



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.50 November 2026



NOVEMBER NEWS

As we move through the busy autumn term, with the many challenges, changes and competing demands that come with school leadership and teaching, it is important to pause and remember **why we are in education**. At the heart of everything we do are the children and young people in our care, and our collective responsibility to ensure that every child feels valued, supported and inspired to achieve their full potential. For some, education is their only second chance!

While the landscape may continually evolve and the demands on leaders remain significant, our purpose remains constant: to make a positive and lasting difference to the lives of young people. This month's newsletter brings together updates, research, resources and opportunities to support you in this important work, alongside a reminder of the power of collaboration, professional generosity and our shared commitment to giving every child the very best start in life.

Leadership Briefing Dates for the Spring Term

Do not forget to book your place for the Spring Term Leadership Briefings. Click to book...

**Tuesday
2nd March
City of Lincoln**

**Wednesday
3rd March
East Lindsey**

**Thursday
4th March
South Kesteven**

**Tuesday
9th March
Boston & South Holland**

**Wednesday
10th March
North Kesteven**

**Thursday
11th March
West Lindsey**

DO NOT MISS YOUR PLACE!



Lincolnshire Leadership Conference 2026

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

Friday 13th November 2026

New venue!

DoubleTree by Hilton Lincoln

Don't Miss Out! Book Your Place Today!

L.E.A.D. Professional Development

Speakers:

- Nimish Lad
- Sonia Gill
- Brendan Hall
- Caroline Spencer
- Jenny Parkinson-Mills

QR Code

SEND and Inclusion Strategy/Plan - Deadline December

The deadline for schools in England to publish their Inclusion Strategy on the school website is 31st December 2026.

A few important points:

- Every school must publish its own strategy, including each academy within a multi-academy trust.
- It must explain the activities being funded to address barriers to learning and participation, including the budgeted costs.
- Governors or trustees should scrutinise the strategy and the school's use of its Inclusive Mainstream Fund.
- Schools should use the DfE template or ensure their own format covers all the required areas.

Guidance and best practice to support school leaders to use inclusive mainstream funding to strengthen inclusive practice and develop an inclusion strategy can be found here: 

DfE guidance on inclusion bases — for schools reviewing or developing specialist provision within mainstream settings can be found here: 

SEND Inclusion Plan examples

Click to view:

PRIMARY

SECONDARY

New SEND training materials for schools

The DfE published practical training materials in September 2026 for mainstream primary and secondary schools. These include facilitator guidance and slide decks covering inclusive teaching, universal approaches, adaptations and additional support.

Resources here 

Alex Quigley Refining adaptive Teaching: Anticipate, assess, adapt

Adaptive teaching can prove tricky to pin down. Most teachers welcome it. The phrase is now familiar in staff rooms and inspection reports alike, but I'm repeatedly experiencing a different understanding from school to school, and in some cases, from teacher to teacher. Read on to find out more.... 



Teaching and learning: how leaders can support adaptive teaching

These resources are particularly suitable because they give leaders something to discuss with their teams or apply in classrooms.

Education Endowment Foundation (EEF)



Education
Endowment
Foundation

Explores how leaders can create the conditions for teachers to check pupils' understanding and adapt their teaching in response. A strong fit with school improvement priorities and the new Inclusion Strategy.

Read EEF's July 2026 resources and blogs:



Reading: developing fluency and comprehension

A useful collection for English leads and primary headteachers, including resources on reading fluency, vocabulary, writing instruction and early language development.

Explore EEF's May 2026 articles and resources:

Early Years: building strong vocabulary from the start

Useful for Reception and EYFS leaders, with ideas on strengthening communication, language-rich environments and professional learning for early years staff.

Read the EEF May 2026 collection:



Attendance toolkit

Just as a reminder, the DfE recently issued some helpful updates to their online attendance toolkit, along with a paper exploring annual and one off events driving short-term absences, a guide to communicating with parents about absence which includes ready to use templates and phone call scripts, and functionality allowing you to explore your attendance patterns via view your education data.

ANNUAL
AND ONE
OFF EVENTS

PARENTS
GUIDE ABOUT
ABSENCE

VIEW
ATTENDANCE
TOOLKIT

VIEW YOUR
EDUCATION
DATA

National Governance Association (NGA)

Leadership and governance: ensuring strategy drives board business

A useful prompt for headteachers and chairs of governors: how can governing boards ensure their work remains focused on strategic priorities, pupil outcomes and effective challenge?

Explore NGA's latest articles and blogs:



School uniform guidance: updated October 2026

The DfE has updated its guidance on school uniform policies, including expectations around affordability, branded items and compliance with equality duties.

Read the updated school uniform guidance:

Climate Action Plan example

The expectation was that all education settings in England would have a nominated sustainability lead and a Climate Action Plan by 2025. Schools that have not yet completed one should do so as soon as possible.

