University of Lincoln Salaried Grant funding may be available for the employing school for some subjects – see the School Direct (salaried): funding manual Candidates MUST have a school willing to sponsor this place and employ them as an unqualified teacher, point 1 as a minimum.
Primary and secondary apprenticeship route (QTS and apprenticeship qualification)	Full-time	All secondary subjects offered above and the 3-7 and 5-11 phases for primary.	Postgraduate	£9,000 <i>(paid by the school through their apprenticeship levy)</i>	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science (primary only) at level 4/C or above (or the equivalent standard) This route is only available as a school-initiated request, as it is usually for staff already employed by a school to be become trained and qualified on the job (employed on the unqualified teacher scale -point 1 as a minimum). QTS is awarded at the end of the academic year (July) and then the apprentice can start the ECT framework. There is an additional apprenticeship assessment window from Oct – Dec, once they are an ECT.
Assessment Only (awarding QTS)	Undertaken over a 12-week period (maximum)	Primary and secondary applicants considered. <i>Applicants will need to specify the two age ranges they would like to be assessed in (3-19).</i>	Postgraduate	£2,500	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science (if primary) at level 4/C or above (or the equivalent standard) The Assessment Only Route with Lincolnshire ITT is a 12-week assessment period for those already working as experienced, unqualified teachers, who are already meeting the Teachers' Standards. You need to have evidence of being a teacher in two schools and meet the Assessment Only entry criteria. Candidates MUST have a school willing to support them.

Earn while you learn to teach!

If you already have a degree, you can achieve Qualified Teacher Status while working in a school by studying a Primary or Secondary Teacher Apprenticeship at Lincoln Bishop University.

These courses combine practical classroom experience with expert-led training, allowing you to develop confidence, excellent teaching skills and strong subject knowledge.

For aspiring teachers:

- Earn a salary while working towards QTS
- Receive expert mentoring from university specialists
- Apply theory directly to your classroom practice

For schools:

- Retain talented staff while building their capabilities
- Benefit from government apprenticeship funding

To learn more, scan the QR code or visit:
lincolnbishop.ac.uk/apprenticeships



Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
BA (Hons) Primary Education with QTS	3 years (full-time)	3-7 or 5-11	Undergraduate	£9,790	Entry requirements: • 112 UCAS points with applications through clearing • GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard)
BA (Hons) Primary Education with QTS with Foundation Year	4 years (full-time)	3-7 or 5-11	Undergraduate	£5,760 for year 1 £9,790 per year thereafter	Entry requirements: • 112 UCAS points with applications through clearing • GCSE English, Mathematics and science at level 4/C or above (or equivalent)
BA (Hons) Primary Teaching Studies with QTS	16 months (full-time Blended)	3-7 or 5-11	Top-up degree (for 1 year progression from FdA Primary Teaching Studies)	£2,550	Entry requirements: • A pass in relevant foundation degree • GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard)
PGCE Primary with QTS	1 year (full-time)	Either 3-7 or 5-11 age phase	Postgraduate	£9,790	Entry requirements: • An undergraduate degree (2:2 or above - exceptions may be made based on prior experience) • GCSE English, Mathematics and science at level 4/C or above (or equivalent)
PGCE Secondary with QTS	1 year (full-time), 18 months (part-time 3-days/week)	Either 11-16 (with post-16 enhancement) or 14-19 age phases.	Postgraduate	£9,790 (*Bursaries available for Languages, Computing, Sciences & more)	Entry requirements: • An undergraduate degree (2:2 or above - exceptions may be made based on prior experience) • GCSE English and Mathematics at level 4/C or above (or equivalent)
Professional Graduate Diploma in Education (Teaching Post-16 and Further Education)	1 year (full-time), 2 years (part-time)	Teaching Post-16 and Further Education	PGDE (Trainees who complete the course will be eligible to apply for QTLS (Qualified Teacher Learning and Skills))	£9,790	Entry requirements: • An undergraduate degree • Typically, minimum Level 3 in the subject the trainee intends to teach • Level 2 qualification in Mathematics and English • Access to a minimum of 150 hours of teaching over the period of the programme (for part-time, the 150 hours of teaching should be no fewer than 75 hours in any one year)

Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
Training Programme (Early Years and Primary)	Full-time <i>(2 years – QTS and PGCE awarded after year 1)</i>	Early Years/ Primary: Both 3-7 or 5-11 age phase specialisms offered	Postgraduate	<i>Employed by the school (point 2 on the unqualified teacher scale)</i>	Entry requirements: *An undergraduate degree (2:1 or above) *A degree or A-levels that satisfy the curriculum requirements in the subject you will be teaching (secondary) *GCSE English, Mathematics and science (primary only) at level 4/C or above (or the equivalent standard) Further information: Teach First aims to support schools facing the toughest challenges and their course is specifically designed for schools in disadvantaged communities. The Teach First Training programme offers a two-year salaried route into teaching. Trainees fill a vacancy in your school, starting with their own class on a 80% or 60% (if primary) of a qualified teachers timetable and work towards gaining QTS & a PGCE by the end of year 1. They then complete further training and their ECT year in year 2.
Training Programme (Secondary)		Secondary subjects are: English, Languages, RE, Business Studies, Maths, Geography, Music, Design & Technology, Science, History, Computing			
Training programme Nomination Route	Full-time <i>(2 years – QTS and PGCE awarded after year 1)</i>	Early Years/ Primary: Both 3-7 or 5-11 age phase specialisms offered Secondary subjects: English, Languages, RE, Business studies, Maths, Geography, Music, Design & Technology, Science, History, Computing	Postgraduate	<i>Employed by the school (point 2 on the unqualified teacher scale)</i>	Entry requirements: *An undergraduate degree (2:2 or above) *GCSE English, Mathematics and science (primary only) at level 4/C or above (or the equivalent standard) *A degree or A-levels that satisfy the curriculum requirements in the subject they will be teaching (secondary) Further information: Headteachers can nominate individuals already known to their school (for example, Teaching Assistants, unqualified teachers or technicians) for a place on the Training Programme at their school, via our Training Programme Nomination route.
Teach First School Centred Initial Teacher Training (SCITT)	Full-time <i>(1 year – QTS and PGCE awarded)</i>	Early Years/ Primary: Early Primary (3–7 years), Primary (5–11 years) Secondary subjects: Biology, Chemistry, Physics, English*, Maths, History, Geography, Religious Studies, Computing, Business Studies, Music, Modern Languages (ML), Physical Education (PE)	Postgraduate	£9,790 (in the UK) and £15,000 ((Full time international fees)) <i>*Financial support is available</i>	Entry requirements: *An undergraduate degree, or equivalent *Grade 4 (C) or above in English and maths GCSEs, or equivalent qualification *If applying to teach primary, Grade 4 (C) or above in one science GCSE or equivalent *The ability to demonstrate sufficient knowledge in the subject you're applying to teach, either through your degree qualification, your A-levels or relevant experience There are additional requirements for international candidates. Get in touch for more information.

Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
Primary, fee funded. QTS with PGCE	Full-time	Primary 3-7 Primary 5-11	Postgraduate	£9,535	All our courses are available through the fee-paying option. This course is for those who already have an undergraduate degree and want to train to become a primary or secondary teacher. The course leads to Qualified Teacher Status (QTS) and a PGCE qualification validated by the University of Birmingham (at no additional cost).
Secondary, fee funded. QTS with PGCE	Full-time	Secondary subjects: Art & Design, Biology, Chemistry, Computing Design & Technology, English, Geography, History, Mathematics, Modern Languages, Music, Physical Education, Physics, Religious Education	Postgraduate	£9,535	Your training will last 11 months, five days a week (full-time). You will be placed with a school at the beginning of your training and in a contrasting school in the spring term. Entry requirements: * 2:2 or above degree awarded by a UK higher education provider, or a recognised equivalent qualification with a supporting ENIC certificate * Degree subject should match or be closely related to the course subject. If not wholly relevant, then we could consider your application if you have a grade B or above at A-level in this subject, a relevant postgraduate qualification, or substantial career experience * A standard equivalent to grade C/4, or above, in the GCSE English/ English Literature and Mathematics (and Science for primary). If you are unsure if you meet these criteria, please contact us.
Apprenticeship (PGTA) with PGCE DRET schools only	Full-time	Primary 5-11 Secondary subjects: Art & Design, Biology, Chemistry, Computing Design & Technology, English, Geography, History, Mathematics, Modern Languages, Music, Physical Education, Physics, Religious Education	Postgraduate	£9,535 <i>(support available from the apprenticeship levy)</i>	The Post Graduate Teacher Apprenticeship (PGTA) is a nationally recognised, employment-based route into teaching, for those already working in a school with at least 12 months of classroom experience, in roles such as teaching assistants or HLTAs. A PGCE can be obtained for an additional cost. The PGCE is optional and costs an additional £1,200 payable directly by the placement school or apprentice. Entry requirements: As above, plus: * Classroom experience of at least 12 months * ESFA Apprenticeship eligibility criteria met.

Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
Primary fee funded course, with QTS & PGCE	Full-time	5-11	Postgraduate	£9,790	Entry requirements: *An undergraduate degree *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard) <i>PGCE with Leeds Beckett University.</i>
Secondary fee funded course, with QTS & PGCE	Full-time	Secondary Subjects: Art, English, Biology, Chemistry, Computing Geography, History Maths, Music, PE, and Physics <i>(see website for up to date list)</i>	Postgraduate	£9,790	Entry requirements: *An undergraduate degree *GCSE English and Mathematics at level 4/C or above (or the equivalent standard) <i>PGCE with Leeds Beckett University.</i> Bursaries and scholarships may be available for some subjects – see the Get into Teaching website for up-to-date information.
Assessment Only (awarding QTS)	Undertaken over a 12-week period (maximum)	Primary and secondary applicants considered. <i>Applicants will need to specify the age ranges they would like to be assessed in either 3-11 (primary), 7-14 (middle) or 11-19 (secondary)</i>	Postgraduate	£2,950 + VAT	Entry requirements: See above for primary and secondary. The Assessment Only Route with Educate is a 12-week assessment period for those already working as experienced, unqualified teachers, who are already meeting the Teachers' Standards. You need to have evidence of being a teacher in two schools and meet the Assessment Only Candidates MUST have a school willing to support them. <i>If you are in a region outside of our current partnership areas please get in touch as our AO route is available outside of these.</i>

Course name	Full or Part-Time	Phases/subjects offered	Postgraduate or Undergraduate	Cost	Additional details to consider
Primary fee funded course, with QTS & PGCE	1 year (full-time)	Primary 5-11 age phase	Postgraduate	£9,790	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard) <i>PGCE with Hull University</i>
Primary with SEND fee funded course, with QTS & PGCE	1 year (full-time)	Primary 5-11 age phase	Top-up degree (for 1 year progression from FdA Primary Teaching Studies)	£9,790	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard) <i>PGCE with Hull University</i>
Secondary fee funded course, with QTS & PGCE	1 year (full-time)	Secondary 11-16 age phase: Chemistry, English, Geography, History, Maths, Physics, PE, PE with EBacc, RE, Music, Modern Languages, Art, D&T, Biology <i>(see website for up to date list www.northlincs.gov.uk/traintoteach)</i>	Postgraduate	£9,790	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard) <i>PGCE with Hull University</i>
Assessment Only Route to QTS (Primary and Secondary)	Undertaken over a 12-week period (maximum)	Primary and secondary applicants considered. <i>* Applicants will need to specify the age ranges they would like to be assessed in either 5-11 (primary) or 11-16 (secondary).</i>	Postgraduate	£2,500	Entry requirements: *An undergraduate degree (2:2 or above – exceptions may be made based on prior experience) *GCSE English, Mathematics and science at level 4/C or above (or the equivalent standard) The Assessment Only Route with North Lincolnshire SCITT Partnership is a 12-week assessment period for those already working as experienced, unqualified teachers, who are already meeting the Teachers' Standards. <i>You need to have evidence of being a teacher in two schools and meet the Assessment Only entry criteria.</i> Candidates MUST have a school willing to support them.
Apprenticeship (PGTA) with PGCE	Full-time	Primary 5-11 Secondary	Postgraduate	TBC <i>(paid by the school through their apprenticeship levy)</i>	Entry requirements: *An undergraduate degree *GCSE English, Mathematics and science (primary only) at level 4/C or above (or the equivalent standard) This route is only available as a school-initiated request, as the trainee is employed as part of the school staffing structure. (Employed on the unqualified teacher scale -point 1 as a minimum). <i>QTS is awarded at the end of the academic year (July) and then the apprentice can start the ECT framework.</i>

Early Career
Teacher
Entitlement
(ECTE)

Early Career Training Programme

L.E.A.D. Teaching School Hub's package of support

In line with the national recommendation, we believe that the Early Career Training Programme (ECTP) is the ideal training package for ECTs employed in Lincolnshire and beyond. L.E.A.D. Teaching School Hub is a Delivery Partner for the Education Development Trust and gives settings complete assurance that the AB and ITTECF responsibilities are fully covered and supported.

Our package of support gives you:

- access to the fully funded DfE Early Career Teacher programme (in partnership with the DfE approved provider, Education Development Trust) for the duration of an ECT's induction; and
- access to our full Appropriate Body (AB) service.

It also includes a range of additional support exclusive to L.E.A.D. Teaching School Hub including:

- regional events to collaborate as ECTs or Mentors, with opportunity to share best practice
- face-to-face sessions with multiple training dates and venues to choose from
- expert facilitators who are passionate about developing teachers new into their career and empowering mentors
- considered workload and flexibility of the programme content to maximise impact in schools
- central support from the Teaching School Hub to navigate the processes, systems and portal - a member of our Early Career Team is always available to answer any queries, both via the telephone and email
- Bespoke support for settings where ECTs require additional support to meet the Teachers' Standards

Our offer is designed to support schools with an ITTECF-based induction and enables all ECTs to be clearly assessed against the Teachers' Standards.



Early Career Training Feedback

EARLY CAREER TRAINING PROGRAMME

98% of our ECTs and mentors have rated the ITTECF training as **good** or **very good**.

The Deliberate Practice session was extremely valuable as it allowed me to put my theory into practice.
(Year 1 ECT)

The opportunity to chat to other ECTs that are in the same position and thinking about how you apply the theory into your specific phase
(Year 1 ECT)

Really interesting ideas about curriculum design relating to inclusion
(Mentor)

Having the time to discuss with colleagues throughout the day, I learnt so much from hearing other people's experiences.
(Year 1 ECT)

It was valuable to have an opportunity to speak to primary school teachers about the links between secondary and primary curriculum design.
(Mentor)

Our Fully Funded Provider-Led Early Career Training Programme (ECTP)

Schools must provide an ITTECF support programme for ECT induction. L.E.A.D. Teaching School Hub Lincolnshire partners with Education Development Trust (EDT), an outstanding DfE accredited Lead Provider, to deliver an Early Career Training Programme for both ECTs and mentors.

Benefits of this programme

- Diagnostic tools designed to adapt to the needs of an ECT and tailor their learning journey
- Focus on translating research into practice and application of theory in the classroom
- Increased phase and subject-specific exemplification
- Focused professional learning for mentors with training by sector renowned professionals and expert local facilitators
- An enhanced focus on literacy and oracy
- Evidence-led training, designed to develop ECTs' professional confidence and self-efficacy
- Specialised options in year 2 focused on areas of interest to support ECTs in preparing for life beyond training
- An opportunity to deepen ECT understanding to support their implementation of wider school improvement priorities



ECT	Year 1			Year 2			Total hours
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
ECT training sessions	6 hours	6 hours	6 hours	4 hours	4 hours	4 hours	30 hours
Self-directed study	10 hours	10 hours	10 hours	4 hours	4 hours	4 hours	42 hours
Mentor meetings	12 hours	12 hours	12 hours	6 hours	6 hours	6 hours	54 hours
Weekly mentor sessions			Fortnightly mentor sessions				

Year 1

Year 1 ensures full coverage of ITTECF content, through personalised pathways, informed by the diagnostic tool that consolidate or extend ECTs' understanding as appropriate.

Year 2

Year 2 then opens out into structured but individualised learning that is owned by the ECT and their mentor – a phase that recognises the ECTs' growing agency and prepares them for life beyond induction.

Mentoring

The mentoring programme uses a structured approach based on Instructional Coaching, training mentors to give focused, actionable feedback on specific skills so ECTs understand exactly how to improve. In Year 2, mentors meet with ECTs every two weeks to support their studies and help them manage challenges and opportunities in their second year of teaching.

Mentor		Year 1			Total hours
		Term 1	Term 2	Term 3	
	Programme induction	1 hour			1 hour
	Mentor training sessions	6 hours	2 hours	2 hours	10 hours
	Self-directed study	2.5 hours	2.5 hours	2.5 hours	7.5 hours
	Mentor meetings	12 hours	12 hours	12 hours	36 hours
		Weekly			
*Mentor meetings continue fortnightly in year 2					

Mentor training overview

Once the one-year Mentor training programme is complete, there is currently no requirement to revisit the programme again.

Early Career Terminology

Acronym	Full name	Meaning
ITTECF	Initial Teacher Training and Early Career Framework	The Initial Teacher Training and Early Career Framework (ITTECF) sets out what trainee and early career teachers need to know, and know how to do, at the start of their careers.
ECTE	Early Career Teacher Entitlement	Early Career Teacher Entitlement is a 2-year programme that supports ECTs when they start their teaching career. It's designed to develop their professional skills and provide them with the knowledge and skills to meet the teachers' standards. The term ' Early Career Teacher Entitlement (ECTE) ' replaces 'ECF-based training and induction' from September 2025.
AB	Appropriate Body	Appropriate bodies are the organisations who quality assure statutory teacher induction and provide data to the Teaching Regulation Agency (TRA) to record the progress of early career teachers (ECTs).
EDT	Education Development Trust	Education Development Trust is a large not-for-profit organisation which provides education services in the United Kingdom and internationally.
ECTP	Early Career Training Programme	'ECTP is based on the Initial Teacher Training and Early Career Framework (ITTECF) and is designed around how people really learn. With a flexible approach that considers what works best in each teacher's unique situation.
LP	Lead Provider	Schools can choose from 5 training providers. These organisations are known as 'lead providers'. The 5 lead providers are: • Ambition Institute • Education Development Trust • Teach First • UCL Institute of Education • National Institute of Teaching The training programmes designed by these lead providers are accredited by DfE and quality assured by the Education Endowment Foundation (EEF).
DP	Delivery Partner	Lead providers work with ' delivery partners ' to deliver their training programmes to ECTs and Mentors from schools across England. Delivery partners include: Teaching School Hubs, Trusts and Universities.
TRA	Teaching Regulation Agency	The Teaching Regulation Agency (TRA) is the latest iteration of what used to be called the General Teaching Council (England). The agency is responsible for regulating the teaching profession on behalf of the Secretary of State for Education , including misconduct hearings and the maintenance of a record of teachers, trainee teachers and those who hold a teacher reference number (TRN) . The TRA is an executive agency, sponsored by the Department for Education.
TRN	Teacher Reference Number	A TRN is a 7 digit number that uniquely identifies you in the education sector in England. You will only have one TRN – it stays with you throughout your career. If you already have a TRN you do not need a new one if you change roles or start a new period of training. Your TRN is personal to you – only disclose your TRN to your employer or an official.



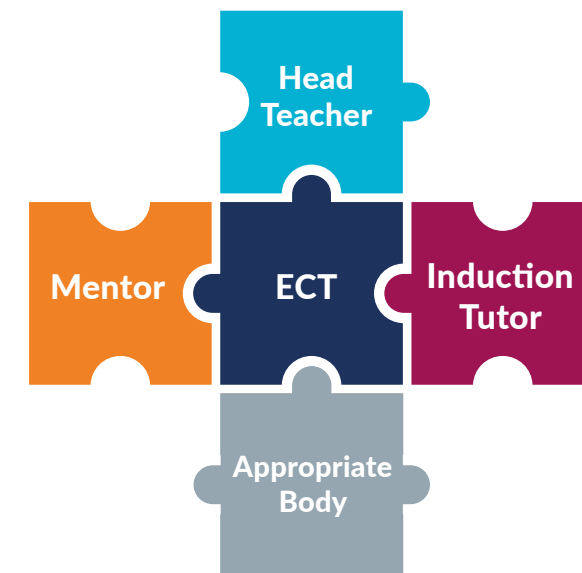
AB
(Appropriate Body)



Appropriate Body Package

The appointment of an Appropriate Body is a statutory requirement for the induction period of all ECTs. The Appropriate Body is part of the induction team, supporting all new teachers in the first two years of their careers.

The Appropriate Body (AB) provides a quality assurance role in the statutory induction of Early Career Teachers (ECTs) in all schools and settings. The AB ensures ECTs receive their statutory entitlements and that all those involved are supported to ensure that the induction process is fair and appropriate.



L.E.A.D. Teaching School Hub is proud to offer a strong track record of AB expertise, with an experienced and dedicated team that offer:

- named contacts within the Teaching School Hub, for all parties involved in statutory induction
- registration and monitoring of progress of the ECT as the AB and ITTECF provider, including reporting to the Teacher Regulation Agency (TRA)
- timely communication with a half-termly AB newsletter containing important information and reminders and weekly bulletins
- quality assurance of progress reviews and formal assessments, against the Teachers' Standards
- ECT and Induction Tutor statutory induction information events
- advice and guidance on the induction of ECTs including where ECTs are at risk of failure, advising on appropriate support packages for the ECT
- a collaborative QA approach with the aim to identify and share best practice and further improve systems and processes for schools

Schools can choose from two routes to enable delivery of a training programme based on the ITTECF

Route A

Use a DfE funded provider-led programme

Included:

- With the **funded** provider-led programme, schools work with providers accredited by DfE who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. **This programme is funded by DfE.**
- Full induction programme of support and training package with full Appropriate Body support.

Cost per ECT:

£246 per year of induction

Cost per school:

No additional cost

Route B

School deliver their own training programme

Included:

- Full induction programme of support and training package with full Appropriate Body support.
- Fidelity check before the start of the induction period by the AB where schools can provide detailed breakdown of the ECTE delivery for years 1 and 2 of induction, including mentoring support and training
- Fidelity check before the end of term 3, checking the implementation of the school's plans
- Fidelity check before the end of induction, checking the actual delivery of the planned ITTECF-based induction
- Additional observation(s)/quality assurance of ECTE delivery programme throughout the two-year induction period

Cost per ECT:

£246 per year of induction

Cost per school:

£1150 per school site for the full two year induction period

Currently, schools that are not section 41 approved by Ofsted are unable to access the provider-led programme (Option A) of support. Please contact Sophie Lougher, ECF/AB Lead at the Teaching School Hub to discuss options: sophielougher@leadtshub.co.uk or via 01522 214459

NPQ
(National Professional Qualifications)



National Professional Qualifications: NPQs

L.E.A.D. Teaching School Hub are delighted to be working with Ofsted outstanding provider **Teach First** to design and deliver NPQs.



What are NPQs?

National Professional Qualifications (NPQs) are the most widely recognised qualifications in the education sector for current and aspiring leaders.

Accredited by the Department for Education (DfE), NPQs provide training and support for teachers and leaders at all levels. They will support you to develop the skills and knowledge to progress in your career and to support your school/setting.

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

Why Should I study a Specialist NPQ?

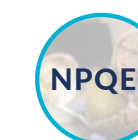
There are five specialist NPQs for teachers and school leaders who want to broaden their expertise in particular areas. The following programmes are for those who have, or are aspiring to have, responsibilities for leading teaching in a subject or year, leading behaviour and/or supporting pupil wellbeing in their school or leading the development of other teachers in their school.



*NPQLPM is delivered through partnership with Redhill Teaching School Hub and the Maths Hub, with The Church of England Education Service as Lead Provider.

Why Should I study a Leadership NPQ?

For those looking to progress into senior leadership and beyond, the following NPQs build foundational knowledge to rapidly progress a setting, school or Trust's key improvement priorities – all while creating and embedding a culture that allows the setting, staff and pupils to thrive:



Benefits for you, your setting/school or Trust

- **Professional Growth:** Great development opportunities and ongoing support helps teachers/ early years practitioners thrive.
- **Retention:** Keep talented teachers and leaders in your setting/ school or Trust for the long term, equipping them with the expertise to make a difference to their children.
- **Proven Impact:** Strategic improvement, focused on your context and children.
- **Networking:** Your teachers become part of a wider network of leaders and settings/ schools, sharing and bringing back good practice to your setting.
- **Wellbeing:** In our end-point survey, our PMs are 12% above national average in response to the statement: The term 'wellbeing' is used to describe how comfortable, happy and healthy you are in your workplace. Please rate your wellbeing at work.

The National Landscape

NPQ Programme Overview

NPQ programmes are based on the DfE’s NPQ frameworks, combining expert training with tailored support to strengthen leadership and culture in your school, Trust or setting.

EACH PROGRAMME INCLUDES:



Evidence-based online content to refresh and build knowledge



Formative assessment tasks to support learning



Face-to-face and online seminars with a group of peers, facilitated by an expert leader



The opportunity to record reflections and consolidate learning



School/Trust/ setting visits and conferences.

Programme Length

Programme	Learning period (months)	Assessment period of up to (months)	Maximum total duration (months)
Specialist NPQs			
LL, LBC, LT, LTD, LPM	12	3	15
Leadership NPQs			
NPQSL, EYL, H, EL, SENCo	18	3	21

NPQ Vision

To prepare leaders to excel in their roles, by providing evidence-based training in good educational and leadership practises.

NPQ Principles

Be underpinned by high-quality research evidence

Providing 'foundational' knowledge

Provide opportunities for application

Universal and accessible

Supporting 'career pathways' but not define set progression pathways

Nationally recognised qualification, grounded in effective PD practice

Who Are They For?

We want to ensure that those embarking on an NPQ get the most from their experience. Research demonstrates that the highest satisfaction rates come from:

- those **preparing to start, or new in role**, in leadership in education settings
- those who have a **sufficient level of responsibility** with which to apply the learning

This is to ensure that learning can be applied at, or near, the relevant level of responsibility, and that the cohorts have enough common skills, motivations and experience to ensure a quality learning experience.

NPQ Review

The NPQs are undergoing a review that will enable NPQs to continue to adapt to meet the evolving needs of the sector. However, you can be assured that:

- The frameworks **support the NPQ vision** to prepare leaders to excel in their roles, by providing evidence-based training in good educational and leadership practices.
- NPQs remain **coherent with the ITTECF** and maintain a common language and evidence base across the 'golden thread'.
- Stakeholder feedback, Call for Evidence submissions and Government priorities and policy development** prioritise prevalent topics, including more on SEND & Inclusion, Operational Leadership and People Management for example.

National Professional Qualifications: The Local Landscape

WHY CHOOSE US?

97%

Pass Rate

99%

Good+ Feedback

111

Lincolnshire Schools
already engaged

257

programme members
2025/26

12%

above national average
for career progression
following the NPQ

5%

above national average response
to the statement *attainment of learners
has improved or is likely to improve
in future because of the NPQ*

12%

above national average response
to the statement *I have formed
meaningful connections with
peers on the NPQ*

We are in the fortunate position to be able to translate national policy into local context. At L.E.A.D. Teaching School Hub, we work closely with our Lead Provider, Teach First, to ensure that we tailor the NPQ experience to maximise the impact on our local schools. Key to these are our **conferences** and **school visits which are bespoke to the area, teachers and leaders who we serve.**



NPQ CONFERENCES

Inspiring Leadership. Expanding Horizons. Shaping the Future.



Our NPQ Conferences are dynamic, high-impact professional learning experiences designed to inspire, challenge, and empower current and aspiring school leaders.

Each conference is **bespoke to its cohort**, carefully designed by expert facilitators to meet the specific needs, contexts, and ambitions of participants. Through a blend of **keynote speakers, experienced facilitators, and current school leaders**, delegates gain access to real-world insight, practical strategies, and forward-thinking leadership perspectives.

Designed for Impactful Learning

Our conferences balance high-quality input with interactive activities, structured discussions, and opportunities for reflection. Whether face-to-face or blended, they are designed to maximise engagement and ensure learning is practical, manageable, and immediately applicable.

Building Leaders of the Future

At the heart of every NPQ Conference is a commitment to:

- Widen horizons
- Motivate and inspire
- Spark new thinking
- Develop confident, capable leaders

What Makes Our Conferences Unique?

- **Tailored to You** – Every conference is designed specifically for its cohort, ensuring relevance and impact
- **Expert-Led Delivery** – Learn from leading practitioners, keynote speakers, and serving school leaders
- **Collaborative Learning** – Opportunities to network, share experiences, and build professional connections
- **Engaging & Thought-Provoking** – Sessions that challenge thinking, spark ideas, and motivate action
- **Future-Focused** – Supporting the development of confident, reflective leaders ready to shape education

Proven Impact

We are proud that **100%** of delegates rate our conferences as good or very good, reflecting the consistently high quality of experience and delivery.

What Participants Say



"Excellent delivery, led by experts... Great to hear about another aspect of the job that often lacks training."

"Very informative and engaging."

"Fantastic presentations and interesting conversations had."

"Absolutely fantastic speakers and very knowledgeable."

"It was great to hear from really passionate people with a wealth of experience and knowledge."



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

"Very clear, informative and eloquent. I feel I've learnt a lot without feeling overwhelmed."

NPQ SCHOOL VISITS

Expanding Perspectives. Challenging Thinking. Learning in Context.

Our NPQ School Visits are immersive, real-world learning experiences designed to deepen understanding, broaden perspectives, and challenge leadership thinking.

Each visit is **carefully tailored to the cohort**, with a **distinct thematic focus** shaped by the needs and priorities of the group. By visiting **contrasting school settings**, programme members are encouraged to step beyond their usual context, sparking reflection, curiosity, and new ways of thinking.

What Makes Our School Visits Unique?

- **Cohort-Specific Design** – Every visit is shaped around the developmental needs of participants
- **Contrasting Contexts** – Experience schools that differ from your own to broaden perspective
- **Leadership in Action** – Hear directly from serving leaders about their vision, challenges, and impact
- **Immersive Experience** – Tour the school, observe practice, and explore the environment firsthand
- **Professional Dialogue** – Engage with staff, ask questions, and take part in meaningful discussions
- **Reflective Practice** – Connect new insights back to your own setting and leadership approach

School visits provide a unique opportunity to:

- See leadership **lived out in practice**
- Explore how different contexts shape decision-making
- Reflect on your own school and leadership with fresh perspective
- Engage in honest, open conversations with experienced practitioners

What Participants Say

“Viewing the school and listening to the headteacher, his motivation and achievements, and seeing it in practice was inspiring.”

“Inspiring and lots of golden nuggets to take away.”

“I really valued hearing and seeing another leader talk about their school with humility and reflection.”

“Seeing how a school in the same catchment can be so different was very refreshing and lots to take away!”

“Having an insight into a different school and looking at things through a leadership perspective was a privilege.”

“A great insight into how another school approaches intentional leadership.”



The Role of the Sponsor / Case Studies

THE ROLE OF THE SPONSOR

EEF research into professional collaboration shows that **CPD is more effective when teachers work together**, for example through:



Peer discussion



Coaching and mentoring



Collaborative planning and reflection

These approaches help embed learning into everyday practice and improve consistency across schools. That is why at L.E.A.D. Teaching School Hub, we are passionate about the role of the sponsor. Our NPQs begin with a launch which enables both programme member and school sponsor to understand their role within the programme in order to maximise the impact for the individual and the school.

The two case studies below explore how programme members and sponsors have utilised this approach:



CASE STUDY 1

NPQ Programme: NPQ Early Years Leadership

What is the Context of the Setting?

Our setting operates during term time only, from 9:00am to 3:00pm, providing care and education for up to 26 children per day. We are staffed by a team of six practitioners, allowing us to maintain strong relationships and provide a high level of support tailored to individual needs.

We offer a blended provision of both indoor learning and outdoor experiences, including regular forest school sessions. This enables children to explore, take risks, and develop confidence in a natural environment, supporting both their physical and emotional development.

A high proportion of children in our setting have Special Educational Needs and/or Disabilities (SEND). As a result, we place strong emphasis on inclusive practice, early identification, and responsive support. We work closely with families and external professionals to ensure every child receives the provision they need to succeed.

Our ethos is rooted in a child-led approach, recognising that every child is unique and learns in their own way. We do not adopt a “one size fits all” model; instead, we adapt our provision to meet the diverse needs, interests, and developmental stages of each child.

We are strongly guided by Maslow's Hierarchy of Needs, prioritising children's emotional wellbeing as the foundation for learning. We focus on ensuring that all children feel safe, secure, and regulated, understanding that this is essential for engagement, confidence, and progress.

Through nurturing relationships, a flexible environment, and a commitment to inclusion, we aim to ensure that every child has the opportunity to thrive.

How have you as sponsor and programme member worked together?

As both the owner and manager of the setting, I hold the dual role of sponsor and programme member. This means I am responsible for both strategic decision-making and the day-to-day implementation of changes within the setting. To ensure a balanced and reflective approach, I have actively sought and incorporated the views, experiences, and feedback of my staff team while working through the programme content. Although I am ultimately accountable for decisions, I recognise that effective and sustainable improvement relies on collaboration.

I chose to involve my team because they work directly with the children and have valuable insight into their needs, particularly given the high proportion of children with SEND in our setting. Their perspectives help ensure that any changes are practical, relevant, and responsive to the real experiences within the setting. Involving the team also supports a shared sense of ownership and consistency in practice. By engaging them in discussions and reflection, it strengthens our collective understanding of our child-led ethos and reinforces our commitment to meeting individual needs rather than adopting a “one size fits all” approach.

Additionally, this collaborative approach models reflective practice and continuous professional development, creating a culture where all staff feel valued, heard, and empowered to contribute to the ongoing development of the setting.

What impact has this had? (E.g. on leadership, policy, teaching, attendance outcomes, role etc)

Involving my team in the programme has had a significant impact across leadership, practice, and outcomes within the setting.

From a leadership perspective, it has strengthened a more distributed and reflective leadership style. Although I remain responsible for decision-making, I have become more intentional in listening to and valuing staff voice, which has improved team cohesion, confidence, and accountability.

In terms of practice and teaching, the collaborative approach has led to more consistent and responsive provision. Staff have a deeper understanding of our child-led ethos and are more confident in adapting activities to meet individual needs, particularly for children with SEND. This has resulted in a more inclusive environment where children are better supported to feel safe, secure, and regulated, which underpins their ability to engage in learning.

At a policy level, discussions with staff have ensured that any changes or developments are realistic, meaningful, and embedded in day-to-day practice rather than being purely theoretical. Policies are now more reflective of what actually happens in the setting and are better understood by the whole team.

In terms of outcomes for children, we have seen improvements in engagement, emotional regulation, and overall wellbeing. Children are more settled, which has had a positive impact on attendance and participation, particularly for those who previously found it more difficult to access the setting.

Finally, this process has also strengthened my role as both owner and manager. It has helped me to move from being solely operational to more strategically reflective, while still ensuring that decisions are grounded in the realities of the setting.

Are there any key ‘takeaways’ for other schools/leaders?

1. The programme highlights that small, intentional changes can have a significant impact. Leaders do not need to overhaul everything at once; focusing on achievable, meaningful improvements, especially around relationships, environment, and emotional support can lead to lasting positive outcomes for both children and staff.
2. Effective change does not need to come from a traditional top-down “sponsor” model. Even in settings where one person holds multiple roles, meaningful improvement can be achieved by actively involving staff in reflection and decision-making. Tapping into the knowledge and experience of the team leads to more practical, sustainable changes.
3. Focus on fewer, high-impact priorities. Schools are more effective when leaders commit to a small number of clearly defined priorities and execute them well, rather than pursuing multiple competing initiatives.

