



L.E.A.D.

Professional Development

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Proud to be working with



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

Issue No.48 September 2026



SEPTEMBER NEWS

As the new school year begins, September brings a fresh opportunity to reconnect with purpose, strengthen professional practice, and build the relationships. Whether you are welcoming a new cohort of students, supporting colleagues, or leading change within your school, this is a time to reflect on what matters most and set the tone for a successful year ahead. At L.E.A.D. Professional Development, we are excited to partner with you on that journey, providing practical strategies, meaningful learning experiences, and support you to lead with confidence, inspire growth, and make a lasting impact in your classroom and beyond.

THE LINCOLNSHIRE LEADERSHIP CONFERENCE

**Tickets are going quickly...
do not miss your place**



Book here

The Lincolnshire Leadership Conference is an unmissable opportunity for school leaders to invest in their own professional development and the future of their schools.

Hear from nationally recognised keynote speakers as they share the latest insights, strategies and thinking to inspire your leadership. Connect with fellow leaders from across Lincolnshire, exchange ideas, celebrate successes and tackle shared challenges together. You'll also gain valuable updates on key educational priorities and messages that will help shape your leadership throughout the year.

Places are filling quickly, so don't miss the opportunity to be part of one of Lincolnshire's leading professional learning events.

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



Read here

The Golden Thread of Professional Development

The DfE have tracked participation in the Golden Thread of CPD. It is really pleasing to see that the engagement has been positive from the following statistics.

By 2025/26,

49.0%

of the teacher workforce had participated in at least one **golden thread CPD programme**, compared with 14.2% in 2021/22.

In 2025/26,

22,473

ECTs started ECTE-based induction training. First year ECTs undertaking provider-led induction accounted for **2.9%** of the state school teaching workforce, while those undertaking school-led induction accounted for **0.1%**. In addition, **13,789 new mentors** started training for provider-led induction.

89.8%

of ECTs who started induction in 2024/25 were retained in state schools the following year, a decrease of **0.1%** compared with the 2023/24 cohort (89.9%).

83%

of ECTs who started induction in 2023/24 were retained in state schools after two years, an increase of **2.3%** compared with the 2022/23 cohort (80.7%).

75.9%

of ECTs who started induction in 2022/23 were retained in state schools after three years, an increase of **2.3%** compared with the 2021/22 cohort (73.6%).

By 2025/26,

18.5%

of the state school teaching workforce had started an ECTE-based induction since its roll-out in 2021.

There were

18,740

unique NPQ participants in 2025/26, representing **3.1%** of the state school teaching workforce. Of these **16,284** were eligible for scholarship funding and **2,459** were not eligible for scholarship funding.

By 2025/26,

90.4%

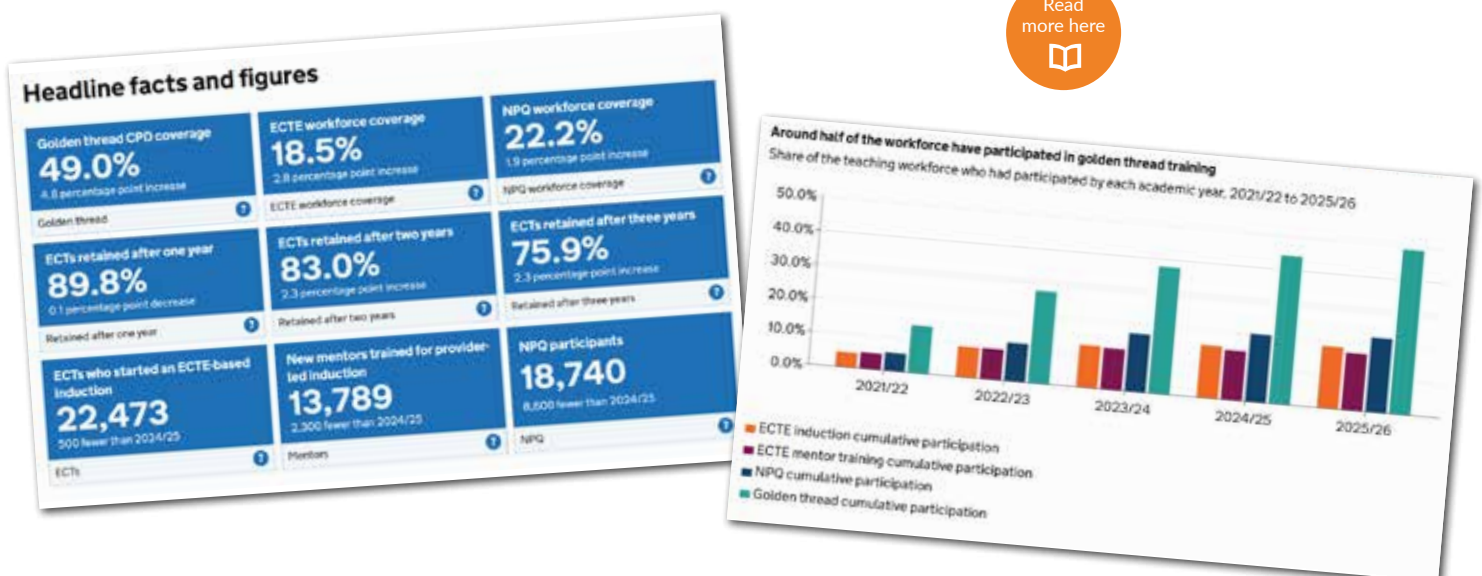
of schools had employed a teacher who started a **reformed NPQ** since the roll-out in 2021, up from **88.3%** in 2024/25.

By 2025/26,

22.2%

of the state school teaching workforce had started a **reformed NPQ** since 2021 roll-out, up from **20.3%** in 2024/25.

