L.E.A.D.
Professional Development

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Proud to be working with
Lincolnshire Hub Partners

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

Issue No.49 October 2026

OCTOBER NEWS

How is it October already?

As we move to a new month in the academic year, we hope that the start of the school term has been positive.

This month you may be conducting appraisals, where CPD is central to the conversation. Please do take the time to consider the L.E.A.D. Professional Development offer for your staff members. DfE accredited NPQs are open for application for the 2026/2027 cohort. You can find out further information on page 6 or click here to apply.

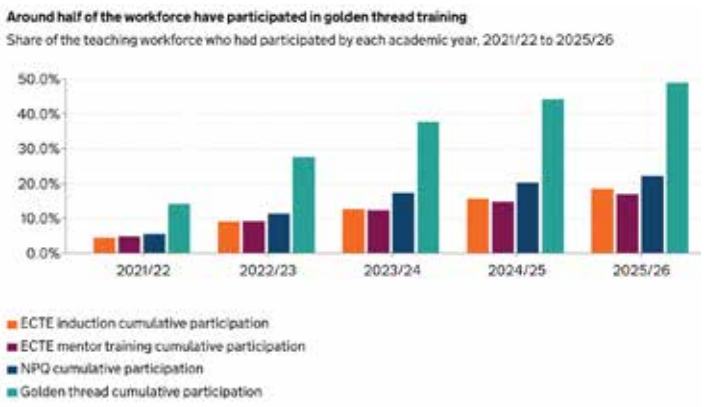
This newsletter provides updates around the latest messages and any CPD which may support this conversation. You will also notice that we are including the RISE Universal Offer for schools to engage with too as part of the DfE offer and aims to support the regional plan.

We look forward to working with you throughout the year and continuing to share expertise, connect colleagues and make a positive difference across all schools.

We are PROUD to share this...

Thank you to those of you who completed the DfE survey for the Teaching School Hub in the previous academic year. The feedback was 100% positive in the return! The comments also really help us to shape the offer for this academic year.

Equally, the DfE has shared that at least half of the workforce nationally are engaged with the Golden Thread of Professional Development. This appears to be increasing annually which is great to see.



Whole School SEND Conference – FREE

There is a Whole School SEND Conference in November. Please see below for further details.

East Midlands Regional Conference

DEVELOPING BELONGING THROUGH SPEECH, LANGUAGE AND COMMUNICATION

Join us for a free, DfE-funded day of continuing professional development.

- **Explore how to create a communication-friendly environment so that language is not a barrier to learning**
- **Learn to develop a whole-school approach to identifying and supporting learners with speech, language and communication needs (SCLN)**
- **Connect with practioners across the East Midlands!**

FREE SEND CPD

KEYNOTE SPEAKERS:

WARDA FARAH
Co-Founder of Rounded, Speech & Language Therapist

AMY WRIGHT
Speech & Language Therapist, Acorn Speech Therapy Ltd

Department for Education Representative

📍 **Park Plaza Nottingham, 41 Maid Marian Way, Nottingham, NG1 6GD**
📅 **26th November 2026**
🕘 **9:30AM – 3:00PM**

BOOK YOUR PLACE NOW

CLICK HERE TO BOOK

Funded by Department for Education

Early Years

EYCC are delivering a programme of training and network opportunities designed to support Reception teachers in delivering high-quality Early Years practice and achieving the best outcomes for children.

Read more here

These include training on:

- The Prime Areas of Learning
- Early Years Partnership Meetings
- Transition Forums
- EYFS Profile training
- Assessment Support Twilights

Details have been sent to school and attached to School News. If you have not received a copy of the flyer, please email eyworkforcedevelopment@lincolnshire.gov.uk

Attendance Blog: The Three Relationships

In this blog, we consider three relationships that can be impacted by poor pupil attendance, and how we can restore them: self, others and curriculum.

Read more here

Prevent Duty/ Safeguarding

Gov.uk have updated their safeguarding guidance with *'The Prevent Duty: practical guidance for designated safeguarding leads'*.

PE and Sport Premium Guidance for Primary Schools

On 24th September, the PE Sport Premium Guidance for Primary Schools was released. You can access it here:

Appraisals

You will currently be leading appraisals for the academic year. How do you conduct this within your setting?

Here are some top tips and advice within these articles below.