CASE STUDY 2
NPQ Programme: NPQ Headship



What is the Context of the Setting?

Mainstream Secondary Academy

How have you as sponsor and programme member worked together?

Sponsor – Head (HT) Member – Assistant Head (AHT)

Both HT and AHT attended the launch events for the NPQH programme. I have been able to share and discuss course content and tasks freely throughout the duration of the course with the HT. The HT also offered me a 1-1 ‘leadership conversation’ which supports the discussion of the course content and to consider what happens beyond completion. I have also been able to share the formative assessment tasks from the course content with the HT.

What impact has this had? (E.g. on leadership, policy, teaching, attendance outcomes, role etc)

Having continuous support has allowed the NPQH to feel very real and practical. The course content has the chance to then be seen in practice, which has been helpful.

I have had the chance to lead on further CPD through weekly training sessions, and whole school INSET training. This has given me the platform to share aspects of the course content with the wider team. This has been particularly beneficial when considering implementation of how best to support our vulnerable students in the Academy.

Are there any key ‘takeaways’ for other schools/ leaders?

1. It’s ok not to know.
2. Adopt the mindset of a learner.
3. Keep conversations regular and low stakes between member and sponsor.

This programme member successfully secured a Headship position 15 months into the NPQH programme.

How to Apply



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.



RISE Universal/ DfE Curriculum Hubs



RISE Universal / DfE Curriculum Hubs



The DfE have accredited a number of organisations as 'Curriculum Hubs' and as part of the RISE Universal Offer. They offer some or all of the following:

RISE | Department for Education

- Specialists
- Open days
- Forums and Networks
- Audits
- Resources
- Research/Support

Read on to find out what each Hub can offer.

English Hubs
Witham St Hughs

MATHSHUBS
EAST MIDLANDS EAST

Research Schools Network

RISE Reception Networks

National Consortium for Languages Education

RISE
Attendance and Behaviour Hubs

Whole School SEND

Lincolnshire Music Education Hub

East Midlands Early Years
Stronger Practice Hub

Brayford Language Network

Witham St Hughs English Hub

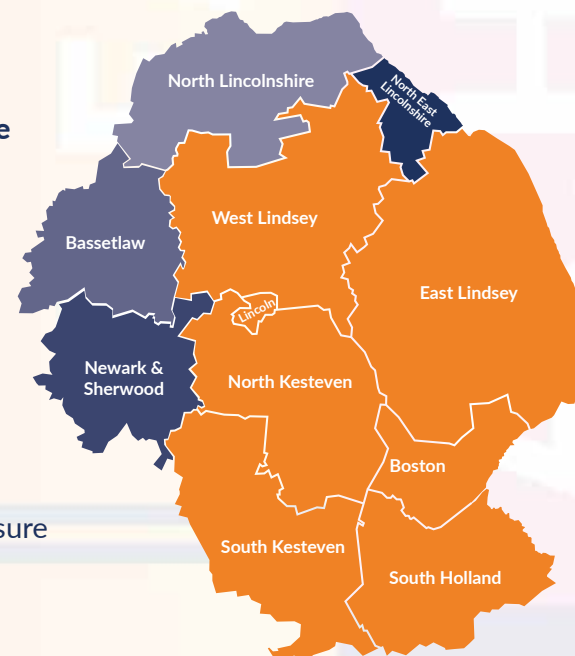
Witham St Hughs English Hub is one of 34 designated English Hubs across the country. Our Lead School, Witham St Hughs Academy, was appointed by the Department for Education to share its expertise in teaching reading.

All professional development opportunities offered in this brochure are free to all schools in our Local Authority Districts (LADs), funded by the Department for Education.



Our School Support Offer is available to schools across our Local Authority Districts:

- Lincolnshire
- North Lincolnshire
- North East Lincolnshire
- Bassetlaw
- Newark & Sherwood



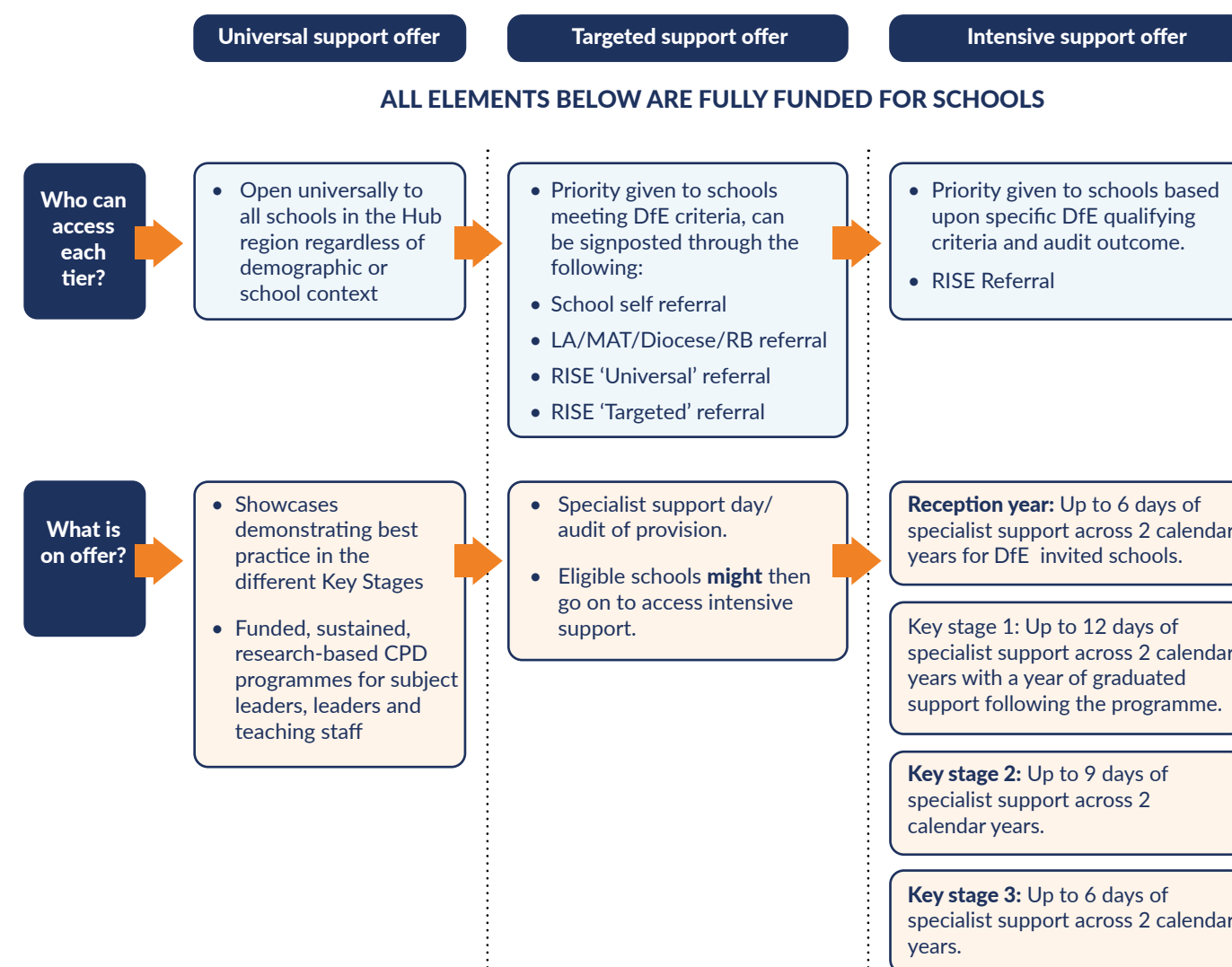
Our School Support Offer covers the following phases:

- Reception: Early Literacy and Language
- KS1: Early Reading, Early Language, and Reading for Pleasure
- KS2: Word Reading and Fluency
- KS3: Reading Catch-Up

We offer Literacy Specialist and Early Literacy and Language Specialist Support Days as well as provide intensive support for selected partner schools across each phase.

To find out more, visit www.wshenglishhub.co.uk or email sophiehurst@leadtshub.co.uk

DfE English Hub Support Offer 2026/2027



OUR SUPPORT JOURNEY

- 1 EXPRESS YOUR INTEREST**

Let us know you're interested by completing a self-referral form or by attending one of our showcase events/briefings.
- 2 WE GET TO KNOW YOUR SCHOOL**

A member of the English Hub team will be in contact with you to discuss how we can best support you. Where criteria is met, a Literacy Specialist will visit your school to offer fully funded support.
- 3 RECEIVE RECOMMENDATIONS**

You'll receive clear, practical advice and next steps tailored to your school's needs.
- 4 INVITED TO BECOME A PARTNER SCHOOL**

If your school is eligible, you'll be invited to apply to join our Partner School programme for two years of intensive support.
- 5 YOU WILL RECEIVE:**

YOUR OWN LITERACY SPECIALIST A specialist assigned to support your school.	FUNDING FOR RESOURCES & CPD Financial support for evidence-based resources and professional learning.	ACCESS TO EVENTS & NETWORKS Opportunities to attend events, connect with other schools and share best practice.
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East Midlands East Maths Hub offers funded, sustained, research based CPD programmes for subject leaders, leaders, teaching staff and support staff in Nottinghamshire and Lincolnshire

Based at The Minster School, Southwell, we are an approachable, inclusive and supportive community that embraces a research-informed approach to mathematics across all phases and settings.



Find out more

Scan the QR code or visit www.ememathshub.org

Our Work Groups and Programmes are aimed at Nursey, Primary, Secondary, P16, SEND, Alternative Provisions and any other state-funded provision.

They are open universally to all schools in the Maths Hub region regardless of demographic or school context.

Please see the following pages for some of the fully-funded courses that we offer, or visit our website for further details



 enquiries@ememathshub.org  01636 812377

 East Midlands East Maths Hub  www.ememathshub.org

FULLY FUNDED

Primary Teaching for Mastery (TfM)

Collaborative professional development for schools to introduce and support the implementation of teaching for mastery with fidelity

Returning to TfM

- Deepen and embed a consistent whole-school approach to teaching for mastery
- Collaborate with other schools to share practice and refine approaches
- Strengthen teaching and subject leadership across your school, including sustainable professional development
- Access bespoke focused options tailored to your school needs



Find out more

Scan the QR code or visit www.ememathshub.org/project/teaching-for-mastery/

New to TfM

- Continue to, or develop and embed teaching for mastery within your school
- Develop a shared, whole-school vision for teaching maths
- Work closely with a Mastery Specialist and other local schools to drive improvement
- Utilise high-quality resources and planning tools



Find out more

Scan the QR code or visit www.ememathshub.org/project/teaching-for-mastery-introductory/



FULLY FUNDED

Professional Development for Teachers of Year 7 Maths

Collaborate with other teachers to support Year 7 students to make good progress in KS3 and beyond

Securing Foundations at Year 7

- Professional development and resources to support students with gaps in understanding from previous Key Stages
- Develop your pedagogic and content knowledge of KS1 and KS2 maths
- Consider approaches which support all students to reason mathematically



Find out more

Scan the QR code or visit www.emmathshub.org/project/securing-foundations-at-year-7/

Developing Fluency with Multiplicative Reasoning at KS3

- Strengthen students' reasoning, fluency and confidence with multiplicative reasoning
- Explore key structures and strategies for teaching multiplicative reasoning across KS3



Find out more

Scan the QR code or visit www.emmathshub.org/project/developing-fluency-with-multiplicative-reasoning-ks3/

FULLY FUNDED

Specialist Knowledge for Teaching Mathematics - Teaching Assistants

Develop mathematical subject knowledge and pedagogy to help support your students

Primary

- Develop an understanding of key principles and approaches associated with teaching for mastery
- Identify common misconceptions and ways of addressing these to help pupils master important concepts
- Develop distinct pedagogical decision-making, which will impact on your practice when supporting maths



Find out more

Scan the QR code or visit www.emmathshub.org/project/sktm-primary-teaching-assistants/

Secondary

- Develop your understanding of how to adapt resources to meet students' needs
- Strengthen your use of appropriate mathematical language and representations with confidence
- Improve your understanding of how algebra relates to the generalisation of number



Find out more

Scan the QR code or visit www.emmathshub.org/project/sktm-secondary-teaching-assistants/

FULLY FUNDED

Specialist Knowledge for Teaching Mathematics - Early Career Teachers

Maths Professional Development for teachers in their second or third year of teaching

Primary

- Enhance your maths specialist knowledge and associated pedagogies in line with teaching for mastery principles
- Consider task and lesson design, adapting practice with your pupils' needs in mind
- Support your pupils to elaborate when responding to questions, showing that their answer stems from secure understanding



Find out more

Scan the QR code or visit www.ememathshub.org/project/sktm-primary-ect/

Secondary

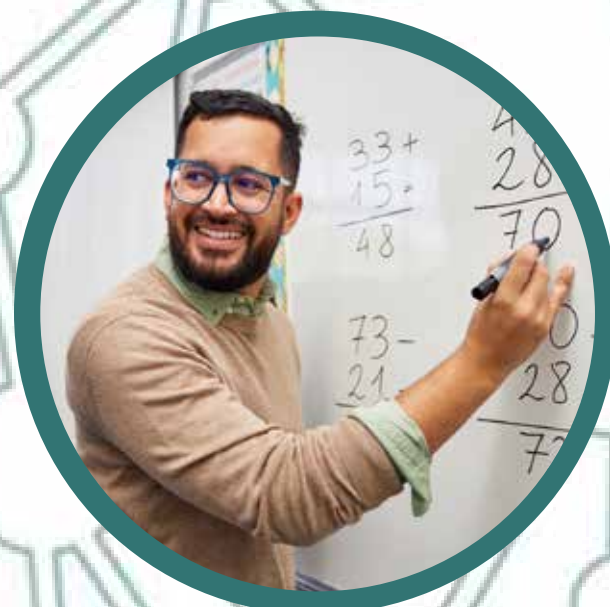
- Strengthen your understanding of effective maths pedagogy
- Improve your lesson design and questioning
- Build confidence in adapting your teaching to meet the needs of your students
- Develop knowledge that aligns with teaching for mastery and the ITTECF



Find out more

Scan the QR code or visit www.ememathshub.org/project/sktm-secondary-ect/

Gain access to online ECT Expertise in Teaching Maths Modules to support your learning



FULLY FUNDED

Post-16 Maths Professional Development

A range of programmes to support leaders and teachers of Level 3 maths

Core Maths Teachers

- Specialist Knowledge for Teaching Mathematics Programme for teachers new to Core Maths
- Understand the philosophy of Core Maths, with its approach to maths, through contextualised problem-solving
- Plan tasks and sequences of learning to promote student understanding, confidence and progress



Find out more

Scan the QR code or visit www.ememathshub.org/project/sktm-core-maths-teachers/



Find out more

Scan the QR code or visit www.ememathshub.org/project/developing-a-level-pedagogy/

Developing A Level Pedagogy

- Deepen your understanding of pedagogic content knowledge
- Design and trial classroom activities and share experiences with other participants
- Enhance your classroom practice and influence department wide A Level teaching

Level 3 Maths Leadership Community

- Professional development for Level 3 Maths leaders in schools and colleges
- Develop collaborative ways of working within your department to support and lead change
- Gain a deeper understanding of the current local and national maths education landscape
- Collaborate with other leaders across the region



Find out more

Scan the QR code or visit www.ememathshub.org/project/level-3-maths-leadership-community/

CURRICULUM HUBS

Attendance and Behaviour



Overview

The regional improvement for standards and excellence (RISE) attendance and behaviour hubs programme is a national initiative designed to support schools in improving pupil attendance and behaviour.

Led by schools with strong practice, it aims to:

- support school leaders to reflect on current systems
- share effective practice
- implement changes

It is aimed at senior leaders with responsibility for attendance and behaviour who are seeking to strengthen their school's leadership, culture and systems.

The benefits of joining the programme

Joining the programme offers schools an opportunity to engage with attendance and behaviour hubs to improve their practice and become partner schools.

The benefits include:

- access to expert support from experienced lead schools
- access to self-assessment and action-planning tools
- continuing professional development (CPD) tailored to a school's attendance and behaviour priorities
- opportunities to observe effective practice and share learning with others
- being part of the national effort to improve attendance and behaviour

The support schools receive

Regional support

This pathway is for the majority of schools that want light-touch support to help them make changes to their practice. As part of this pathway, partner schools will have access to:

- a structured attendance and behaviour CPD offer
- opportunities to visit the allocated lead school as part of termly open-day events
- opportunities to discuss and share effective practice with other schools in their hub

Enhanced support

This pathway is aimed at partner schools that want and need more concerted support to improve their school's attendance and behaviour. Eligible partner schools will receive 10 days of leadership support over 3 terms from their allocated lead school. This support will be aimed at helping the partner school:

- understand its attendance and behaviour strengths
- identify areas for development
- develop and implement an improvement plan

Enhanced support will involve:

- the partner school completing an attendance and behaviour self-assessment and running surveys of pupils and staff to establish a baseline of behaviour in school
- the lead and partner schools carrying out a full-day attendance and behaviour deep-dive exercise to understand the issues
- joint development of an attendance and behaviour action plan
- training and guidance from the lead school to help the partner school implement the plan

Over the three terms, partner schools will continue to work with the lead school, which will support the delivery of the action plan. The partner and lead schools will regularly share relevant data and maintain communication about progress.

In Lincolnshire, the following schools have been awarded the Attendance and Behaviour Hub status:



Sleaford Church Lane Primary School
Church Lane, Sleaford, Lincolnshire. NG34 7DF
www.churchlanepimary.org.uk



Welton St. Mary's CE Primary Academy
School Drive, Welton, Lincoln LN2 3LA
weltonstmarysacademy.co.uk

Early Years Stronger Practice Hubs



Early Years Stronger Practice Hubs provide advice, share good practice and offer evidence-based professional development for early years practitioners. The Early Years Stronger Practice Hubs programme launched in November 2022 and is supported by the Education Endowment Foundation (EEF) and the National Children's Bureau (NCB).

There are 18 Early Years Stronger Practice Hubs (two in each of the government office regions). The Hubs provide support and advice to improve quality in early years settings by sharing good practice and offering evidence-informed professional development for early years educators. The programme is funded until March 2026.

Each Hub is led by a group-based (school-based, private, voluntary, or independent) early years provider and support settings to adopt well-evidenced practice improvements by:

- Establishing and maintaining regional networks of cross-sector early years providers and organisations (including childminders) to support evidence-informed early years practice and knowledge sharing.
- Proactively sharing information and advice on evidence-informed approaches, for example, through newsletters, blogs and social media.
- Acting as a point of contact for bespoke advice and support for early years educators to access professional development opportunities and evidence-informed programmes.
- Working with EEF to select evidence-based programmes to fund and make available to settings.

Each Hub plays a key role in developing the types of support that they will offer to settings and providers in their area. Hub objectives are agreed locally as part of a co-produced process with the Hub, the Department for Education (DfE) and NCB, to produce a bespoke support offer for the local sector that meets the needs of early years professionals, and ultimately of children under 5 in the area.



There are 2 Hubs in the East Midlands - view their offers here:



The Overall site for All Stronger Practice Hubs



If you have questions about the Early Years Stronger Practice Hubs programme, please email NCB at sph@ncb.org.uk



DfE Reception Networks

Join a Reception Network and Strengthen Your Early Years Provision.

Reception Networks are a key part of the government’s Best Start in Life strategy and the RISE universal offer. They are designed to support schools in enhancing the quality of their reception-year provision in a practical, collaborative way.

These networks are school-led and locally delivered, bringing together professionals who are passionate about early years education. They focus on sharing strong, evidence-informed practice to help every child get the very best start.

Each network is supported by a lead school with proven strengths in early years provision and leadership. These schools work alongside others in their local area, championing high quality practice, offering guidance, inspiration and practical support.

By joining a Reception Network, your school can benefit from:

- Regular opportunities to connect with peers, share ideas and discuss effective reception practice
- Visits and open days, giving you the chance to see high-quality provision in action
- Access to shared resources and approaches that support excellent teaching and leadership in reception
- Access to high quality CPD
- Systemwide improvements in reception quality and outcomes

This is a fantastic opportunity to collaborate, grow and strengthen your provision in a supportive and engaging environment.

Join your local network and be part of a community committed to giving children the best possible start.



CORE UNIVERSAL FREE OFFER

WHAT YOU CAN EXPECT FROM THE NETWORK

Half-termly virtual meetings

Come together with colleagues to share ideas, explore and build a shared understanding of high-quality Reception practice. You will be able to use the collective expertise of the network and reflect on different approaches in a supportive space. We'll also keep you up to date with the latest research, helping your team continue to grow in confidence and expertise and keep aligned with current priorities.

In-person visits

Step inside our setting and see firsthand high-quality Reception practice in action. These visits offer a valuable opportunity to observe routines, interactions and learning environments in action. You will see how virtual meetings translate into action and gather practical ideas, ask questions and take away inspiration you can use straight away.

Information sharing and collaboration

Gain access to carefully chosen, high-quality resources and enjoy opportunities to work alongside other professionals, who share your commitment to early years excellence. You will be able to engage in professional dialogue, compare experiences, ask questions and discuss different approaches.

ENHANCED SUPPORT OPPORTUNITIES

For schools looking to go even further, we also offer **enhanced support opportunities**, providing more personalised, in-depth input tailored to your setting’s priorities. This can include:

- **Targeted CPD for Early Years Teams**
- **Leadership development** to strengthen practice across your team
- **School-based support visits**, with practical guidance and constructive, supportive feedback
- **Strategic support** to help shape improvement planning and develop a strong, coherent curriculum

This is a chance not just to take part, but to truly develop, collaborate and thrive as part of a committed early years community.

WADDINGTON ALL SAINTS ACADEMY

Our School

Our school is a two-form entry primary with around 370 pupils on roll. We proudly serve a diverse community, with around 50% of our children coming from military families and approximately 11% eligible for Pupil Premium. We also have a higher-than-national-average proportion of pupils with complex SEND needs. We continuously work proactively and positively to understand, support, and respond to the varying and often complex needs of our school community.



Our Journey within Early Years

Early years has been a significant strength of our school for a number of years, with consistently strong outcomes for all children. This was judged outstanding by OFSTED in Summer 2025. We are a forward thinking school, always looking to strengthen and refine what we already do by drawing on the latest research, guidance, and evidence informed practice. We recognise that high quality early years provision is not static; it requires continual reflection, development and challenge, and we are committed to ensuring our practice continues to evolve.

This is underpinned by a genuine passion for Early Years as the foundation for children's future success. Over the past two years, the headteacher and deputy headteacher have been on a focused and purposeful journey to deepen their Early Years expertise, rigorously quality assuring all aspects of provision against current research and best practice.

Our Reception Team

Our reception team reflects this commitment. It is a strong mix of professionals at different stages of their careers, bringing a wealth of experience, fresh thinking, and shared ambition.

Through high quality CPD, coaching and mentoring, we aim to support, develop, and empower staff, ensuring the very best outcomes for every child.

ST THOMAS' CE PRIMARY ACADEMY

Our School

We are a two-form entry primary school of around 400 pupils, serving a diverse community. Over a quarter of pupils are eligible for pupil premium funding, around a quarter speak English as an additional language, and we support a higher-than-average number of children with complex SEND needs. Diversity is a strength and underpins our culture of inclusion, belonging and ambition.

In Spring 2025, the school was judged Outstanding in all areas. Our curriculum combines academic excellence with exceptional personal development, helping children become confident, compassionate and successful individuals.

Relationships are central to our work, supported by a coaching-based approach built on trust, high expectations and continual improvement. We are a dedicated team committed to providing the very best for every child.

Our Journey Within Early Years

Early Years is a significant strength of our school and was recognised as Outstanding in Spring 2025. We believe in the power of high-quality early education and creating an environment where children feel safe, valued and inspired.

Our provision focuses on communication and language, early reading, personal development and independence. Through high-quality play and purposeful interactions, children develop confidence, curiosity and a love of learning.

Inclusion is at the heart of our practice, and we are particularly proud of our expertise in supporting children with complex SEND needs. Early Years provides the strong foundations children need to thrive.

Our Reception Team

Our Reception team is highly skilled, collaborative and committed. Teachers, teaching assistants and senior leaders work closely together, creating a culture of trust, reflection and continuous improvement.

Senior leaders bring extensive Reception expertise, ensuring that decisions remain firmly rooted in child development and classroom practice.

The team combines nurture with high expectations, enabling children to thrive academically and personally. Together, we have created a Reception provision where every child receives the best possible start to their education.

AUTUMN TERM EVENTS	Virtual Meetings	In-person Events
	Tuesday 6th October 2026, 3.30pm-5pm	Thursday 8th October 2026, 1pm-3pm
	Wednesday 25th November 2026, 3.30pm-5pm	Tuesday 13th October 2026, 10am-12pm Thursday 12th November 2026, 10am-12pm

SPRING TERM EVENTS	Virtual Meetings	In-person Events
	Tuesday 2nd February 2027, 3.30pm-5pm	Tuesday 9th March 2027, 10am-12am
	Wednesday 17th March 2027, 3.30pm-5pm	Thursday 11th March 2027, 1pm-3pm Friday 19th March 2027, 10am-12pm

SUMMER TERM EVENTS	Virtual Meetings	In-person Events
	Wednesday 19th May 2027, 3.30pm-5pm	Wednesday 9th June 2027, 10am-12pm
	Tuesday 22nd June 2027, 3.30pm-5pm	Tuesday 22nd June 2027, 10am-12pm Thursday 24th June 2027, 1pm-3pm



To book, please email:
risereceptionnetwork@waddingtonallsaintsacademy.co.uk



Waddington All Saints Academy
A L.E.A.D. Academy

AUTUMN TERM EVENTS	Virtual Meetings	In-person Events
	Monday 5th October 2026, 3.30pm-5pm	Wednesday 7th October 2026, 1pm-3pm
	Wednesday 25th November 2026, 3.30pm-5pm	Tuesday 13th October 2026, 10am-12pm Thursday 12th November 2026, 10am-12pm

SPRING TERM EVENTS	Virtual Meetings	In-person Events
	Thursday 4th February 2027, 3.30pm-5pm	Tuesday 9th March 2027, 10am-12am
	Wednesday 24th March 2027, 3.30pm-5pm	Thursday 11th March 2027, 1pm-3pm Wednesday 17th March 2027, 10am-12pm

SUMMER TERM EVENTS	Virtual Meetings	In-person Events
	Wednesday 19th May 2027, 3.30pm-5pm	Wednesday 9th June 2027, 10am-12pm
	Thursday 1st July 2027, 3.30pm-5pm	Tuesday 22nd June 2027, 10am-12pm Thursday 24th June 2027, 1pm-3pm



Contact for more information:
Call the academy office: 01205362860
or visit our website to register www.stthomasacademy.co.uk





Universal SEND Services

Universal SEND Services is an ambitious programme, funded by the Department for Education (DfE) to develop the education workforce so that more children and young people have their needs identified and met effectively, resulting in successful learning in schools and further education (FE) settings, and leading to improved Preparation for Adulthood, including pathways to employment.

It is delivered by nasen, through the Whole School SEND consortium, in strategic partnership with the Education and Training Foundation, and the Autism Education Trust along with key delivery partners in the education community.

Much of our offer is suitable for professionals both in schools and in FE. We hope that people who use our services will start to think about how we can all work together for the benefit of our learners with SEND, from school to FE and beyond.

Keep in touch!

Register with Whole School SEND and opt in to receive regular e-newsletters. We'll signpost the latest Universal SEND Services resources, and share ideas for how you can help to make sure all children and young people – including those with SEND – get the best support.

SCAN ME
TO REGISTER



→ Find out more and sign up: wholeschoosend.org.uk

National provision, regional context



Understanding the local context is crucial to improving national SEND provision. The Whole School SEND regional leaders and ETF's Centres for Excellence in SEND bring together school and college-based practitioners to support prioritisation of SEND within their own settings.

Events



We offer CPD on a wide range of topics, hosted by our regional teams in partnership with highly respected guest speakers from the world of education. All our CPD is fully funded by the Department for Education and free to attend.

Resources



We regularly publish free resources to support our members with all aspects of SEND provision. See overleaf for details of some of the key resources from our strategic partners.

How can Universal SEND Services support me?

Online CPD Units



Bite-sized units addressing the barriers most commonly observed in classrooms and other learning environments, regardless of age, label or area of need.

Live Online Networking



Complementing the themes explored in the online CPD units, this is a chance to contextualise learning, share experiences and learn from colleagues across the country.

Professional Development Groups



Lead your own SEND-focused school development project with support from a Regional SEND Lead.

ETF Excellence Gateway



Online sessions for anyone working in the education sector with an interest in improving experiences for learners with an inclusion need.

Responsive Webinars



Live webinars reflecting the priorities of the sector at the time of delivery.

Peer Mentoring for School Leaders



Support for school leaders in schools deemed by Ofsted to require improvement (where SEND is an area for development).

Action Research & Lesson Study



Led by the University of Derby ISEND Cluster to support schools, colleges and FE staff to develop small scale research projects.

Innovation for SEND



In partnership with the SEA View Trust, share your BIG IDEAs as part of the development of a national database of good practice.

Find out more!

Visit our website to explore the full range of support and CPD opportunities available through the Universal SEND Services programme



Key Resources from our Strategic Partners

Whole School SEND's Teacher Handbook: SEND

Designed to help teachers embed inclusive practice in their classrooms, brimming with wholeschool and whole-class approaches as well as subject-specific and condition-specific guidance.

The AET Good Autism Practice Guidance

This report and practitioner guide summarises the ethos, values and practice that should inform inclusive education for all children and young people whilst specifying the distinctive knowledge and teaching approaches required.

ETF's 'Putting learners with SEND at the centre of FE provision: A partnership approach'

This publication highlights the benefits to learners with SEND and their teacher and tutors of closer working between specialist and general FE colleges.

Funded by



LEARN SEND Hub

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



CURRICULUM HUBS

SEND Workforce Development



The SEND Workforce Development Project went live in December 2022 and provides a platform of e-learning modules and resources for school staff across Lincolnshire. It is written by schools, for school communities.

All of the modules at each tier (Induction Tier, Tier 1 and Tier 1 Extension), are FREE to access by logging into the **Lincolnshire Safeguarding Children Partnership platform** and clicking on the 'Learning' tab. Modules take an average of 25 minutes to complete.



If you have any issues with finding any of the modules, please do not hesitate to get in touch.



Here is a list of modules currently available to all Lincolnshire school staff:

Induction Tier (also available for parents to access - please get in touch to learn more)

- Types of SEND
- Awareness of a Neuro-typical Child
- What is Inclusion?
- SEND Code of Practice
- Working with Professionals
- Respecting Individuals

Tier 1

- Supporting Transitions
- Sensory Processing and Integration
- Restorative Practice
- Support Interventions
- Four Areas of Need
- Personal Care and Dignity
- Introduction to Attachment
- Nurture Principles
- Introduction to Trauma

Tier 1 Extension

- Belonging in Your School
- Parent/Carer Engagement
- Enabling and Inclusive Environments
- Introduction to DLD
- Understanding Neurodiversity
- Every Teacher is a Teacher of SEND
- De-Escalation
- Behaviour as a form of Communication
- Dual Coding
- Speech and Language and Behaviour
- Regulation Strategies
- Co-Regulation

If you have completed some of the modules, we would love to hear from you! Particularly if you have seen any positive impact across your school from working through the modules. Please do let us know your success stories on this short form.



Lincolnshire Music Education Hub

At Lincolnshire Music Education Hub, we are committed to supporting schools in delivering a high-quality, impactful music curriculum. Our extensive CPD programme is designed to upskill and empower school-based staff, ensuring that music remains at the heart of every child's education.

From curriculum design and assessment to composition, singing, and instrumental performance, our CPD offer provides expert guidance, practical strategies, and creative inspiration to enhance teaching and learning. Whether you're looking to refine your music curriculum, develop confidence in delivering lessons, or explore new approaches to developing pupils' musicality, there's something for every school, at every stage.



Why choose our CPD programme?

- **Tailored for All Schools** – Suitable for both specialist and non-specialist teachers
- **Enhance Musicality** – Develop deeper engagement with music across the curriculum
- **Practical and Inspiring** – Hands-on sessions with expert guidance
- **Flexible Opportunities** – In-person and online options to suit your needs

“

“An amazing day that reignited my love of music”

Primary Delegate

Teachers' CPD Day – Save the Date

Friday 19th March 2027
New Life Centre, Sleaford

In-Person Professional Development

A full day of practical CPD designed for music educators, offering:

- Hands on workshops
- Collaboration and professional discussion
- Inspiration to enhance teaching and leadership in music

Further details and booking information coming soon.

**Lincolnshire Music
Education Hub**

Scan the QR code or visit our website to discover our full range of CPD opportunities and secure your place.



Careers



**The Greater Lincolnshire
Careers Hub is a
collaborative initiative
designed to bridge the
gap between education
and the world of work.**

By bringing together schools, colleges, employers, and apprenticeship providers, the hub aims to enhance careers education and prepare young people for their future careers. It supports schools and colleges in meeting the Gatsby Benchmarks, which are a framework for high-quality careers guidance, by providing access to training, resources, and local labor market insights. The hub also fosters partnerships between educational institutions and businesses, ensuring that students gain meaningful encounters with employers and workplace experiences. This initiative is part of a broader effort to align education with local economic needs, helping to build a skilled workforce for the region.

MODERN WORK EXPERIENCE

- The Hub is shifting its focus towards **modern, meaningful work experience**, moving beyond traditional placements to models that reflect how people work today.
- Activity supports **flexible, curated and inclusive work experience**, including virtual, hybrid and short duration opportunities that are accessible to a wider range of students.
- Employers are engaged to co-design experiences that develop **employability, technical and transferable skills** aligned with local labour market demand.
- For 2026–2027, the Hub will align provision with **The Careers & Enterprise Company's Equalex framework**, ensuring high quality, fair access to work experience that prepares young people for the evolving jobs market.



THE **CAREERS &
ENTERPRISE**
COMPANY

To reach out to the Greater Lincolnshire Careers:
www.businesslincolnshire.com or contact
glcareersh@lincolnshire.gov.uk



CURRICULUM HUBS

Research Schools Network

Supporting schools, colleges, and early years settings across England to put evidence into practice.

Our Aims

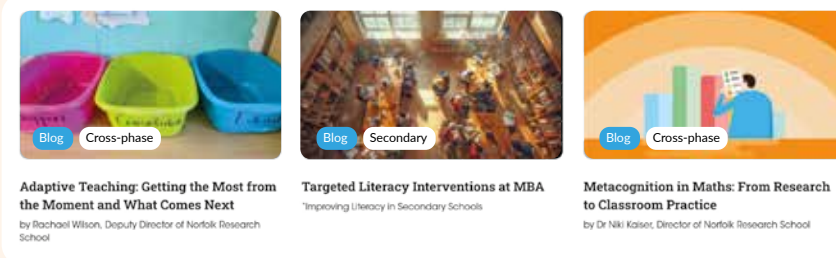
The Research Schools Network has one central aim: to support schools to break the link between family income and education attainment through better use of evidence.

The Research Schools in our network do this by working with schools, colleges, and early years settings in their region to improve teaching and learning.

High quality teaching is one of the most powerful levers we have for improving outcomes for all children and young people, but particularly those from socio-economically disadvantaged backgrounds. Using research evidence can help to support effective practice. Research Schools help bridge the gap between research and practice.



Meet our Research Schools, and learn about their work.



About the Research Schools Network

The Research Schools Network is a collaboration of 32 schools across England, supported by the Education Endowment Foundation (EEF). The 32 Research Schools work with schools, colleges, and early years settings in their regions to champion the use of evidence and improve teaching and learning, with a focus on socio-economically disadvantaged children and young people.