Read
more here



RISE Overview

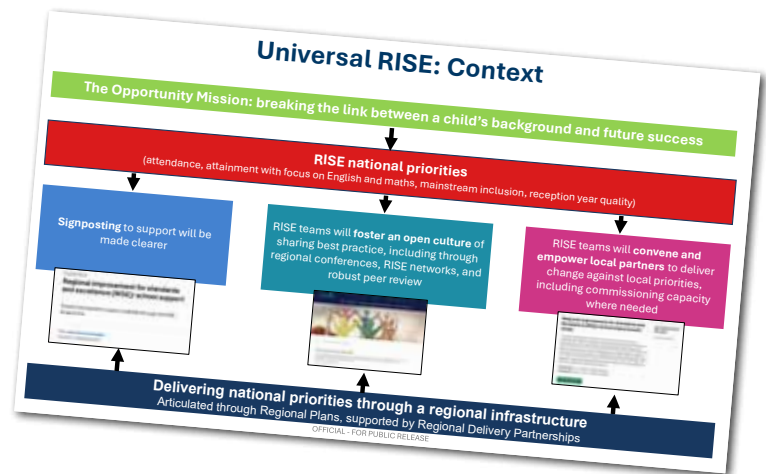
To support your engagement with the RISE landscape, at the Teaching School Hub, we have created a webpage. Any changes or further updates will be updated on this page. We hope that you find this useful as a starting point.

RISE

Read
more here

Read a copy of the RISE regional plan here: 

Do the key priorities chime with your own in any way?



Inclusive Teaching Framework

The Inclusive Teacher Framework is a supportive document to encourage inclusive teaching techniques. It gives a simple guide to support teachers and educators.



Safeguarding Updates

The Department for Education has published Keeping Children Safe in Education (KCSiE) 2026.



The new statutory guidance is out "for information", and it comes into force on 1 September 2026, replacing KCSiE 2025.

A summary of the changes can be found here:



In addition to this, you will be aware of the allergy safety in schools regulations published by the DfE too. Please see this publication here: 

Enrichment Standards

You may be aware that the DfE have released guidance to support schools and colleges to design and deliver a high quality enrichment offer to pupils and students. This is currently non-statutory guidance but may be worth engaging with to ensure that your enrichment offer is maximised. 

The enrichment framework sets out five categories of activity that are expected to be provided:

- civic engagement
- arts and culture
- developing wider life and future skills.
- sport and physical activities
- nature, outdoors and adventure

EIGHT BENCHMARKS:

- A strategically aligned enrichment offer
- A broad and well-rounded enrichment offer
- A well-communicated enrichment offer that celebrates participation and achievement
- An enrichment offer shaped by the school or college community
- An accessible and engaging enrichment offer
- An enrichment offer that works in partnership
- An outcomes-focused enrichment offer
- A continually improving enrichment offer

The benchmarks document includes case studies and examples, and the framework provides See the downloadable self-assessment and action planning tools.

Breakfast Club Video- Staffing and Booking Systems

The DfE have created a short video to support the implementation of breakfast clubs. This centres around the complex aspect of staffing alongside the mechanism for booking.

Please see the video here: 



Climate Action Plans

You will be aware that the DfE released this document in relation to a climate and sustainability plan being created by each setting stating that 'By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan':



To support with this, please find a range of examples here:

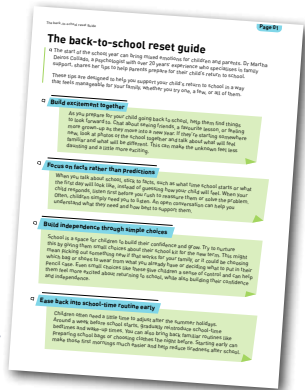


DfE Attendance document update

The start of the school year can bring mixed emotions for children and parents.

Dr Martha Deiros Collado, a psychologist with over 20 years' experience who specialises in family support, shares her tips to help parents prepare for their child's return to school.

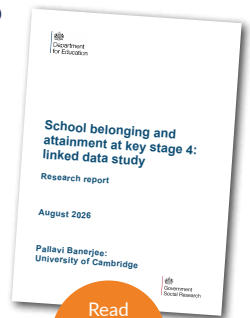
You can find this here:



School Belonging and Attainment at Key Stage 4

This DfE report examines the relationship between inequalities in school belonging and attainment among secondary school pupils using linked administrative data.

It responds to growing policy interest in pupil wellbeing and addresses a key priority area: to understand variation in school belonging and attainment and how these are shaped by pupil background characteristics and psychosocial risk factors like bullying.

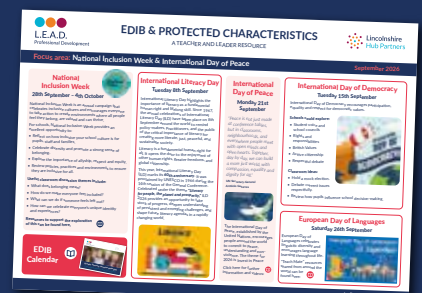


CLICK HERE

The EDIB Calendar

EQUALITY, DIVERSITY, INCLUSION AND BELONGING

L.E.A.D. Teaching School Hub remains committed to supporting schools in developing their approach to Equality, Diversity, Inclusion and Belonging Protected Characteristics.



Please find a copy of the latest EDIB newsletter for September





Welcoming a Trainee Teacher this September: How schools can help them thrive

September is an exciting time in every school. Alongside welcoming new pupils and staff, many schools also open their doors to trainee teachers embarking on one of the most rewarding, and challenging, years of their careers.

A trainee teacher brings fresh ideas, enthusiasm and a genuine passion for making a difference. While they are there to learn, the support they receive from the whole school community can have a lasting impact on their confidence, development and future success.

Creating a positive, supportive environment doesn't require grand gestures. Often, it's the everyday interactions that make the biggest difference.

Why Your Support Matters

Teacher training is a steep learning curve. Trainees are balancing lesson planning, teaching, assessment, university PGCE assignments, observations and professional development, all while building new relationships with pupils, colleagues and families. Feeling welcomed, valued and included helps trainees develop the confidence they need to take risks, reflect on their practice and grow into effective teachers.