New Vocational GCSEs unveiled in major shake-up to hands-on learning for teens

Read the DfE press release here:

Life Skills Come First

Recent headlines about government proposals for primary schools to identify children at risk of future unemployment have sparked strong reactions. The article identifies the importance of life skills.

TeacherTales: How I support SEND pupils with these 10 tips

I believe in inclusion and I often wonder if we're providing the best possible academic progress for our SEND learners within mainstream schools. Do we have enough time to spend with them? How can we improve their progress regardless of sets, or mixed ability classes? How can we teach them to the best of their abilities within overcrowded classes, struggling budgets and other daily difficulties?

Read on to find out more...

Igniting Excellence in Education

Forge have shared a range of tools and resources to support pedagogical approaches.

Do take the time to have a look.

Four Ways to put Adaptive Practice into Action

There is a growing interest among schools in how adaptive teaching can help support pupils, including pupils with special educational needs and disabilities (SEND), to make meaningful progress towards the learning goals of lessons.

The blog from Ambition Institute gives suggestions to support this.

A Sense of Belonging: The Power of Positive Relationships in the Early Years

We know that positive relationships are vital. Only when we get this right, and when children feel they belong, can we begin to think about teaching and learning.

Read on to find out more...

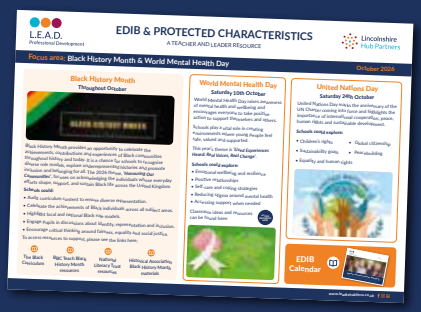
Guidance: Child on Child Sexual Violence and Sexual Harassment Summary

Here is a useful summary around Child on Child Abuse and Sexual Harassment. This may be of use for staff members.

The EDIB Calendar

EQUALITY, DIVERSITY, INCLUSION, BELONGING AND PROTECTED CHARACTERISTICS.

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 October

Assessment Only Route

The Assessment Only Route is a fantastic vehicle for your experienced, highly effective yet **unqualified classroom teachers to gain QTS** and for schools to invest in great practitioners. It offers a robust and thorough assessment of practice against Teachers' Standards. Evidence is gathered from interview, observations, professional discussion, school feedback and a comprehensive portfolio. QTS can be achieved in less than 12 weeks once the initial visit is completed. Lincolnshire ITT has a strong track record of working in a wide range of settings with positive feedback and invitations to return.

Senior Leader feedback: 'outstanding support throughout the process, clear guidance on expectations and evidence required, ensuring candidates are well prepared at each stage' and feedback which is 'insightful, helping candidates to reflect on and strengthen their classroom practice'.

Candidate comments: feedback is 'clear and very useful', the experience provided 'extremely supportive professional dialogue and constructive challenge', the process has been 'enjoyable with a great outcome'.

Assessment Only Route - The fee for AOR is £2,750 + expenses

- This route is for unqualified teachers where the Headteacher believes they are already meeting Teachers' Standards
- This is an assessment process, not a training route to QTS, and takes place in a 3 month assessment window
- The candidate must be employed in a teaching role within the school
- The candidate will have had teaching experience of 2 years or more, in at least 2 different settings
- The candidate cannot access student finance funding and is not required to come out of school for the process
- The fees are payable by the school to Lincolnshire ITT but funding will be agreed between the school and the candidate

If you would like to speak to someone about the Assessment Only Route to QTS please contact **SCITTenquiries@prioryacademies.co.uk**; and someone will come back to you.

QUALIFY TO TEACH WITH LINCOLNSHIRE ITT

ECTE Welcome Events

We are excited to announce that we are running three additional welcome events this term for our Induction Mentors, Year 1 ECTs, Year 2 ECTs and Induction Tutors. The sessions will be delivered online and include key information around the Early Career Training Programme which is separate from Statutory Induction.

Early Career Training Programme Welcome Events - please click on your chosen event to book

Year 1 ECT and corresponding Mentors

Monday 5th October
3.45pm-4.15pm

Year 2 ECT and corresponding Mentors

Wednesday 14th October
3.45pm-4.15pm

Induction Tutors

Thursday 15th October
3.45pm-4.15pm

ECT Year 2

This term, we are looking forward to launching Year 2 of the Early Career Training Programme (ECTP). Training events for Year 2 ECTs will include expert inputs, group and teacher practice opportunities and an opportunity for ECTs to network. The expert inputs in the Autumn Term are on 'Behaviour as Communication'.