Research Schools provide support to other schools by communicating research evidence, and supporting the translation of this into practice through training, exemplification and school-to-school support.

Since the inception of the network in 2016, over 11,000 schools – or almost half of all schools in England – have accessed support from their local Research School.



Video



View our Clips from the Classroom video series to help with putting evidence into practice



Blogs



Read the latest blogs



Find out more



Complete the form here to contact the Research Schools Network

Wider Offer



Leading into the Future

Developing Lincolnshire Leaders

LINCOLNSHIRE LEADERSHIP CONFERENCE

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



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	• Bradley Busch - <i>Adaptive Teaching/Asking Better Questions</i>
Repeat	• Jenny Mills: <i>AI in the Current Climate</i>
2.05pm-2.55pm	• 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: Brendan Hall and Sonia Gill questions
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

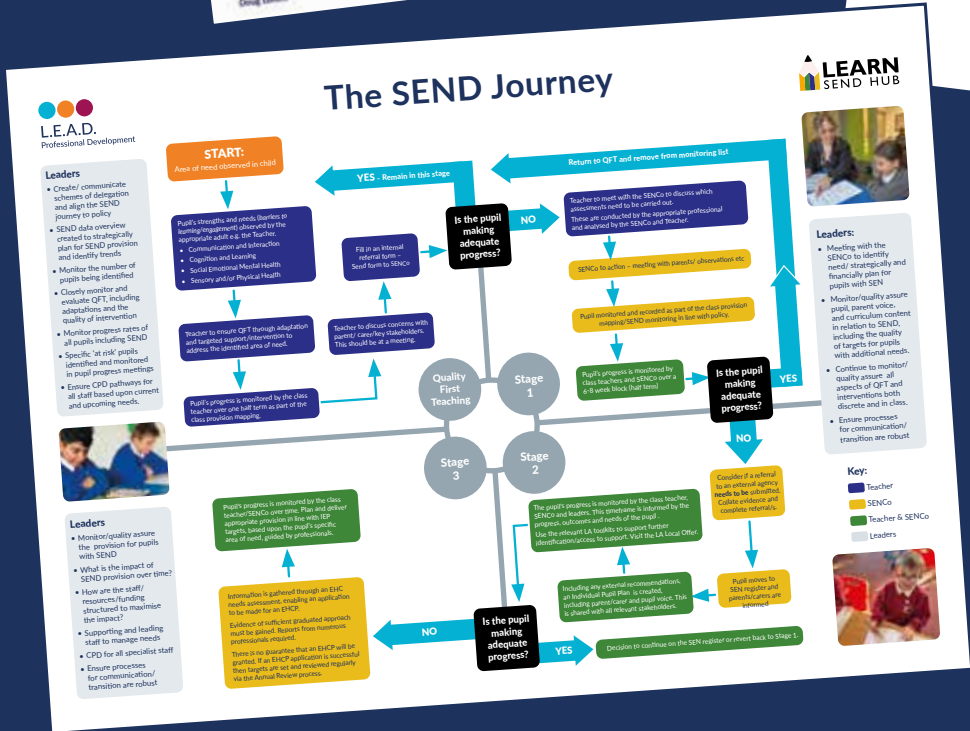
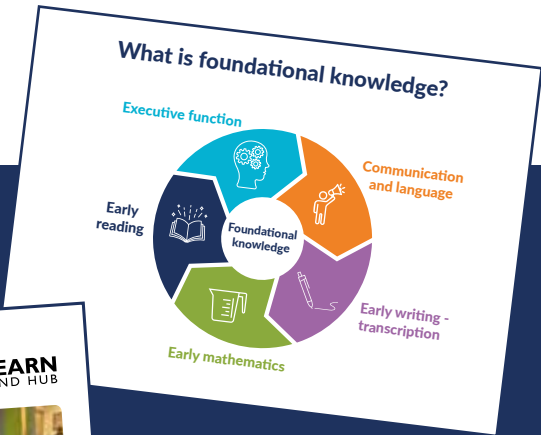
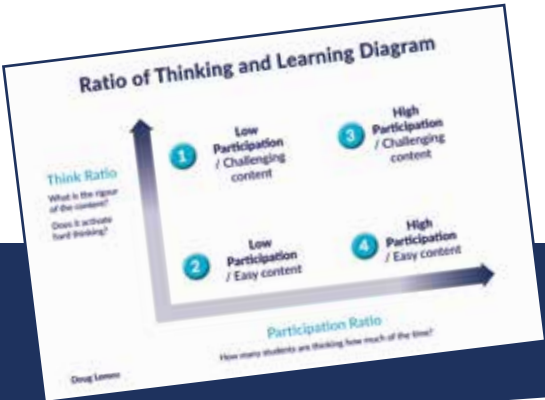
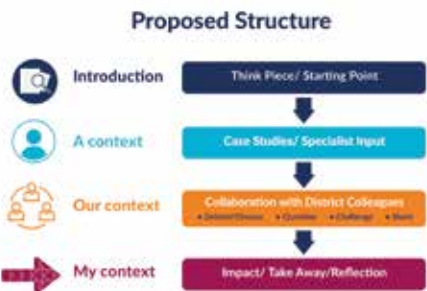


A Forum for Lincolnshire Leaders

For Lincolnshire Headteachers and Leaders

An opportunity to collaborate within your local context and district area to :

- Network with other professionals
- Share tools, practices and routines
- Work together around shared challenges
- Unpick the latest research and thinking



Visit the padlet here:



Professional Generosity - Sharing Practice

Powerful Practice. Real Schools. Immediate Impact.
Great Schools Don't Work in Isolation.



FREE
opportunity

WHEN DID YOU LAST SEE GREAT PRACTICE BEYOND YOUR OWN SCHOOL?

WHAT?

An **unique opportunity** to spend one morning in a calendar year, reflecting upon practice by visiting another setting in Lincolnshire.

WHO?

Aimed at Headteachers and Senior leaders
(with option to be accompanied by a teacher or a governor)

WHY?

- Don't just hear about great practice — experience it.
- Unpick the journey to implementation from a vision
- See practice in a similar context or one which is already experiencing the challenges you are facing
- Meet other leaders with shared challenges
- Refine and reflect upon current practice in relation to your context

IMPACT?

Over **250 leaders** across Lincolnshire participated in this offer last year.

What are other schools doing that you could use tomorrow?

Here are some extracts of the feedback:

"It was wonderful to look at the learning environment and their provision. We are changing/ tweaking our planning as a result of it." St Faith's Church of England Infant and Nursery School		"Thank you for sharing your practice with us. It was really helpful and gave lots of ideas." Welton St Mary's Church of England Primary Academy
	"All events attended have been really useful and have supported our setting, whether that was making us view ideas differently, or actually implementing approaches and ideas into our school." Fleet Wood Lane Primary School	
		"It was lovely to have a tour of the school and to see writing in action. Staff were very helpful in answering questions and explaining the writing journey." Reepham C of E Primary School
"We were able to take some great ideas away with us to use within our own classrooms." We found attending sessions like that really helps us to gather useful ideas from other settings and tweak them to fit our students needs. We were also able to look at the resources used and also apply them to our classes." Lincoln St Christopher's School	"Thank you for being welcoming, sharing good practice and answering any questions I had." Gonerby Hill Foot Primary School	
		"Great experience, it was really useful to see the children in provision and learn about the curriculum." Bucknall Primary School

Visit these Schools who are sharing Practice

All timings are 9.30am - 11.45am

School and District	Context	Come & see areas	Date
 Alford Primary School Hanby Lane, Alford LN13 9BJ EAST LINDSEY	NOR: 302 PP: 49% EHCP: 4.97% EAL: 2%	Reading Post Phonics	18.11.26
		Voice 21 and Oracy	03.02.27
 Barrowby Church of England School Church Street, Barrowby, Grantham NG32 1BX SOUTH KESTEVEN	School SEF available visit www.barrowby.lincs.sch.uk	Leadership	02.02.27
		Inclusion	11.11.26
		Adaptive Teaching	24.03.27
		Writing	27.01.27
		Reading Post Phonics	28.04.27
 Benjamin Adlard Primary School Sandsfield Lane, Gainsborough Lincoln DN21 1DB WEST LINDSEY	NOR: 226 PP: 72% SEND: 39%, EHCP: 7%	Inclusion in the Mainstream	12.11.26
		Adaptive Teaching	11.01.27
 Branston Church of England Infant Academy Beech Road, Branston, Lincoln LN4 1PR NORTH KESTEVEN	NOR: 130 PP: 16% SEND: 10.6% EHCP: 3% EAL: 0%	Learning beyond the curriculum/ enrichment	08.10.26
		Leadership	21.01.27
		Inclusion	09.03.27
		Adaptive Teaching	04.11.26
 Church Lane Primary School Church Lane, Sleaford NG34 7DF NORTH KESTEVEN	NOR: 216 PP: 42% SEND: 16% EHCP: 15% EAL: 20%	Writing	18.11.26
		Inclusion in the Mainstream	09.02.27
		Teaching curriculum and Oracy	19.01.27
 Denton Church of England Primary School Church Street, Denton, Grantham NG32 1LG SOUTH KESTEVEN	NOR: 63 part of Grace federation (Also Harlaxton School)	Leadership (shared across 2 schools)	11.11.26
		Adaptive Teaching mixed age	27.01.27
		Writing	10.02.27

School and District	Context	Come & see areas	Date
 Grimoldby Primary School Tinkle St, Grimoldby, Louth LN11 8SW EAST LINDSEY	NOR: 240 PP: 23% SEND: 15% EHCP:5%	Inclusion in the Mainstream	15.10.26
		Writing	11.03.27
 Ling Moor Priory Academy Richmond Drive, North Hykeham, Lincoln LN6 8QZ NORTH HYKEHAM	NOR: 415 PP: 12% SEND: 18% EAL: 2%	Leadership	03.11.26
		Reading Post Phonics	14.01.27
		Writing	24.02.27
 St Nicholas CE Primary Academy Woad Farm Road, Boston PE21 0EF BOSTON	NOR: 191 PP: 42% SEND: 40% EHCP: 6% EAL: 65%	Relational Inclusion; Personal Development; Vision driven leadership	24.11.26
		Inclusion in the Mainstream	10.02.27
		Leadership	10.03.27
 St Peter at Gowts C of E Primary School Pennell Street, Lincoln LN5 7TA LINCOLN CITY	NOR: 252 PP: 37% SEND: 29% EHCP: 7% EAL: 52%	Leadership	13.10.26
		Inclusion in the Mainstream	19.01.27
		Adaptive Teaching	27.04.27
 St Thomas' CE Primary Academy Wyberton Low Road, Boston PE21 7RZ BOSTON	NOR: 401 PP: 29% SEND: 25% EHCP: 5% EAL: 28%	Leadership	21.10.26
		Adaptive Teaching	18.11.26
 The Marton Academy Stow Park Rd, Marton, Gainsborough, Lincoln DN21 5AG WEST LINDSEY	NOR: 106 PP: 12% SEND: 19% EAL: 4%	Inclusion in the Mainstream	30.09.26
		PD Curriculum	13.01.27
 Witham St Hughs Academy Warren Lane, Witham St Hughs, Lincoln LN6 9WF NORTH KESTEVEN	Refer to the Witham St Hughs English Hub open days.		

New to Headship / Early Headship

CONTINUING THE LEARNING JOURNEY WITH OTHERS



This programme is for headteachers who: have taken up a Headship position starting since January 2026.

Overview of the programme content

- Support and tools to meet the challenges of the early stages of headship;
- A deeper understanding of what being a substantive Headteacher really means and the skills, knowledge and approaches needed for success in the position;
- Knowledge and experience of practical strategies that will deepen your effectiveness;
- Support in implementing change/challenge;
- A deepening of your analysis of the school's effectiveness;
- How to underpin your judgements about school effectiveness;
- How to create and maintain a strong climate and culture, developing a skilled and committed team;
- An opportunity to review real life case studies from life in leadership and problem-solve together as a team; and
- Contributing to the improvement of others and in return receiving peer support and challenge, building strong relationships with likeminded colleagues.

3
sessions



Strategic Leadership & Vision

Developing a compelling school vision, setting strategic priorities, and leading change effectively.



Financial Management & Resource Allocation

Understanding school funding models, managing budgets, and making strategic financial decisions.



Curriculum & Pedagogy

Leading curriculum development, promoting innovative teaching practices, and ensuring high-quality learning outcomes.



Performance Management & Staff Development

Leading and managing staff, promoting professional development, and creating a supportive work environment.



Governance & Accountability

Understanding the role of governance, navigating statutory requirements, and demonstrating accountability.



Safeguarding & Inclusion

Leading with a commitment to safeguarding and promoting inclusion for all students.



Communication & Stakeholder Engagement

Building strong relationships with parents, the community, and other stakeholders.



Leading in Crisis

Managing challenging situations, making difficult decisions, and communicating effectively under pressure.

This is a complete programme of 3 sessions

Autumn Friday 6th November 2026

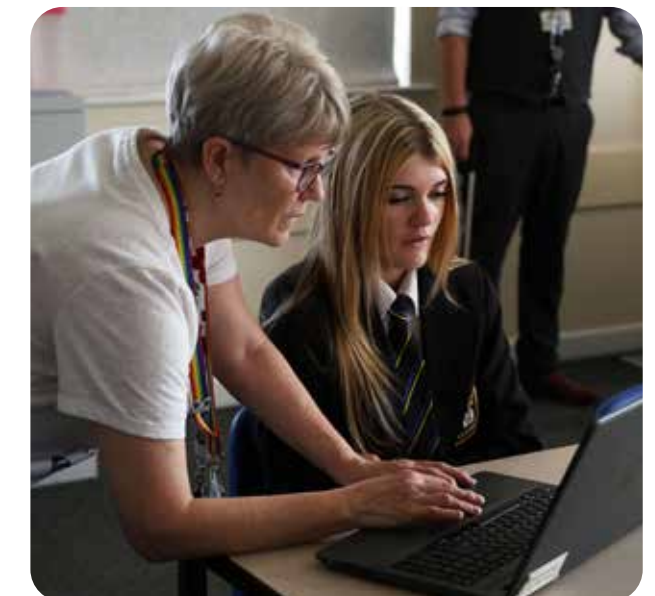
Spring Wednesday 24th February 2027

Summer Wednesday 26th May 2027

9am – 2pm

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

Cost: £150
(equivalent to £50 per session)



Amazing as always !
Thank you. Always come
away feeling so inspired !
Amy 2026

Really balanced
session. Great pace.
Jenny 2026

Excellent training - practical
ideas and support.
Jane 2026

This was an inspiring
course, full of really useful
ideas and strategies.
Georgina 2026

All really high quality
throughout as ever -
thank you.
Ben 2026

Really helpful and relevant. Covers the
exact issues I'm facing which have not
been dealt with in other courses.
Amy 2026

Deputy / Assistant Headship

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

6 sessions

Intended impact of the programme

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

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

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

- Increased confidence and skills in the leadership role
- Opportunity to connect with others in a similar role
- Awareness of current thinking and research
- Tools and approaches to support the position

Overview of the programme content

- What are the components of effective leadership?
- Leadership Development: Delegation and empowerment, strategic thinking and planning, difficult conversations
- Management Skills: Time Management, People Management, Project Management, Policy Compliance
- Evaluating and developing provision, quality of teaching and professional development
- Wellbeing & Support: Managing yourself and others
- Any other elements which the group selects as a need or desire

This is a complete programme of 6 sessions

Session 1 Wednesday 4th November 2026

Session 2 Wednesday 9th December 2026

Session 3 Wednesday 3rd February 2027

Session 4 Thursday 18th March 2027

Session 5 Thursday 6th May 2027

Session 6 Thursday 1st July 2027

2pm – 4pm

Venue: ONLINE

Cost: £190
(equivalent to £31.50 per session)



The facilitator was very knowledgeable and engaging - it was a fantastic course! Thank you!
Alex 2026

Brilliant training. Really useful, I feel even more confident in my role. I love the direction to resources and books. Thank you, a really useful training that I will use to reflect on and influence my position in the school.
Lucy 2026

This was a very helpful and informative session. I will be 100% putting the strategies discussed into practice.
Rebekah 2026

Quality of Education / Teaching and Learning Secondary Assistant Headteacher Network

Intended Impact of the Programme

- **Keep leaders up to date** with the latest national and regional developments, including policy updates, Ofsted changes, and emerging **research-informed pedagogy** that supports high-quality teaching and learning.
- **Provide ongoing, responsive support** for school-specific curriculum and assessment challenges, including preparation for the forthcoming **curriculum and assessment review report**, enabling leaders to adapt provision with confidence.
- **Facilitate professional dialogue and collaboration**, creating structured opportunities to **share effective practice**, engage in reflective discussion, and strengthen strategic leadership within and across schools.
- **Strengthen leadership of Quality of Education**, supporting leaders to translate evidence-informed approaches into consistent, high-impact classroom practice.
- **Align local practice with regional priorities**, ensuring that school-level developments contribute to and are informed by the **Lincolnshire regional improvement plan**, thereby **driving collective improvement across the system**.
- **Promote system-wide coherence and collaboration**, encouraging leaders to work beyond their own settings to support **regional capacity-building and school-to-school support**.
- **Embed a focus on inclusion and equity**, ensuring that curriculum and teaching approaches effectively meet the needs of **disadvantaged and vulnerable learners**.

Overview of the Programme Content and Sessions

Session 1

Whole school Literacy

Ways of developing oracy, extended writing and vocabulary across the curriculum

Session 2

Teaching Sprints

Using pedagogical groups to drive whole school change based on research

Session 3

Feedback and assessment

Creating student feedback which is manageable, targeted, actionable and a mandatory part of the learning process

Extra suggestions for session:

- **Creating a sense of belonging across the curriculum:** Ideas for expanding teaching to reflect the full spectrum of human experiences, cultures, and historical narratives
- **KS2/3 Transition:** Levelling up the curriculum – Ideas for reducing the dip in Years 7 and 8.

Aimed at: • Senior Leaders with responsibility for the quality of education/ T&L

Session 1 Thursday 15th October 2026

Session 2 Wednesday 10th March 2027

Session 3 Wednesday 23rd June 2027

3.45pm – 5pm

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

Cost: FREE





Checking for Understanding

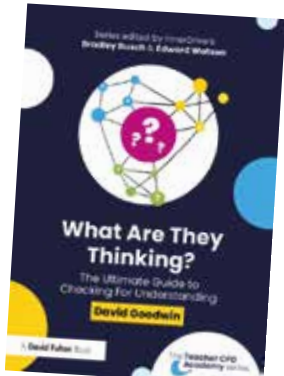


Intended Impact of the Programme:

This session draws on the ideas explored in David Goodwin’s upcoming book, *What Are They Thinking? The Ultimate Guide to Checking for Understanding*. It examines why checking for understanding sits at the heart of effective teaching and how it connects to what we know about learning, memory and progress over time. A central theme of the training is that checking for understanding is also a powerful lever for inclusion, helping to create classrooms where all pupils feel they belong, can thrive and are supported to achieve.

The session explores the research that underpins effective checking for understanding, with particular attention to SEND, adaptive teaching, prior knowledge and formative assessment. This provides the foundation for considering how these principles can be applied with clarity and purpose in everyday classroom practice.

Alongside the research, the training focuses on practical, high-leverage strategies that teachers can use straight away. Techniques such as Cold Calling, Hinge Questions and Mini Whiteboards are explored as effective ways to translate evidence into responsive, inclusive teaching.



Overview of the Programme Content and Sessions

- Session 1** Checking for understanding and the science of learning
- Session 2** Checking for understanding in action
- Session 3** Checking for understanding as a powerful lever for the inclusive classroom

Aimed at:

- Teachers
- Leaders
- SENDCOs

Wednesday 30th September 2026
9am – 12pm
Venue: L.E.A.D. Teaching School Hub,
Lincoln LN6 3QR
Cost: £10



Understanding the IDSR: From Data to Inspection Readiness



Aimed at:

- Headteachers and aspiring Headteachers
- Senior Leaders
- Assessment and Data Leaders

Intended Impact of the Programme:

This programme will support school leaders to develop confidence in interpreting and discussing the Inspection Data Summary Report (IDSR) within the context of school improvement and inspection readiness. Participants will gain a clearer understanding of how inspectors use the IDSR and how published data can be used alongside internal school information to identify strengths, risks and priorities.

The programme will help participants move beyond simply reading data, enabling them to interpret patterns, trends and contextual factors with greater accuracy and confidence. Through practical exploration of examples and discussion, leaders will strengthen their ability to articulate a clear and evidence-informed narrative about their school's performance.

By the end of the programme, participants will feel more prepared for inspection conversations and external review processes, while also developing greater confidence in using data strategically to support self-evaluation and improvement planning.

Heidi Leung is an independent education data consultant working with schools, trusts and system leaders to support the effective use of school performance data, assessment, accountability and strategic reporting. With over 20 years' experience across education, she has held leadership, consultancy and national advisory roles focused on helping schools use data more confidently and effectively to support improvement. She is also widely known across the sector as "Data Heidi" through her consultancy and training work with schools and trusts.

Prior to establishing Data Heidi Consulting, Heidi spent over a decade at FFT Education, where she held senior roles including Senior Education Advisor and Head of Training and Events. During this time, she led national training programmes for FFT Aspire and supported thousands of schools, trusts and local authorities to interpret and use performance data effectively.

Her wider experience includes a secondment to the Department for Children, Schools and Families (now DfE) as part of the national RAISEonline project team, alongside serving as Chair of the National Consortium for Examination Results (NCER). She currently works across both primary and secondary phases, delivering consultancy, CPD and strategic support focused on data-informed leadership, inspection readiness, assessment systems and effective reporting. Alongside her consultancy work, she also serves as a Director within a multi-academy trust.



Course Leader
Heidi Leung

Overview of the Programme Content and Sessions

Session 1 Understanding and Interpreting the IDSR

This session will develop participants' understanding of the purpose, structure and content of the Inspection Data Summary Report (IDSR), including how inspectors use the document as part of the inspection process. Participants will explore key sections and measures in detail, developing confidence in interpreting headline measures, trends over time and patterns within the data.

The session will also focus on moving beyond surface-level interpretation, helping participants to identify strengths, risks and emerging priorities within their own school context. Participants will explore common misconceptions and pitfalls when interpreting published data and consider how IDSR findings align with internal school information.

Content will include:

- Understanding the purpose and structure of the IDSR
- Key measures and indicators explained clearly
- How inspectors use the IDSR during inspection
- Identifying strengths, risks and areas for development
- Analysing trends over time and key pupil groups
- Common misinterpretations and pitfalls

Session 2 From Data to Leadership and Inspection Readiness

This session will focus on using IDSR information strategically within leadership, self-evaluation and inspection preparation. Participants will explore how to translate data into a clear and evidence-informed narrative about their school, while considering how published data can be triangulated with internal assessment, attendance and contextual information.

Through practical discussion and examples, participants will strengthen their confidence in discussing data with inspectors, governors and other stakeholders. The session will also explore how leaders can use IDSR and Analyse School Performance (ASP) information more effectively to support school improvement planning and leadership decision-making.

Content will include:

- Translating data into a coherent school narrative
- Preparing for inspection conversations
- Linking IDSR, ASP and internal school data
- Using data to support self-evaluation and improvement planning
- Communicating data effectively with governors and stakeholders
- Building confidence in discussing data within leadership contexts

Wednesday 23rd September 2026

OR Wednesday 3rd February 2027

Designed as a full-day workshop model

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

Cost: £99



Primary - Making Sense of School Data: A Practical Guide for Aspiring Leaders

Intended Impact of the Programme:

This programme is designed to build participants' confidence and understanding of school performance data within a leadership context. It will support aspiring and early career leaders to develop a secure understanding of key measures, including attainment, progress and attendance, and how these are used to inform decision-making within schools.

Through practical examples and discussion, participants will learn how to interpret and question data more effectively, moving beyond headline figures to identifying strengths, priorities and emerging concerns within their own context. The programme will also strengthen participants' ability to contribute meaningfully to pupil progress discussions, school improvement conversations and wider leadership dialogue.

By the end of the programme, participants will feel more confident using data to support evaluation, improvement planning and leadership decision-making, while developing a clearer understanding of how school data is used within accountability and inspection frameworks.



Overview of the Programme Content and Sessions

Session 1 Understanding School Performance Data

- What do we mean by 'school performance data' in practice?
- Key measures explained clearly (attainment, progress, attendance)
- Understanding national benchmarks and expectations
- Common misconceptions and why data is often misunderstood

Session 2 Interpreting Data in Context

- Looking beyond headline figures
- Analysing key pupil groups (e.g. disadvantaged, SEND, gender)
- Identifying patterns, trends and variation over time
- Making sense of internal data alongside published data

Session 3 Using Data as a Leader

- What data-informed leadership looks like in practice
- Preparing for and contributing to pupil progress discussions
- Asking better questions about data
- Linking data to school priorities and improvement plan

Aimed at:

- Teachers aspiring to senior leadership
- Middle leaders preparing for wider responsibility
- Early career senior leaders
- Those undertaking NPQs or considering headship



Course Leader
Heidi Leung



Monday 23rd November 2026
Full day

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

Cost: £99

Using FFT Estimates for Effective Target Setting in the Primary Phase

Intended Impact of the Programme:

This programme is designed to develop participants' understanding of FFT estimates and strengthen confidence in using them to support effective and meaningful target setting. Participants will explore how FFT estimates are generated, what they can tell us, and how they can be used responsibly within a school improvement context,

Through practical examples and discussion, participants will consider how to translate FFT estimates into aspirational yet realistic targets that support consistency across subjects, cohorts and phases. This programme will also explore common misconceptions and pitfalls associated with target setting, helping leaders to avoid over-reliance on data without context.

By the end of the programme, participants will be better equipped to use FFT data as part of wider leadership discussions around pupil progress, achievement and school improvement, while developing a more informed and balanced approach to target setting across their setting or trust.

Please note: this programme is designed for schools with an existing access to FFT Aspire, as participants will be expected to access and explore their own pupil estimates and FFT data during the session.

Overview of the Programme Content and Sessions

FFT Estimates for Effective Target Setting

This session will develop participants' understanding of FFT estimates and strengthen confidence in using them to support effective and meaningful target setting within schools. Participants will explore how FFT estimates are generated, what they can and cannot tell us, and how they should be used responsibly within a school improvement context.

The session will focus on translating FFT estimates into aspirational yet realistic targets, while considering consistency across subjects, cohorts and phases. Participants will also explore common misconceptions and pitfalls associated with target setting, helping leaders avoid over-reliance on data without context.

Through practical examples and discussion, participants will consider how FFT data can be used to support leadership conversations around pupil progress, achievement and improvement planning.

Content will include:

- Understanding what FFT estimates are and how they are generated
- Exploring estimate levels and their implications
- Strengths and limitations of FFT data
- Common misconceptions and pitfalls
- Translating FFT estimates into meaningful targets
- Using FFT estimates within pupil progress discussions
- Balancing aspiration, challenge and realism in target setting
- Linking FFT data to wider school improvement priorities



Course Leader
Heidi Leung

Aimed at:

- Senior Leaders
- Assessment and Data Leaders
- Middle Leaders responsible for pupil outcomes

Wednesday 11th November 2026
9am – 12pm

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

Cost: £50



Leading AI with Clarity and Purpose

Delivered by the Institute of AI Education



Intended Impact of the Programme:

AI is already beginning to shape the world our children are growing up in. The challenge for education is not simply understanding the technology itself, but thinking carefully about what it means for learning, leadership, relationships and the future of schools.

This programme begins with leadership.

Together, we will explore how leaders can navigate this rapidly changing landscape with clarity, wisdom and purpose, ensuring that decisions remain rooted in children, values and sound educational thinking.

Across the programme, participants will:

- Explore the emerging themes and questions schools are facing in relation to AI
- Consider the implications for leadership, curriculum, teaching and professional culture
- Develop greater confidence in leading conversations about AI with staff, pupils and communities
- Reflect on how to create the conditions for thoughtful, ethical and evidence informed use of AI
- Identify meaningful next steps appropriate to their own context and community

The programme is grounded in the realities of schools and classrooms. It is not about chasing trends or promoting tools for their own sake.

At the Institute of AI Education, we believe AI must be approached through a human centred lens, with relationships, professional judgement and children's development remaining at the heart of decision making.

Our work draws together research, lived experience and practical leadership, supporting schools to engage with AI in ways that are thoughtful, sustainable and deeply connected to educational purpose.

This programme is designed for:

- Senior leaders
- Middle leaders with responsibility for teaching, learning and pupil outcomes
- Trust leaders and system leaders seeking to develop thoughtful and sustainable approaches to AI



Session 1

Friday 20th November 2026

Teaching School Hub / 9.30am-3.30pm

Leading with Clarity in an Age of AI

Exploring the wider landscape, key themes emerging across education, and the role of leadership and governance in shaping culture, understanding and direction.

Session 4

Tuesday 20th April 2027

Online / 1pm-3.30pm

Ethics, Risk and Responsible Leadership

Exploring ethical considerations, bias, safeguarding, decision making and the importance of professional judgement.

Session 2

Thursday 21st January 2027

Online / 1pm-3.30pm

AI, Professional Identity and Staff Confidence

Creating psychologically safe environments where staff can explore AI thoughtfully, critically and confidently.

Session 5

Friday 21st May 2027

Teaching School Hub / 9.30am-3.30pm

Building Sustainable and Context Responsive Approaches

Developing practical implementation approaches that are evidence informed, values driven and sustainable over time.

Session 3

Friday 12th March 2027

Teaching School Hub / 9.30am-3.30pm

Teaching, Learning and the Human Experience

Considering the implications of AI for curriculum, pedagogy, creativity, inclusion and the development of young people.

Session 6

Wednesday 23rd June 2027

Online / 1pm-3.30pm

Looking Ahead: Leading the Future Thoughtfully

Reflecting on learning across the programme and shaping strategic next steps for schools, trusts and systems.

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

Cost: £150 for all six sessions





Early Years

Early Years

L.E.A.D. Professional Development and Witham St Hughs English Hub offer a comprehensive, evidence-informed CPD programme designed to strengthen practice and leadership within the Early Years Foundation Stage. Rooted in current research and best practice, the programme supports practitioners and leaders in developing high-quality provision across communication, language, early literacy and mathematical development.

Through a blend of expert-led training, collaborative professional learning and targeted support packages, the offer focuses on strengthening the quality of adult-child interactions, deepening subject knowledge, and supporting consistent, effective practice across EYFS settings. The aim is to build strong foundations for learning that enable all children to thrive.



Leadership

- Reception Showcase: Early Literacy and Language 101
- Leading Reception: Early Literacy and Language 102
- Leading the Early Years in the Current Climate 103
with Ruth Swailes
- Continuing the Journey: Strengthening Transition 104
from EYFS to KS1 with Professor Julie Fisher
- Reception Year CPD 105
- DfE Reception Networks 106
- NPQ Early Years Leadership..... 110
- EYFS Support Package..... 111

Communication, Language and Literacy

- Developing Foundational Knowledge for Early Literacy..... 112
- Reception Support Offer: Strengthening Early Literacy 114
and Language
- Supporting Early Language Development 116
- English Hub Briefing: Sharing Practice, Updates and Priorities .. 117

Maths

- MATHS HUB: Reception Year Offer 118



Reception Showcase: Early Literacy and Language

These are hosted at two DfE Reception
Network Schools:

**Waddington All Saints Academy and
St Thomas' CE Primary Academy.**

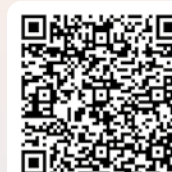


DURING THE OPEN MORNINGS, YOU WILL HAVE THE OPPORTUNITY TO:

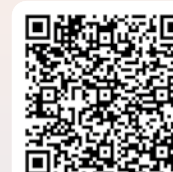
- observe high quality early literacy and language provision in Reception;
- see provision designed to support early language and literacy development;
- observe how talk, language and vocabulary are developed through play and purposeful interactions;
- see how a love of stories and Reading for Pleasure is fostered from the earliest age;
- look at the learning environment and organisation of resources in Reception;
- hear how the school supports early literacy and language across the day;
- talk to children and Reception practitioners;
- hear from the school's Early Years Lead and leadership;
- speak to our English Hub Lead and ask any questions.

Cost
FREE

St Thomas' CE Primary Academy

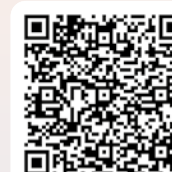


**Tuesday 12th
January 2027
9am-11am**

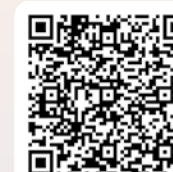


**Tuesday 25th
May 2027
9am-11am**

Waddington All Saints Academy



**Tuesday 17th
November 2026
9.30am-11.30am**



**Tuesday 2nd
March 2027
9.30am-11.30am**

**St Thomas CE
Primary Academy**
125 Wyberton Low Rd,
Boston PE21 7RZ

**Waddington All Saints
Academy**
Mere Rd, Waddington,
Lincoln LN5 9NX

Leading Reception: Early Literacy and Language

AIM

This training aims to provide delegates with opportunities to network, share best practice and focus on aspects from a leadership perspective, using end-of-year 2026 data and Autumn term baseline assessments. Delegates will be able to participate in professional conversations around their baseline assessments and priorities for leadership and monitoring.

PROGRAMME OVERVIEW

This training session will provide EYFS Leaders with the opportunity to:

- collaborate with EYFS colleagues;
- provide opportunities to reflect upon current practice and provision, and develop an Action Plan for improvement;
- explore best practice and practical strategies to support foundational knowledge and skills that underpin Early Language and Literacy;
- ensure your provision and curriculum offers your Reception children a 'strong start' with Phonics, early reading and writing;
- discuss the importance of early intervention and for children to 'keep up' with expectations;
- gain access to essential tools and resources to support the ongoing development of their leadership, quality of teaching and learning across the EYFS team.



Cost
FREE

All sessions
 must be
 attended



Session 1: **Wednesday 18th November 2026**
 9am – 3pm / L.E.A.D. Teaching School Hub

Session 2: **Friday 15th January 2027**
 9am – 3pm / L.E.A.D. Teaching School Hub

Session 3: **Tuesday 2nd March 2027**
 9am – 12pm / L.E.A.D. Teaching School Hub

Leading the Early Years in the Current Climate

Strengthening curriculum design, leadership, and practice
 to secure high-quality early years provision

Intended Impact of the Programme

- Secure understanding of progression across the EYFS and how learning builds over time
- Strengthen leadership capacity to design, implement and evaluate a coherent, ambitious EYFS curriculum
- Ensure curriculum intent is clearly defined and consistently enacted across provision
- Develop confident use of evidence from observation and interaction to evaluate the quality of education
- Promote high-quality provision that enables children to develop knowledge, skills and understanding over time
- Support leaders to identify strengths and priorities for improvement with clarity and precision
- Enable leaders to clearly articulate the impact of the EYFS curriculum on children's learning, development and readiness for Year 1

Overview of the Programme Content and Sessions

Join Ruth Swailes for this focused one-day course designed to strengthen understanding of effective curriculum design and delivery in the early years.

The course supports leaders to develop a secure, shared understanding of the EYFS curriculum, with a strong emphasis on embedding high-quality practice and ensuring clear progression for all learners. Participants will explore practical examples and tools to evaluate provision and monitor its impact.

Through interactive sessions, participants will examine how learning is sequenced across the EYFS

and how to design rich, purposeful experiences that build knowledge and skills over time. We will also explore the features of an effective early years' curriculum and how these are reflected in strong practice.

Leaders will build confidence in evaluating provision through observation, professional dialogue, and evidence-informed approaches, supporting leaders to clearly articulate the quality and impact of their EYFS curriculum, with reference to Ofsted expectations and the current inspection framework.