Top Tips for Supporting a Trainee Teacher

1

Give Them a Warm Welcome

Simple introductions, a tour of the school, and ensuring they know where to find resources can ease first-day nerves. Including them in staff briefings and social events helps them quickly feel like part of the team.

2

Be Approachable

Encourage trainees to ask questions no matter how small they seem. A culture where it's safe to ask for help promotes confidence and continuous learning.

3

Share Your Expertise

Whether you're a teacher, teaching assistant or member of the wider school team, your experience is invaluable. Share classroom strategies, behaviour management techniques, organisational tips and resources that have worked well for you.

4

Offer Constructive Feedback

Positive feedback builds confidence, while specific, actionable suggestions support improvement. Aim to highlight strengths as well as areas for development.

5

Include Them in the School Community

Invite trainees to staff events, extracurricular activities and meetings where appropriate. Feeling part of the wider school community helps them understand the culture and ethos of your school.

6

Encourage Reflection

Rather than immediately providing solutions, ask reflective questions such as:

- What went well in that lesson?
- What might you do differently next time?
- What surprised you?

Developing reflective practice is one of the most valuable skills a trainee can build.

7

Be Patient

Every trainee develops at a different pace. Confidence grows over time, and mistakes are an important part of learning. Offering reassurance alongside guidance creates an environment where trainees feel able to improve.

8

Celebrate Successes

Whether it's delivering a fantastic lesson, building positive relationships with pupils or trying a new teaching strategy, recognising achievements helps motivate trainees and reinforces good practice.

Remember: Everyone Plays a Role

Supporting a trainee teacher isn't solely the responsibility of their mentor. Office staff, teaching assistants, lunchtime supervisors, site teams and senior leaders all contribute to creating a welcoming school culture.

Every positive interaction helps a trainee feel valued and supported.

Investing in the Future of Teaching

Today's trainee teachers are tomorrow's experienced educators, mentors and school leaders. By investing time, encouragement and professional support now, schools help shape confident, reflective teachers who will go on to make a lasting difference in classrooms for years to come.

As September approaches, let's remember that a warm welcome, a listening ear and a few words of encouragement can make all the difference. Together, we can ensure every trainee teacher has the opportunity to flourish.

Appropriate Body - Registering New ECTs

If you have an ECT who is new to your school, please make sure you have registered them for induction. Follow this link for a step-by-step guide to registering your ECT:



The deadline to register ECTs for the Autumn Term is **Friday 2nd October 2026**. Failure to register ECTs by this date will result in a delayed Induction.

Upcoming Events

Event	Date and time	How to book
Schools new to our Appropriate Body services (AB)	Thursday 17th September 2026 2pm – 3pm	These sessions are most appropriate for Induction Tutors and Headteachers who are responsible for overseeing and new to the Induction process and ECTs. To book onto this session please log onto ECT Manager and look under 'booked courses'.
Statutory Induction Information Event – Induction Tutors and Headteachers	Monday 21st September 2026 3.45pm – 4.30pm	These sessions are most appropriate for Induction Tutors and Headteachers who are responsible for overseeing the Induction process and ECTs – a bit confusing. To book onto this session please log onto ECT Manager and look under 'booked courses'.
Statutory Induction Information Event – Mentors and ECTs	Monday 28th September 2026 3.45pm – 4.30pm	These sessions are most appropriate for Mentors and ECTs to understand more about the Statutory Information during induction. If you are an ECT, to book onto this session please log onto ECT Manager and look under 'booked courses'. If you are a Mentor please book onto this session using the link here. 
Reduction Request Deadline Autumn Term	Friday 16th October 2026	If you would like to discuss a reduction to Induction request with us please contact keira@leadtshub.co.uk



Early Career Training Programme (ECTP)

The latest figures from the Department for Education highlight the growing impact of the Early Career Teacher Entitlement (ECTE) During the 202/26, more than 22,000 Early Career Teachers began ECTE-based induction training, supported by nearly 14,000 newly trained mentors. Encouragingly, retention rates remain high, with almost 90% of ECTs staying in state schools after their first year, while retention after two and three years has continued to improve. Since its introduction in 2021, ECTE-based induction has reached 18.5% of the state school teaching workforce, demonstrating its growing role in supporting teacher development and retention.

As we welcome our newest ECTs to their training and welcome back our ECTs continuing their journey, we wanted to share the dates and times of our upcoming events. All of these events will be held online on each of the dates and times specified below.

All dates for facilitated sessions for ECTs and mentors for this academic year can be found here: 

Early Career Training Programme Welcome Event – Year 1 ECTs and corresponding mentors

Monday 5th October
3.45pm – 4.15pm



Early Career Training Programme Welcome Event – Year 2 ECTs and corresponding mentors

Wednesday 14th October
3.45pm – 4.15pm



Early Career Training Programme Welcome Event – Induction Tutor

Thursday 15th October
3.45pm – 4.15pm



ECT Events

This term your ECTs will need to attend a training session. These training sessions are a crucial part of the ECT Induction as they are designed so that ECTs access to high-quality training materials aligned with the ITTECF, focusing on practical classroom strategies.

ECTs can book onto their event here:



Mentor Events

This term your mentors will need to attend a training session. Mentors are required to attend three training events over the year, one per term. Schools will only receive their allotted funding if mentors attend these events and fully engage with their online learning.

Mentors can book on their event here:



ECT Year 2 Information

Last term we shared some helpful and informative videos for ECTs, mentors and Induction Tutors regarding Year 2 information. If you have not yet watched these please use the below links.

Year 2 overview for ECTs 

Year 2 overview for Mentors 

Year 2 overview for Induction Tutors 

If you have any questions please do not hesitate to contact Sophie or Rachael.

CONTACT OUR TEAM IF YOU HAVE ANY QUESTIONS



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National Professional Qualifications

September is the perfect time to reflect on your professional goals and consider how high-quality professional development can support both your own career progression and your school's improvement priorities.