We are excited to be setting off on this ECTP Year 2 journey with you all and feel that the content will be highly effective in supporting a more personalised learning journey, designed to support in depth self-study and sustained professional growth over time. We look forward to welcoming our ECT 2s to these training events.

Event booking

Our Autumn Term training events for ECTs and Mentors have now commenced, please ensure that your ECTs and mentors have secured their place. Events for Year 1 ECTs and Mentors and events for Year 2 ECTs can be found using the links *(right)*:

Year 1

Year 2

Please note that the mentor training is one year only.

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.

Quality Assurance Visits

In line with the DfE Key Performance Indicators (KPIs) L.E.A.D. Teaching School Hub Appropriate Body (AB), complete Quality Assurance visits with a minimum 10% of our schools per academic year. We endeavour to work with a range of schools each year.

Read more here

Our quality assurance visits are built around a collaborative approach in which we meet with Headteachers, Induction Tutors, Mentors and ECTs to gain a detailed understanding of the induction process, identifying the positive aspects as well as those that might be refined or developed further.

Reviewing and monitoring the statutory ITTECF based induction processes for quality assurance purposes also allows for both examples of effective practice to be highlighted and promotes the status of the induction process in schools.

We also welcome schools to contact us if they would like a QA visit, to enable them to support and strengthen their ECT offer. Please contact **keira@leadtshub.co.uk** if this is something you would like to discuss further.

> *"The appropriate body praised our work ethic and the systems we have in place, which confirmed that our induction processes are effective. This increased my confidence in our approach and reinforced the importance of maintaining and continuing to develop high-quality induction practices."*
>
> *"The QA visit helped me to review systems previously implemented but also validated the school's systems. It provided an opportunity to reflect on how we're supporting ECTs and to reassure us that we're meeting the requirements"*

The Appropriate Body Team

Our dedicated team and points of contact include:

- **Sophie Lougher - Early Career Teacher and Appropriate Body Lead**
- **Matthew Davidson - Deputy Appropriate Body Lead**
  Please contact Matt for queries regarding support plans or concerns around an ECT.
- **Keira Kelleher - Appropriate Body Assistant Lead and Programme Facilitator**
  Please contact Keira regarding statutory leave, quality assurance visits and reduction to induction queries.
- **Rachael Viscomi - Early Career and Appropriate Body Administrator**

If you have any questions regarding induction, please do not hesitate to contact a member of the team.

Sophie Lougher
AB Lead
sophielougher@leadtshub.co.uk

Matthew Davidson
AB Deputy Lead
matthewdavidson@leadtshub.co.uk

Keira Kelleher
AB Assistant Lead and Programme Facilitator
keira@leadtshub.co.uk

Rachael Viscomi
ECF and AB Administrator
rachael@leadtshub.co.uk

Autumn Cohort (commencing November 2026): APPLY NOW

We are so excited by the wonderful response to our NPQ application opening. We have a received a high level of applications, so do not miss your opportunity. Therefore, please continue to apply via the links below. We will be offering the full suite of NPQs and cannot wait to welcome you onto the course!

NPQLT NPQLTD NPQLBC NPQLL NPQ LPM*

Specialist NPQs

NPQH NPQ SENCo NPQSL NPQEYL NPQEL

Leadership NPQs

Deadline fast approaching – do not miss out!

Please check your eligibility for funding here:

Funded places are limited, so please submit your application at the earliest convenience to avoid disappointment.

Congratulations!

Well done to our NPQ Participants who passed their NPQs! It has been a privilege to be the Delivery Partner for your leadership qualification and we wish you every success.

Recruitment Webinar

On 30th September, Teach First hosted their recruitment webinar. It was an honour to be asked to contribute to this: one of our Senior Leadership cohort members gave insights into what the course had brought to them both personally and professionally.

We are proud to partner with Teach First as our Lead Provider, and should you have any questions at all, please contact **colette@leadtshub.co.uk**

Spotlight on NPQEL!