Aimed at:
 Headteachers, senior leaders, and
 those new to leading in the Early
 Years Foundation Stage (EYFS),



Tuesday 6th October 2026
9.30am – 3pm

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

Cost: £75



Course Leader
 Ruth Swailes

Ruth has over 30 years' experience in education and has taught every year group from Nursery to year 6. She has held a range of senior leadership roles including primary headship. Ruth has worked as a School Improvement Advisor, Inspector, Early Years Advisor, strategic lead and consultant in several Local Authorities and has a proven track record of supporting schools to improve outcomes for children. Ruth's particular passion is working with children in the 0-7 range and she currently works with settings, providers, MATs, LAs, Hubs and schools nationally and internationally providing training and support.

Ruth is the lead developer, author and trainer for the Oxford University Press International Early Years Curriculum for children aged 2-6, which is used in more than 40 countries. She was named Nursery World Trainer of the Year in 2021 and recognised by ISC research as a leading influencer in International Education in 2022. She has written several books about Early Education.

Continuing the Journey: Strengthening Transition from EYFS to KS1

Intended Impact of the Programme

Participants will have a clearer, shared understanding of:

- how children's learning and development continues across EYFS and KS1
- the similarities and differences in pedagogy between Reception and Year 1
- the role and value of child-initiated learning and play in supporting progression
- critically reflect on current transition practices in their own setting

Overview of the Programme Content and Sessions

Join Professor Julie Fisher for a one-day course exploring what effective transition looks like from Reception to Year 1, with a focus on strengthening continuity in learning and practice. The day is designed to deepen understanding of how provision and pedagogy can be developed across this key stage boundary, supporting children as they move from EYFS into KS1.

Participants will consider similarities and differences between EYFS and Year 1 practice, alongside how children learn and develop at the ages of five, six, and seven. The role of child-initiated learning in KS1 will be explored, including how it can be planned for within the school day alongside adult-led learning, underpinned by a clear understanding of play and the evidence and rationale behind play-based approaches. The role of the adult in observing, interacting with, and supporting learning will be a key theme throughout.

Alongside input from Professor Fisher, there will be opportunities to hear from and discuss with other leaders how approaches are being implemented in different settings, and to reflect on current practice within participants' own schools. The day will support consideration of what is working well, why it matters, and how practice can be developed to create a more coherent and connected learning journey from EYFS into Key Stage 1.



Thursday 4th February 2027

9am – 3pm

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

Cost: £75



Course Leader
Professor Julie Fisher

Julie Fisher is a nationally and internationally recognised expert on early childhood education and is currently an independent Early Years Adviser and visiting Professor of Early Childhood Education.

She held the post of Early Years Adviser in Oxfordshire for 11 years, before which she was lecturer in early childhood education at the University of Reading. She has taught children from 3 to 12 years of age and has been headteacher of two urban, multi-cultural schools.

In her work, Julie draws on her own research projects with practitioners and children. She is a well-known and respected author whose books include *Starting from the Child?* (5th edition 2024), *Moving on to KS1* (2nd edition 2020), *The Foundations of Learning* (2002) and her best-selling *Interacting or Interfering?* (2016).

Julie holds a doctorate for her research into the changing role of early childhood educators and is a proud recipient of the *Nursery World* Lifetime Achievement Award for her contribution to early childhood education.

LINCOLNSHIRE TEACHING SCHOOL HUB

Reception Year CPD


L.E.A.D.
Teaching School Hub
Lincolnshire

FREE

Watch this space!

**The Teaching School Hub
is in a privileged position to be
offering the DfE driven Reception
Year CPD for the first time.**

**THIS WILL BE ON OFFER TO ALL SCHOOLS
AND WILL LAUNCH IN SEPTEMBER 2026.**

There will be 2 cohorts in Autumn and Spring aimed at reception teachers following ECT years and prior to leadership.

DfE Reception Networks

Join a Reception Network and Strengthen Your Early Years Provision.

Reception Networks are a key part of the government's Best Start in Life strategy and the RISE universal offer. They are designed to support schools in enhancing the quality of their reception-year provision in a practical, collaborative way.

These networks are school-led and locally delivered, bringing together professionals who are passionate about early years education. They focus on sharing strong, evidence-informed practice to help every child get the very best start.

Each network is supported by a lead school with proven strengths in early years provision and leadership. These schools work alongside others in their local area, championing high quality practice, offering guidance, inspiration and practical support.

By joining a Reception Network, your school can benefit from:

- Regular opportunities to connect with peers, share ideas and discuss effective reception practice
- Visits and open days, giving you the chance to see high-quality provision in action
- Access to shared resources and approaches that support excellent teaching and leadership in reception
- Access to high quality CPD
- Systemwide improvements in reception quality and outcomes

This is a fantastic opportunity to collaborate, grow and strengthen your provision in a supportive and engaging environment.

Join your local network and be part of a community committed to giving children the best possible start.



CORE UNIVERSAL FREE OFFER

WHAT YOU CAN EXPECT FROM THE NETWORK

Half-termly virtual meetings

Come together with colleagues to share ideas, explore and build a shared understanding of high-quality Reception practice. You will be able to use the collective expertise of the network and reflect on different approaches in a supportive space. We'll also keep you up to date with the latest research, helping your team continue to grow in confidence and expertise and keep aligned with current priorities.

In-person visits

Step inside our setting and see firsthand high-quality Reception practice in action. These visits offer a valuable opportunity to observe routines, interactions and learning environments in action. You will see how virtual meetings translate into action and gather practical ideas, ask questions and take away inspiration you can use straight away.

Information sharing and collaboration

Gain access to carefully chosen, high-quality resources and enjoy opportunities to work alongside other professionals, who share your commitment to early years excellence. You will be able to engage in professional dialogue, compare experiences, ask questions and discuss different approaches.

ENHANCED SUPPORT OPPORTUNITIES

For schools looking to go even further, we also offer **enhanced support opportunities**, providing more personalised, in-depth input tailored to your setting's priorities. This can include:

- **Targeted CPD for Early Years Teams**
- **Leadership development** to strengthen practice across your team
- **School-based support visits**, with practical guidance and constructive, supportive feedback
- **Strategic support** to help shape improvement planning and develop a strong, coherent curriculum

This is a chance not just to take part, but to truly develop, collaborate and thrive as part of a committed early years community.

WADDINGTON ALL SAINTS ACADEMY

Our School

Our school is a two-form entry primary with around 370 pupils on roll. We proudly serve a diverse community, with around 50% of our children coming from military families and approximately 11% eligible for Pupil Premium. We also have a higher-than-national-average proportion of pupils with complex SEND needs. We continuously work proactively and positively to understand, support, and respond to the varying and often complex needs of our school community.



Our Journey within Early Years

Early years has been a significant strength of our school for a number of years, with consistently strong outcomes for all children. This was judged outstanding by OFSTED in Summer 2025. We are a forward thinking school, always looking to strengthen and refine what we already do by drawing on the latest research, guidance, and evidence informed practice. We recognise that high quality early years provision is not static; it requires continual reflection, development and challenge, and we are committed to ensuring our practice continues to evolve.

This is underpinned by a genuine passion for Early Years as the foundation for children’s future success. Over the past two years, the headteacher and deputy headteacher have been on a focused and purposeful journey to deepen their Early Years expertise, rigorously quality assuring all aspects of provision against current research and best practice.

Our Reception Team

Our reception team reflects this commitment. It is a strong mix of professionals at different stages of their careers, bringing a wealth of experience, fresh thinking, and shared ambition.

Through high quality CPD, coaching and mentoring, we aim to support, develop, and empower staff, ensuring the very best outcomes for every child..

AUTUMN TERM EVENTS

Virtual Meetings

Tuesday 6th October 2026, 3.30pm-5pm
Wednesday 25th November 2026, 3.30pm-5pm

In-person Events

Thursday 8th October 2026, 1pm-3pm
Tuesday 13th October 2026, 10am-12pm
Thursday 12th November 2026, 10am-12pm

SPRING TERM EVENTS

Virtual Meetings

Tuesday 2nd February 2027, 3.30pm-5pm
Wednesday 17th March 2027, 3.30pm-5pm

In-person Events

Tuesday 9th March 2027, 10am-12am
Thursday 11th March 2027, 1pm-3pm
Friday 19th March 2027, 10am-12pm

SUMMER TERM EVENTS

Virtual Meetings

Wednesday 19th May 2027, 3.30pm-5pm
Tuesday 22nd June 2027, 3.30pm-5pm

In-person Events

Wednesday 9th June 2027, 10am-12pm
Tuesday 22nd June 2027, 10am-12pm
Thursday 24th June 2027, 1pm-3pm



To book, please email:
risereceptionnetwork@waddingtonallsaintsacademy.co.uk



Waddington All Saints Academy
A L.E.A.D. Academy

ST THOMAS' CE PRIMARY ACADEMY

Our School

We are a two-form entry primary school of around 400 pupils, serving a diverse community. Over a quarter of pupils are eligible for pupil premium funding, around a quarter speak English as an additional language, and we support a higher-than-average number of children with complex SEND needs. Diversity is a strength and underpins our culture of inclusion, belonging and ambition.

In Spring 2025, the school was judged Outstanding in all areas. Our curriculum combines academic excellence with exceptional personal development, helping children become confident, compassionate and successful individuals.

Relationships are central to our work, supported by a coaching-based approach built on trust, high expectations and continual improvement. We are a dedicated team committed to providing the very best for every child.

Our Journey Within Early Years

Early Years is a significant strength of our school and was recognised as Outstanding in Spring 2025. We believe in the power of high-quality early education and creating an environment where children feel safe, valued and inspired.

Our provision focuses on communication and language, early reading, personal development and independence. Through high-quality play and purposeful interactions, children develop confidence, curiosity and a love of learning.

Inclusion is at the heart of our practice, and we are particularly proud of our expertise in supporting children with complex SEND needs. Early Years provides the strong foundations children need to thrive.

Our Reception Team

Our Reception team is highly skilled, collaborative and committed. Teachers, teaching assistants and senior leaders work closely together, creating a culture of trust, reflection and continuous improvement.

Senior leaders bring extensive Reception expertise, ensuring that decisions remain firmly rooted in child development and classroom practice.

The team combines nurture with high expectations, enabling children to thrive academically and personally. Together, we have created a Reception provision where every child receives the best possible start to their education.

AUTUMN TERM EVENTS

Virtual Meetings

Monday 5th October 2026, 3.30pm-5pm
Wednesday 25th November 2026, 3.30pm-5pm

In-person Events

Wednesday 7th October 2026, 1pm-3pm
Tuesday 13th October 2026, 10am-12pm
Thursday 12th November 2026, 10am-12pm

SPRING TERM EVENTS

Virtual Meetings

Thursday 4th February 2027, 3.30pm-5pm
Wednesday 24th March 2027, 3.30pm-5pm

In-person Events

Tuesday 9th March 2027, 10am-12am
Thursday 11th March 2027, 1pm-3pm
Wednesday 17th March 2027, 10am-12pm

SUMMER TERM EVENTS

Virtual Meetings

Wednesday 19th May 2027, 3.30pm-5pm
Thursday 1st July 2027, 3.30pm-5pm

In-person Events

Wednesday 9th June 2027, 10am-12pm
Tuesday 22nd June 2027, 10am-12pm
Thursday 24th June 2027, 1pm-3pm



Contact for more information:
Call the academy office: 01205362860
or visit our website to register www.stthomasacademy.co.uk



NATIONAL PROFESSIONAL QUALIFICATION

Early Years Leadership NPQEYL



This programme will help you to:

- develop as a leader with responsibility for early years education and care
- access content across a breadth of areas, such as teaching, behaviour and professional development
- be supported to effectively implement change and improvement in an area related to your role and context.

Who's it for?

Leaders qualified to at least level 3 with a full and relevant qualification who are, or are aspiring to be:

- managers of private, voluntary and independent nurseries
- headteachers of school-based or maintained nurseries
- teachers with, or aspiring to have, significant responsibility in Early Years
- childminders with leadership responsibilities

How long is the course?

11 modules spread over 12 months, including 2 conferences and 2 school visits.

How much does it cost?

You may be eligible for full-funding. Visit the QR code to find out.



To find out more,
visit our website:
www.leadtshublincs.co.uk

“Participants gain exceptional professional development and training when completing an NPQ with Teach First. The curriculum meticulously supports participants to deepen their knowledge and develop their leadership skills in their chosen specialism. Throughout the NPQ programmes, participants flourish in confidence and competence when implementing and influencing positive change in their schools or settings.”

EYFS Support Package

What does this involve?

Work with a specialist to carry out a comprehensive review that empowers leaders and all teaching staff in delivering an effective EYFS curriculum that includes:

- Leadership of EYFS
- Curriculum progression in EYFS
- Learning environment
- Effective high-quality interactions
- Developing foundational knowledge



How?

Visit 1: Establishing your starting point and next steps (one day)

- Explore and establish current strengths and pinpoint areas for development in the EYFS curriculum through discussions with leaders, teachers and support staff; lesson visits; pupil conversations; and listening to children read.
- Co-create an implementation plan, outlining dates and timescales

Online CPD Package

Alongside the 1:1 support, receive access to a series of recorded sessions that can be used in a staff meeting, twilight or INSET Day, developing the following threads that support a progressive EYFS curriculum. Full access will be given to all recordings from the outset to map out the sessions across the school calendar and organise these recordings to the needs of your setting.

1. Developing a progressive EYFS curriculum
2. How to unlock the potential of your learning environment
3. Use of high-quality interactions
4. A series of recordings focusing on developing early language and how to assess. This includes:
 - Developing the language of stories
 - Understanding expressive language
 - Understanding receptive language

Visit 2: Supporting Implementation (1/2 day)

- Bespoke support and coaching sessions for leaders, teachers or year group teams to refine their practice.
- Collaboratively review implementation plan with leaders.

Visit 3: Evaluating Impact (1/2 day)

- Evaluate impact with leaders through reviewing the implementation plan; discussions with leaders, teachers and support staff; lesson visits; and pupil conversations.
- Support leaders to consider how to sustain impact in a manageable and meaningful way.

Specialist Visit 1 only: £400 / Total Package (Visits x3 + Videos): £800

For more information, please contact: Ria Lane ria@leadtshub.co.uk



Developing Foundational Knowledge for Early Literacy

Aimed at Early Years Leaders, Reception Teachers, SLT.



Ruth Swailes has over 30 years' experience in education and has taught every year group from Nursery to year 6. She has held a range of senior leadership roles including primary headship. Ruth has worked as a School Improvement Advisor, Inspector, Early Years Advisor, Strategic Lead and Consultant in several Local Authorities and has a proven track record of supporting schools to improve outcomes for children.

Ruth's particular passion is working with children in the 0-7 range, she currently works with settings, providers, MATs, LAs, Hubs and schools nationally and internationally providing training and support.

Ruth is the lead developer, author and trainer for the Oxford University Press International Early Years Curriculum for children aged 2-6, which is used in more than 40 countries. She was named Nursery World Trainer of the Year in 2021 and recognised by ISC research as a leading influencer in International Education in 2022.

She has written several books about Early Education.

INTENDED IMPACT OF THE PROGRAMME:

The aim of this programme is to support participants to understand the foundational knowledge that underpins early literacy, and to explore how carefully sequenced teaching, high-quality provision and effective learning environments support children's communication, language and literacy development.



OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Session 1:

During this session participants will:

- define what foundational knowledge is and why it is important;
- explore the prime areas and how they underpin the foundational knowledge needed for Literacy development;
- understand the importance of sequencing foundational knowledge clearly and coherently;
- explore why communication and language are the bedrock of literacy development.

Session 2:

During this session participants will:

- explore current research into writing development;
- share practical approaches to high-quality provision and teaching;
- understand how early writing develops, from schematic play and mark making to transcription and independent writing;
- explore the role of speaking and listening in developing composition and writing confidence;
- consider how fluency in foundational writing knowledge supports later writing success;
- understand progression in early writing beyond the Early Learning Goal.

Session 3:

During this session participants will:

- review and refine your current curriculum in light of all the information and knowledge shared from the programme;
- plan next steps for strengthening curriculum coherence and implementation.



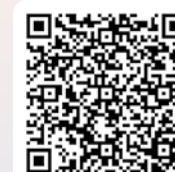
**Cost
 FREE**

Session 1: **Tuesday 15th December 2026**

Session 2: **Friday 19th March 2027**

Session 3: **Friday 11th June 2027**

All sessions held 9am-3pm,
 Witham St Hughs English Hub,
 The Regatta Building,
 Henley Way, Lincoln LN6 3QR
 All sessions must be attended.



**NEW FOR
 2026/27**

Reception Support Offer: Strengthening Early Literacy and Language

AIM

To raise literacy outcomes in Reception so that more children meet the Early Learning Goals, with a strong focus on early language and foundational reading. This support will build staff confidence and expertise while enabling leaders to implement and sustain high-quality early years provision.

FOCUS

- Strengthen high-quality language-rich interactions and environments;
- Develop approaches to vocabulary, talk, and oracy;
- Support early identification of pupils at risk of language delay;
- Secure strong foundations for systematic synthetic phonics (SSP);
- Support early development of listening, attention and comprehension skills.

EARLY LITERACY AND LANGUAGE SUPPORT DAY(S) - DfE INVITED SCHOOLS ONLY

A focused support day(s) designed to evaluate and strengthen your Reception provision. This will:

- develop staff understanding of the core principles of early literacy and language development;
- build staff confidence through guidance, modelling and constructive challenge;
- support schools to review current provision and plan coherent, well-sequenced approaches;
- provide advice on early identification and intervention, including for pupils with SEND;
- strengthen the quality and consistency of teaching to improve outcomes for all pupils;
- schools will receive clear, practical next steps to support improvement.



**PARTNER SCHOOL STATUS - TARGETED
 LITERACY AND LANGUAGE SPECIALIST SUPPORT
 (UP TO 6 DAYS OVER A 2 YEAR PARTNERSHIP) -
 DfE INVITED SCHOOLS ONLY**

Schools may be invited to become Partner Schools, receiving bespoke, tailored support from an English Hub specialist.

A focus on:

Early language development, early literacy and phonics foundations in Reception and provision, environment and practice across the Reception year.

Specialist support will:

- diagnose need through observation, assessment and discussion;
- provide modelling, coaching and constructive challenge;
- deliver tailored CPD to build staff knowledge and confidence;
- support leaders to plan, implement and sustain improvements.

Partner schools may receive funding to support resources and implementation, ensuring improvements are embedded and sustained over time.



NEXT STEPS

Support will be prioritised for DfE-invited schools. It is fully funded, tailored and limited in availability. Schools will be prioritised according to need.

Contact sophiehurst@leadtshub.co.uk to express your interest.

Supporting Early Language Development

This evidence-informed Early Language Development Programme has been developed in partnership by the DfE English Hubs and Voice 21.

PROGRAMME CONTENT

- What is language and how is it developed?;
- Supporting talk in schools;
- Teaching words and making them 'stick';
- Making change: Sustaining change;
- An understanding of the stages of 'typical' language development and the expected milestones;
- Practical classroom skills and techniques for quality first teaching in EYFS and Year 1;
- Practical ways to identify and support children who may not be developing language skills as expected;
- Identifying and supporting Speech, Language and Communication Needs (SLCN).



**Aimed at Early Years Leaders,
KS1 Leaders, Early Years
Teachers and SENCOs**

All sessions will have pre and post-tasks. Therefore, it is important that schools are fully committed and have the capacity to run a school improvement focus on Early Language.

**Cost
FREE**

- Session 1: **Wednesday 30th September 2026**
 Session 2: **Tuesday 24th November 2026**
 Session 3: **Tuesday 26th January 2027**
 Session 4: **Wednesday 17th March 2027**
 Session 5: **Thursday 6th May 2027**
 Session 6: **Thursday 24th June 2027**

All sessions held 1pm-4pm,
 Witham St Hughs English Hub,
 The Regatta Building,
 Henley Way,
 Lincoln LN6 3QR
 All sessions must be attended.



English Hub Briefing: Sharing Practice, Updates and Priorities

PROGRAMME OVERVIEW

Join our sessions led by the English Hub Lead, where we will share the latest DfE and Ofsted updates in the following phases and areas:

- Reception: Early literacy and language
- KS1: Early reading, early language, and reading for pleasure
- KS2: Word reading and fluency
- KS3: Reading catch-up

We will also outline how the English Hub can support your school and how to access available fully funded support.

Aimed at

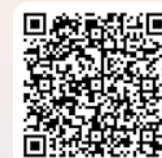
- **Executive Headteachers**
- **Headteachers**
- **School Improvement Advisors**
- **Reading/Phonics Leaders**

SCHOOL LEADERS WILL HAVE THE OPPORTUNITY TO:

- understand the aims of the DfE English Hubs and their impact;
- learn about free Literacy Specialist/Early Literacy and Language Specialist in-school support days and how to access them;
- explore the expanded English Hub offer across Reception, KS1, KS2 and KS3;
- access a range of fully funded support opportunities;
- receive key DfE and Ofsted updates to support successful inspection outcomes;
- engage with the latest DfE guidance and research;
- explore best practice in leading phonics, language development, reading and writing;
- discover effective strategies for building an expert teaching team;
- learn how to ensure every child becomes a confident reader, regardless of background or need;
- identify strategies to close attainment gaps, including:
 - The first 20% in the Phonics Screening Check
 - KS1 and KS2 reading fluency
 - KS3 reading and fluency attainment
- explore how to develop a strong whole-school Reading for Pleasure culture;
- plan clear next steps for whole-school improvement.

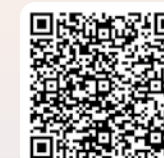
**Cost
FREE**

**Lincolnshire
Schools**
**Tuesday 29th
September 2026**
 9am - 12pm



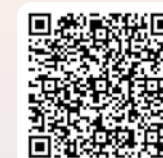
Witham St Hughs English Hub,
 The Regatta Building,
 Henley Way, Lincoln LN6 3QR

**Bassetlaw,
Newark &
Sherwood**
**Tuesday 6th
October 2026**
 9am - 12pm



The Pumping House, Brake Lane,
 Ollerton, Newark, NG22 9HQ

**North &
North East
Lincolnshire**
**Wednesday 14th
October 2026**
 9am - 12pm



Forest Pines, Ermine Street,
 Brigg, DN20 0AQ

MATHS HUB

Reception Year Offer

FOR DfE IDENTIFIED SCHOOLS ONLY

Overview of offer

Access high quality and fully funded professional development for Reception teachers to support the delivery of a full maths curriculum, ensuring every child has the best start in life.

About the Hub and about the reception context

The **East Midlands East Maths Hub**, led by The Minster School, funded by the DfE and overseen by the NCETM, supports high quality mathematics teaching across all phases, including Reception, through research informed professional development and a teaching for mastery approach. In **Reception**, the Hubs offer focuses on building secure foundations through purposeful play, structured representations and rich mathematical talk, supporting children to develop deep understanding of number, shape, space and measure and early mathematical concepts. This work aligns closely with the Best Start in Life research review, which sets out evidence based principles for high quality early years practice and curriculum design.

All Work Groups and Programmes are fully funded by the Department for Education and are therefore **FREE** to attend.



Support Available for Teachers and Teaching Assistants

Specialist Knowledge for Teaching Mathematics (Reception Teachers)

This one year SKTM programme for 2026/27 develops Reception practitioners' specialist maths knowledge through a mastery approach, focusing on number, shape, space and pattern, alongside oracy, spatial reasoning and executive function, to give children the best possible start.

To find out more information please scan the QR code.



Mastering Number Programme

The Mastering Number Programme helps pupils develop strong number sense, calculation fluency, and a secure understanding of shape, space and measure, supporting progress towards Early Learning Goals and year group expectations. Teachers embed the approach across EYFS and KS1, refining pedagogy and assessment through collaborative professional learning to build secure subject knowledge and a clear understanding of progression.

(Materials are provided to teach five short sessions throughout the week)

To find out more information and to express and interest please scan the QR code.



Support Available for schools and leaders

Targeted Support

Where appropriate, Targeted Support is available within Reception to support school leaders to implement change in Reception to embed effective practice and ensure all pupils have the best start in life.

There are two levels of support, **Intensive** and **Enhanced** visit our website for further details, scan the QR codes or contact us to find out if your school is eligible.



Intensive



Enhanced

How to sign up

We have a number of Work Groups and Programmes on offer please visit our website and explore the Work Groups section for further information and how to sign up.

Contact for more information

Visit our website: www.ememathshub.org or email us at enquiries@ememathshub.org

Reading

Reading

L.E.A.D. Professional Development and Witham St Hughs English Hub are delighted to offer a comprehensive, evidence-informed CPD programme designed to strengthen the teaching and leadership of reading across all phases. Through a blend of expert-led training, collaborative professional learning and targeted support packages, schools will be empowered to develop consistent, high-quality reading provision that improves outcomes and fosters a lifelong love of reading in all pupils.



Leadership

- KS1 and KS2 Showcase: Reading 124
- KS3: Showcase: Reading 125
- Developing a Progressive Reading Curriculum 126
- Leading Phonics in Early Years and KS1 127
- Leading Reading in a Primary School 128
- Leading Reading with Confidence at Secondary 129
- Reading Support Package 130
- NPQ Leading Literacy 131

Decoding

- Reading Ambition for All 132
- KS3: Strengthening Decoding Through Intervention and Teaching 133

Fluency

- Reading Fluency: The Bridge to Comprehension 134
- Fluency at KS3: Bridging the Gap 135

Comprehension

- Unlocking Great Reading Lessons with Christopher Such 136
- Reading Support Package 130

Reading for Pleasure

- Teachers as Readers Group (TaRG) 137
- Transforming your School's Reading Culture (TSRC) 138
- Secondary: Igniting a Reading Culture 139
- Lincolnshire Reading Pledge – Gold School Virtual Events 140

Witham St Hughs English Hub

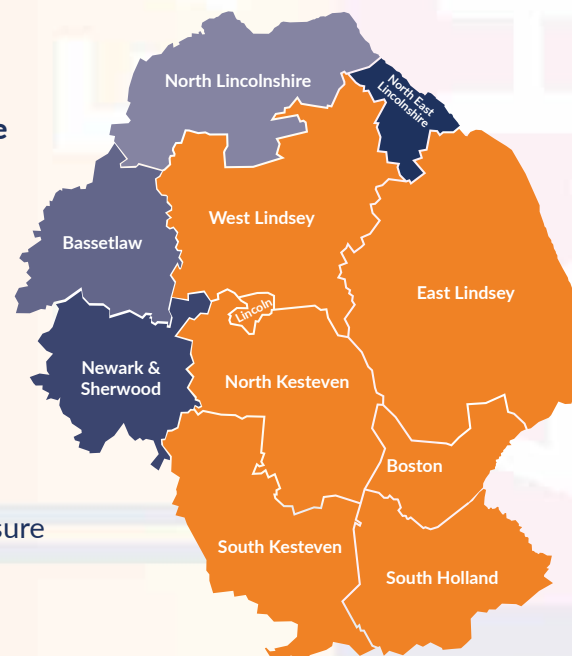
Witham St Hughs English Hub is one of 34 designated English Hubs across the country. Our Lead School, Witham St Hughs Academy, was appointed by the Department for Education to share its expertise in teaching reading.

All professional development opportunities offered in this brochure are free to all schools in our Local Authority Districts (LADs), funded by the Department for Education.



Our School Support Offer is available to schools across our Local Authority Districts:

- Lincolnshire
- North Lincolnshire
- North East Lincolnshire
- Bassetlaw
- Newark & Sherwood



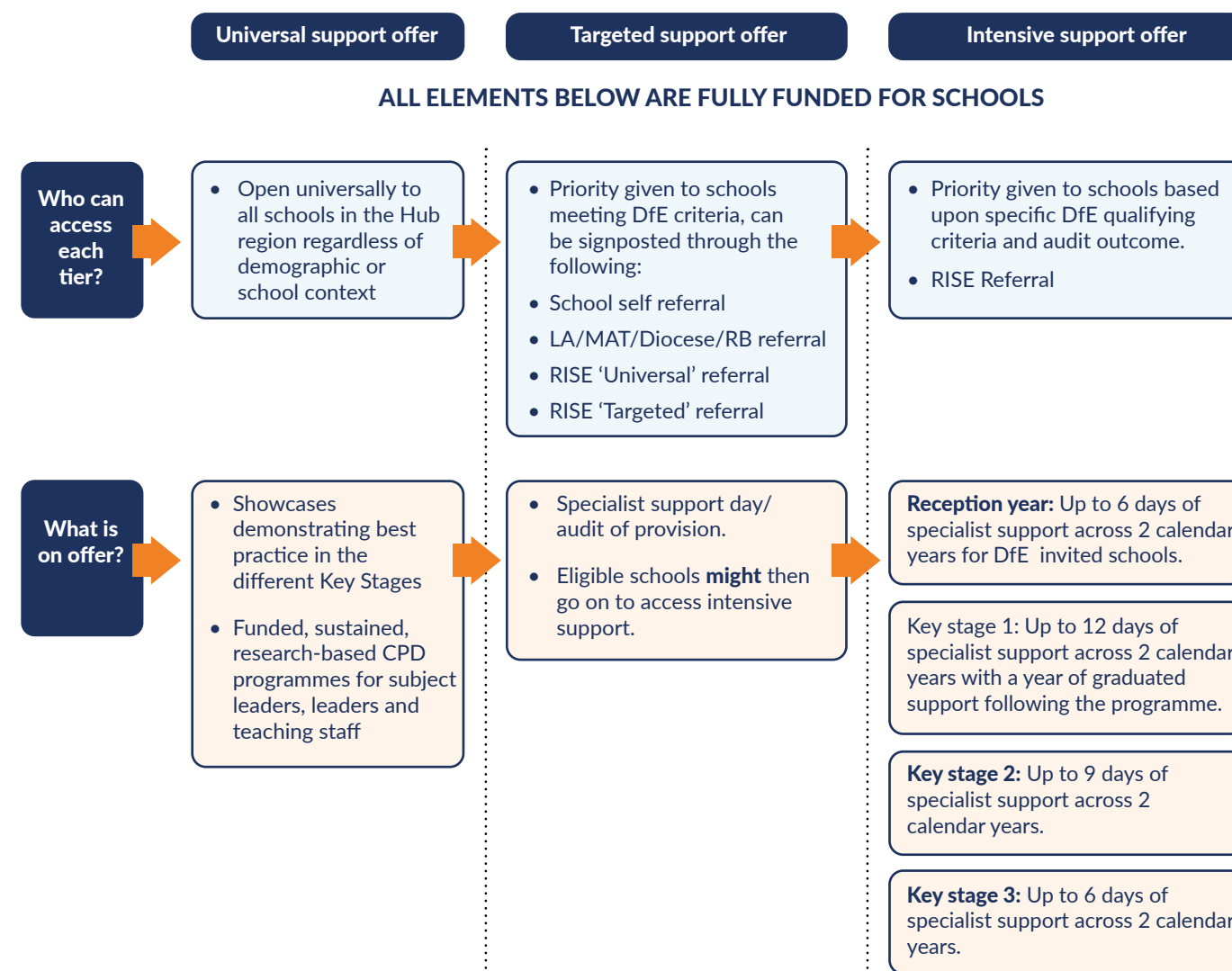
Our School Support Offer covers the following phases:

- Reception: Early Literacy and Language
- KS1: Early Reading, Early Language, and Reading for Pleasure
- KS2: Word Reading and Fluency
- KS3: Reading Catch-Up

We offer Literacy Specialist and Early Literacy and Language Specialist Support Days as well as provide intensive support for selected partner schools across each phase.

To find out more, visit www.wshenglishhub.co.uk or email sophiehurst@leadstshub.co.uk

DfE English Hub Support Offer 2026/2027



OUR SUPPORT JOURNEY

- EXPRESS YOUR INTEREST**

Let us know you're interested by completing a self-referral form or by attending one of our showcase events/briefings.
- WE GET TO KNOW YOUR SCHOOL**

A member of the English Hub team will be in contact with you to discuss how we can best support you. Where criteria is met, a Literacy Specialist will visit your school to offer fully funded support.
- RECEIVE RECOMMENDATIONS**

You'll receive clear, practical advice and next steps tailored to your school's needs.
- INVITED TO BECOME A PARTNER SCHOOL**

If your school is eligible, you'll be invited to apply to join our Partner School programme for two years of intensive support.
- YOU WILL RECEIVE:**

YOUR OWN LITERACY SPECIALIST A specialist assigned to support your school.	FUNDING FOR RESOURCES & CPD Financial support for evidence-based resources and professional learning.	ACCESS TO EVENTS & NETWORKS Opportunities to attend events, connect with other schools and share best practice.
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KS1 and KS2 Showcase: Reading

KS1: Early Reading (phonics),
Reading for Pleasure and
Early Language Development

KS2: Fluency and supporting pupils
with gaps in decoding in KS2

DURING THE SHOWCASE, YOU WILL HAVE THE OPPORTUNITY TO:

- observe high quality phonics lessons;
- observe high quality fluency lessons;
- observe the Reading for Pleasure culture across the whole school;
- look at children's phonics and English books;
- look at the learning environment and organisation of resources and teaching areas;
- hear how the school timetables phonics and English lessons;
- talk to children and teachers;
- hear from Witham St Hughs Academy's Reading & Phonics Leader;
- discuss how children who did not meet the PSC are supported in KS2;
- speak to our English Hub Lead and ask any questions.


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

Cost
FREE



Tuesday 13th
October 2026



Tuesday 24th
November 2026



Tuesday 2nd
February 2027



Tuesday 27th
April 2027

All sessions held
8.45am – 11.45am
Witham St Hughs
Academy,
Muntjac Way,
Lincoln, LN6 9WF

KS3 Showcase: Reading

Would you like the opportunity to
explore effective reading practice
in a local secondary school?

LOUTH ACADEMY

Louth Academy was one of ten schools that
contributed to the DfE English Hub Secondary
Pilot Working Party in Lincolnshire. The
school's high-quality reading provision played
a significant role in shaping the 2026–2027
English Hub offer.

PROGRAMME OVERVIEW

During the Open Mornings, you will have the opportunity to:

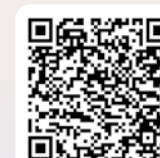
- Observe high-quality reading interventions;
- Hear how the school timetables and delivers reading interventions targeted at the domains of reading based on diagnostic assessment;
- Experience the school's Reading for Purpose culture across the whole school;
- Explore how reading is embedded throughout the wider curriculum;
- Talk with pupils and teachers;
- Hear from Louth Academy's leadership team and learn about their reading journey and where reading provision is today.

Cost
FREE

You can choose from any of the three dates:



Thursday 19th
November
2026



Thursday 11th
March 2027



Thursday 15th
July 2027

Developing a Progressive Reading Curriculum

OVERVIEW OF TRAINING PROGRAMME

- Developing subject leadership of reading;
- Developing a whole school approach to reading;
- Auditing your school's reading curriculum;
- An introduction to the EEF reading strategies;
- How to effectively implement reading strategies in your school;
- Sharing practical ideas and resources to use in the classroom;
- Reflecting upon next steps for whole school improvement;
- Developing knowledge of children's literature to ensure progression within a literature spine.

Session 1

- Exploring the 'core components' needed for a progressive reading curriculum;
- Delving into EEF comprehension strategies;
- Considering how to implement comprehension strategies;
- Sharing ideas and resources to support the teaching of reading comprehension

GAP TASK

Session 2

- Exploring different structures to reading lessons to ensure consistency;
- Deepening your knowledge and understanding of children's literature to ensure an effective text progression across the whole school;
- Developing a progressive literature spine for your whole school curriculum.