With appraisal conversations taking place throughout September and into October, now is an ideal opportunity to discuss your development aspirations with your line manager or team members that you may line manage and explore the range of National Professional Qualifications (NPQs) available.

As you prepare for your conversation, consider:

- What leadership skills would you like to develop?
- How can your professional learning support your school's priorities?
- Which areas of practice would have the greatest impact on your pupils and colleagues?
- How could an NPQ help you achieve your career ambitions?

Discussing professional development early in the academic year allows time to plan and enroll on programmes that will have a lasting impact throughout the year.

Specialist NPQs

Teach First's suite of specialist NPQs provides evidence-informed professional development designed to improve leadership and classroom practice.

Specialist NPQs include:

- **Leading Teaching (NPQLT)** – Develop expertise in improving teaching across your school.
- **Leading Behaviour and Culture (NPQLBC)** – Create positive, inclusive learning environments where pupils thrive.
- **Leading Teacher Development (NPQLTD)** – Build effective professional development programmes that improve teaching.
- **Leading Literacy (NPQLL)** – Strengthen literacy across the curriculum and improve outcomes for all learners.
- **Leading Primary Mathematics (NPQLPM)** – Enhance mathematics leadership and teaching in primary settings.

These programmes combine flexible online learning, expert facilitation and practical application within your own setting, allowing you to develop while continuing in your role.

To apply for these, and our suite of Leadership NPQs, follow the link here: 

Teach First Cohort 4b Leadership

We wish you the best of luck as your assessment window approached. It was great to capture the impact of this programme on our programme members. Watch this video from NPQ SL programme members on our webpage here, demonstrating what you can get out of the programme:



Conference Success

We would like to thank everyone who attended our recent conferences. The comments below demonstrate the impact these have. A huge thank you to our wonderful team of facilitators who have enabled this:

NPQSENCO Conference

“ Very informative, lots of information to take away. Great to broaden understanding of SEN from outside of the county.

“ Having the opportunity to have discussions with other professionals and SENCOs. Being able to give reasons for our practice, accept feedback, share ideas and resources, being reflective with others. Sometimes it's difficult to see things when you are in the thick of it (can't see the wood for the trees)

NPQEYL Conference

“ Great discussions with colleagues and speakers were fab!

NPQLT Conference

“ Having the opportunity to speak with teachers in secondary settings, and how this compares with a primary setting.

“ Working with and discussing scenarios with colleagues from different settings is always the most useful.

NPQEL Conference

“ The session on culture has stayed with me: I consider this daily and how I can support being able to create the right culture in our federation.

“ Discussing the formative assessment pieces in the group was valuable and helped me reflect on a bigger, strategic picture rather than an isolated HT.

NPQH Conference

“ Listening and learning from an active headteacher. Really inspiring.

“ Guest speaker discussing the course content in action making the reading and research tangible.

“ Being able to discuss staffing and staffing structures and leadership structures in a school context that was different from my own. It was useful to look at leadership from the perspective of a large school when I am from a small school and how leadership and leadership structures differ across age ranges.

“ Inspirational Headteacher speaker. Reminder of why we do the job we do!!

“ It was insightful to listen to listen to the Head talk about how passionate she was about her school and how she had faced challenges and overcome them.

“ The key speakers were very inspiring.

NPQSL Conference

“ The whole day was amazing. Particularly the imposter syndrome part as this resonates with me a great deal.

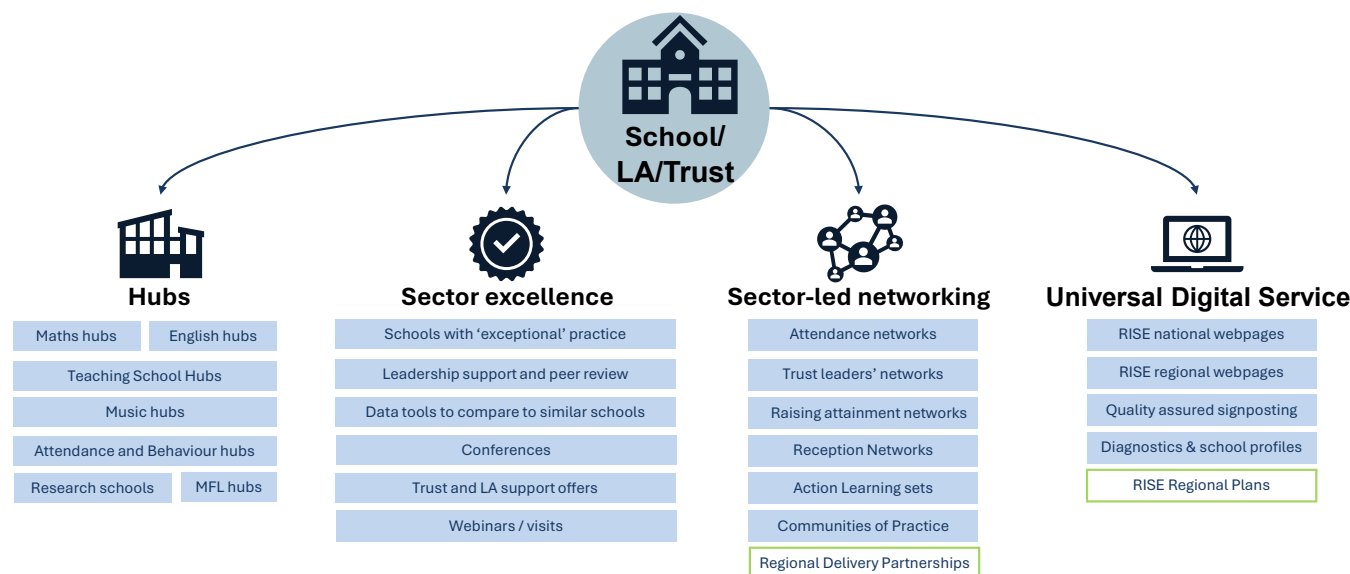
“ The session where we focused on imposter syndrome as it was something that I could really relate to. It was beneficial to have some coping strategies to help deal with this.