The NPQ for Executive Leadership (NPQEL) is for school leaders who are, or aspire to be, system leaders with responsibility for leading improvement at scale. This might be as an executive headteacher, CEO or in a trust leadership role.

Our NPQEL participants benefit from:

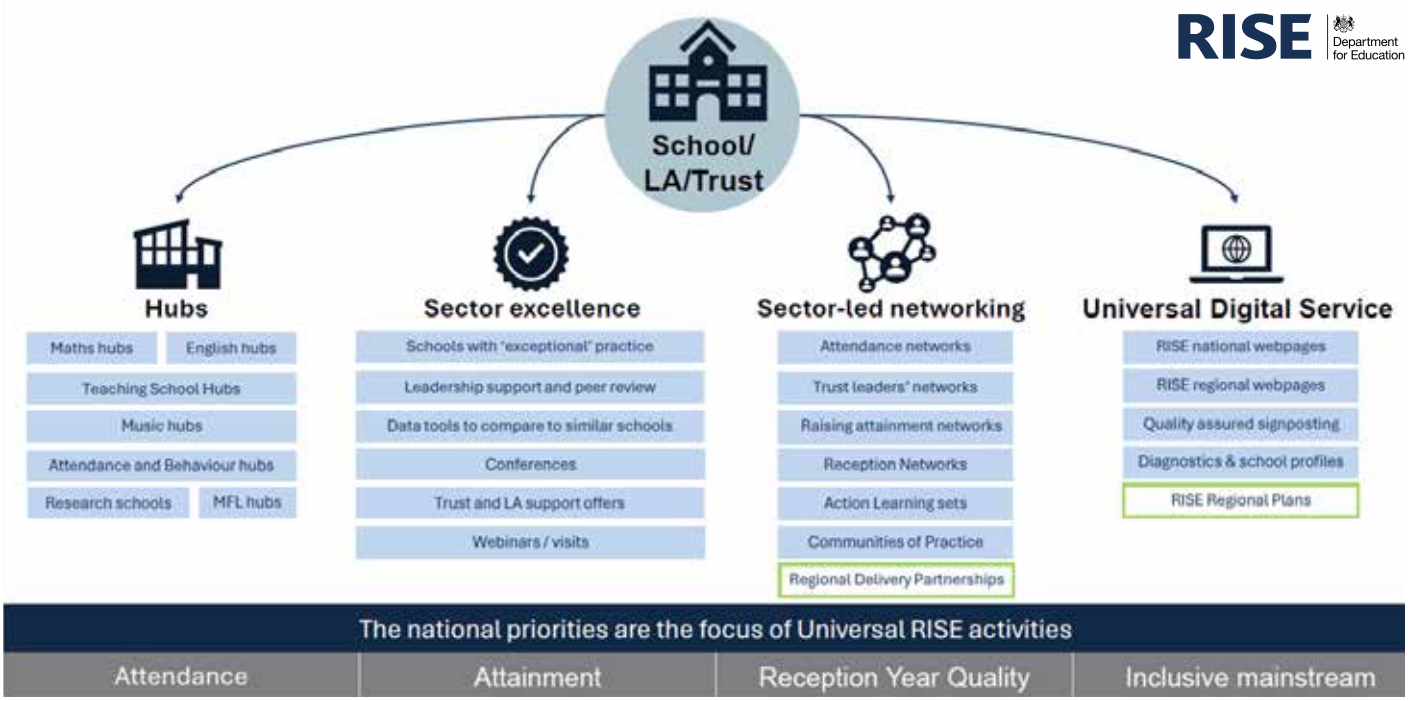
- **An executive leader trust visit** - providing the time and space to explore leadership in a different Trust or organisation, to network and collaborate with peers.
- **Online self-study** - accessible anytime and anywhere, providing easy access for reference.
- **Tailored content** - through regular assessments, self-refection and discussion.
- **Support** - to make the transition from Leader to Executive Leader - where it's needed.
- **Expert input via conference days** - across a range of areas such as the CEO role, developing MATs, finance, governance, values-led leadership and collaboration around school improvement priorities.

ELIGIBLE SCHOOLS BENEFIT FROM FULL FUNDING:
DO NOT MISS THIS OPPORTUNITY TO APPLY TODAY.