GAP TASK

Session 3

- Exploring effective assessment of reading;
- Sharing ideas, strategies and resources for assessment;
- Evaluating the impact of this programme in your own school;
- Identifying your school's next steps.

Cost
FREE



Session 1: **Wednesday 20th January 2027**
 Session 2: **Monday 8th March 2027**
 Session 3: **Tuesday 8th June 2027**

All sessions held 9am-3pm,
 Witham St Hughs English Hub,
 The Regatta Building,
 Henley Way, Lincoln LN6 3QR
 All sessions must be attended.

Leading Phonics in Early Years and KS1

AIM

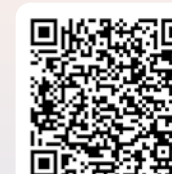
This training aims to provide delegates with opportunities to network, share best practice, and focus on aspects from a leadership perspective. Delegates will be able to participate in professional conversations around their initial assessments and priorities for leadership and monitoring.

PROGRAMME OVERVIEW

These training sessions will provide Phonics Leaders with the opportunity to:

- explore how to effectively carry out your role as Phonics/Reading Leader;
- explore ways to effectively monitor phonics lessons and analyse data;
- explore effective assessment processes to maximise progress;
- collaborate with other Phonics Leaders;
- explore effective ways to provide CPD for phonics teachers to build an 'expert team of Phonics Teachers';
- receive support and guidance from a DfE trained Literacy Specialist;
- reflect upon your own practice as Phonics/Reading Leader and identify next steps.

Cost
FREE



Session 1: **Wednesday 16th September 2026**
 9am – 3pm / L.E.A.D. Teaching School Hub
 Session 2: **Thursday 5th November 2026**
 9am – 12pm / Online: Via Zoom

Both sessions
 must be
 attended

Leading Reading in a Primary School

Provide knowledge and develop schools to lead reading successfully within a primary setting.

PROGRAMME OVERVIEW

This programme is designed to support primary reading leaders in developing the knowledge, understanding and strategic leadership skills needed to lead reading effectively across their school. Informed by current research and guidance, participants will explore what strong reading leadership looks like beyond phonics, with a focus on effectively leading reading across the school. The programme is underpinned by the ambition to ensure all children become fluent readers who are engaged, successful, and able to comprehend texts deeply

Session 1 During this full-day session, participants will:

- explore the key features of effective reading leadership and whole-school reading practice;
- strengthen subject knowledge around fluency, comprehension and reading for pleasure;
- consider what makes a progressive and inclusive reading curriculum;
- reflect on strengths and areas for development within their own school;
- use practical self-evaluation tools to identify priorities for improvement;
- begin to plan strategic next steps linked to their individual school context.

The session will provide opportunities for professional discussion, reflection and collaborative thinking, enabling leaders to evaluate current provision and identify meaningful areas for development.

GAP TASK

Session 2

This follow-up online session will support participants in refining and implementing their strategic priorities.

Leaders will:

- revisit and reflect on progress since Session 1;
- explore approaches to developing staff expertise and improving consistency in practice;
- consider effective implementation and sustainable school improvement;
- discuss common challenges in leading reading and share effective approaches;
- refine action planning and next steps for ongoing development.

By the end of the programme, participants will have a clearer understanding of how to lead reading strategically and effectively, ensuring provision is evidence-informed, inclusive and responsive to the needs of their pupils and school community.



Cost
FREE

Both sessions
 must be
 attended

Session 1: **Tuesday 22nd September 2026**
 9am – 3pm / L.E.A.D. Teaching School Hub
 The Regatta Building, Henley Way, Lincoln LN6 3QR

Session 2: **Tuesday 3rd November 2026**
 9am – 12pm / ONLINE

Leading Reading with Confidence at Secondary

PROGRAMME OVERVIEW

Leading Reading is complex and nuanced at secondary. It has the power to transform the day-to-day experiences of the young people we teach, and their outcomes and life chances, but only through effective leadership, driving the implementation of evidence informed approaches. This series of 3 CPD sessions (one full day, followed by two twilight online sessions) gives Reading Leads the opportunity to reflect on how they are strategically driving reading across the setting, and how further impact could be made. It also provides the opportunity to connect with a published and widely respected secondary reading lead who is nationally recognised, as well as building a network with other reading leads across our locality.

Cost
FREE

INTENDED IMPACT OF THE PROGRAMME:

This programme of CPD will support:

- Strategic literacy leadership
- Building a whole-school reading culture
- Disciplinary literacy in secondary settings
- Reading interventions and targeted support
- Staff development and implementation planning
- Monitoring impact and sustaining improvement



Sarah Green

Sarah Green is a nationally respected literacy leader, consultant, and author specialising in secondary school reading and whole-school literacy development. Through her work supporting schools and literacy leaders, she has become known for translating evidence-informed research into practical, sustainable strategies that improve reading outcomes across the curriculum. Her work emphasises the importance of disciplinary literacy, strategic leadership, and creating a culture where reading is central to learning in every subject.

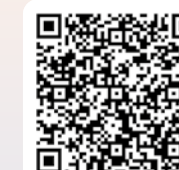


Session 1:
Friday 25th September 2026
9.30am – 3.30pm

Witham St Hughs English Hub,
 The Regatta Building,
 Henley Way, Lincoln LN6 3QR

Session 2:
Monday 16th November 2026, 4pm – 5pm
 ONLINE Twilight session

Session 3:
Monday 14th December 2026, 4pm – 5pm
 ONLINE Twilight session



Reading Support Package

What does this involve?

Work with a specialist to carry out comprehensive review that empowers leaders and all teaching staff in delivering an effective reading curriculum that includes:

- Leadership of reading
- Curriculum progression in reading
- Effective reading instruction
- Reading fluency
- Support for struggling readers
- Assessment of reading
- Reading comprehension

All with a central focus on fostering a love for reading.

How?

Visit 1: Establishing your starting point and next steps (one day)

- Explore and establish current strengths and pinpoint areas for development in the reading curriculum through discussions with leaders, teachers and support staff; lesson visits; pupil conversations; and listening to children read.
- Co-create an implementation plan, outlining dates and timescales

Online CPD Package

Alongside the 1:1 support, receive access to a series of recorded sessions that can be used in a staff meeting, twilight or INSET Day, developing the following threads that support a progressive reading curriculum. Full access will be given to all recordings from the outset to map out the sessions across the school calendar and organise these recordings to the needs of your setting.

1. Fluency (post phonics) – exploring fluency strategies
2. Fluency (post phonics) – assessment of fluency
3. Reading comprehension strategies
4. Planning an effective reading sequence
5. Developing a canon of texts for our whole school curriculum

Visit 2: Supporting Implementation (1/2 day)

- Bespoke support and coaching sessions for leaders, teachers or year group teams to refine their practice.
- Collaboratively review implementation plan with leaders.

Visit 3: Evaluating Impact (1/2 day)

- Evaluate impact with leaders through reviewing the implementation plan; discussions with leaders, teachers and support staff; lesson visits; and pupil conversations.
- Support leaders to consider how to sustain impact in a manageable and meaningful way.



Specialist Visit 1 only: £400 / Total Package (Visits x3 + Videos): £800

For more information, please contact: Ria Lane ria@leadtshub.co.uk



NATIONAL PROFESSIONAL QUALIFICATION

Leading Literacy NPQLL



This programme will help you to:

- develop as a specialist in areas related to your role, including leading literacy strategy and developing others.
- work with serving school leaders and subject matter experts to turn new learning into changes in your own and others' practice
- access a blended learning programme that is full of practical and tangible examples, flexible and tailored to your needs and areas of development and school focus

Who's it for?

Teachers or leaders who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase.

How long is the course?

9 modules spread over 12 months, including 2 conferences.

How much does it cost?

You may be eligible for full-funding. Visit the QR code to find out.



To find out more,
visit our website:
www.leadtshublincs.co.uk



OFSTED report

Participants gain exceptional professional development and training when completing an NPQ with Teach First. The curriculum meticulously supports participants to deepen their knowledge and develop their leadership skills in their chosen specialism. Throughout the NPQ programmes, participants flourish in confidence and competence when implementing and influencing positive change in their schools or settings.



Reading Ambition for All: Teaching children who need the most support, including those with SEND

PROGRAMME AIMS

The core aims of the Reading Ambition for All programme are:

- to improve outcomes for children who need additional support with reading, including those with SEND;
- to ensure that all children receive quality-first teaching based on the latest research into how children learn to read.

**Aimed at Headteachers,
 Senior Leaders, Reading Leads
 and SENCOs**

*The school's Reading Leader and SENCO
 must attend all modules.*

Headteachers must attend modules 1 and 5.

WE WILL DO THIS BY:

- building on the strong evidence base which demonstrates that all children learn to read in the same way: moving from decoding to fluency via orthographic learning;
- using strategies underpinned by the knowledge that children with SEND are on the same learning trajectory as all other children and that we must be equally ambitious for them;
- using adapted materials and materials that limit distraction;
- using strategies such as pre-tutoring, repeated practice and overlearning;
- following extensive research that demonstrates the importance of reducing cognitive load and of providing repeated practice;
- promoting adaptive teaching for children with SEND in mainstream settings including: breaking down learning and assessment into smaller steps and teaching at a slower pace where needed.

**Cost
 FREE**

Module 1: **Monday 5th October 2026** 1pm - 3.30pm
 Module 2: **Monday 16th November 2026** 1pm - 3.30pm
 Module 3: **Tuesday 26th January 2027** 9.30am - 12pm
 Module 4: **Wednesday 24th March 2027** 9.30am - 12pm
 Module 5: **Tuesday 4th May 2027** 1pm - 3.30pm
 Module 6: **Wednesday 9th June 2027** 1pm - 3.30pm

Witham St Hughs English Hub,
 The Regatta Building,
 Henley Way,
 Lincoln LN6 3QR

All sessions must be attended.



All sessions held
 1pm-4pm,

ONLINE

All sessions must
 be attended.



KS3 Strengthening Decoding Through Intervention and Teaching

INTENDED IMPACT OF THE PROGRAMME:

This training supports secondary teachers and leaders to accurately identify phonics and decoding gaps in struggling readers, use assessment information to match pupils to the most appropriate targeted intervention, and effectively track progress over time. The course also explores practical classroom adaptations and whole-school approaches to supporting decoding difficulties, irrespective of the systematic synthetic phonics programme being used within school.

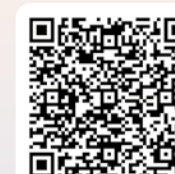
WE WILL DO THIS BY:

- Understanding what persistent phonics and decoding gaps look like in KS3 pupils and how these affect curriculum access;
- Identifying key decoding barriers, including blending, grapheme-phoneme correspondence, multisyllabic word reading and reading fluency;
- Using effective assessment and diagnostic approaches to pinpoint precise phonics and decoding gaps;
- Interpreting assessment information to ensure pupils receive the correct targeted intervention for their specific area of need;
- Exploring how to match intervention to need, irrespective of the systematic synthetic phonics programme being used within school;
- Developing systems to track, monitor and review pupil progress to ensure interventions are having impact;
- Understanding when interventions should be adapted, intensified or changed based on assessment evidence;
- Exploring practical classroom adaptations that support pupils with decoding difficulties across all subjects;
- Building staff confidence in supporting older struggling readers through consistent decoding-aware practice;
- Supporting schools to develop a coherent whole-school approach to phonics, decoding intervention and reading support at KS3.

Monday 9th November 2026

9am - 3pm

L.E.A.D. Teaching School Hub
 The Regatta Building,
 Henley Way,
 Lincoln LN6 3QR



**Cost
 FREE**

Aimed at English Leaders,
 Reading Leaders, KS2
 teachers

Reading Fluency: The Bridge to Comprehension

INTENDED IMPACT OF THE PROGRAMME

Reading fluency is the vital link between decoding and comprehension, helping pupils read with accuracy, confidence and meaning. This three-session course will support KS2 teachers and leaders to strengthen their understanding of fluent reading and explore how high-quality teaching can improve pupils' reading outcomes. Drawing on evidence-informed practice, the programme will develop participants' confidence in identifying and supporting dysfluent readers, selecting effective texts and using classroom approaches that deepen comprehension. Leaders will also consider how to build a consistent and effective approach to fluency across KS2.

PROGRAMME OVERVIEW

- Session 1**
- understand reading fluency and its link to comprehension;
 - recognise signs of dysfluent reading in KS2;
 - explore text choice and pitch for fluency development;
 - develop effective approaches to assessing and improving fluency.
- Session 2**
- understand the role of automaticity and prosody in fluent reading;
 - explore how repeated reading strengthens fluency in KS2;
 - discover how prosody supports reading comprehension;
 - learn practical strategies for teaching fluency effectively.
- Session 3**
- understand which vocabulary to focus on in reading lessons;
 - use fluency strategies to strengthen vocabulary and comprehension;
 - explore dialogic approaches to developing comprehension;
 - discover effective strategies to deepen pupils' understanding of texts.

Cost
FREE

Session 1: **Tuesday 10th November 2026**
 Session 2: **Monday 1st March 2027**
 Session 3: **Monday 21st June 2027**
 All sessions must be attended.

All sessions held 9am – 3pm
 Witham St Hughs English Hub,
 The Regatta Building,
 Henley Way,
 Lincoln LN6 3QR



Fluency at KS3 Bridging the Gap

INTENDED IMPACT OF THE PROGRAMME:

Our aim is to enable pupils to become fluent, independent and confident readers who can successfully access the secondary curriculum and read widely across subjects.

This three-session programme will support participants to develop a strategic and evidence-informed approach to reading fluency, with a particular focus on improving outcomes for struggling readers at Key Stage 3. Participants will deepen their understanding of reading fluency, explore practical approaches to supporting dysfluent readers, and consider how effective practice can be embedded across the curriculum as part of a whole-school reading strategy.

By the end of the programme, participants will be better equipped to evaluate current practice, support colleagues and identify sustainable next steps to strengthen reading provision across their setting.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS

Session 1:

Throughout the session, we will:

- Define what reading fluency is and isn't
- Explore common misconceptions
- Develop an understanding of how fluency provides a bridge between word reading and comprehension
- Consider how assessment can be used to identify next steps

GAP TASK

Session 2:

- Explore ways dysfluent reading can present
- Develop and practise fluency strategies to support struggling readers with fluency
- Understand factors which can support with text selection for reading fluency
- Reflect on current practice

GAP TASK

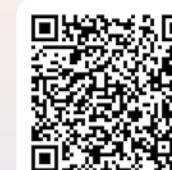
Session 3:

- Consider how fluency can be embedded across the curriculum
- Identify strategic next steps to strengthen whole-school reading provision

Cost
FREE

Session 1: **Tuesday 8th December 2026**
 Session 2: **Tuesday 23rd March 2027**
 Session 3: **Thursday 1st July 2027**

All sessions held 9am-12pm,
 Witham St Hughs English Hub,
 The Regatta Building,
 Henley Way, Lincoln LN6 3QR
 All three sessions must be attended.



Unlocking Great Reading Lessons

Intended Impact of the Programme

Led by Christopher Such, this programme supports English leaders and teachers to develop a shared, research-informed approach to the teaching of reading, with a clear focus on classroom impact and whole-school consistency. Across the course, participants will explore key evidence underpinning effective reading instruction and how this translates into practical, high-impact classroom approaches. Central to the programme are Christopher Such's three lesson structures—fluency, extended reading and closed reading—designed to develop reading fluency, comprehension and engagement with high-quality texts.

Overview of the Programme Content and Sessions

Session 1

Join Christopher Such to develop a shared understanding of what effective reading teaching looks like. Participants will explore key research and evidence that underpins successful reading instruction, considering how to develop reading fluency, comprehension and engagement.

In the afternoon, the focus will move to explore practical classroom application through Christopher Such's three core lesson structures:

- Fluency Lessons – developing accuracy, automaticity and prosody
- Extended Reading Lessons – promoting deep engagement with high-quality texts
- Closed Reading Lessons – supporting close analysis, vocabulary and comprehension development

Throughout the session, participants will examine the principles that underpin each approach and consider how these structures can be implemented effectively across their school.

Session 2

This session gives participants the opportunity to bring their own questions, rooted in their school context and curriculum priorities, to Christopher Such to support the effective implementation of reading lesson structures. Building on Session One, the session will be shaped by the needs of the group through practical examples and collaborative discussion, exploring key principles including text selection, questioning, modelling and pupil response.

Session 3

The final session with Christopher Such will focus on refining and embedding the reading approaches explored across the programme. Participants will revisit the key principles underpinning the reading structures for closed and extended reading, considering how these can be adapted effectively across different year groups and contexts. There will be opportunities to explore challenges, share emerging practice and evaluate impact within participants' own schools.

Session 1

Thursday 14th January 2027
9.30am – 3pm

L.E.A.D. Teaching School Hub

Session 2

Wednesday 17th March 2027
2pm – 4pm

Online

Session 3

Thursday 27th May 2027
2pm – 4pm

Online



Cost: £135

Christopher Such is the author of *The Art and Science of Teaching Primary Reading* and *Primary Reading Simplified*. He is an experienced teacher, school leader and consultant, who delivers professional development for schools, trusts and ITT providers on the subject of evidence-informed reading and curriculum development. He also works part-time as a member of Ambition Institute's learning design team where he co-designed their NPQ in Leading Literacy.



Course Leader
Christopher Such

Funded by



Department
for Education



English Hubs
Witham St Hughs

Aimed at Teachers,
Teaching Assistants, Librarians
and Trainee Teachers

UKLA



Teachers as Readers Group

Do you want to develop the 'Reading for Pleasure' culture in your school?

Then join our 'Teachers as Readers' group to enrich your knowledge and practice.

PROGRAMME OVERVIEW

Witham St Hughs English Hub invites anyone committed to developing children's desire, delight and engagement as readers to join our OU/UKLA reading group.

Informal, friendly and supportive, we welcome teachers, teaching assistants, librarians and trainee teachers to join us and commit to attending all six CPD sessions.

We will be developing evidence-informed practice, widening our knowledge of children's literature and other texts, enriching our RfP pedagogy and documenting the impact of young people as readers.



Cost
FREE

Session 1: **Thursday 1st October 2026**

Session 2: **Thursday 5th November 2026**

Session 3: **Thursday 3rd December 2026**

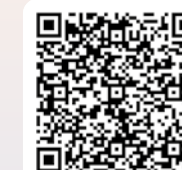
Session 4: **Thursday 25th February 2027**

Session 5: **Thursday 29th April 2027**

Session 6: **Thursday 10th June 2027**

All sessions held 1.30pm-3.30pm,
Witham St Hughs English Hub,
The Regatta Building,
Henley Way,
Lincoln LN6 3QR

All sessions must be attended.



Reading for Pleasure: Transforming your School's Reading Culture (TSRC)

Evidence-based Leadership CPD for Primary English Leads

The TSRC programme is a sustained, research-based CPD programme aimed at Primary English Leads. During the course of the programme, participants will engage deeply with Reading for Pleasure pedagogy and leadership theory to transform their school's reading culture.

PROGRAMME AIMS

- understand the research underpinning RfP practice and pedagogy;
- widen knowledge of children's literature;
- transform whole school reading culture in your school;
- develop the leadership skills to initiate and sustain change;
- become advocates for RfP and share experiences and best practice.

Aimed at Primary English Leads

Participants will attend five sessions and complete gap tasks in between sessions. Those who commit will be expected to attend all sessions.

Cost
FREE

Session 1: **Tuesday 29th September 2026**
 Session 2: **Thursday 26th November 2026**
 Session 3: **Thursday 28th January 2027**
 Session 4: **Tuesday 9th March 2027**
 Session 5: **Tuesday 29th June 2027**

All sessions held 1pm-4pm,
 Witham St Hughs English Hub,
 The Regatta Building,
 Henley Way,
 Lincoln LN6 3QR
 All sessions must be attended.



Secondary: Igniting a Reading Culture

Throughout the programme, participants will explore Reading for Pleasure pedagogy (also known as reading volition), adolescent literacy research and leadership strategies to develop and sustain a strong reading culture across their secondary school.

Participants will attend five sessions and complete gap tasks between sessions. Those who commit will be expected to attend all sessions.

PROGRAMME AIMS:

- Understand the research underpinning adolescent reading engagement and Reading Volition;
- Broaden knowledge of contemporary and diverse Young Adult literature;
- Develop strategies to promote independent reading across Key Stages 3 and 4;
- Build a whole-school reading culture that supports disciplinary literacy and student engagement;
- Develop leadership approaches to implement and sustain literacy improvement;
- Share best practice and collaborate with other secondary schools.

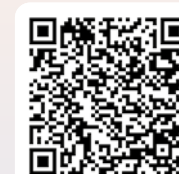
OVERVIEW OF SESSIONS:

- Session 1 – Building a Reading Culture in Secondary Schools
- Session 2 – Leading Change Across Departments
- Session 3 – Creating Reading-Rich Environments and Curriculum Opportunities
- Session 4 – Motivating Reluctant and Disengaged Readers
- Session 5 – Evaluating Impact and Sustaining a Reading Culture

Cost
FREE

Session 1: **Monday 14th September 2026**
 Session 2: **Friday 6th November 2026**
 Session 3: **Tuesday 12th January 2027**
 Session 4: **Thursday 25th February 2027**
 Session 5: **Thursday 15th April 2027**

All sessions held 9am - 11.30am,
 Witham St Hughs English Hub,
 The Regatta Building,
 Henley Way,
 Lincoln LN6 3QR
 All sessions must be attended.



Lincolnshire Reading Pledge Gold School Virtual Events

Is your school taking part in the
Lincolnshire Reading Pledge?

Would you like to learn from Gold Award
schools and see their reading practice in action?

We are excited to offer a series of recorded sessions
from Lincolnshire Reading Pledge Gold Schools. These
recordings provide the opportunity to explore how schools
have successfully embedded a strong Reading for Pleasure
culture and developed enthusiastic, life-long readers.

ACROSS THE SESSIONS, SCHOOLS WILL SHARE EXAMPLES OF:

- developing reading-rich environments and reading communities;
- embedding Reading for Pleasure research and pedagogy across the whole school;
- supporting children to become confident and enthusiastic readers;
- promoting teachers as readers and sharing high-quality children's literature;
- implementing effective reading approaches and sharing best practice.



FREE FOR ALL
SCHOOLS SIGNED
UP TO THE
LINCOLNSHIRE
READING PLEDGE

The recordings are designed to support schools working towards the Lincolnshire
Reading Pledge Bronze, Silver, or Gold Awards, while also providing practical ideas,
inspiration, and guidance that can be adapted to your own setting.

Access the recordings using the QR code and hear directly from Gold Award
schools across Lincolnshire.



Writing

Writing

L.E.A.D. Professional Development and Witham St Hughs English Hub offers a comprehensive, evidence-informed CPD programme designed to strengthen the teaching and leadership of writing across all phases. Grounded in current research and classroom practice, the programme supports schools in developing high-quality writing provision that enables all pupils to become confident, accurate and fluent writers. Through a blend of expert-led training, collaborative professional learning and targeted support packages, the offer focuses on developing subject knowledge, refining pedagogy, and strengthening consistency in the teaching of writing.



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Building a Progressive Writing Curriculum



Overview of the Programme Content and Sessions

With a strong focus on research, the session will explore the key strands required to develop a successful writing curriculum. Consideration will be given to how these elements interact, alongside the importance of securing knowledge, effective sequencing, and building on prior learning.

Through professional discussion and collaboration, participants will develop the knowledge and tools needed to action-plan for next steps.

Aimed at: • English Leaders • Writing Leaders • Primary Teachers

Session 1: Transcription

- Explore research and guidance on a strong transcription curriculum from EYFS to KS2
- Understand the role of subject knowledge and planning in effective writing teaching
- Consider sequencing, timing, resources and strategies in curriculum design
- Review current practice and identify next steps for improvement

Session 2: Composition

This session will build:

- Explore how to plan a coherent sequence of writing that builds towards a clear outcome
- Understand the key components of composition, including planning, drafting and refining ideas
- Consider how composition is developed progressively across EYFS to KS2
- Deepen understanding of grammar in context and its impact on writing quality

Session 3: Being a Writer-Teacher

For the final session, participants will:

- Explore the importance of the teacher-writer role in a successful writing curriculum
- To develop understanding of text structure, content and form as a writer-teacher
- Strengthen planning and delivery of writing lessons that engage and inspire pupils

Session 1 Monday 25th January 2027

Session 2 Tuesday 20th April 2027

Session 3 Monday 28th June 2027

9am – 3pm

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

Cost: £99



Writing Support Package

What does this involve?

Work with a specialist to carry out comprehensive review that empowers leaders and all teaching staff in delivering an effective writing curriculum that includes:

- Leadership of writing
- Securing early transcription
- Focus on spelling and handwriting
- Oracy in the writing curriculum
- Grammar: effective pedagogy
- Developing composition
- Curriculum progression in writing
- Assessment of writing

All with a central focus on fostering a love for writing.



How?

Visit 1: Establishing your starting point and next steps (one day)

- Explore and establish current strengths and pinpoint areas for development in the writing curriculum through discussions with leaders, teachers and support staff; lesson visits; pupil conversations; and looking at planning and books.
- Co-create an implementation plan, outlining dates and timescales.

Online CPD Package

Alongside the 1:1 support, receive access to a series of recorded sessions that can be used in a staff meeting, twilight or INSET Day, developing the following threads that support a progressive writing curriculum. Full access will be given to SLT which will include 5 minute summaries for each area from the outset to map out the sessions across the school calendar and organise these recordings to the needs of your setting.

- | | |
|------------------------------------|--------------------------------------|
| 1. Oracy in the writing curriculum | 4. Composition and how to model this |
| 2. Spelling | 5. Grammar as a writer's tool |
| 3. Handwriting | 6. Teachers as Writers |

Visit 2: Supporting Implementation (1/2 day)

- Bespoke support and coaching sessions for leaders, teachers or year group teams to refine their practice.
- Collaboratively review implementation plan with leaders.

Visit 3: Evaluating Impact (1/2 day)

- Evaluate impact with leaders through reviewing the implementation plan; discussions with leaders, teachers and support staff; lesson visits; and pupil conversations.
- Support leaders to consider how to sustain impact in a manageable and meaningful way.

Specialist Visit 1 only: £400 / Total Package (Visits x3 + Videos): £800

For more information, please contact: Ria Lane ria@leadtshub.co.uk



NATIONAL PROFESSIONAL QUALIFICATION

Leading Literacy NPQLL



This programme will help you to:

- develop as a specialist in areas related to your role, including leading literacy strategy and developing others.
- work with serving school leaders and subject matter experts to turn new learning into changes in your own and others' practice
- access a blended learning programme that is full of practical and tangible examples, flexible and tailored to your needs and areas of development and school focus

Who's it for?

Teachers or leaders who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase.

How long is the course?

9 modules spread over 12 months, including 2 conferences.

How much does it cost?

You may be eligible for full-funding. Visit the QR code to find out.



To find out more,
visit our website:
www.leadtshublinclcs.co.uk



OFSTED report

Participants gain exceptional professional development and training when completing an NPQ with Teach First. The curriculum meticulously supports participants to deepen their knowledge and develop their leadership skills in their chosen specialism. Throughout the NPQ programmes, participants flourish in confidence and competence when implementing and influencing positive change in their schools or settings.

Funded by



Department
for Education



English Hubs
Witham St Hughs

Supporting Early Language Development

This evidence-informed Early Language Development Programme has been developed in partnership by the DfE English Hubs and Voice 21.

PROGRAMME CONTENT

- What is language and how is it developed?;
- Supporting talk in schools;
- Teaching words and making them 'stick';
- Making change: Sustaining change;
- An understanding of the stages of 'typical' language development and the expected milestones;
- Practical classroom skills and techniques for quality first teaching in EYFS and Year 1;
- Practical ways to identify and support children who may not be developing language skills as expected;
- Identifying and supporting Speech, Language and Communication Needs (SLCN).



**Aimed at Early Years Leaders,
KS1 Leaders, Early Years
Teachers and SENCOs**

All sessions will have pre and post-tasks. Therefore, it is important that schools are fully committed and have the capacity to run a school improvement focus on Early Language.

Cost
FREE

Session 1: **Wednesday 30th September 2026**

Session 2: **Tuesday 24th November 2026**

Session 3: **Tuesday 26th January 2027**

Session 4: **Wednesday 17th March 2027**

Session 5: **Thursday 6th May 2027**

Session 6: **Thursday 24th June 2027**

All sessions held 1pm-4pm,

Witham St Hughs English Hub,
The Regatta Building,
Henley Way,
Lincoln LN6 3QR

All sessions must be attended.



Developing Foundational Knowledge for Early Literacy

Aimed at Early Years Leaders, Reception Teachers, SLT.



Ruth Swailes has over 30 years' experience in education and has taught every year group from Nursery to year 6. She has held a range of senior leadership roles including primary headship. Ruth has worked as a School Improvement Advisor, Inspector, Early Years Advisor, Strategic Lead and Consultant in several Local Authorities and has a proven track record of supporting schools to improve outcomes for children.

Ruth's particular passion is working with children in the 0-7 range, she currently works with settings, providers, MATs, LAs, Hubs and schools nationally and internationally providing training and support.

Ruth is the lead developer, author and trainer for the Oxford University Press International Early Years Curriculum for children aged 2-6, which is used in more than 40 countries. She was named Nursery World Trainer of the Year in 2021 and recognised by ISC research as a leading influencer in International Education in 2022.

She has written several books about Early Education.

INTENDED IMPACT OF THE PROGRAMME:

The aim of this programme is to support participants to understand the foundational knowledge that underpins early literacy, and to explore how carefully sequenced teaching, high-quality provision and effective learning environments support children's communication, language and literacy development.



OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Session 1:

During this session participants will:

- define what foundational knowledge is and why it is important;
- explore the prime areas and how they underpin the foundational knowledge needed for Literacy development;
- understand the importance of sequencing foundational knowledge clearly and coherently;
- explore why communication and language are the bedrock of literacy development.

Session 2:

During this session participants will:

- explore current research into writing development;
- share practical approaches to high-quality provision and teaching;
- understand how early writing develops, from schematic play and mark making to transcription and independent writing;
- explore the role of speaking and listening in developing composition and writing confidence;
- consider how fluency in foundational writing knowledge supports later writing success;
- understand progression in early writing beyond the Early Learning Goal.

Session 3:

During this session participants will:

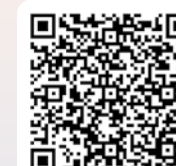
- review and refine your current curriculum in light of all the information and knowledge shared from the programme;
- plan next steps for strengthening curriculum coherence and implementation.



**Cost
 FREE**

Session 1: **Tuesday 15th December 2026**
 Session 2: **Friday 19th March 2027**
 Session 3: **Friday 11th June 2027**

All sessions held 9am-3pm,
 Witham St Hughs English Hub,
 The Regatta Building,
 Henley Way, Lincoln LN6 3QR
 All sessions must be attended.



Aligning Research, Policy and Classroom Practice in Writing

with Dr Tim Mills

PROGRAMME OVERVIEW

This course explores how research, national policy and classroom practice can work together to improve the teaching of writing. Led by Dr Tim Mills, sessions will examine the challenges pupils face in writing, the foundations of sentence construction, and the role of paragraphing and redrafting in developing confident, successful young writers.

SESSIONS OUTLINE:

Session 1
Is writing just
too difficult?

Session 2
How do I get them to
write in sentences?

Session 3
Paragraphs and the
importance of redrafting.



Dr Tim Mills

Tim led the expert panel and was lead drafter of the DfE's Writing Framework and is currently drafting the revised KS1 and KS2 English curriculum. Now a DfE RISE Advisor, he was previously Executive Director of Primary Education for STEP Academy Trust helping to build the Trust into one of the highest performing in the primary sector. His academic research has added to the growing understanding of how 'decoding thresholds' relate to reading fluency. A visiting professor at the University of Coventry, he has published a number of peer-reviewed papers and his book, co-written with Clare Sealy, 'How I wish I'd Taught Writing', will be published by Hachette in June 2026.

Cost
FREE

Session 1: **Wednesday 4th November 2026**
Session 2: **Tuesday 23rd February 2027**
Session 3: **Tuesday 25th May 2027**

All sessions held 9am-3pm,
Witham St Hughs English Hub,
The Regatta Building,
Henley Way, Lincoln LN6 3QR
All sessions must be attended.



Unlock the Power of Handwriting Instruction in Your Classroom



"Thank you both - this was really engaging and thought-provoking."

"Very knowledgeable. Great mixture of research shared but also showing how this looks in practice. Fantastic session!"

WHY ATTEND?

For many years, handwriting has been overlooked in England, but recent research highlights its crucial role in pupils' success in writing. This professional development session will demystify the teaching of handwriting, providing research-informed principles and practical suggestions to support your students.

BENEFITS FOR PARTICIPANTS:

- **Cognitive Load:** Understand how to manage cognitive load to improve handwriting instruction.
- **Ensure Legibility:** Discover techniques to ensure students' handwriting is clear and legible.
- **Build Automaticity:** Explore strategies to help students develop automaticity in their handwriting.
- **Effective Teaching Principles:** Gain research-informed insights into the principles of effective handwriting teaching.

JOIN US!

Don't miss this opportunity to enhance your teaching skills and support your students' writing success. Scan the QR code to book your spot.



Thursday 26th November 2026

9.30am - 11.30am

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

Cost: £45



Daniel Wright, Headteacher, will share findings from his postgraduate research on the teaching of handwriting in primary schools. He will also showcase elements of his handwriting approach, Graphia, designed for both primary and secondary schools.



Dr. Brittany Wright, Trust CPD Lead and English specialist, will co-facilitate the session. With experience in teaching and leading in primary, secondary, and special schools, Daniel and Brittany share a passion for promoting high-quality handwriting instruction.

Securing Strong Foundations in Secondary Handwriting

A combined package of leadership CPD and intervention CPD to improve secondary pupils' handwriting.

Intended Impact of the Programme

This programme will:

- Upskill secondary literacy leaders so that they have the knowledge and expertise to lead whole-school improvements in handwriting
- Train teachers or TAs on how to deliver the Graphia handwriting intervention to secondary pupils (one-to-one, small group, or whole class)
- Provide support with key aspects of implementation

Aimed at:

To ensure effective implementation and maximum impact, schools should send their Literacy Lead to Sessions 1 and 3. Teachers or TAs delivering the intervention should attend Session 2 only.

Session 1: Secondary Literacy Leaders

Session 2: Teachers or TAs delivering handwriting intervention

Session 3: Secondary Literacy Leaders

Overview of the Programme Content and Sessions

Session 1: Secondary Literacy Leaders

Session 1 introduces the key research and practical principles for effective handwriting instruction. Across the day, participants will have the opportunity to explore:

- Assessment of handwriting
- What good handwriting intervention looks like
- The logistics of handwriting intervention
- How whole-school approaches can build strong foundations in handwriting

Session 2: Teachers or TAs delivering handwriting intervention

Session 2 provides teachers or TAs with full training on how to deliver the Graphia handwriting intervention, with deliberate practice opportunities throughout the day. Participants will gain practical knowledge and resources to support with:

- Assessment of handwriting
- Delivering handwriting intervention
- Monitoring pupil progress with handwriting

Session 3: Secondary Literacy Leaders

In this final, shorter session, Secondary Literacy Leaders will explore:

- Pupil progress in handwriting in their school
- How to monitor and demonstrate progress in handwriting
- How to sustain strong foundations in handwriting long-term across the whole-school

Session 1 Tuesday 3rd November 2026, 9am – 3pm

Session 2 Tuesday 1st December 2026, 9am – 3pm

Session 3 Monday 1st February 2027, 9am – 12pm

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

Cost: £180

**includes a scheme to implement within the setting*



Leading Written Accuracy Across the Secondary Curriculum: Spelling, Punctuation and Grammar

Intended Impact of the Programme

This programme will:

- Demystify spelling, punctuation, and grammar for secondary senior leaders
- Explore how secondary schools can capitalise on the KS2-KS3 transition to help secure strong foundations
- Enable senior leaders to strategically lead whole-school approaches that can reinforce pupils' foundations in spelling, punctuation, and grammar

Overview of the Programme Content and Sessions

For many of us, the rules around spelling, punctuation, and grammar can feel intimidating. This full-day programme will equip secondary senior leaders with the knowledge (and confidence – we promise!) they need to ensure pupils develop strong foundations in these key areas.