You will be aware through RISE that the Curriculum Hubs are central to the offer. The DfE have helpfully created overview to demonstrate this.

We hope this is helpful when working with your staff teams and accessing the free offers available.

Universal RISE: promoting existing best practice **RISE** Department for Education



The national priorities are the focus of Universal RISE activities

Attendance

Attainment

Reception Year Quality

Inclusive mainstream

Universal RISE Reception Year Support and LA Offer: The Lincolnshire Offer

Bridging nursery, pre-school and reception year

Early Years Stronger Practice Hubs
EYFS support and CPD for leaders and practitioners

Support available:

- Termly SPH PD programmes in Early Language, Maths, and PSED.
- Bespoke in-setting support from Early Years Specialist Advisors – up to 4 days per term per setting.
- Networks, conferences, webinars, open days and resources to support the development of a range of aspects of high-quality early years practice.

Audience: All leaders, teachers and practitioners who work with, or are responsible for, the education of children in EYFS (including Reception).

How to engage: Greater Lincolnshire Early Years Stronger Practice Hub

Lincolnshire Stronger Practice Hub
Gainsborough Nursery
Contact: enquiries@gainsborough-nur.lincs.sch.uk



LA Offer

Lincolnshire LA *Working for a better future*

Support available:

- EYFS Profile Support
- CPD across prime areas
- Transition Support- Schools and Settings
- Locality networks
- Starting Reception Year Support

Supported by:

- HAFS Programme
- Family Hubs 0-5 Offer

Audience: School Leaders and Reception Teachers

How to engage:
Contact: EYCC@lincolnshire.gov.uk

School-Based Networks

Reception Networks

Early Years and Childcare Support:

L.E.A.D. Waddington All Saints, Lincoln and St Thomas' Primary School, Boston

Support available:

- Regular opportunities to connect with peers, share ideas and discuss effective reception practice
- Access to high quality CPD
- 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

Audience: Reception teachers and School Leaders

How to engage:

Waddington All Saints Academy
Tel: 01522 820099
www.all-saints.lincs.sch.uk



St Thomas CE Primary Academy
Tel: 01205 362860
www.stthomasacademy.co.uk

DfE Guidance

Further details on the DfE Reception Improvement offer, including online training, can be located [here](#)

Golden Thread CPD

L.E.A.D. Teaching School Hub
Reception Year Teaching CPD



Support available:

- Specific CPD for reception year teachers
- NPQ Early Years Leadership

Audience: **CPD:** Reception year teachers Y3 onwards
NPQ: Early Years Leaders

How to engage: colette@leadtshub.co.uk
www.leadtshublincs.co.uk

Subject Specific Support/CPD

East Midlands East Maths Hub
Reception Year Maths Hub Support

Support available:

- Access high quality and fully funded professional development to support the delivery of a full maths curriculum.

NOTE: Some of the support will be for DfE invited schools only.

Audience: **CPD:** Reception teachers
Targeted Support: Targeted Support is available within Reception to support school leaders to implement change.

How to engage: enquiries@ememathshub.org
www.ememathshub.org



Witham St Hughs English Hub

Reception Year English Hub
Support for Early Language and Literacy

Support available:

- Medium Level Support (training), Specialist Support Days, Partner School Status - 2 years of intensive support with associated funding.

NOTE: Some of the support will be for DfE invited schools only.

Audience: Head Teachers, Reception Leads and Teachers

How to engage: sophiehurst@leadtshub.co.uk
www.wshenglishhub.co.uk



Excellence in Reception Teaching Programme

This two-term, online programme supports new and existing reception teachers to strengthen their practice. Grounded in evidence and tailored to the reception context, it focuses on practical approaches that help give children a strong start to school.

- ✓ Build **strong foundations** and help develop **literacy, language and communication** skills.
- ✓ Gain the latest advice on **new inclusion standards** and meeting the needs of children with **SEND**.
- ✓ Improve **pupil attainment** through **small, high-impact changes** to teaching.
- ✓ **Build on what you already know** to become even more effective in your role.
- ✓ Access the **latest education research** and evidence through a **reception lens** with **bitesize content** that is high-impact and always useful.
- ✓ Develop your skills in working with others, including **parents and other adults** involved in the child's learning.
- ✓ Take part in a **flexible programme** designed to be completed in dedicated CPD time.
- ✓ Gain **best practice** insights from **reception specialists** across the country.

About NIoT

The National Institute of Teaching is a higher education institute established by schools and for schools to boost the quality of teaching and school leadership at a systemic level. Together, our research and the professional development we offer supports teachers and leaders at every stage of their career.

Duration: Two terms
Fee: DfE scholarship funding
Eligibility: Current reception teachers & experienced teachers moving into reception



Programmes are:



Designed with expertise from Reception specialists.



Structured to fit around reception teachers' busy lives - fully online.



Powered by research: national experience applied to local context.

RISE Reception Networks

Please click to see the dates for the RISE reception Networks below:

Waddington All Saints Academy



St Thomas C of E Primary Academy



RISE Maths Hubs

Overview for 2026/27

OFFICIAL – INFORMATION FOR RISE

Working with your local Maths Hub Partnership can enable:

- **All leaders** to create the culture, systems and capacity for high-quality professional learning and sustained implementation of change based on your needs
- **All teachers** to develop strong subject and pedagogical expertise through high-quality professional learning
- **All pupils** to secure mathematical foundations and develop a deep, secure and connected understanding of maths.

All projects are **fully funded** by the Maths Hubs Programme so are **free** to participating schools.