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 Attendance and Behaviour Hubs

The RISE Attendance & Behaviour Hub programme is pleased to announce that registrations are now open for the January 2027 regional support offer of the programme. All mainstream schools are eligible to participate in the regional support offer, including schools currently receiving targeted RISE support. The programme brings together schools from across the region to tackle shared attendance and behaviour priorities through practical, school-led collaboration and peer learning. Schools joining the programme will benefit from:

- High-quality online CPD delivered by sector experts, with 92% of participants in the previous cohort rating the sessions as useful
- Exclusive opportunities to visit lead schools and see effective practice in action through in-person open days
- Collaborative, solution-focused discussions with schools facing similar challenges across the region
- Access to proven strategies and approaches that support sustainable school Improvement

Run by schools, for schools, the programme provides a valuable opportunity to learn from experienced practitioners, share effective practice and strengthen approaches to attendance and behaviour.

Feedback from previous cohorts has been overwhelmingly positive. Participants described the open day visits as "inspirational" and among the "most useful training" they had received, with the visits achieving an average usefulness rating of 4.76/5.

All interested schools should complete the **Expression of Interest form** by **6th November 2026**. A member of the team will then be in touch with further information and next steps.

New free SEND and inclusion training materials now available!

The Department for Education has published a new suite of SEND In-House Training Materials to support schools and post-16 settings with staff development on SEND and inclusion. The materials include practical, editable resources that leaders can adapt for their own setting.

Schools: SEND and Inclusion Training for Mainstream Schools

Post-16 settings: SEND and Inclusion Training for Post-16 Settings

This will be explored in more detail at the Autumn Leadership Briefing.

RISE Reception Quality Webinar Series: autumn 2026

The DfE have created a webinar series to support teachers and leaders in the Early Year.

This includes three practical webinars exploring inclusive environments, GLD reports and SEND to support effective reception practice.

English Hub

New Logo!

The English Hub has a new logo- a slight tweak with the incorporation of the relationship with RISE within in!

English Hubs
Witham St Hughs
Integral to RISE delivery

We are delighted to welcome you to the 2026/27 academic year. This is an exciting year for Witham St Hughs English Hub as we officially roll out our support across Reception, KS1, KS2 and KS3.

Expression of Interest

If you would like to access our support offer this year, please complete the relevant Expression of Interest form:

KS1

KS2

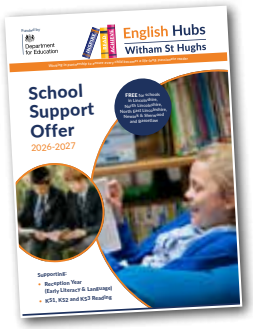
KS3

Please note that places are limited and completing an Expression of Interest does not guarantee that an audit will take place during the 2026/27 academic year. We will prioritise schools according to need and available capacity.

Our Reception audits and Partner School support are currently available to DfE-selected schools only. However, if your school has not been selected, please do still get in touch. We would love to explore how we can work with you through our wider support offer and help you strengthen the delivery of early literacy and language in Reception.

Wider Support Offer

Please find our brochure here which contains our support offer for 2026/27.



Read more here

Funding Update – Important Changes for 2026/27

There have been some important changes to English Hub funding arrangements for this academic year.

The DfE has introduced strict match-funding requirements, with funding now primarily focused on supporting English Hub Partner Schools.

We recognise that the changes to funding arrangements may raise questions for schools, particularly around eligibility, match funding and how this affects the support available to you.

If you are unsure about the changes or would like to discuss what this means for your school, please get in touch with the English Hub team. We are very happy to clarify the position and help you understand what support may be available to you.

Meet the Witham St Hughs English Hub Leadership Team

We are excited to begin the new academic year with our expanded team. Here is your English Hub team for 2026/27:

Colette Duggan – Strategic Lead

Colette provides strategic leadership for the English Hub and oversees the wider direction and development of our work.

Sophie Hirst – English Hub Lead

Sophie oversees the Hub's delivery, with a particular focus on the KS1 workstream, early reading, early language and reading for pleasure.

Ria Lane – Deputy English Hub Lead

Ria leads our KS2 and KS3 workstreams, supporting schools to develop reading provision, including reading fluency and reading catch-up.

Lisa Cassidy – Senior Literacy Specialist

Lisa leads the Reception workstream, supporting schools with early literacy and language development.