Led by **Daniel Wright**, Headteacher, and **Dr Brittany Wright**, Trust CPD Lead, this programme will be useful for schools who want to develop their approaches to disciplinary writing, as well as those looking to maximise the impact of their whole-school teaching and learning principles by focusing on foundational knowledge and skills.

Aimed at:

Secondary senior leaders, including:

- Assistant Headteachers for Teaching and Learning
- Deputy Headteachers for Quality of Education
- Senior leaders with responsibility for whole-school literacy
- Heads of department who want to develop their understanding of SPaG

Wednesday 16th June 2027
9am – 3pm

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

Cost: £90



Daniel Wright

Daniel has worked in both primary and secondary schools, as well as in SEMH and SEND settings. As a qualified SENCO and serving headteacher, he offers first-hand understanding of the day-to-day challenges we face in schools, as well as strategies we can use to overcome them. Daniel explored the teaching of handwriting as part of his MA Education.



Dr. Brittany Wright

Brittany's career began as a secondary English teacher. Since then, she has worked across primary, secondary, and SEMH schools, as well as in university-based teacher education. Her MA Education focused on creativity and literacy in schools, whilst her doctorate focused on educational disadvantage. As well as serving as Trust CPD Lead for L.E.A.D. Academy Trust, she is also a member of the Department for Education's Expert Advisory Group on reading in secondary schools.

Teaching Grammar in Context

Intended Impact of the Programme

Led by Debra Myhill, this course strengthens teachers' grammatical and linguistic subject knowledge through key research on contextualised grammar teaching. It focuses on practical, evidence-informed strategies that integrate grammar into purposeful writing, helping pupils make deliberate writerly choices rather than learning grammar in isolation. Participants will also have opportunities to reflect on their own practice and consider priorities within their own school context.

Overview of the Programme Content and Sessions

Session 1: During this first session, participants will join Debra Myhill to:

- deepen their own grammatical and linguistic knowledge
- understand the research evidence around contextualised grammar teaching
- explore practical approaches for embedding grammar within authentic writing – thinking about writer's choice
- understand the importance of talk for modelling and developing linguistic decision-making
- know how to use pupil misconceptions and errors as productive learning opportunities
- reflect and evaluate how well existing schemes support grammatical understanding

Session 2:

Join Debra Myhill for the second session which gives participants opportunity to bring their own questions, rooted in their school context and curriculum priorities following on from session one. The session will be shaped by the needs of the group through practical examples and collaborative discussion.



Session 1 Tuesday 17th November 2026
9am – 3.30pm

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

Session 2 Wednesday 10th March 2027
2pm – 4pm

Venue: ONLINE

Cost: £75



Course Leader
Debra Myhill

Debra Myhill is Professor of Education at the University of Exeter, UK, and Director of the *Centre for Research in Writing*, which promotes inter-disciplinary research, drawing on psychological, socio-cultural and linguistic perspectives on writing.

Her research interests focus principally on writing and the teaching of writing, particularly linguistic and metalinguistic development, the composing processes involved in writing, the talk-writing relationship, and creative writing. Underpinning this research is the principle that literacy, especially writing, is a pathway to empowerment.

Over the past fifteen years, she has led a series of research projects in these areas, in both primary and secondary schools.

Building a Whole-School Approach to Oracy

Delivered by Voice 21



Overview of the Programme Content and Sessions:

Delivered by Voice 21, this course is designed for primary and secondary school leaders who want to deepen their understanding of oracy and explore how a whole-school approach to oracy can be embedded effectively.

Through practical examples, research-informed insights and opportunities for discussion and reflection, participants will:

- Build a shared understanding of oracy and its role in pupil learning and development.
- Explore why oracy is a leadership priority and how it contributes to improved outcomes, inclusion and student voice.
- Understand what effective oracy practice looks like across classrooms and the wider school.
- Consider the key challenges and enablers involved in implementing and sustaining a whole-school approach to oracy.

Monday 15th March 2027

9.30am – 3pm

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

Cost: £75



Aimed at:

- Primary Leaders
- Secondary Leaders
- English Leaders
- Literacy Leaders

Primary Assessment Specialists



Keystone Academy Trust are the contracted providers for monitoring and moderation of statutory processes for primary assessment on behalf of Lincolnshire County Council. Through this strong and well established partnership, we can offer schools:

Assessment Support

Bespoke support for schools around statutory and non-statutory assessment.

Assessment Training

Carefully selected CPD events with both face-to-face and virtual training available.

Assessment Resources

Helpful and informative resources keeping schools up-to-date with assessment.

STATUTORY ASSESSMENT SERVICE

The Statutory Assessment Service is a package of support, advice and resources available to schools to ensure that leaders and teachers are informed and kept up-to-date with statutory assessment at Key Stage one and two.

Academies, Free Schools and Independent Schools

Academies, Free Schools and Independent Schools can select Keystone Academy Trust, on an annual basis, to be included in the statutory processes to comply with the guidance as set out by the Standards and Testing Agency.

Local Authority Maintained Schools

For LA maintained schools who wish to access additional training, resources and enhanced support from the Lincolnshire Moderation Team, they must also purchase the Statutory Assessment Service for the academic year 2026-27. This offer has been specially constructed to help maintained schools feel well informed and supported through end of year statutory assessment.



Keystone Academy Trust provides this service on behalf of Lincolnshire County Council.
Please note that all Lincolnshire maintained schools will continue to receive all their statutory moderation and monitoring visits at no cost to them.

The Statutory Assessment Service includes

- Allocation of an authorised provider to oversee statutory monitoring activities and a written local agreement as stipulated by STA (academies and independent schools only).
- Statutory moderation and monitoring visits for academies and independent schools (Lincolnshire maintained schools receive their visits at no additional cost).
- Email and telephone access to the Lincolnshire Moderation Team who can give advice relating to teacher assessment and statutory testing.
- Access to the Moderation Team's Secure Platform.
- Access to Assessment Resources: assessment calendar, assessment deadlines, governor monitoring documentation, moderation grids (including non-statutory year groups).
- Half-termly Assessment Newsletters and SATs Bulletin.
- Updated Test Administration PowerPoints to support training of test administrators.
- Free virtual training on: Access Arrangements, SATs Security.

T 01778 424152 (option 3)
W www.keystoneassessment.org
E gill.arnold@keystonemat.org
X @LincsModeration



Moderation

✕ @LincsModeration



Date	Times	Event	Location	Cost
9.10.26	9:15 - 3:00	New to Year 6	The Regatta, Lincoln	£99
15.10.26	9:15 - 3:00	New to Year 6	Keystone Training Room, Bourne**	£99
12.11.26	9:15 - 3:00	New to Year 2	The Regatta, Lincoln	£99
19.11.26	1:15 - 4:15	Year 6 Writing Moderation Workshop	The Regatta, Lincoln	£70
24.11.26	1:15 - 4:15	Year 6 Writing Moderation Workshop	Keystone Training Room, Bourne**	£70
25.11.26	9:15 - 12::15	Year 2 Writing Moderation Workshop	The Regatta, Lincoln	£70
1.12.26	3:45 - 5:30	Access Arrangements	Virtual	FREE*
2.12.26	1:15 - 4:15	NEW - Making Best Use of AI for KS2 Writing	The Regatta, Lincoln	£70
10.12.26	9:15 - 12:15	Pre-Key Stage Standards for KS2 Writing	The Regatta, Lincoln	£125****
27.1.27	3:45 - 5:30	Administering the Phonics Screening Check	Virtual	£50
28.1.27	3:45 - 5:30	Achieving GDS in Writing at Year 6	Virtual	£50
4.2.27	3:45 - 5:30	New to Year 6 for January Starters	Virtual	£50
11.2.27	3:45 - 5:30	Planning for Independent Writing	Virtual	£50
24.2.27	9:15 - 12:15	Year 2 Writing Moderation Workshop	The Regatta, Lincoln	£70
24.2.27	1:15 - 4:15	Year 6 Writing Moderation Workshop	The Regatta, Lincoln	£70
4.3.27	9:15 - 12:15	Year 2 Writing Moderation Workshop	Keystone Training Room, Bourne**	£70
4.3.27	1:15 - 4:15	Year 6 Writing Moderation Workshop	Keystone Training Room, Bourne**	£70
11.3.27	1:15 - 4:15	Year 6 Writing Moderation Workshop	Brackenborough Lakes, Louth	£70
16.3.27	9:15 - 12:15	Year 1 Writing Moderation Workshop	The Regatta, Lincoln	£70 or £150***
16.3.27	1.15 - 4:15	Year 3 Writing Moderation Workshop	The Regatta, Lincoln	£70 or £150***
18.3.27	9:15 - 12:15	Year 4 Writing Moderation Workshop	The Regatta, Lincoln	£70 or £150***
18.3.27	1:15 - 4:15	Year 5 Writing Moderation Workshop	The Regatta, Lincoln	£70 or £150***
29.4.27	3:45 - 5:30	SATs Administration	Virtual	FREE*
6.5.27	3:45 - 5:30	Preparing for the Y4 Multiplication Check	Virtual	£50
19.5.27	1:15 - 4:15	Year 6 Writing Moderation Workshops	Keystone Training Room, Bourne**	£70
20.5.27	9:15 - 12:15	Year 2 Writing Moderation Workshops	The Regatta, Lincoln	£70
20.5.27	1:15 - 4:15	Year 6 Writing Moderation Workshops	The Regatta, Lincoln	£70

To book visit: <https://events.bookitbee.com/keystone-academy-trust>

*included within the Lincolnshire Statutory Assessment Service (KS1 & KS2). £50 charge, per person, for non-subscribing schools.

**The Keystone Training Room based at Bourne Westfield Primary Academy.

*** £150 charge includes a copy of the Year 1,3,4 and 5 Moderation Book.

****£125 charge includes a copy of the PKS Moderation Book for Pre-Key Stage Standards 1-6, in writing, using KS2 inspired work.

Inclusion

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

ENHANCED PROVISION & RESOURCE BASE SUPPORT

Tailored support for schools exploring, developing or strengthening Enhanced Provision and resource bases.



WHAT THE SUPPORT INCLUDES:

- 6 dedicated online modules, covering:
 - Statutory requirements
 - Curriculum design
 - Engagement Model
 - Pre-Key Stage Standards
- Practical guidance to support sustainable development and next steps.

OUR APPROACH:

Context-specific

– shaped by your provision, pupils and staffing

Strengths-based

– celebrating what is working well

Action-focused

– supporting clear, achievable next steps

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

Distributed Leadership

Building Effective Relationships with Parents

Engagement Model

Exploring Pre-Key Stage Standards

TEACHERS

High Quality Teaching - The Inclusive Teacher

Scaffolding

Communication and Interaction Needs Toolkit

Physical and Sensory Needs Toolkit

Cognition and Learning Needs Toolkit

Social, Emotional and Mental Health Needs Toolkit

TAS

Role of Teaching Assistants Working with Pupils with SEND

Delivering Effective Intervention Programmes

Calm and Ready to Learn

Pupil Interaction - Questioning & Scaffolding

BEHAVIOUR

Behaviour as a Form of Communication

Emotion Coaching

Trauma-informed Practice

De-escalation



6 Online Modules

Flexible CPD supporting confident leadership, curriculum design and statutory compliance.

ENHANCED PROVISION MODULES

From National Context to Local Design

Design That Works

Policy, Processes and Partnerships

Belonging as the Anchor

People, Practice and Professional Expertise

Knowing It's Working



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

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



LEARN SEND Hub Audits

Why choose LEARN SEND Hub Audits?

- Independent and expert-led – our specialists provide objective and informed insights
- Tailored to your setting – ensuring relevant and actionable feedback
- Practical recommendations – supporting schools to drive meaningful improvements
- Trusted by schools – delivering impact across Lincolnshire and beyond

Whole School SEND Audits

Independently identifying strengths and areas for development in SEND can be challenging. We have trained a team of experienced SEND specialists who work alongside school leaders and teachers to audit SEND provision, policies, and practices. This audit provides:

- A thorough review of inclusive teaching and intervention strategies
- An evaluation of leadership, policies, and processes to ensure compliance and best practice
- Practical, tailored recommendations to strengthen SEND provision
- A collaborative approach that empowers staff and enhances pupil outcomes

Schools across Lincolnshire have found this audit highly valuable in shaping their SEND strategies and ensuring the best possible support for their pupils.

MAT (Multi-Academy Trust) SEND Audits

Ensuring consistent, high-quality SEND provision across multiple schools can be complex. Our MAT SEND Audit provides a Trust-wide review of SEND leadership, policies, and practices, helping Multi-Academy Trusts identify strengths and areas for improvement. This includes:

- A holistic overview of SEND provision across all trust schools
- Analysis of leadership structures and consistency in provision
- A focused analysis into policies, funding allocation, and impact on pupils
- Tailored recommendations to develop a trust-wide SEND strategy

This audit supports MATs in streamlining SEND approaches, fostering collaboration, and ensuring equity of support for all pupils.

Sensory Audits

For pupils with sensory processing differences, a well-designed environment can make a significant impact on learning, engagement, and wellbeing. Our Sensory Audit helps schools create inclusive environments by assessing:

- Classroom layout, lighting, and acoustics to reduce sensory barriers
- Resources and strategies to support sensory regulation
- Staff training needs on sensory processing and effective adjustments
- Actionable recommendations to create a more inclusive setting

By implementing the recommendations from this audit, schools can enhance accessibility and comfort for all learners, particularly those with sensory processing challenges.



Bespoke Setting Audits

Every school is unique, and a one-size-fits-all approach does not always work. Our Bespoke Setting Audit is designed to address your school's specific needs, providing a personalised evaluation of key areas, such as:

- SEND provision and inclusive teaching strategies
- Behaviour and SEMH support
- Physical and sensory environment
- Leadership and staff development

Our experienced team works closely with you to develop tailored recommendations that support your school's vision, ensuring positive outcomes for all pupils.

Provision Bases & SEND Hub Audits

Specialist provision bases and SEND hubs play a vital role in supporting pupils with additional needs. The audit supports settings to reflect on provision and ensure they are effective by assessing:

- The quality and impact of interventions within the provision
- Integration and collaboration with mainstream settings
- Staff expertise and professional development needs
- Suitability of the physical environment for diverse needs

With targeted recommendations, schools can optimise their provision bases and hubs to ensure they offer the best support for pupils with SEND.

Interested in booking an audit?

Contact us today to discuss how a LEARN SEND Hub Audit can support your setting.

enquiries@learnsendhub.co.uk



SEND Network Meetings

Aimed at:

- SENDCos
- SENDCo Assistants
- Aspiring SENDCos

These interactive and informative termly network meetings will keep you up to date with the latest regional and national SEND developments, including key updates from Whole School SEND.



Each session will provide:

- The latest policy and practice updates in SEND
- Research-informed resources and documents to support evidence-based approaches
- A collaborative space to share best practice and reflect on how to implement effective strategies in your setting

Whether you are looking to stay informed, enhance your practice, or connect with like-minded professionals, these network meetings will provide valuable insights and practical takeaways to support pupils with SEND in your setting.

To accommodate as many working practices and locations as possible, we offer sessions at two different venues on separate dates, giving you the flexibility to attend at a time and place that suits you best.

 L.E.A.D.
Teaching School Hub
Lincolnshire

L.E.A.D. VENUE

Autumn term Friday 4th December 2026
Spring term Thursday 4th March 2027
Summer term Monday 24th May 2027

1pm – 3.30pm

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

Cost: £8

 **LEARN**
SEND HUB

LEARN VENUE

Autumn term Thursday 12th November 2026
Spring term Thursday 11th March 2027
Summer term Thursday 17th June 2027

1pm – 3.30pm

Venue: LEARN, Warwick House,
Long Bennington, Newark, NG23 5JR

Cost: £8



Mentoring Beyond the NPQ SENCo

Aimed at: • SENDCos • SENDCo assistants • Aspiring SENDCos

Designed for SENDCo and aspiring SENDCo professionals at the early stages of their journey, this extended programme provides structured support beyond the NPQ SENCo. Combining three face-to-face sessions (2.5 hours each) with three online sessions focused on networking and collaboration, the programme offers a blend of mentoring, coaching, and professional dialogue to support the realities of the role.

Focusing on the systems, processes, and day-to-day demands of effective SEND leadership, participants will develop confidence in areas such as managing provision, working with staff and families, and embedding robust, sustainable practices across the school. The online sessions provide valuable opportunities to connect with peers, share experiences, and problem-solve collaboratively in a supportive professional community.

Grounded in current SEND guidance and evidence-informed practice, the programme supports participants to translate knowledge into practice, strengthen leadership, and navigate the complexities of the SENCo role with clarity and confidence.

WHAT YOU WILL GAIN:

- Increased confidence in leading and managing SEND provision
- Practical strategies to implement effective systems and processes
- Enhanced ability to support and influence staff across the school
- Opportunities to collaborate, network, and learn from peers
- Ongoing mentoring and coaching to support real-world challenges
- Greater clarity in navigating the demands of the SENDCo role

Autumn term Friday 4th December 2026
Spring term Thursday 4th March 2027
Summer term Monday 24th May 2027

9.30am – 12pm

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

Autumn term Tuesday 6th October 2026
Spring term Tuesday 2nd February 2027
Summer term Tuesday 4th May 2027

1pm – 3pm

Venue: ONLINE



Cost: £300 for
all 6 sessions

Graduated approach for complex behaviour: Supporting SEMH needs and complex autism

A dynamic, one-day course focused on understanding and supporting complex behaviour in autistic individuals with SEMH needs. This training reframes behaviour as communication, helping you uncover the root causes linked to autism, sensory differences, and emotional regulation. You'll learn how to move beyond reactive responses and build a confident, structured approach using proactive, responsive, and reactive strategies. The course equips you with practical tools to reduce distress, prevent escalation, and support regulation in a neuro-affirming way.

Through real-world examples and reflection, you'll leave with clear, actionable strategies to adapt environments, improve consistency, and deliver meaningful, person-centred support. Ideal for professionals working with young people with complex autism or with complex SEMH profiles. This course will not focus on restrictive practice.



Tuesday 15th April 2027
9am – 3.30pm

Venue: LEARN, Warwick House,
Long Bennington,
Newark, NG23 5JR

Cost: £110

Aimed at: • SENDCos • SENDCo assistants • Aspiring SENDCos

Specialist School Leadership Meeting

“Working together to best meet the needs of learners in specialist settings”

The LEARN SEND Hub and Inspire SEND Alliance are committed to supporting schools in providing the best possible outcomes for pupils with SEND.

This Specialist School Leadership Meeting offers school leaders a valuable opportunity to:

- Hear key updates on national and local SEND developments
- Access training and guidance from experienced SEND professionals
- Connect and collaborate with fellow Headteachers and leaders in specialist settings

Join us as we continue to strengthen our collective approach to supporting pupils with SEND.

Autumn Friday 27th November 2026
LEARN SEND Hub, Newark

Spring Thursday 5th March 2027
St Lawrence School, Horncastle

Summer Friday 25th June 2027
L.E.A.D. Teaching School Hub, Lincoln

9.30am – 12pm

Cost: FREE



Aimed at: Leaders of Specialist settings

Inclusion Principles and Practice

Aimed at: SENDCos, Inclusion Leads, and leaders responsible for driving inclusive practice across their setting.

A practical, collaborative programme designed to strengthen systems, sharpen practice, and improve outcomes for all learners.

Across four sessions, you will:

- Evaluate and refine core processes for identification, assessment, and provision mapping
- Strengthen the design and impact of high-quality interventions
- Explore inclusion beyond systems through the lens of belonging, participation, and lived experience
- Use real scenarios to problem-solve collaboratively and learn from others
- Work as critical friends, offering challenge, support, and practical solutions

Each session combines focused input with hands-on application and solution-focused discussion, ensuring you leave with strategies ready to implement.

Session 1 Friday 9th October 2026
Session 2 Wednesday 25th November 2026
Session 3 Thursday 21st January 2027
Session 4 Friday 5th March 2027

9am – 3.30pm

Venue: LEARN, Warwick House,
Long Bennington,
Newark, NG23 5JR

Cost: £480



Speech & Language Support for 5-11s



Aimed at:

- Teachers
- Teaching Assistants

ELKLAN 5-11

Local Authority data from 2022-2023 reported that speech, language and communication needs account for 29.1% of the young people that are on the SEND Register. This heightens the necessity for schools to develop strategies to support those pupils. ELKLAN is an externally accredited Level 3 course which will improve your ability to communicate with your pupils and their ability to communicate with you.

This course is written for staff supporting children with speech, language and communication needs (SLCN) in primary schools and special units. It equips them with innovative tools and methods to enhance children's learning in the classroom and promotes quality first teaching.

This course offers access to e-learning modules and frequent meetings with an Elklan tutor. Completion of a learning log is necessary to attain accreditation.

Meet & Greet Friday 6th November 2026

Booking and invoicing needs to be completed 2 weeks prior to the first Meet & Greet session.

Session 1 Friday 13th November 2026
Session 2 Friday 20th November 2026
Session 3 Friday 27th November 2026
Session 4 Friday 4th December 2026
Session 5 Friday 11th December 2026

Session 6 Friday 8th January 2027
Session 7 Friday 15th January 2027
Session 8 Friday 22nd January 2027
Session 9 Friday 29th January 2027
Session 10 Friday 5th February 2027



10am – 11am
Venue: ONLINE
Cost: £320

Adaptive Teacher Pathway

UPDATED AND ENHANCED FOR 2026/27 ACADEMIC YEAR

A 2-day Professional Learning Programme for Educators

Educators today are expected to meet the needs of all pupils, ensuring that every learner can access and engage with the curriculum effectively. Adaptive teaching is a powerful pedagogical approach that enables educators to respond to the varied abilities, prior knowledge, and learning styles within their classrooms. By continuously assessing progress and making thoughtful adjustments to teaching strategies, educators can foster a more inclusive and effective learning environment.



What you'll gain from this course

This course will provide you with a clear understanding of adaptive teaching, including its core principles and practical applications. You will gain valuable guidance on statutory requirements, ensuring compliance while maximising the impact of your teaching.

Designed for both new and experienced educators, this two-day professional learning programme will equip you with the knowledge, strategies, and confidence to implement adaptive teaching effectively. Through evidence-based approaches,

you will explore practical ways to support pupils across the four broad areas of need, fostering a more inclusive learning environment.

The course will also introduce AI and assistive technology, providing insights into how digital tools can enhance classroom support and adaptation. With a blend of practical workshops, discussions, and hands-on activities, you will gain concrete strategies that can be immediately applied in your own classroom to improve learning outcomes for all pupils.

Day 1: Foundations of Adaptive Teaching

- The context of adaptive teaching and the statutory guidance shaping inclusive practice.
- Understanding what adaptive teaching is – and what it is not.
- Core principles of high-quality teaching to support all learners.
- Practical strategies for adaptive teaching, tailored to the four broad areas of need.

Day 2: Assessment, Collaboration, and Technology

- The role of assessment in ensuring timely and meaningful adaptations.
- How teachers and TA's can collaborate to effectively adapt the curriculum.
- Effective communication strategies for working with colleagues, parents, and carers.
- Exploring AI and assistive technology: How digital tools can support adaptive teaching and meet diverse learning needs.
- Further practical strategies aligned with the four broad areas of need.

Whether you are new to the concept or looking to refine your practice, this two-day programme will equip you with the tools and confidence to create a truly adaptive classroom.

Day 1:
Friday 20th September 2026

Day 2:
Friday 15th January 2027

9.15am – 3.30pm

Venue: LEARN, Warwick House,
Long Bennington, Newark, NG23 5JR

Cost: £250



Readiness to Learn: Approaches to Behaviour

A 2-day Professional Learning Programme for Educators

Creating a learning environment where every pupil is ready to engage is a vital aspect of effective teaching. Understanding behaviour and fostering a sense of belonging are key to ensuring all pupils feel supported and included. This two-day training course is designed for primary educators seeking to explore evidence-based strategies that help pupils develop self-regulation skills, establish positive routines, and enhance their ability to learn.



What you'll gain from this course

This programme will provide a clear framework for understanding behaviour, offering practical strategies to support pupils' cognitive, emotional, and social development. Drawing on key research, including insights from the Education Endowment Foundation (EEF), this course will equip you with the tools to create a more inclusive and structured learning environment.

Through a combination of research-led guidance and hands-on activities, you will explore how to meet

the unique strengths and challenges of pupils with conditions such as ADHD and autism. You will also gain insight into how executive functioning skills—including attention, impulse control, and planning—impact learning and behaviour.

Designed for educators in leadership roles with the capacity to make strategic changes, this course will bridge the gap between vision, policy, and classroom practice.

Day 1: Foundations of Readiness to Learn

- Understanding the link between behaviour, self-regulation, and learning.
- The importance of belonging: how inclusive environments support engagement.
- Evidence-based strategies for building routines and self-regulation skills.
- The role of high-quality teaching in supporting readiness to learn.

Day 2: Applying Behavioural Strategies in Practice

- Exploring the functions of behaviour and executive functioning skills.
- Practical strategies to support children with ADHD, autism, and additional needs.
- Aligning behaviour support with whole-school policies and frameworks.
- Ensuring that approaches are practical, sustainable, and embedded in daily teaching.

This two-day programme will empower educators with the knowledge, confidence, and practical tools to foster a learning environment where every pupil is truly ready to learn.

Day 1:
Tuesday 9th February 2027

Day 2:
Tuesday 16th March 2027

9.15am – 3.30pm

Venue: LEARN, Warwick House,
Long Bennington, Newark, NG23 5JR

Cost: £250



Teaching Assistant

SEND-specific modular pathway

This modular toolkit is designed for teaching assistants working with pupils with SEND in mainstream primary and secondary schools. It consists of 8 pre-recorded webinars, each written by our experienced in-house SEND professionals. These one-hour modules aim to enhance skills, effectiveness, and confidence, providing practical strategies for TAs supporting pupils with SEND in the classroom. Higher Level Teaching Assistants (HLTAs) and experienced SEND TAs may also wish to consider purchasing pre-recorded sessions from the Teachers' Modular Toolkit, which offers further professional development opportunities.



Module 1: High Quality Teaching

In this module we will look at the components of High Quality Teaching using research materials developed by the Education Endowment Foundation.

Module 2: Promoting Independence

This module considers how best to help our pupils with SEND develop their own personal independence and independent learning.

Module 3: Promoting effective group working

Teaching assistants spend a proportion of their time working with small groups of pupils. This module will consider how best to support the pupils in group settings.

Module 4: Providing Valuable Feedback for Teachers and Pupil

Teaching assistants often have the privileged position of being with pupils when learning occurs. This module will consider ways of providing essential quality feedback of that learning to the teacher and pupils.

Module 5: Understanding Communication and Interaction Needs

This module will focus on recognition of pupils that have communication and interaction needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide a strategy toolbox for the teaching assistant to help support all pupils with their needs.

Module 6: Understanding Cognition and Learning Needs

This module will focus on recognition of pupils that have cognition and learning needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide a strategy toolbox for the teaching assistant to help support all pupils with their needs.

Module 7: Understanding Social, Emotional and Mental Health Needs

This module will focus on recognition of pupils that have social, emotional and mental health needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. It will provide a strategy toolbox for the teaching assistant to help support all pupils with their needs.

Module 8: Understanding Physical and Sensory Needs

This module will focus on recognition of pupils that have physical and sensory needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help pupils access the curriculum.

We offer flexible "Build your own Pathway" packages to suit your training needs. Choose from our Gold, Silver, and Bronze options, allowing you to select the most relevant modules for your professional development.

INDIVIDUAL
1 module / £25

BRONZE PACKAGE
4 modules / £60

SILVER PACKAGE
6 modules / £90

Study Level: GOLD
8 modules / £110

If you are considering purchasing multiple packages for your school, we offer bulk-buy discounts and can create custom bundles to suit your school's needs.

Orders over 5 members of staff - 5% / 10-14 staff - 10% / 15-19 staff - 15% / 20+ staff - 20%

Contact us to discuss a package that works best for your team: enquiries@learnsendhub.co.uk

Managing Behaviour

This flexible, modular toolkit is designed for all staff seeking to develop their understanding of behaviour in the classroom. Delivered through pre-recorded webinars by our experienced in-house SEND professionals, each module offers structured learning in 30-minute segments, with a total runtime of two hours per webinar.



Module 1: Managing Extreme Emotions

Some pupils, particularly those who experience four or more adverse childhood experiences, may struggle to manage their emotions. This module will focus on how they can be supported within the classroom and be given strategies to develop their own emotional management.

Module 2: The Impact of ADHD on Behaviour

Pupils with ADHD can experience behaviour related to emotional regulation. This can present in a number of ways, one of which being a refusal to complete tasks they do not want to do. This module looks at reasons for this and proposes strategies to manage these behaviours.

Module 3: Relationship-Based Approaches to Inclusion Development

Building and maintaining relationships between everyone in the school community is fundamental to supporting positive social behaviour. Behaviours that challenge are predominantly due to unmet needs indicating that a pupil needs support in developing alternative management strategies. Developing an understanding of relationship-based and restorative approaches to manage classroom behaviours will positively impact on easing conflicting situations in the classroom.

Module 4: 'Every Child Deserves a Champion'- How Do We Change The Narrative?

This behaviour module is designed to empower participants to become advocates for all pupils. It focuses on shifting the narrative from viewing certain behaviours as problematic to understanding them as opportunities for support and growth. In this module, participants learn strategies to foster positive relationships with others in a classroom environment where every pupil feels safe, valued and supported, regardless of their challenges or differences.

Module 5: Know and Understand Your Pupils

This module is aimed at helping participants develop a deeper insight into the individual needs, strengths, and preferences of their pupils. By fostering a strong understanding of each pupil, participants can tailor their instruction to better meet the diverse learning styles and abilities present in the classroom.

Module 6: Relationship with Curriculum, Relationships With Others and Relationship With Self

Using the EEF Improving Behaviour in Schools guidance report as a supportive mechanism this module will focus on developing strategies to improve pupil resilience and self-evaluation in how we as adults approach working with and supporting pupils.

Module 7: Building a Positive Behaviour Environment – Physically Safe, Socially Safe and Emotionally Safe

This module draws upon research-based materials that will help school staff to create a positive and supportive environment for all pupils so that they are ready to learn.

We offer flexible "Build your own Pathway" packages to suit your training needs. Choose from our Silver, Bronze, and individual options, allowing you to select the most relevant modules for your professional development.

INDIVIDUAL
1 module / £30

BRONZE PACKAGE
4 modules / £65

SILVER PACKAGE
7 modules / £100

If you are considering purchasing multiple packages for your school, we offer bulk-buy discounts and can create custom bundles to suit your school's needs.

Orders over 5 members of staff - 5% / 10-14 staff - 10% / 15-19 staff - 15% / 20+ staff - 20%

Contact us to discuss a package that works best for your team: enquiries@learnsendhub.co.uk

Mental and Emotional Well-Being



ELSA

Futures in Mind are delivering the Emotional Literacy Support Assistant (ELSA) programme at LEARN. This is an evidence informed, nationally recognised approach to supporting pupils (from primary through to secondary) with a range of social and emotional needs.

This highly regarded programme for teaching assistants, pastoral staff and learning mentors will:

- develop their knowledge and understanding of social and emotional needs;
- enhance their skills in being able to plan and implement a range of bespoke interventions and;
- grow their confidence in being able to support vulnerable pupils.

COURSE STRUCTURE AND CONTENT

A six-day training programme, plus four 2-hour supervision sessions, delivered by two highly experienced Educational Psychologists. The training will cover the following areas:

- Emotional Literacy – learn about the importance of emotional literacy at a whole school level.
- Emotional Regulation – develop your knowledge of emotional regulation.
- Social Skills and use of story work – learn how to develop pupil's social skills and use 'stories' to meet social and emotional needs.
- Active Listening – master the skills for listening to pupils.
- Self-esteem and Resilience – discover the five building blocks of self-esteem.
- Grief and Loss – develop your knowledge around grief and loss and how to support pupils.
- Bespoke interventions – learn how to plan and implement bespoke interventions for meeting social and emotional needs.

Aimed at:

- Teaching Assistants
- Pastoral staff
- Learning Mentors

NOTE: Once the initial training is completed, accessing on-going supervision is integral and essential to your continuing professional development and role as an ELSA. Guidance from the ELSA Network states that ELSAs should access on-going supervision from qualified Educational Psychologists to continue to be able to offer ELSA support in their settings. ELSAs who do not access supervision will be at risk of being de-registered.

- Day 1 Wednesday 30th September 2026
- Day 2 Wednesday 7th October 2026
- Day 3 Wednesday 4th November 2026
- Day 4 Wednesday 18th November 2026
- Day 5 Wednesday 2nd December 2026
- Day 6 Tuesday 9th December 2026

9.30am – 12.30pm

Venue: LEARN, Warwick House,
Long Bennington, Newark, NG23 5JR

Cost: Prices on application direct to
FiM ELSA Courses - Futures in Mind

Supporting Speech Sound Development

Learn how to support pupils' speech sound development with this interactive and practical course. This course will cover the stages of typical speech sound development and how to identify speech sound difficulties, along with demonstrations, practical tips and engaging activities to improve pupils' speech clarity. By the end of the session, attendees will feel confident in how to support a pupil's speech sound development within the classroom.



By the end of the session all attendees will:

- Have gained an understanding of the pattern of typical speech sound development
- Feel confident in identifying pupils with speech sound errors
- Have a greater understanding of strategies and practical activities to support pupils with unclear speech.

Thursday 8th October 2026
9.30am – 12.30pm

Venue: LEARN, Warwick House,
Long Bennington,
Newark, NG23 5JR

Cost: £110

Using LEGO Play to Support Social Skills

This interactive and informative training will equip participants with the necessary knowledge, skills and confidence to be able to set up and deliver a Lego club, giving particular attention to the use of structured and free-style Lego play.



Lego-based therapy is a skill-building approach using Lego play. Using the structured and predictable nature of Lego, it attempts to improve social interaction and communication skills. Because Lego is fun, it also helps to increase a pupil's underlying motivation and interest for engaging in social interaction and establishing peer relationships.

Originally developed for children with autism, it can also be useful for pupils where social skills have not developed naturally or where there are gaps.

Aimed at:

- Primary and Secondary Teachers
- Teaching Assistants

Autumn:
Tuesday 13th October 2026
9.30am – 12.30pm

Spring:
Tuesday 9th March 2027
1pm – 4pm

Venue: LEARN, Warwick House,
Long Bennington,
Newark, NG23 5JR

Cost: £110

Emotion Coaching

Access this training to discover how to use Emotion Coaching to support positive relationships and behaviour in your classroom and school.

Emotion Coaching is an evidence-informed strategy (based upon the work of the psychologist John Gottman) aimed at helping pupils to understand the different emotions they experience, why they occur and how to handle them (Gottman 1997).

Emotion Coaching can support a range of benefits, including helping pupils to regulate, improve and take ownership of their behaviour; help them to develop strategies and gain a better understanding of their emotions; creates more consistent responses to behaviour; helps practitioners to feel more in control during incidents; and promotes positive relationships between children and adults.