Primary	Secondary
Mastering Number: • Mastering Number at Reception and KS1 Work Groups (BSIL) • Mastering Number at KS2 Work Groups	Securing Foundations at Year 7 Developing Fluency with Multiplicative Reasoning at KS3 Sometimes collectively referred to as Mastering Number at KS3.
Teaching for Mastery: • Primary Teaching for Mastery (Introductory) Work Groups • Primary Teaching for Mastery Work Groups • Primary Mastery Specialist Programme	Teaching for Mastery: • Secondary Teaching for Mastery Work Groups • Secondary Mastery Specialist Programme
Specialist Knowledge for Teaching Mathematics (SKTM) programmes: • Reception Teachers (BSIL) • Primary Teachers • Primary Early Careers Teachers • Primary Teaching Assistants.	Secondary Subject Leader Communities Higher-level Maths Achievement Work Groups Specialist Knowledge for Teaching Mathematics programmes: • Secondary Non-Specialist Teachers • Secondary Early Careers Teachers. • Secondary Teaching Assistants
• Year 5-8 Continuity Work Groups • Multi-Academy Trust Maths Leads Communities	• Regional Special Schools Teaching for Mastery Communities • Regional ITT Providers Communities
Targeted Support in Mathematics (available in Reception, Primary and Secondary) Bespoke school development, supporting leaders to improve capacity for implementation.	

Other professional development opportunities are available, including those at **post-16** (scan the QR code to find out more).



Where can I find full details of each project?



How do I contact my local Maths Hub?



Access your Maths Hub:



EAST MIDLANDS EAST



RISE English Hubs

Overview for 2026/27

Universal support offer:

- **Showcases** demonstrating best practice
- **Audits** to assess a school's existing practice and identify areas needing improvement
- Evidence based **CPD programmes** for subject leaders
- **Conferences** and **twilight training** sessions

All support is **fully funded** by the English Hubs Programme, and cover costs may be available.

Contact your local English Hub here: [English Hubs](#)



Training Programmes	Targeted Offer
Nurturing Language & Literacy in the Reception Year Reception The programme supports early years leaders and headteachers to strengthen language, reading and writing in Reception, with a focus on how strong foundations in talk, reading and transcription, including handwriting, support early writing. • Intended audience: Early years leaders and Headteachers	Reception • Strengthening Reception practice across early language and literacy • Up to 6 Literacy Specialist days • Resource funding for handwriting programmes* • Targeted CPD for reception practitioners and school leaders
Early Language Reception – KS1 Delegates will be supported to develop and implement a strategy for supporting early language development in all children including those with speaking and understanding difficulties. • Intended audience: EYFS/ KS1 programme Lead	KS1 • Improving early reading and phonics • Up to 12 Literacy specialist days • Up to £6k resource funding for phonics*
Transforming Schools' Reading Culture Reception – KS2 Participants will engage deeply with reading for pleasure pedagogy and leadership theory to transform their school's reading culture. • Intended audience: English Subject Leads	KS2 • Embedding effective reading practice, including phonics for those with ongoing reading needs and reading fluency • Up to 9 Literacy Specialist Days • Up to £6k resource funding*
Reading Ambition for All Reception – KS2 The programme explores the appropriate teaching, support and provision of phonics teaching for children not reading at age-related expectations, with a particular focus on those with Special Education Needs and Disabilities • Intended audience: SEND & Inclusion Leads, Reading Leads	Key Stage 3 • Strengthening secondary reading practice for struggling readers, through in-school audits and targeted specialist support • Up to 6 Literacy Specialist Days • Up to £6k resource funding*
Fluency: A Bridge to Comprehension KS2 Delegates will explore what reading fluency is - and what it isn't - while learning how to apply evidence-informed strategies in reading lessons to help all pupils become successful, volitional readers. • Intended audience: Key Stage 2 reading fluency Leads	*Resource Funding is subject to eligibility, and dependent on the outcome of the audit.
Unlocking Reading KS3 The programme is designed to build confidence, capability and knowledge for schools to support secondary-aged pupils with reading needs. • Intended Audience: Teachers, teaching assistants and school leaders	All schools participating in targeted support will become a Partner School and will have access to graduate support to embed programme changes after completing the programme.

Access your English Hub:



Witham St Hughs

A national, school-led programme supporting schools to strengthen attendance and behaviour through peer support, structured improvement activity and best practice sharing. Programme launched January 2026 • 93 lead schools across 9 regions • aimed at supporting senior leaders with responsibility for attendance and behaviour in 'partner' schools.

1. Overview of the programme

'Lead' schools with strong practice support 'partner schools' to improve pupil attendance and behaviour.

There are two main support pathways: **regional support** and **enhanced support**.

Designed to help leaders reflect on current systems, share effective practice and implement changes.

Focus is on strengthening leadership, culture, routines, systems and use of data.

2. Regional support (c. 2000 school per annum)

Light-touch support for the majority of schools joining the programme. Pathway is designed to help schools see effective practice in action, reflect on their own approach, network with other schools, and make changes between sessions. Schools complete a self-assessment and join a structured programme of online CPD plus termly open days at their allocated lead school. Each lead school typically works with a regional network of around 30 to 40 regional partner schools.

3. Enhanced support (c. 180 schools per term)

For schools that want and need more concerted support to improve attendance and behaviour.

Eligible schools receive 10 days of tailored leadership support over 3 terms from an allocated lead school.

Process: initial call, self-assessment and document/data review, deep-dive visit, joint action plan, implementation support, end-of-support review.

Regional hub advisers provide oversight, including sign-off of action plans and QA.

4. Eligibility and sign up

Regional support is open to all schools in England seeking to strengthen attendance and/or behaviour practice through the hubs programme.

Schools can express an interest in receiving support [through the application form](#) and will be matched with a hub.

Enhanced partner schools are identified through a combination of attendance data and Ofsted and directly contacted and invited to participate.

5. RISE input

RISE teams can support the programme by:

- Encouraging schools to express an interest in receiving support through the hubs programme through [the EOI](#);
- Discussing with their A&B hubs regional delivery lead, schools that might benefit from support;
- Join the open days hosted by their regional A&B hub to understand more about the programme.