The 2026/27 academic year promises to be an exciting one for Witham St Hughs English Hub. Whether you are already working closely with us or are engaging with the Hub for the first time, we look forward to supporting you and your school. If you have any questions about our support, audits, funding or how to get involved, please get in touch with the team via **carrieanne@leadtshub.co.uk** or 01522 214459.

L.E.A.D. Active

L.E.A.D. Active

Active Training

When your school is ready to begin its Active Spelling or Active English journey, Active training can be booked with one of our expert facilitators. Training includes two, 2-hour live training sessions, handbooks for all staff, access to the L.E.A.D. Active secure platform, access to termly online network meetings and a termly Active newsletter.

Bronze, Silver and Gold packages are available, and pricing is banded based on number of staff, including a new small schools package for 2026/27 - starting from £600.

Refresher Training

Designed for schools already trained in an Active approach and need a refresher for their whole staff team, this training updates and upskills staff who are already teaching an Active approach in their classroom.

Refresher training is 2 hours, led by an expert facilitator and at a cost of £175.

New Staff to Active Training

This training is designed for new staff to existing Active-trained schools. This training can also be accessed by staff who have previously received training but have since moved year group or key stage and would benefit from a refresher.

This training is online at a cost of £50 per person.

Active Development

Active development mornings are an invaluable opportunity for those leading an Active approach in their schools to work alongside an expert facilitator for the morning. A development morning provides the opportunity to co-observe teaching and identify strengths and areas for development alongside an Active specialist, leaving with a clear road map for the leadership of Active within your school setting.

Development mornings (or afternoons) are for 3 hours, at a cost of £175, or £350 for a full day.

Open Mornings

Active Open Mornings are a great way to see if an Active approach might be the right fit for your school.

Come along to meet an expert Active facilitator within their own school setting, hear all about the programme and its impact on pupil learning and outcomes, and see an Active session being taught live in real time within the classroom.

Active Open Mornings are completely free to attend and take place 6 times a year, once per term.

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

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.

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*

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**

CPD

This month's opportunity for professional development

Click on your chosen programme below to book

L.E.A.D.

Monday 28th September

Active Trained Schools: New Staff to Active English Training

Tuesday 29th September

Active English Open Morning

Wednesday 30th September

Checking for Understanding

Wednesday 30th Sept

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 Oct

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'

Tuesday 3rd November

Securing Strong Foundations in Secondary Handwriting

Tuesday 3rd November

Sharing Practice - Leadership

Ling Moor

Wednesday 4th November

Subject Leader Group: Primary English

Wednesday 4th November

Deputy / Assistant Headship

Wednesday 4th November

Sharing Practice - Adaptive Teaching

Branston Infant Academy

Thursday 5th November

Subject Leader Group: Primary Science

Friday 6th November

New to Headship / Early Headship

Friday 6th November

Understanding and Reducing Challenging Behaviour & L2 Positive Handling

Tuesday 10th November

Subject Leader Group: Primary DT

Tuesday 10th November

Subject Leader Group: Primary Languages

Tuesday 10th November

Active English Open Morning

Wednesday 11th November

Using FFT Estimates for Effective Target Setting in the Primary Phase

Wednesday 11th Nov

Sharing Practice - Inclusion

Barrowby

Wednesday 11th Nov

Sharing Practice - Leadership

Denton

Thursday 12th November

Sharing Practice - Inclusion in the Mainstream

Benjamin Adlard

Friday 13th November

Lincolnshire Leadership Conference

Monday 16th November

Subject Leader Group: Primary PE

Tuesday 17th November

Subject Leader Group: Primary Maths

Tuesday 17th November

Active Spelling Open Morning

Tuesday 17th November

Teaching Grammar in Context

Wednesday 18th Nov

Sharing Practice - Reading Post Phonics

Alford Primary School

Wednesday 18th Nov

Sharing Practice - Writing

Church Lane

Wednesday 18th Nov

Sharing Practice - Adaptive Teaching

St Thomas'

Friday 20th November

Leading AI with Clarity and Purpose

Monday 23rd November

Making Sense of School Data - Primary Schools

Tuesday 24th November

Sharing Practice -

St Nicholas

Wednesday 25th November

Subject Leader Group: Primary Art & Design

Friday 26th November

Unlock the Power of Handwriting Instruction in Your Classroom - Primary

Monday 30th November

Secondary Maths Subject Leader Group

Missed an issue?

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