This training is suitable for both Primary and Secondary educators and will help to develop their knowledge of emotional literacy and emotional development, and provide a framework for responding in a more relational and empathic way.



Autumn:
Tuesday 13th October 2026
1pm – 4pm

Spring:
Tuesday 9th March 2027
9.30am – 12.30pm

Venue: LEARN, Warwick House,
Long Bennington,
Newark, NG23 5JR

Cost: £110

Aimed at: • Teachers • Support staff • Trained ELSAs • Pastoral staff

Using Lego 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. The training will help attendees to set up and deliver the intervention, giving particular attention to the use of active listening, noticing, and responding, to build safe and secure relationships.

By the end of this training session all attendees will be ready to set up and deliver their first intervention through:

- Understanding how to use Lego to nurture wellbeing
- Considering the possible impact of this approach for pupils
- Having a go at the principles covered
- Exploring ways of evaluating the impact of this approach

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 1st December 2026
9.30am – 12.30pm

Venue: LEARN, Warwick House,
Long Bennington,
Newark, NG23 5JR

Cost: £110

Aimed at: • Primary and Secondary Teachers • Teaching Assistants

Meeting Complex Needs in the Early Years

The Education Endowment Fund led research about the effects of the pandemic's lockdowns on young children's early learning of language and their communication development. There is good evidence that early intervention can help with delayed language and communication skills. But even with effective language interventions, teachers and support staff say they need still more support and training to develop the expertise needed to meet the increasingly complex social communication, language and learning needs of higher numbers of children entering the Early Years & Foundation Stage (EYFS) of their mainstream settings.

This half day training aims to:

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

IDEAL FOR SCHOOL STAFF WORKING IN EARLY YEARS / KEY STAGE 1.



Tuesday 19th January 2027
9.30am – 3.30pm

Venue: LEARN, Warwick House,
Long Bennington,
Newark, NG23 5JR

Cost: £205

Aimed at: • Early Years • Foundation Stage practitioners

Supporting Gestalt Language Processors in the Classroom

Some pupils, particularly those with autism, develop language through Gestalt Language Processing—a unique pathway where language is learned in chunks like phrases, songs, or repeated dialogue (echolalia), rather than word-by-word.

This training is designed to introduce you to Gestalt language processing, how it differs from typical language development, and practical strategies for supporting these pupils' communication in the classroom.

The session also covers how to implement a Total Communication approach in your setting—using speech, gestures, symbols, augmentative and alternative communication (AAC), and more—to give every pupil a voice.

By attending this session, you will:

- Gain a deeper understanding of how Gestalt language processors develop and use language.
- Learn effective strategies to support these pupils to learn and develop their language and communication skills.
- Understand how to implement a Total Communication approach to support diverse learners and create a more inclusive classroom environment.



Tuesday 2nd February 2027
9.30am – 12.30pm

Venue: LEARN, Warwick House,
Long Bennington,
Newark, NG23 5JR

Cost: £110

Aimed at: • School staff • TA's • Teachers • SENDCos

Executive Function in Practice

Executive function skills underpin every aspect of learning from attention and emotional regulation to planning, organisation and task initiation. When these skills are underdeveloped or under pressure, pupils may struggle to access the curriculum, despite having the underlying ability.

This course is designed for SENDCos and curriculum leaders seeking to embed a whole-school, graduated approach to executive function. It combines a clear understanding of the 7 key executive functions with practical strategies aligned to the Assess, Plan, Do, Review cycle, enabling sustainable and targeted support.

Participants will explore how executive function develops, and how it is impacted by factors such as stress, cognitive load and neurodivergence, including ADHD and autism.

You will learn to:

ASSESS

- Identify which executive function skill is creating a barrier to learning
- Distinguish between behaviour, skill and environmental mismatch
- Use observation and simple tools to build an accurate profile

PLAN

- Select targeted, evidence-informed strategies linked to specific executive functions
- Adapt provision for a range of needs (including SEND)
- Align support with curriculum demands and classroom practice

DO

- Implement practical, classroom-ready strategies that reduce cognitive load
- Build scaffolds that support independence rather than dependency
- Ensure consistency across staff and settings

REVIEW

- Monitor impact on learning, engagement and independence
- Adjust support responsively based on pupil need
- Embed executive function within a continuous cycle of improvement

PARTICIPANTS WILL LEAVE WITH:

- A shared language for executive function across their setting
- A structured framework for identifying and addressing barriers to learning
- Practical tools to support staff in adapting teaching and provision
- Strategies to move beyond behaviour management toward skill-building and independence



Tuesday 18th May 2027

9am – 3.30pm

Venue: LEARN, Warwick House,
Long Bennington,
Newark, NG23 5JR

Cost: £130

Aimed at: • SENDCos and Curriculum Leaders

Team Teach – only for Lincolnshire schools

Positive Behaviour Management Training

Our Positive Behaviour Management courses offer accredited, award-winning training designed to enhance workplace practices and support the understanding and implementation of holistic behaviour management strategies. Led by experienced trainers, participants will learn to utilise a comprehensive toolkit of holistic strategies for de-escalation and crisis intervention - both verbal and non-verbal - when supporting individuals displaying disruptive or distressed behaviours. The curriculum also covers legal guidance, documentation, and best practice in incident reporting. While we emphasise non-physical intervention techniques, we also provide positive handling training for schools and other educational settings. Participants will be taught safe handling techniques within a respectful, supportive framework.

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.



Aimed at:
Mainstream
settings with low
incidence rates

Option 1 Wednesday 11th November 2026

Option 2 Friday 22nd January 2027

Option 3 Wednesday 9th June 2027

9am – 3.30pm

Venue: LEARN, Warwick House,
Long Bennington,
Newark, NG23 5JR

Cost:
£130
+ £35 for certificate

Team Teach – Level 2

This more in-depth 2-day course supports staff working in settings where there is a higher risk of challenging behaviour.

2-day
course

Aimed at:
Medium risk
Education and
Health Care settings

Participants will learn to:

- Understand the drivers and motivations behind distressed, aggressive, or disruptive behaviour.
- Build team confidence in managing and supporting behaviour.
- Apply holistic de-escalation and crisis intervention strategies, including targeted verbal and non-verbal communication.
- Understand relevant legal standards and exceptions regarding the use of force, and meet requirements for recording, reporting, monitoring, and evaluating incidents involving physical intervention.



Option 1 Tuesday 5th & Wednesday 6th November

Option 2 Tuesday 28th & Wednesday 29th January 2027

Option 3 Tuesday 3rd & Wednesday 4th March 2027

9am – 3.30pm

Venue: LEARN, Warwick House,
Long Bennington,
Newark, NG23 5JR

Cost:
£250
+ £35 for
certificate

All participants receive a Course Workbook and, upon successful completion, a certificate will be issued via email.

Important Notice: Team Teach Connect Platform Fee

Please note that Team Teach has introduced an additional fee to provide access to the Team Teach Connect platform. The cost is £150 per setting, per year, regardless of the number of individuals trained. This is an external fee managed solely by Team Teach. Neither we nor our affiliates are involved in the administration or collection of this payment. After completing your Team Teach training, you will be contacted directly by Team Teach to arrange payment and set up your access to the platform.



De-escalation and Managing Behaviour (Midday Supervisors)

This practical training supports midday supervisors to confidently manage behaviour and prevent escalation during lunchtime – one of the most challenging and unstructured parts of the school day.

Participants will develop an understanding of why behaviour often escalates at lunchtime, recognising that behaviour is a form of communication linked to unmet needs, emotions, and environmental factors. The session explores common triggers such as waiting, noise, changes in routine, and social conflict, and provides clear, realistic strategies to respond effectively in the moment.

Supervisors will learn how to:

- recognise early signs of escalation
- respond calmly and consistently using simple, effective language
- avoid responses that can unintentionally make situations worse
- use de-escalation strategies to support pupils in regaining control
- repair relationships after incidents using a restorative approach

The training is highly practical, using real lunchtime scenarios and interactive activities to build confidence and consistency across staff. It reinforces the message that every interaction matters, and that positive, calm adult responses play a key role in creating safe, inclusive lunchtimes.

Option 1 Tuesday 10th November 2026
LEARN, Warwick House, Long Bennington, Newark, NG23 5JR

Option 2 Wednesday 17th March 2027
L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

9am – 11am
Cost: £30



School Reviews

Our School Review Process is designed to provide headteachers and senior leaders with a clear, external perspective on school strengths and priorities for development. Grounded in current educational best practice and aligned with the Ofsted Education Inspection Framework, the review offers structured feedback to inform your strategic planning and ongoing improvement work.

What the Review Covers:

We offer a comprehensive yet tailored review that focuses on:

- **Leadership & Management**
Evaluating how leadership at all levels drives improvement, supports staff, and sustains a clear and inclusive vision.
- **Quality of Education**
A deep dive into curriculum intent implementation, and impact – including teaching, learning, assessment, and outcomes.
- **Personal Development**
Exploring how the school nurtures pupils' character, well-being, aspirations, and preparation for life beyond school.
- **Behaviour & Attendance**
Reviewing school culture, expectations, pupil behaviour, pastoral support, and systems to improve attendance.
- **Website & Statutory Compliance**
Checking your online presence meets current statutory requirements and communicates your school's ethos effectively.
- **Ofsted Readiness (Optional)**
For schools seeking additional confidence or validation, we offer a review mapped directly against Ofsted criteria and practice.

Why Choose Our Review Process?

- Provides independent, developmental feedback to guide school improvement.
- Supports self-evaluation and strategic planning.
- Offers professional dialogue with experienced reviewers.
- Promotes a culture of reflection, ambition, and continuous improvement.
- Can be adapted to your school's context, priorities, and phase of development.

Following the review, you will receive a clear, practical report outlining strengths, areas for development, and next steps – a valuable resource for your SLT, governors, and wider school community.



Contact us for more information: enquiries@learnsendhub.co.uk

SEND Outreach: Expert Support at Hand

Available to all schools

Drawing on the extensive expertise across our specialist settings, this outreach offer provides schools with direct access to experienced practitioners across all four broad areas of SEND: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health (SEMH), and Sensory and Physical needs.

Our specialists work alongside school staff to provide tailored support for individual pupils or groups of learners where additional guidance is needed. This may include modelling strategies, advising on provision, supporting assessment and planning, and helping staff to develop effective, inclusive approaches within their own setting.

The outreach programme also supports schools to build meaningful links with the specialist sector, promoting collaboration, shared practice, and a deeper understanding of how to meet a wide range of needs.

WHAT YOU WILL GAIN:

- Access to specialist expertise across all areas of SEND
- Tailored support for individual pupils or groups
- Practical strategies and modelling within your setting
- Increased confidence in meeting complex needs
- Opportunities to build links with specialist provisions
- Support to develop inclusive, sustainable practice

Facilitated Outreach Visit

This unique professional development opportunity enables school staff to visit a specialist setting and gain first-hand insight into effective practice in action. Participants will have the opportunity to explore a range of specialist provisions, including Social, Emotional and Mental Health (SEMH), Physical and Sensory, and Communication and Interaction settings.

During the visit, delegates will engage in facilitated discussions with experienced staff, observe approaches within real learning environments, and develop a deeper understanding of how provision is structured to meet diverse needs. The session is designed to bridge the gap between theory and practice, offering valuable time to reflect, ask questions, and consider how strategies can be adapted to individual school contexts.

Participants will leave with practical ideas, actionable strategies, and increased confidence in supporting pupils with SEND within their own settings.

WHAT YOU WILL GAIN:

- First-hand insight into specialist SEND provision in practice
- Opportunities to engage with and learn from experienced practitioners
- Practical strategies that can be adapted for your own setting
- A deeper understanding of how to meet a range of SEND needs
- Time for reflection and professional dialogue
- Clear, actionable next steps to implement within your team

LEARN Specialist Teacher Support

Targeted, specialist support for schools

Our Specialist Teacher provides targeted, school-based support to help children and young people access learning and assessment fairly. This is not a training programme, but a specialist service delivered directly to schools, offering assessment, guidance, and tailored recommendations to support pupils with additional needs.

Exam Access Arrangements (EAA) Support

Our Specialist Teacher works with schools to assess pupils for Exam Access Arrangements (EAAs), ensuring appropriate adjustments are identified in line with current regulations. This includes providing clear evidence and recommendations to support applications and ensure compliance.

The focus is on enabling pupils to access assessments fairly and demonstrate their knowledge and skills effectively.

WHAT YOU WILL GAIN:

- Specialist assessment for Exam Access Arrangements
- Clear, evidence-based recommendations
- Support to ensure compliance with current guidance
- Increased confidence in meeting pupils' access needs
- Improved outcomes through appropriate adjustments

Dyslexia Screening and Assessment Support

This service supports schools to identify and understand indicators of dyslexia, enabling timely and appropriate support. Using recognised screening tools, our Specialist Teacher provides insight into a pupil's learning profile alongside practical, tailored recommendations.

Following completion of the Diagnosing Dyslexia: Assessment Practice and Reporting (DDAPR), this offer will extend to include formal diagnostic assessment and detailed guidance for schools, families, and learners.

WHAT YOU WILL GAIN:

- Identification of indicators of dyslexia using specialist screening tools
- Clear guidance on next steps and appropriate support strategies
- Practical recommendations to support classroom practice
- Preparation for potential future diagnostic assessment
- Increased confidence in supporting pupils with literacy difficulties

Contact us for more information: enquiries@learnsendhub.co.uk

SEMH – The Bigger Picture

Understanding & Supporting Pupil Well-Being

Bespoke, school-based training

This practical and insightful training is designed to support schools in developing a deeper understanding of Social, Emotional and Mental Health (SEMH) needs and strengthening whole-school approaches to pupil wellbeing. Delivered in your setting, this bespoke session can be tailored to meet the needs of your staff team.

Through expert-led input and real-world application, participants will explore the underlying causes of behaviour, develop confidence in responding to pupils with SEMH needs, and consider how to create a positive, inclusive culture that supports all learners.

Key themes include understanding behaviour that challenges, exploring the factors contributing to SEMH needs, effective de-escalation strategies, and approaches to promoting motivation, self-regulation, and positive behaviour.

Grounded in current research and practice, this session supports staff to reflect on their approach and develop practical strategies that can be implemented immediately within the classroom and across the wider school.

This training is for educators passionate about creating nurturing, responsive, and inclusive school environments. Leave with fresh perspectives, practical tools, and the confidence to make a lasting impact.

WHAT YOU WILL GAIN:

- A deeper understanding of SEMH and behaviour
- Practical strategies to support and respond to pupils effectively
- Increased confidence in de-escalation and managing complex situations
- Approaches to promote inclusion, motivation, and positive behaviour
- A shared, whole-school understanding of SEMH and wellbeing

Deep Dive into Provision

A collaborative review process designed to help schools evaluate how effectively provision meets the needs of pupils with SEND and additional needs.

THE DEEP DIVE EXPLORES WHETHER:

- Provision maps accurately reflect pupil strengths and needs
- Support plans align with identified needs and intended outcomes
- Classroom practice matches agreed strategies and provision
- Adaptive teaching and interventions are implemented consistently

THE PROCESS INCLUDES:

- Review of provision maps and support plans
- Learning walks and lesson visits
- Pupil tracking across the school day
- Discussions with staff and leaders
- Evaluation of inclusive practice and implementation

Schools will receive clear feedback highlighting strengths, areas for development, and recommendations to strengthen identification, provision, and inclusive practice.

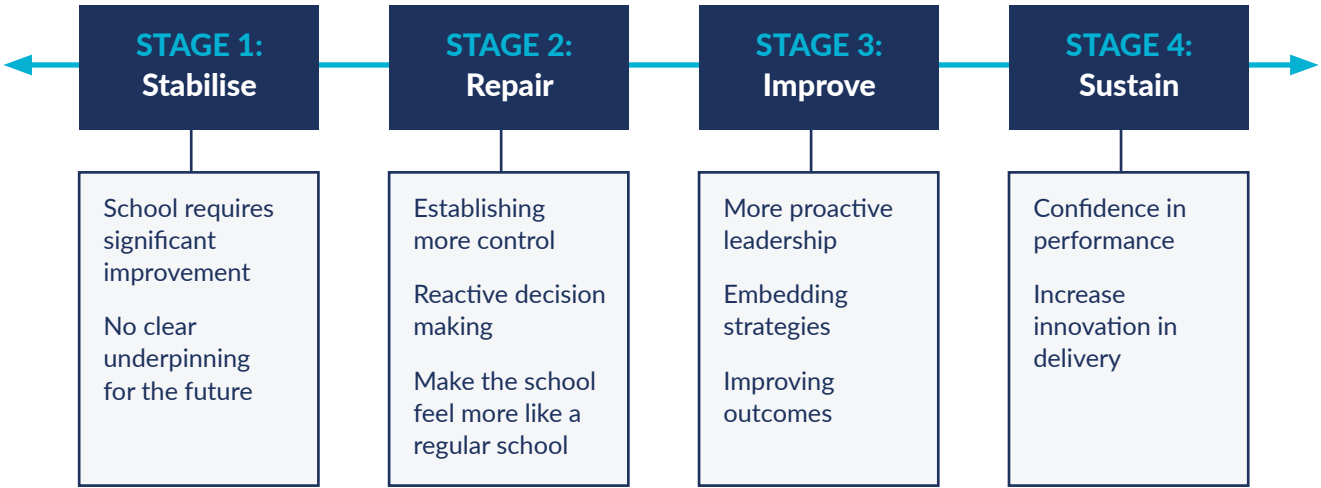
Bespoke Support and School Visits

Contact us for more information: enquiries@learnsendhub.co.uk



Supporting School Improvement

We recognise that schools are at different stages of their improvement journey, each with unique challenges and strengths. We provide tailored support based on individual needs, ensuring that every school receives the right level of guidance and resources to drive sustainable progress. Whether a school requires intensive intervention or light-touch mentoring, our approach is flexible, responsive, and focused on achieving the best outcomes for pupils.

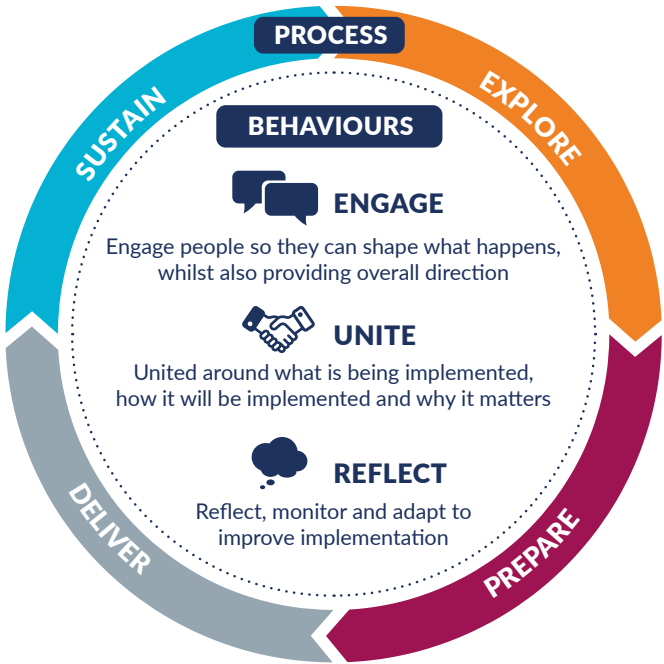


Trained Specialists

As identified in the EEF implementation guidance, implementation should be treated as a process, not an event; it should be planned and executed in stages.

To support this, L.E.A.D. Professional Development provides access to experienced system leaders who bring up-to-date research insights and key Department for Education messages. These leaders work in partnership with teachers, school leaders and support staff across Lincolnshire schools to deliver tailored guidance that strengthens and develops effective practice in line with each school's specific needs.

Through a personalised, hands-on approach, system leaders provide direct support in schools, modelling practical strategies and working alongside staff to embed effective practice in the classroom.



Assessment Support Package

Effective assessment is central to high-quality teaching, curriculum delivery and school improvement. A clear and coherent assessment approach enables leaders to make informed decisions, identify strengths and gaps in learning, ensure consistency across classes, and support teachers in responding effectively to pupils' needs.

This package provides a comprehensive review of assessment across the school, helping leaders evaluate how effectively assessment is used to support pupil progress, inform responsive teaching, strengthen subject and curriculum thinking, and maintain high expectations for all pupils. The review also supports schools in refining systems and processes so that assessment practice is consistent, manageable and focused on improving outcomes.

How?

Visit 1: Establishing your starting point and next steps (one day)

- Explore and establish current strengths and pinpoint areas for development in assessment through discussions with leaders, teachers and support staff; lesson visits; pupil conversations; and listening to children read.
- Co-create an implementation plan, outlining dates and timescales.

Online CPD Package

Alongside the 1:1 support, receive access to a series of recorded sessions that can be used to support professional development, supporting leaders to further ensure their assessment practice is consistent, manageable and focused on improving outcomes.

Visit 2: Supporting Implementation (1/2 day)

- Bespoke support and coaching sessions for leaders, teachers or year group teams to refine their practice.
- Collaboratively review implementation plan with leaders.

Visit 3: Evaluating Impact (1/2 day)

- Evaluate impact with leaders through reviewing the implementation plan; discussions with leaders, teachers and support staff; lesson visits; and pupil conversations.
- Support leaders to consider how to sustain impact in a manageable and meaningful way.

What does this involve?

Work alongside a specialist to carry out a comprehensive review that supports school leaders and staff in strengthening assessment practice and improving the use of assessment across the school, focusing on:

- Leadership of Assessment
- Tracking pupils' attainment
- Use of Internal Assessments for Summative Purposes
- Use of Statutory Assessment
- Moderation
- Strategies for Formative Assessment
- Feedback
- Governance



Specialist Visit 1 only: £400 Total Package (Visits x3 + Videos): £800

For more information, please contact: Ria Lane ria@leadtshub.co.uk

EYFS Support Package

What does this involve?

Work with a specialist to carry out comprehensive review that empowers leaders and all teaching staff in delivering an effective EYFS curriculum that includes:

- Leadership of EYFS
- Curriculum progression in EYFS
- Learning environment
- Effective high-quality interactions
- Developing foundational knowledge

How?

Visit 1: Establishing your starting point and next steps (one day)

- Explore and establish current strengths and pinpoint areas for development in the EYFS curriculum through discussions with leaders, teachers and support staff; lesson visits; pupil conversations; and listening to children read.
- Co-create an implementation plan, outlining dates and timescales.

Online CPD Package

Alongside the 1:1 support, receive access to a series of recorded sessions that can be used in a staff meeting, twilight or INSET Day, developing the following threads that support a progressive EYFS curriculum. Full access will be given to all recordings from the outset to map out the sessions across the school calendar and organise these recordings to the needs of your setting.

1. Developing a progressive EYFS curriculum
2. How to Unlock the Potential of Your Learning Environment
3. Use of high-quality interactions
4. A series of recordings focusing on developing early language and how to assess. This includes:
 - Developing the language of stories
 - Understanding expressive language
 - Understanding receptive language

Visit 2: Supporting Implementation (1/2 day)

- Bespoke support and coaching sessions for leaders, teachers or year group teams to refine their practice.
- Collaboratively review implementation plan with leaders.

Visit 3: Evaluating Impact (1/2 day)

- Evaluate impact with leaders through reviewing the implementation plan; discussions with leaders, teachers and support staff; lesson visits; and pupil conversations.
- Support leaders to consider how to sustain impact in a manageable and meaningful way.



Specialist Visit 1 only: £400 / Total Package (Visits x3 + Videos): £800

For more information, please contact: Ria Lane ria@leadtshub.co.uk

Reading Support Package

What does this involve?

Work with a specialist to carry out a comprehensive review that empowers leaders and all teaching staff in delivering an effective reading curriculum that includes:

- Leadership of reading
- Curriculum progression in reading
- Effective reading instruction
- Reading fluency
- Support for struggling readers
- Assessment of reading
- Reading comprehension

All with a central focus on fostering a love for reading.

How?

Visit 1: Establishing your starting point and next steps (one day)

- Explore and establish current strengths and pinpoint areas for development in the reading curriculum through discussions with leaders, teachers and support staff; lesson visits; pupil conversations; and listening to children read.
- Co-create an implementation plan, outlining dates and timescales

Online CPD Package

Alongside the 1:1 support, receive access to a series of recorded sessions that can be used in a staff meeting, twilight or INSET Day, developing the following threads that support a progressive reading curriculum. Full access will be given to all recordings from the outset to map out the sessions across the school calendar and organise these recordings to the needs of your setting.

1. Fluency (post phonics) – exploring fluency strategies
2. Fluency (post phonics) – assessment of fluency
3. Reading comprehension strategies
4. Planning an effective reading sequence
5. Developing a canon of texts for our whole school curriculum



Visit 2: Supporting Implementation (1/2 day)

- Bespoke support and coaching sessions for leaders, teachers or year group teams to refine their practice.
- Collaboratively review implementation plan with leaders.

Visit 3: Evaluating Impact (1/2 day)

- Evaluate impact with leaders through reviewing the implementation plan; discussions with leaders, teachers and support staff; lesson visits; and pupil conversations.
- Support leaders to consider how to sustain impact in a manageable and meaningful way.

Specialist Visit 1 only: £400 / Total Package (Visits x3 + Videos): £800



For more information, please contact: Ria Lane ria@leadtshub.co.uk

Writing Support Package

What does this involve?

Work with a specialist to carry out comprehensive review that empowers leaders and all teaching staff in delivering an effective writing curriculum that includes:

- Leadership of writing
- Securing early transcription
- Focus on spelling and handwriting
- Oracy in the writing curriculum
- Grammar: effective pedagogy
- Developing composition
- Curriculum progression in writing
- Assessment of writing

All with a central focus on fostering a love for writing.

How?

Visit 1: Establishing your starting point and next steps (one day)

- Explore and establish current strengths and pinpoint areas for development in the writing curriculum through discussions with leaders, teachers and support staff; lesson visits; pupil conversations; and looking at planning and books.
- Co-create an implementation plan, outlining dates and timescales

Online CPD Package

Alongside the 1:1 support, receive access to a series of recorded sessions that can be used in a staff meeting, twilight or INSET Day, developing the following threads that support a progressive writing curriculum. Full access will be given to SLT which will include 5 minute summaries for each area from the outset to map out the sessions across the school calendar and organise these recordings to the needs of your setting.

1. Oracy in the writing curriculum
2. Spelling
3. Handwriting
4. Composition and how to model this
5. Grammar as a writer's tool
6. Teachers as Writers

Visit 2: Supporting Implementation (1/2 day)

- Bespoke support and coaching sessions for leaders, teachers or year group teams to refine their practice.
- Collaboratively review implementation plan with leaders.

Visit 3: Evaluating Impact (1/2 day)

- Evaluate impact with leaders through reviewing the implementation plan; discussions with leaders, teachers and support staff; lesson visits; and pupil conversations.
- Support leaders to consider how to sustain impact in a manageable and meaningful way.

Specialist Visit 1 only: £400 / Total Package (Visits x3 + Videos): £800



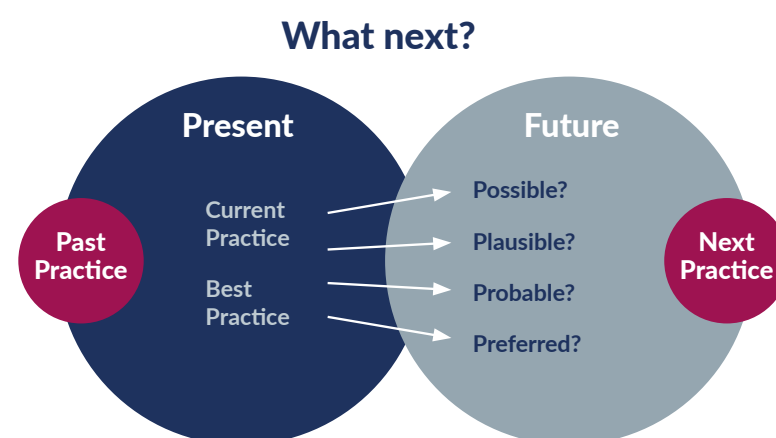
For more information, please contact: Ria Lane ria@leadtshub.co.uk

Sustaining Excellence Package



For schools that have previously undergone an audit, we offer a **Sustaining Excellence package**. Leaders will collaborate with a specialist to revisit their audit findings, enriching current practice with the latest research and resources. This support will also guide schools in developing innovative strategies to ensure long-term, impactful progress.

- Evaluate impact with leaders through reviewing the previous audit and implementation plans; discussions with leaders, teachers and support staff; lesson visits; and pupil conversations.
- Support leaders to consider how to continue to maintain excellence as well as develop innovative strategies



Cost: £200 (1/2 day)

For more information, please contact: Ria Lane ria@leadtshub.co.uk



Active Programmes



L.E.A.D. Active Programmes



Active Spelling

The teaching of explicit spelling strategies alongside vocabulary acquisition. This approach is from Year 2 to Year 6.

Active English

The teaching of grammar into writing and vocabulary acquisition. This approach is from Year 1 to Year 6.

Active Number

The teaching of key instant recall facts (KIRF) and mathematical fluency. This approach is from Year 1 to Year 6.

120+
schools
Active Spelling
trained

100+
schools
Active English
trained

Why choose an Active programme for my school?

- Impact driven
- A consistent pedagogical approach
- Evidence informed
- High quality training and ongoing support

"Fantastic presentation with excellent subject knowledge."

Active Spelling Open Morning



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

Intended Impact of the Programme:

- What?** Active Spelling is a whole-class approach to spelling, embedding learning in an active and engaging way. Children develop a deeper grasp of spelling and vocabulary creating strong foundations for the future.
- Who?** Year 2 - Year 6
- Why?** This programme is designed to create confident spellers with the foundational knowledge and skills to become strong spellers showing automaticity within their writing.
- When?** Active Spelling is designed to be taught in short, regular, discrete sessions.
- How?** Children are taught a range of strategies and how to self-select which approach will aid their learning of a spelling. Creating independent and confident spellers.

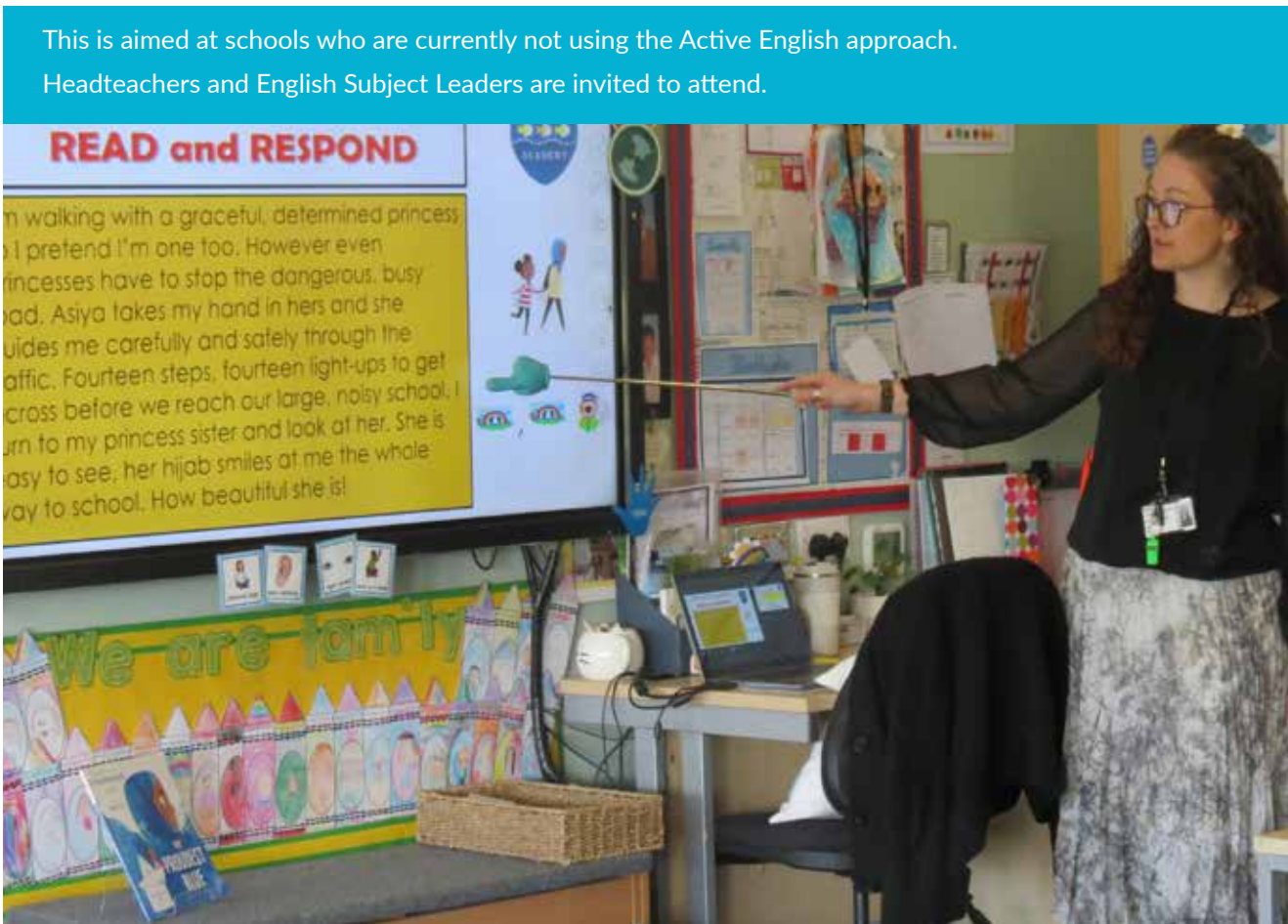
We warmly welcome you to our open morning, where you will see **Active Spelling** in action, learn more about the approach and how it could benefit your school.

- Session 1** Tuesday 6th October 2026
- Session 2** Tuesday 17th November 2026
- Session 3** Tuesday 26th January 2027
- Session 4** Tuesday 16th March 2027
- Session 5** Tuesday 18th May 2027
- Session 6** Tuesday 15th June 2027

9.15am – 11am
Venue: St Peters at Gowts Primary School,
Pennell Street,
Lincoln, LN5 7TA
Cost: FREE



Active English Open Morning



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

Intended Impact of the Programme:

- What?** Active English is a whole-class approach to teaching foundational grammatical understanding. It embeds learning in an active and engaging way, providing pupils with a deeper understanding of language and its application within writing.
- Who?** Year 1 - Year 6
- Why?** This programme is designed to create writers with a confident and purposeful understanding of grammar for writing.
- When?** Active English is designed to be taught daily within whole-class English lessons.
- How?** Children are taught a wide range of grammatical terminology and its application within writing for a purpose.

We warmly welcome you to our open morning, where you will see **Active English** in action, learn more about the approach and how it could benefit your school.

- Session 1** Tuesday 29th September 2026
- Session 2** Tuesday 10th November 2026
- Session 3** Tuesday 19th January 2027
- Session 4** Tuesday 9th March 2027
- Session 5** Tuesday 27th April 2027
- Session 6** Tuesday 8th June 2027

9.15am – 11am
Venue: Welton St Mary's Academy,
School Drive, Welton,
Lincoln, LN2 3LA
Cost: FREE





"Lots of useful and practical advice given linked to up to date research including the writing framework. Really useful - thank you."

"Excellent - the facilitator and the teacher were a joy to watch - very high quality." (Open morning)

"It was a really interesting session, delivered in a relaxed and clear manner. It has made me more excited to teach Active Spelling."

"My headteacher and I attended an Active Spelling Open Morning and loved Active Spelling. We booked in for Active Spelling training and also booked onto other Open Mornings at St Peter's, so that I as English Lead, could go with each member of staff and see this in action at an incredible setting."