6. DfE A&B regional lead contact details

- North-West: NW.ABHMALBOX@EDUCATION.GOV.UK
- East of England: EE.ABHMALBOX@EDUCATION.GOV.UK
- East Midlands: EM.ABHMALBOX@EDUCATION.GOV.UK
- London: LONDON.ABHMALBOX@EDUCATION.GOV.UK
- North-East: NE.ABHMALBOX@EDUCATION.GOV.UK
- South-East: SE.ABHMALBOX@EDUCATION.GOV.UK
- SW: SW.ABHMALBOX@EDUCATION.GOV.UK
- West Midlands: WM.ABHMALBOX@EDUCATION.GOV.UK
- Y&H: YH.ABHMALBOX@EDUCATION.GOV.UK

Links to key programme resources and further information are listed below:

- 1) [Programme overview](#); 2) [Guidance for partner schools on the programme](#);
- 3) [List of lead schools by region](#); 4) [National expression of interest form](#).

- The next regional support cohort will commence in January 2027.
- New schools receive enhanced support on a termly basis.

Access your Attendance and Behaviour Hub: 

- Early Years Stronger Practice Hubs are a national network with expertise and knowledge of the evidence base on what works to support child outcomes, and experience of delivering effective practice.
- An Early Years Stronger Practice Hub is an appointed partnership of up to seven early years providers, with a designated lead setting carrying overall responsibility for establishing and developing the Hub. Each hub includes a PVI lead or partner and is encouraged to have a childminder partner.
- Hubs operate in every region and work closely with local authorities and sector partners to identify local priorities. They provide outreach and support to all types of providers, including childminders. They help settings adopt evidence-informed approaches and provide direct access to high-quality CPD, resources, and advice. Although support is primarily focused on pre-reception settings, some Hubs also work with reception practitioners.
- Under the Best Start in Life Strategy, 18 new Hubs have recently been appointed, increasing the total national network from 18 to 36 hubs. The hubs are distributed across England, with at least 3 Hubs in each region.
- Hubs are supporting settings to adopt well-evidenced practice improvements by:
 - **Maintaining local networks of settings** to share knowledge and effective practice.
 - **Proactively sharing information and advice** on evidence-based approaches, for example, through newsletters, blogs and social media.
 - **Acting as a point of contact for advice and signposting** to other funded support.

In June 2025 the independent [Early Years Stronger Practice Hubs Evaluation Research Report](#) was published. Key findings showed:

- The programme was well received and perceived to have a positive impact on EY staff and children.
- The majority of settings who engaged with the programme reported making changes to their practice and agreed the changes would benefit the children at their settings.
- It helped contribute towards some of the key aims of the overall EYER programme, demonstrating good reach into deprived areas, with a greater impact seen in engaged settings located in the most deprived areas.

The role of hubs is expanding to include **Early Years Stronger Practice Advisers**. The (EYSPA) programme will provide bespoke support for early years leaders in their locality, including childminders, identified by Ofsted as needing to improve. Hubs will lead and co-ordinate the matching of advisers to settings based on specific criteria.

Hubs will also provide **Early Years Learning Leads (EYLLs)** in early language, maths and personal, social and emotional development. These leads will drive local engagement and deliver quality professional development and support for the early years workforce.

For further information, including the list of hubs, please visit the **Stronger Practice Hubs official website**.

Ambition Institute can also be contacted directly with any queries about the programme: earlyyears@ambition.org.uk

Access your local Stronger Practice Hub - Gainsborough Nursery: 



Do not miss the calendar of events in the National Year of Reading.

National Year of Reading

Autumn term overview
Schools and Early Years settings



Focused on Reading for Pleasure in the community

September 2026

Date	Time	What	Content	For	Where	Cost
07	N/A	Resource drop	Three to five resources per phase focused on building a reading for pleasure culture in the community.	Practitioners (all phases)	Download online	Free
24	9:00am - 3:00pm	Teenage Reading Seminar	Explore how we can find routes into reading and validate teenage reading experiences.	Secondary practitioners	Glasgow	From £100
24	9:00am - 4:00pm	Inclusive Libraries Conference	Hear from speakers sharing approaches to conversations around ethnicity, race and intersectionality through children's literature.	Librarians & teachers	Sheffield	Free
TBC	TBC	Go All In Together! Moment	Part chat show, part drawing masterclass, and part national competition, this broadcast event will bring to life the world of comics and graphic novels with exciting names and faces. More details soon!	Pupils ages 7-14	Online	Free
29	3:45pm - 5:15pm	Early Years CPD webinar	Opening the door to reading at home. Research insights, inspiring practice and strategies for Schools and Early Years Settings.	Early Years practitioners	Online	Free
30	9:00am - 4:00pm	Inclusive Libraries Conference	Hear from speakers sharing approaches to conversations around ethnicity, race and intersectionality through children's literature.	Librarians & teachers	London	Free

October 2026

Date	Time	What	Content	For	Where	Cost
06	3:45pm - 5:15pm	Primary CPD webinar	Reading together: engaging parents, carers and families.	Primary practitioners	Online	Free

November 2026

Date	Time	What	Content	For	Where	Cost
03	3:45pm - 4:25pm	TeachBrief Live	Children and Young People's Reading 2026: implications for practice.	Primary practitioners	Online	Free
05	3:30pm - 5:00pm	Early Years CPD webinar	Once upon a rhyme: how poetry, performance and playful language spark confidence, communication and joy in young learners.	Early Years practitioners	Online	Free
10	3:45pm - 4:30pm	Secondary CPD webinar	The link between literacy and mental wellbeing in teenagers plus teenagers' engagement with audiobooks and podcasts.	Secondary practitioners	Online	Free
16-26	N/A	Reconstructing Reading	An online festival bringing together international literacy leaders to unpick and illuminate reading instruction - with classroom strategies to empower every reader in ways that work today.	Primary practitioners	Online	Paid
TBC	TBC	Go All In Together! Moment	Lights, camera, reading! These broadcast events will explore the excitement and creativity of bringing favourite stories and books to life on screen. More details soon!	Ages 7-16	Online	Free
TBC	TBC	Early Years child facing event	A lively event blending imaginative storytelling with big, joyful movement. More details soon!	Early Years children	Online	Free
23	N/A	Legacy toolkit	A toolkit celebrating the impact of the year with resources, insights, and next steps to sustain and grow reading cultures.	All practitioners	Online	Free

December 2026

Date	Time	What	Content	For	Where	Cost
01	3:45pm - 4:30pm	Secondary CPD webinar	Led by author Richard O'Neill MBE, this session will explore how to bring stories from your community into school life, with a particular celebration of Gypsy Roma and Traveller cultures.	Secondary practitioners	Online	Free
02	3:45pm - 5:15pm	Primary CPD webinar	Connecting reading communities: school libraries and public libraries and beyond.	Primary practitioners	Online	Free
03	3:45pm - 5:15pm	Legacy & celebration event	A special end of year moment for schools and settings to celebrate the dedication and impact of the year, while looking ahead on how we sustain momentum beyond 2026.	All practitioners	Online	Free

Throughout the Autumn Term, there will be additional activity added to support the theme of building a reading for pleasure culture in the community.

To stay up to date on additional activity going live, and to pick and choose from the above core activity, sign up to our free platform now:



[Sign up](#)



[Log in](#)



We are not currently an 'Active' school and are wondering whether Active Spelling or Active English might be right for us...

Book a place on one of our **free** to attend **Active Open Mornings!** Hear from an expert facilitator about the benefits and impact of Active Spelling or Active English. See the approach taught live in classrooms, and have the opportunity to speak to both children and staff about being an 'Active' school.

ACTIVE
ENGLISH

ACTIVE
SPELLING

I am a new member of staff, and my school already teaches Active Spelling or Active English...

Book a place on our **'New staff to Active Spelling/English' training.** This training will get you up to speed on delivering the programme within your school. Supplement this with seeing the approach taught by colleagues in your own setting, and you will be well-equipped to become an 'Active' teacher.



I am already teaching Active Spelling or Active English and loving it...

Fantastic! Make sure to book onto our **free Active Spelling or Active English Network meeting** in the Autumn term. This will give you some valuable updates as well as an opportunity to network with 'Active' colleagues from across the country.

ACTIVE
ENGLISH

ACTIVE
SPELLING

ACTIVE
ENGLISH

ACTIVE
SPELLING

Upcoming CPD, not to be missed

Funded by



Department
for Education



English Hubs
Witham St Hughs

Aimed at Reading Leads
and SLT Teaching and
Learning/Quality of
Education Leads

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





BEING OFSTED READY – FROM IDSR TO SUSTAINABLE IMPROVEMENT: BUILDING LEADERSHIP INSIGHT AND EXPERTISE

Day 1

Understanding your IDSR: There will be an opportunity to work with Mark 1:1 in your school to understand the key themes within your IDSR and analyse what this is telling you in terms of school improvement and inspection preparation.

Understanding the Inspection Process: You will then have the opportunity to unpick the Ofsted inspection process with Mark. This will be with a particular lens on what this means for your school and your current position. He will leave you with a clear sense of direction. He will then follow this up with leadership conversations and focused monitoring activities aligned to the Ofsted Inspection Toolkit.

Day 2 (Optional According to Need)

Mark will work alongside school leaders, providing 1:1 coaching to support you in developing an action plan and bringing about sustainable change. Using your IDSR and his inspection knowledge, he will help you implement targeted improvements and strengthen practice across your school. Whether you're building a new leadership team or building on the strength of your current one, this additional day will help embed lasting progress.

As a former His Majesty's Inspector for Ofsted, Mark led over 100 inspections across a wide range of settings, gaining deep insight into the current inspection framework. He is a highly experienced education professional with over 30 years in the sector, dedicated to ensuring all pupils – especially the most disadvantaged – receive the support they need to succeed. With a decade of headship, he has led schools from inadequate to good, with elements rated outstanding, and brings extensive leadership expertise from roles in multi-academy trusts and local authority school improvement. Drawing on this breadth of experience, he works closely with leadership teams to identify priorities, strengthen capacity, and drive sustained improvement at every level.





Future programmes for professional development

Click on your chosen programme below to book



Monday 21st September

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



**Wednesday 23rd
September**

Understanding the IDSR



Monday 28th September

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



Tuesday 29th September

**Active English
Open Morning**



**Wednesday 30th
September**

**Checking for
Understanding**



**Wednesday 30th
September**

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



Tuesday 6th October

**Subject Leader Group:
Primary PSHE**



Tuesday 6th October

**Active Spelling
Open Morning**



Tuesday 6th October

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



Tuesday 6th October

**Subject Leader Group:
Primary Computing**



Thursday 8th October

**Subject Leader Group:
Primary History**



Thursday 8th October

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



Tuesday 13th October
Subject Leader Group:
Primary Geography



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



Wednesday 14th
October
Sharing Practice -
Active Playgrounds
 Barrowby



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



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



Thursday 15th October
Sharing Practice
 Ling Moor



Wednesday 21st October
Sharing Practice -
Leadership
 St Thomas'



Click on your chosen programme to book



**TEACHING
WALKTHRUS**

**COACHING
WALKTHRUS**

**From Theory to Practice:
One Day Masterclass**

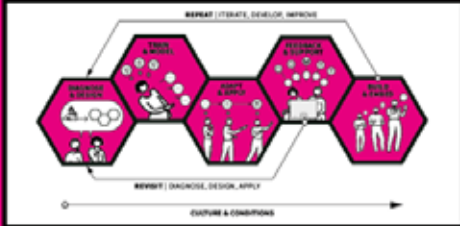
**QUEEN ELIZABETH'S HIGH
SCHOOL, LINCOLNSHIRE**

03.11.2026

In-person with
Tom Sherrington




**BOOK
HERE**  <https://bit.ly/1DayMCLincoln>







**TEACHING
WALKTHRUS**

Build great teaching,
step by step

walkthrus.co.uk