Active Spelling

Tiered Training Packages 2026 - 2027

Active Spelling embeds learning in an active and engaging way, providing pupils with a deeper grasp of spelling and vocabulary that serves as a foundation for their future.

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

We are delighted to offer tiered packages for Active Spelling.

Bronze Package

starting from £600

Up to 10 staff	= £600
11 - 24 staff	= £900
25 - 40 staff	= £1150

This package includes:

- Active Spelling Training - Two, two-hour training sessions
- Access to the L.E.A.D. Active secure platform, which includes exemplar lesson videos and subject leader resources
- Access to online network meetings
- A termly Active newsletter

Silver Package

starting from £775

Up to 10 staff	= £775
11 - 24 staff	= £1075
25 - 40 staff	= £1325

In addition to Active Spelling training, the silver package also offers half a day of development time with an Active Spelling consultant. This time will be used to quality assure implementation, and will be bespoke to the school's needs. This development time will take place six months after the initial training.

This package includes:

- Active Spelling Training - Two, two-hour training sessions
- A Development Morning with an Active Spelling Consultant
- Access to the L.E.A.D. Active secure platform, which includes exemplar lesson videos and subject leader resources
- Access to online network meetings
- A termly Active newsletter

Gold Package

starting from £1125

Up to 10 staff	= £1125
11 - 24 staff	= £1425
25 - 40 staff	= £1675

The Gold package for Active Spelling includes two development mornings with an Active Spelling consultant. This also includes refresher training for staff. Development mornings will take place at six months and one year after initial training, and will be bespoke to the school's needs.

This package includes:

- Active Spelling Training - Two 2-hour training sessions
- Two Development Mornings with Active English Consultant
- Refresher training for staff who attended the initial training
- Access to the L.E.A.D. Active secure platform, which includes exemplar lesson videos and subject leader resources
- Access to online network meetings
- A termly Active newsletter

If your staff size exceeds this number, we are happy to identify a package to meet your needs. Please contact admin@leadtshub.co.uk if you would like any further information about Active Spelling, or if you would like and details of further Active approaches we can offer. Emily will be happy to support you in the school's next steps.

Active English

Tiered Training Packages 2026 - 2027

Active English is a whole-class approach to teaching foundational grammatical understanding. It embeds learning in an active and engaging way, providing pupils with a deeper understanding of language and its application within writing. This programme is designed to create writers with a confident and purposeful understanding of grammar for writing.

We are delighted to offer tiered packages for Active English.

Bronze Package *starting from £600*

Up to 10 staff = £600
11 - 24 staff = £900
25 - 40 staff = £1025

Years 1 to 4 Training – 1 hour 30 minutes

This package includes:

- Access to the L.E.A.D. Active secure platform, which includes exemplar lesson videos and subject leader resources
- Access to online network meetings
- A termly Active newsletter

Up to 10 staff = £725
11 - 24 staff = £1075
25 - 40 staff = £1325

Years 1 to 6 Training – 2 x 1 hour 30 minutes

This package includes:

- Access to the L.E.A.D. Active secure platform, which includes exemplar lesson videos and subject leader resources
- Access to online network meetings
- A termly Active newsletter

Silver Package

starting from £775

Up to 10 staff = £775
11 - 24 staff = £1075
25 - 40 staff = £1200

Years 1 to 4 Training – 1 hour 30 minutes

This package includes:

- Development Morning with Active English Consultant
- Years 1 to 4 Training – 1 hour 30 minutes
- Access to the L.E.A.D. Active secure platform, which includes exemplar lesson videos and subject leader resources
- Access to online network meetings
- A termly Active newsletter

Up to 10 staff = £900
11 - 24 staff = £1250
25 - 40 staff = £1500

Years 1 to 6 Training – 2 x 1 hour 30 minutes

This package includes:

- Development Morning with Active English Consultant
- Access to the L.E.A.D. Active secure platform, which includes exemplar lesson videos and subject leader resources
- Access to online network meetings
- A termly Active newsletter

Gold Package

starting from £1125

Up to 10 staff = £1125
11 - 24 staff = £1425
25 - 40 staff = £1550

The gold package for Active English includes two development morning, and additional refresher training for staff who attended the initial training. Development mornings will take place six months and one year after initial training, and will be bespoke to school need.

Years 1 to 4 Training – 1 hour 30 minutes

This package includes:

- Two Development Mornings with Active English Consultant
- Refresher training for staff who attended initial training
- Access to the L.E.A.D. Active secure platform, which includes exemplar lesson videos and subject leader resources
- Access to online network meetings
- A termly Active newsletter

Up to 10 staff = £1375
11 - 24 staff = £1600
25 - 40 staff = £1850

Years 1 to 6 Training – 2 x 1 hour 30 minutes

This package includes:

- Two Development Mornings with Active English Consultant
- Refresher training for staff who attended initial training
- Access to the L.E.A.D. Active secure platform, which includes exemplar lesson videos and subject leader resources
- Access to online network meetings
- A termly Active newsletter

Why is there 'Years 1 to 4' training and 'Years 1 to 6' training?

The main difference between the Years 1 to 4 approach and the 'application to writing' approach in Years 5 and 6, is that all discussions are centred on the writing outcome. Discussions are structured through the lens of 'audience', 'purpose' and intended 'effect' and how the application of different grammatical aspects affect these.

Some schools choose to implement the 'Years 1 to 4' approach to begin with, introducing the lesson slides and cards to the children. Year 5 and 6 training is then introduced later in the academic year. Please contact admin@leadtshub.co.uk if you would like further information.

If your staff size exceeds this number, we are happy to work alongside you to develop a package that meets your needs. Please contact admin@leadtshub.co.uk if you would like any further information about Active English, our team will be happy to support you in your school's next steps.

Active Number



Intended Impact of the Programme:

- What?** Active Number is a whole-class approach to the teaching of number and operations, embedding learning in an active and engaging way. Children develop strong recall of key mathematical concepts, providing a deepened understanding of number and calculation using the four operations.
- Who?** Year 1 - Year 6
- Why?** This programme is designed to develop children into confident mathematicians with strong recall, verbal reasoning and enjoyment of maths.
- When?** Active Number is designed to be taught in short, regular sessions at the start of the daily maths lesson.
- How?** Children are taught using the spiral approach using images and actions to help embed learning.

If you would like to see Active Number in action and speak to an expert facilitator to explore how the Active Number approach could be implemented in your school, please contact admin@leadtshub.co.uk

This is aimed at schools who are currently not using the Active Number approach.

Headteachers and Maths Subject Leaders are invited to attend.

Cost: FREE



Active Development

Half or Full Day Support



Who is the Programme Aimed at

If you have any of the following approaches in your school, we can offer bespoke support to help to ensure fidelity to the approach and a sustained impact within your setting.

- ACTIVE SPELLING
- ACTIVE ENGLISH
- ACTIVE NUMBER

Intended impact of the programme

An Active Development Day/Half Day would include the following elements:

- An initial phone call or online video call prior to the visit to make key arrangements with your expert and agree a focus for the visit.
- An exploration of school data and wider evidence alongside school leaders to help to identify key focus groups and to inform potential next steps.
- Paired learning walks with subject leaders/senior leaders.
- The option for team teaching/coaching
- The option to look at planning - long, medium or short term - depending on the needs of the school.
- The option for focussed training/coaching with specific individuals or groups.
- A detailed report will be produced to provide leaders with strengths and suggested next steps.

COST: £175 for 3 hours (morning or afternoon session) £350 for a full day.

Active Trained Schools: New Staff to Active Training



If you have any new staff members, or staff members that have moved year groups, since your Active training we are hosting a range of online training sessions.

Please see the dates below and scan the QR codes to book:

ACTIVE SPELLING

Monday 21st September 2026
4pm – 5.30pm

Venue: ONLINE

Cost: £50



ACTIVE ENGLISH

Monday 28th September 2026
4pm – 5.30pm

Venue: ONLINE

Cost: £50



ACTIVE NUMBER

Personalised upon request
admin@leadtshub.co.uk

Venue: ONLINE

Cost: £50



L.E.A.D. Active

Subject Leadership and Forums



Subject Leader Group **Primary English**

Intended Impact of the Programme

This programme will support English Subject Leaders with their own subject knowledge and skillset for leading and supporting this key area of the curriculum.

Providing bespoke professional development, we will look at the national landscape and statutory expectations for the English curriculum, underpinned by a strong focus on the latest research and thinking.

We will consider how to plan strategically for your setting based on a robust identification of need, taking into consideration how to support and develop staff to ensure the best outcomes for all children.

Writing, Oracy, and Reading Comprehension will be the central tenets of our group sessions, with further signposting to other areas of the primary English curriculum where relevant.

We look forward to engaging sessions of shared discussion and collaboration which will enhance your own professional development and help you to have impact in your setting.



Overview of the Programme Content and Sessions

Session 1

Oracy: leading purposeful talk across the curriculum

Session 2

Writing: strengthening the craft of purposeful writing

Session 3

Reading: unlocking comprehension for deeper understanding

Aimed at: • Primary English Subject Leads

Session 1 Wednesday 4th November 2026

Session 2 Tuesday 9th March 2027

Session 3 Thursday 10th June 2027

3.45pm – 4.45pm

ONLINE

Cost: £145



Subject Leader Group Primary Maths



Overview of the Programme Content and Sessions

Session 1

- Learning behaviours within maths
- Lesson observations and monitoring
- Pupil Voice.

Session 2

- Mathematical mindsets
- Personalising your curriculum

Session 3

- Developing oracy in maths
- Action planning.

Aimed at: • Primary Maths Subject Leads

Session 1 Tuesday 17th November 2026
Session 2 Wednesday 10th March 2027
Session 3 Tuesday 15th June 2027

1.30pm – 4pm
Venue: L.E.A.D. Teaching School Hub,
Lincoln LN6 3QR
Cost: £145



Subject Leader Network Secondary Maths



Intended Impact of the Programme

To facilitate the sharing of best practice, develop teaching & learning of mathematics, and support effective leadership of mathematics.

Aimed at:
• Curriculum Leaders of Mathematics

Overview of the Programme Content and Sessions

Session 1

Leadership and Teaching & Learning elements as well as responding to National and local developments. Session will include a review of the summer examinations and strategies that schools have used.

Session 2

Leadership and Teaching & Learning elements as well as responding to National and local developments. Session will include a focus on the forthcoming summer examinations as well as a more in-depth look at the teaching of a specific concept.

Session 3

Leadership and Teaching & Learning elements as well as responding to National and local developments. Session will include feedback on the summer examinations, review of improvement initiatives for the last year, and improvement planning for the forthcoming year.

Session 1 Monday 30th November 2026
Session 2 Monday 22nd March 2027
Session 3 Monday 5th July 2027

9.30am – 3.30pm
Venue: L.E.A.D. Teaching School Hub,
Lincoln LN6 3QR
Cost: £145



Subject Leader Group Primary Geography



Overview of the Programme Content and Sessions

Session 1 Geographical Enquiry

Geographical enquiry is central to how pupils both attain and retain knowledge. The session will share how to empower pupils to use the different elements of geographical enquiry to ensure that they learn more than just a 'list of disconnect facts about the places they studied' (Ofsted, 2023).

Session 2 The power of debate and oracy

Ofsted define the disciplinary knowledge of geography as 'how geographical knowledge is formed, debated and contested'. For this to be successfully attained pupils need to be able to communicate their thinking based on analysis, reasoning and decision making of the facts available. The session will demonstrate how collaborative practice enables pupils to effectively learn both 'the how' and 'the what'.

Session 3 Exploring solutions based thinking

A robust test of pupils' knowledge is to ask them to apply it to a problem or within a different context. The final session of the year will consider the real world value of geographical knowledge for our pupils and their wider communities.

Aimed at: • Primary Subject leaders

Session 1 Tuesday 13th October 2026
Session 2 Thursday 25th February 2027
Session 3 Wednesday 9th June 2027

3.45pm – 4.45pm
ONLINE
Cost: £145



Primary Geography Conference



Intended Impact of the Programme

- Enable curriculum change

Aimed at:
• Primary subject leaders

Overview of the Programme Content and Sessions

'Getting to grips with the 2028 Geography Curriculum'

The day will empower subject leads to prepare for, plan and deliver the 2028 revised geography curriculum. There will be a focus on three key areas: disciplinary knowledge, meaningful geographical fieldwork as well as climate change and sustainability. A range of practical leadership and teaching strategies will be shared to support your school deliver high quality geography in Key Stages 1 and 2.

Friday 30th April 2027
9.30am – 3.30pm

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

Cost: £99



Subject Leader Group **Primary History**



Aimed at:

- Primary history leaders
- Curriculum leaders



f Mr T does Primary History
X @Mr_S_Tiffany

Intended Impact of the Programme

- Keep teachers up to date with the latest news, updates and research-informed pedagogy.
- Provide on-going support related to school-specific curriculum challenges including the forthcoming curriculum and assessment review report and Ofsted changes.
- Share new resources including books, websites, and more to keep the curriculum offer 'fresh' and current.
- Upskill leaders so they can be a champion for history in their school.
- Developing the monitoring and improvement cycle of the subject.
- Provide on-going support and advice beyond the session.

Overview of the Programme Content and Sessions

Session 1

- Starting to develop an updated curriculum for your school (including nuanced support for attendees)
- Unpicking the discipline of history for each phase of primary (linked to the draft curriculum update)

Session 2

- Analysing what foundational knowledge can be embedded without diluting history
- Making purposeful connections to other subjects and disciplines

Session 3

- Nailing your school's updated curriculum model using the finalised curriculum
- Additional content tbc

Session 1 Thursday 8th October 2026

Session 2 Tuesday 16th March 2027

Session 3 Thursday 10th June 2027

3.45pm – 5pm

ONLINE via ZOOM

Cost: £145



Primary History Conference

Implementation of the Updated National Curriculum for History



Aimed at:

- History leaders
- Curriculum leaders
- Teachers

Intended Impact of the Programme

- Provide clarity on what the curriculum update emphasises
- Provide tangible approaches to implement historical pedagogy
- Introduce models and strategies to support inclusion for SEND and EAL learners
- Include exemplification on local and diverse individuals to add breadth and richness

Overview of the Programme Content and Sessions

AM: Teaching and learning in history

- What does the historical discipline look like?
- How can we scaffold learning effectively?

PM: A curriculum for your locality and community

- What local histories might we include from Lincolnshire?
- Embedding diverse histories purposefully within units



f Mr T does Primary History
X @Mr_S_Tiffany

Friday 18th June 2027
9.30am – 3.30pm

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

Cost: £99



Secondary History and Geography Conference

On the back of last year's success, we are delighted to host another Secondary History and Geography Conference.

We will welcome the major exam boards, publishers and key figures from the curriculum drafting teams to explore the changing landscape and how we can best support both key stage 3 and 4 learners.



The day will include:

- Understanding the curriculum, clarifying misconceptions, supporting subject-specific progression.
- Clearing misconceptions about statutory vs guidance content
- Continuity from primary: avoiding unnecessary repetition
- Curriculum vs pedagogy vs sequencing
- Old vs new National Curriculum overview
- Subject specific breakouts
- Progression across the key stages
- Departmental planning: action points, audit results, curriculum adjustments
- What is the KS4 framework?
 - Sequencing content, scale of study, revision and retrieval strategies
 - The Curriculum and Assessment Review: rigour, disciplinary thinking, assessment emphasis.
 - KS4 curriculum audit: alignment with spec, progression from KS3, gap identification



HISTORY

- Progression in substantive knowledge and disciplinary knowledge, enquiry questions and planning coherent sequences
- Disciplinary thinking at GCSE: Balancing knowledge vs exam technique
- Coherent curriculum planning and supporting extended writing

GEOGRAPHY

- Focus on disciplinary knowledge & concepts; climate change & sustainability - what this means in the curriculum and practical approaches to embedding these changes
- Disciplinary thinking at GCSE: Balancing exam requirements with real-world geography
- Climate change & sustainability: conceptual understanding
- Fieldwork & enquiry: meaningful application

Wednesday 27th January 2027
9.30am – 3pm

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

Cost: £140



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.

Subject Leader Group Primary Languages



Aimed at:
All colleagues involved in the delivery of Languages in a primary setting, including teaching assistants and specialist teachers

Intended Impact of the Programme

To keep colleagues up to date with news and opportunities relating to the delivery of Primary Languages and to facilitate discussion on a “hot topic” each term.

Overview of the Programme Content and Sessions

- | | | |
|---|---|--|
| Session 1
What is involved in subject leadership? | Session 2
Developing writing and speaking skills amongst learners | Session 3
Celebrating success and raising the profile of languages within school |
|---|---|--|

Session 1 Tuesday 10th November 2026	3.45pm – 4.45pm ONLINE Cost: £145	
Session 2 Wednesday 3rd March 2027		
Session 3 Thursday 17th June 2027		

Subject Leader Group Primary PE



Aimed at:
Primary PE Subject Lead

Overview of the Programme Content and Sessions

These termly virtual meetings for Primary PE Leads and SLT will update colleagues with important information to enable you to respond to changes in the PE & School Sport Sector.

Receive the latest information from Association for Physical Education's East Midlands representative about best practice in PE and changes to the primary curriculum.

Session 1 Monday 16th November 2026	3.45pm – 4.45pm ONLINE Cost: £145	
Session 2 Tuesday 26th January 2027		
Session 3 Monday 24th May 2027		

Subject Leader Group Primary PSHE



Aimed at:

- PSHE/RSHE leads in primary

Intended Impact of the Programme

- Attendees are equipped to share updates and good practice back in their own setting
- Attendees are kept up-to-date with legislation, guidance and good practice in PSHE/RSHE

Overview of the Programme Content and Sessions

Join us for our virtual termly PSHE subject leader group focused on improving the quality of PSHE provision. The content of networks will be led by the interests and needs of participants and be informed by recent developments in PSHE. There will be an opportunity to network with fellow PSHE leads, share good practice, and learn about new resources. Attendees will be encouraged to share their learning with colleagues back in school.



Course Leader
Catherine Kirk
@ckirkRSE

- Session 1 Tuesday 6th October 2026
- Session 2 Thursday 4th February 2027
- Session 3 Wednesday 9th June 2027

3.45pm – 4.45pm
ONLINE
Cost: £145



Lincoln Diocese RE Cluster Meetings

1.30pm-3pm
Online

30th September 2026
2nd February 2027
20th April 2027



The Diocesan
Board of Education

Led by Gillian Georgiou our NATRE and RE Hub-affiliated meetings are open to everyone and completely free to attend—making them the perfect opportunity to connect, collaborate, and grow within the RE community.

Whether you're an experienced leader or just starting your journey in Religious Education, these sessions offer a welcoming and supportive space to engage with fellow professionals, exchange ideas, and explore fresh approaches to teaching and learning.

Expect inspiring conversations, practical takeaways, and the chance to share best practice, seek advice, and build meaningful professional relationships. Everyone is invited, and every voice is valued—come along and be part of a vibrant network dedicated to excellence in RE.



Subject Leader Group **Art and Design**

Intended Impact of the Programme

Knowledgeable, confident art subject leads and opportunity to share practice.

Overview of the Programme Content and Sessions

All 3 sessions will include DfE and Ofsted headlines, leadership training and subject disciplinary training.

Session 1: Building a Curriculum That Is Progressive and Sequential:

- How to map curriculum progression from EYFS–Y6 in line with NC aims.
- Identifying big ideas & core concepts in art (e.g. colour, line, texture, form).
- How to evidence a clear “learning journey”* that Ofsted inspectors can follow.
- Guidance on ensuring prior knowledge is revisited and built upon.

What progression looks like in painting (skills, techniques, vocabulary).

- Ensuring pupils explore a range of materials in line with NC requirements.
- What subject leaders should look for in lessons, sketchbooks, and outcomes.
- Ensuring the curriculum includes:
 - Colour mixing
 - Brush control
 - Application techniques
 - Study of artists who exemplify these skills
 - Examples of age-appropriate progression from EYFS exploration → KS2 control, technique, and intention.

Session 2: Building a curriculum that is diverse and inclusive – artist choices

- How to incorporate global-majority, contemporary, and diverse artists.
- Avoiding tokenistic inclusion in artist selections.
- Connecting chosen artists to the disciplinary focus (e.g., abstraction, colour theory, sculpture).
- Ensuring pupils encounter a wide variety of artistic traditions as per NC ambition to “produce creative work and evaluate creative ideas”.

Adaptations for children with SEND – ideas to share with staff

- Pre-teaching vocabulary
- Alternative tools for fine-motor challenges
- Chunking practical tasks
- Ensuring challenge is maintained while removing barriers.
- Producing a bank of SEND-friendly art resources/alternatives

Session 3: Enrichment – what does it look like to have an enriched curriculum?

What counts as meaningful enrichment in Art:

- Artist workshops
- Community projects
- Galleries and virtual gallery experiences
- Whole-school exhibitions
- Avoiding “one-off events” without curriculum connection.
- Planning enrichment so that it deepens disciplinary understanding, not just enjoyment

Warm up ideas for art lessons. How to plan for retrieval and develop sticky knowledge

- 2-minute drawing
- Blind contour drawing
- Line variation exercises

How to embed retrieval practice meaningfully in a practical subject (not quizzes).

- Ensuring “sticky knowledge” focuses on:
 - Art vocabulary
 - Key concepts (tone, texture, form)
 - Familiarity with artistic movements

Session 1 Wednesday 25th November 2026

Session 2 Wednesday 17th March 2027

Session 3 Tuesday 29th June 2027

3.45pm – 4.45pm

ONLINE via ZOOM

Cost: £145



Aimed at:
Art Leads

Subject Leader Group **Computing**

FROM COMPLIANCE TO INNOVATION



Intended Impact of the Programme

Sometimes Computing leaders work in isolation. These sessions will give a chance to network, share good practice and support each other to innovate in our schools

Aimed at:
Computing Leaders in
primary schools

Overview of the Programme Content and Sessions

Session 1

Mastering the art of implementation for Primary Computing Leads

We will look at the ‘explore, prepare, deliver/sustain elements’ of the implementation cycle. We will look at identifying gaps leading to action plans and training for the next sessions.

There will be facilitation of assisting one another with their strengths to offer those who need support or ideas.

We will also share good tools, programs and websites that enhance our curriculum offer. Add one or more areas to add to our action plan.

Session 2

We will check-in with our action plans, reflecting on our progress so far and how we know what the impact has been. Based on discussions in Session 1, we will also explore a computing-specific topic in more depth with research based ideas and strategies.

We will be sharing our good practice, any resource swaps, implementation discussions and curriculum showcases.

We will continue to share our expertise as well as tools, programs and websites that enhance our curriculum offer.

Session 3

We will review (and celebrate!) our progress against the action plan as subject leaders, considering plans for 2027-28 and emerging priorities. Based on discussions in Session 2, we will also explore a computing-specific topic in more depth.

Session 1 Tuesday 6th October 2026

Session 2 Wednesday 10th March 2027

Session 3 Wednesday 23rd June 2027

3.45pm – 4.45pm

ONLINE via ZOOM

Cost: £145



Subject Leader Group Primary DT



Overview of the Programme Content and Sessions

Session 1 Leading Design & Technology with Confidence

Gain clarity in your role as a D&T subject leader and understand what effective leadership looks like in practice. This session offers a clear overview of expectations from Ofsted and practical steps to strengthen your subject provision. This session is ideal for new and developing leaders.

Session 2 Inclusive Design & Technology for Every Learner

Explore how to create an inclusive D&T curriculum where all pupils can succeed. With links to the Ofsted framework, this session shares practical strategies to support SEND learners while maintaining high expectations and ambition.

Session 3 Building Progression in Design & Technology (TBC based upon survey at the end of the first session)

Develop a coherent D&T curriculum that builds skills and knowledge over time. This session explores progression, sequencing, and the use of Projects on a Page (POAP) to support high-quality planning in line with Ofsted expectations.

Aimed at: • Primary DT Subject Leader Group

DESIGN &
TECHNOLOGY
ASSOCIATION

- Session 1 Tuesday 10th November 2026
- Session 2 Thursday 11th March 2027
- Session 3 Wednesday 26th May 2027

3.45pm – 4.45pm
ONLINE
Cost: £145



Subject Leader Group Primary Science



Aimed at:
• Primary/ Special / specialist/subject leader
• Primary Science Subject Leaders

Intended Impact of the Programme

Participants will have the opportunity to:

- Consider how new initiatives in science might be implemented across school in order to improve the quality of thinking and learning in school.
- Update both principles and practice by sharing national and local initiatives and the impact that these will have on schools and pupils.

Overview of the Programme Content and Sessions

Each session is split into two sections with half of it being bespoke and determined, depending on the current issues, by the Science Subject Leaders and requests from them. The other half of the session will include updates on resources, initiatives, grants, funding and the national picture whilst also building in an opportunity to collaborate with colleagues and share best practice.

- Session 1 Thursday 5th November 2026
- Session 2 Thursday 21st January 2027
- Session 3 Wednesday 19th May 2027

9am – 12pm
ONLINE
Cost: £145



Subject Leader Network **Music**



- Aimed at:
- Primary Music Subject Leaders
 - Primary Music Specialist Teachers
 - Secondary Heads of Department
 - Secondary Music Teachers
 - Special Music Subject Leaders
 - Special Music Teachers
 - Senior Leadership Team Members
 - Headteachers

Intended Impact of the Programme

Attendees will gain a greater understanding of national, regional and local music education developments, policies, key headlines and opportunities. This will inform their School Music Development Plan that captures the curricular and co-curricular offer as part of the National Plan for Music Education: The Power of Music to Change Lives.

All children and young people should receive a high-quality music education in the early years and in schools. We should aim high with the music provision, to embed and exceed the national curriculum and to support pupils to realise their musical potential. A high-quality school music education consists of three distinct, but interlinked areas of provision.

- Curriculum music, compulsory from key stages one to three, then optional for examination classes (e.g. GCSE, vocational and technical qualifications and A Level).
- Instrumental and vocal lessons, and ensemble membership.
- Musical events and opportunities, such as singing in assembly, concerts and shows, UN trips to professional concerts.

The music subject leader specialist group will enable colleagues to develop, share and network in order to deliver their school music development plan for the benefit of their pupils.

Music Education Network Meetings

These informal online sessions provide an opportunity to:

- Network with colleagues across the county
- Share updates and emerging practice
- Discuss current priorities and challenges in music education

Thursday 8th October 2026

Thursday 4th February 2027

Thursday 20th May 2027

4pm – 5pm

Venue: ONLINE via TEAMS

Cost: FREE to LMS Partnership Schools
£50 per session otherwise

Lincolnshire Music Education Hub

Details of further CPD Events hosted by Lincolnshire Music Education Hub can be found here:



On Demand

Recorded, on-demand CPD for TAs and HLTAs

For the 2026-27 academic year, we are offering the following webinars, which are suitable for TAs and HLTAs

As part of our commitment to providing high-quality CPD that works around your schedule, we are very proud of our increasingly diverse catalogue of on-demand CPD recordings for TAs and HLTAs. Each session recording can be shared with colleagues in your school at a time that suits you and your team.

Please complete the online order form (scan QR, right) to purchase each recording.



Bereavement in the Primary Classroom: Supporting Children with Care and Confidence

Teaching Assistants will develop a clearer understanding of how children experience grief at different ages, how bereavement may affect behaviour and learning, and how to use sensitive language and practical strategies to support emotional regulation and create a compassionate, safe classroom environment.

Available from 26.01.27
Micro (45 mins) / £90



Creating Neurodivergent Friendly Classrooms in Primary Schools

Teaching Assistants will gain practical insight into neurodiversity and learn how small, realistic classroom adjustments can reduce sensory and cognitive overload, support regulation and communication, and improve access to learning throughout the school day.

Available from 09.03.27
Micro (45 mins) / £90



PDA and ODD in the Classroom: Demand Avoidance or Defiance?

Teaching Assistants will deepen their understanding of the differences between anxiety driven demand avoidance and defiance led behaviour. The session supports TAs to respond more confidently, reduce escalation, adjust adult language and apply practical strategies that improve engagement and emotional safety.

Available from 18.01.27
Mini (90 mins) / £110



Scaffolding Learning Without Creating Dependence

Teaching Assistants will explore how to provide the right level of support at the right time, understanding the difference between temporary and permanent scaffolds. The session focuses on promoting independence, confidence and successful learning without over supporting pupils.

Available from 09.02.27
Micro (45 mins) / £90



Supporting Pupils with Down Syndrome in Mainstream Primary Schools

Teaching Assistants will develop a strengths based understanding of Down syndrome, including common learning and communication profiles. The webinar focuses on inclusive classroom adaptations, promoting independence, and supporting social and emotional development in everyday practice.

Available from 20.04.27
Mini (90 mins) / £110



Therapeutic Education: Embedding Emotional Safety into Everyday Classroom Practice

Teaching Assistants will gain a clearer understanding of how attachment, trauma and emotional safety influence behaviour and learning. The session supports TAs to use co regulation, maintain boundaries without shame and contribute to emotionally safe classroom environments that support engagement and attendance.

Available from 22.02.27
Mini (90 mins) / £110



Under the Radar: Why Autism in Girls Is Missed – and What To Do About It

Teaching Assistants will explore why autism in girls is often overlooked, including the impact of masking, anxiety and perfectionism. The session supports TAs to recognise subtle indicators, reduce classroom pressure and apply practical strategies that improve understanding and outcomes.

Available from 08.03.27
Mini (90 mins) / £110



Understanding Adverse Childhood Experiences (ACEs): From Awareness to Action

Teaching Assistants will gain insight into how early adversity can affect behaviour, regulation and learning. The session reframes behaviour as communication and equips TAs with practical strategies they can use immediately to support pupils affected by trauma and stress.

Available from 12.04.27
Micro (45 mins) / £90



Understanding Attachment in Primary Schools

Teaching Assistants will develop a clearer understanding of attachment patterns and how they present in the classroom. The session supports TAs to recognise emotional needs, use co regulation strategies and build increasingly positive, secure relationships with pupils.

Available from 22.03.27
Micro (45 mins) / £90



Visual Timetables That Reduce Anxiety and Increase Independence

Teaching Assistants will learn how visual timetables and structured routines can reduce anxiety, support transitions and increase independence. The webinar provides practical examples of how visual supports can be adapted for different ages and needs.

Available from 08.12.26
Micro (45 mins) / £90



Supporting Primary Pupils to Manage Anxiety: Practical, Evidence Informed Strategies for Schools

Teaching Assistants will gain insight into how anxiety affects pupils' thinking, behaviour and learning. The session provides practical language scripts, classroom adjustments and structured strategies to reduce anxiety, support regulation and improve participation without reinforcing avoidance.

Available from 08.02.27
Micro (45 mins) / £90

Recorded, on-demand CPD for Leaders

As part of our commitment to providing high-quality CPD that works around your schedule, we are very proud of our increasingly diverse catalogue of on-demand CPD recordings for leaders. Please complete the online order form (scan QR, right) to purchase each recording.



Using the Inspection Toolkit Grade Descriptors to Support Self-Evaluation Series

Using the Inspection Toolkit Grade Descriptors to Support Self Evaluation – Inclusion

Supports leaders to interpret inclusion descriptors precisely, understand thresholds for secure, strong and exceptional practice, and write analytical self evaluation.

Available from 07.09.26
Mini (90 mins) / £110

Using the Inspection Toolkit Grade Descriptors to Support Self Evaluation – Curriculum and Teaching

Helps leaders understand how inspectors evaluate curriculum and teaching quality and how to evidence sustained impact beyond documentation.

Available from 14.09.26
Mini (90 mins) / £110

Using the Inspection Toolkit Grade Descriptors to Support Self Evaluation – Achievement

Supports leaders to evaluate progress and attainment trends accurately and strengthen inspection ready analysis of achievement over time.

Available from 21.09.26
Mini (90 mins) / £110

Using the Inspection Toolkit Grade Descriptors to Support Self Evaluation – Attendance and Behaviour

Focuses on leadership systems, culture and consistency, supporting leaders to evaluate attendance and behaviour in line with inspection expectations.

Available from 28.09.26
Mini (90 mins) / £110

Using the Inspection Toolkit Grade Descriptors to Support Self Evaluation – Personal Development and Well being

Supports leaders to evaluate personal development provision rigorously, focusing on coherence, participation and sustained cultural impact.

Available from 05.10.26
Mini (90 mins) / £110

Using the Inspection Toolkit Grade Descriptors to Support Self Evaluation – Early Years

Supports Early Years and senior leaders to interpret EY inspection standards around interaction quality, curriculum design and sustained progress.

Available from 12.10.26
Mini (90 mins) / £110

Using the Inspection Toolkit Grade Descriptors to Support Self Evaluation – Leadership and Governance

Supports leaders and governors to evaluate leadership and governance with precision, focusing on strategic clarity, accountability and sustainability.

Available from 19.10.26
Mini (90 mins) / £110

On-demand CPD for leaders

Strong Foundations: Securing Foundational Knowledge in Line with the Inspection Framework

Supports leaders to understand inspection expectations around foundational knowledge, diagnose gaps accurately and design high impact, sustainable support.

Available from 02.11.26
Mini (90 mins) / £110

Making Internal Assessment Data Work in Primary Schools

Supports senior and assessment leaders to use internal data meaningfully to inform teaching, identify barriers to learning and support improvement without increasing workload.

Available from 03.11.26
Micro (45 mins) / £90

Belonging in Schools: From Principle to Practice – and How to Measure It

Supports leaders to define, measure and strengthen belonging across the school. Focuses on analysing data for vulnerable groups and translating insight into a clear whole school action plan aligned to inspection expectations.

Available from 16.11.26
Micro (45 mins) / £90

The Effective OFSTED Nominee: Leading with Clarity and Confidence

Prepares senior leaders for the role of Ofsted nominee, focusing on communication, evidence presentation and supporting staff confidently during inspection.

Available from 17.11.26
Micro (45 mins) / £90

Pupil Premium 2025: Strategy, Tiered Approach and Evidencing Impact

Supports leaders to strengthen pupil premium strategy through accurate diagnosis of need, effective use of the EEF tiered approach and inspection ready evidence of impact.

Available from 23.11.26
Mini (90 mins) / £110

From Intent to Impact: Curriculum Leadership and Effective Quality Assurance – Part 1

Develops subject and senior leaders' understanding of curriculum quality, supporting them to articulate intent clearly and evaluate pupils' lived curriculum experience across key dimensions.

Available from 30.11.26
Mini (90 mins) / £110

From Intent to Impact: Curriculum Leadership and Effective Quality Assurance – Part 2

Builds leaders' confidence in low stakes, purposeful quality assurance, focusing on gathering meaningful evidence and using it to support staff and evaluate impact over time.

Available from 17.11.26
Micro (45 mins) / £110

Managing Parental Complaints in the Age of AI: Protecting Staff, Strengthening Trust, Staying Legally Safe

Equips leaders with systems, language and confidence to manage complex complaints, including AI generated correspondence, while protecting staff wellbeing and reducing escalation.

Available from 23.11.26
Mini (90 mins) / £110

Pupil Voice Done Well: A Strategic Tool for School Improvement

Helps leaders move beyond tokenistic pupil voice, focusing on structured sampling, triangulation and using pupil insight to evaluate implementation and impact.

Available from 30.11.26
Mini (90 mins) / £110



Other



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Understanding Education

We know the demands of education and schools, and we use that to inform our curriculums and training.



Workforce Planning

Through our dedicated pathway for school leavers, provide routes into education careers for your students.



Recruitment Support

Access support from our team with tailoring job specifications, with advertising roles, and finding potential suitable candidates.



WHAT NEXT?

Scan the QR code to get priority access to our 26/27 spaces. Upon completion, the team will be in touch to arrange a call.

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L.E.A.D.

Professional Development

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