An example can be found here if you needed to revisit this:

Read
more here

Dare to Ask: Building a Shared Approach to Enquiry-Led Religious Education

One of the greatest challenges facing school leaders is not simply introducing new ideas, but implementing them consistently across schools in ways that are manageable, sustainable and rooted in high-quality teaching.

Religious Education is no exception.

Across many primary schools there is widespread agreement that pupils should ask meaningful questions, engage thoughtfully with religion and worldviews, and develop the confidence to explore different perspectives. Yet translating those aspirations into consistent classroom practice can be difficult, particularly where subject leaders have limited time, teachers have varying levels of confidence in RE, and schools are following different locally agreed syllabuses and curriculums.

Dare to Ask® has been developed to address that challenge.

Rather than providing another scheme of work, Dare to Ask offers a shared pedagogical framework for enquiry-led RE. It has been designed specifically for primary schools and is compatible with any locally agreed syllabus or curriculum, making it suitable for implementation across individual schools, partnerships and Multi Academy Trusts.

The programme combines practical classroom resources with a structured implementation model. Teacher guidance, progressive questioning frameworks, pupil journals, dilemma cards, thinking prompts and a clear implementation roadmap enable schools to adopt a consistent approach while retaining flexibility within their own curriculum.

Schools can continue to teach their existing curriculum while sharing a common language of enquiry, a consistent pedagogical approach and opportunities for collaborative professional development. Subject leaders are supported rather than overloaded, and schools benefit from resources that reduce the need to develop enquiry materials independently.

Although Dare to Ask has been developed initially for RE, its emphasis on curiosity, dialogue, disciplinary thinking and thoughtful questioning reflects principles that have relevance far beyond a single subject. It is easy to see how this way of thinking could, over time, influence wider approaches to teaching and learning across the curriculum – and extended into the secondary phase.

As school improvement continues to focus on curriculum quality, professional learning and sustainable implementation, perhaps the most important question is not simply what we teach, but how we create classrooms where curiosity, dialogue and deep thinking can flourish. This is what Dare to Ask seeks to answer.

Contact Wendy here: wendyanneh@aol.com



Dare to Ask® has been developed by Wendy Harrison, an independent RE Consultant based in the Midlands.

As well as having subject expertise in RE, Wendy has experience as a school improvement adviser for two local authorities and as an Ofsted inspector.

Lincolnshire Boys' Impact Conference

Please find information here regarding the Lincolnshire Boys' Impact Conference, taking place at the University of Lincoln on **Thursday 10th December 2026**.



The conference will bring together schools, researchers, youth organisations, charities and local partners to explore how we can work collectively to improve opportunities, outcomes and a sense of belonging for boys and young men across Lincolnshire.

The day will include a keynote from Dr Alex Blower, founder of Boys' Impact, youth and professional panels, interactive workshops and opportunities to connect with organisations working across the county.



You can find further details and book your place here:

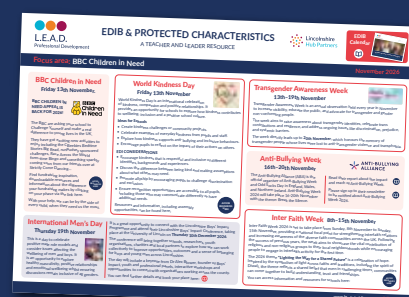


CLICK HERE

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 November





ITT

Why Host a Trainee Teacher?

Hosting a School-Centred Initial Teacher Training (SCITT) trainee brings significant benefits to schools, pupils, and staff. As schools continue to face recruitment challenges and increasing demands, working with trainee teachers offers an excellent opportunity to invest in the future of the profession while strengthening current provision.

One of the greatest advantages is the opportunity to develop a potential future employee. Trainees spend an extended period within the school, allowing leaders to assess their skills, professionalism, and suitability for the school's culture. This can create a valuable recruitment pipeline and reduce the risks often associated with external recruitment.

SCITT trainees also bring fresh ideas, current educational research, and enthusiasm into the classroom. Through their training, they engage with the latest evidence-based approaches to teaching and learning, which can stimulate professional discussions and support the continued development of staff across the school. Their reflective approach encourages mentors and colleagues to consider their own practice and engage in meaningful professional dialogue.

For pupils, trainee teachers provide additional support and attention. As trainees gradually assume greater teaching responsibility, they can work with individuals and small groups, helping to increase opportunities for targeted intervention and personalised learning.

Hosting trainees also strengthens a school's contribution to the wider education system. By supporting the development of new teachers, schools play an active role in shaping the next generation of high-quality practitioners and demonstrating their commitment to educational excellence.

Finally, mentoring and supporting a trainee can be a rewarding professional development opportunity for experienced staff. Serving as a mentor helps teachers develop coaching, leadership, and professional learning skills that benefit both their own career progression and the wider school community.

Hosting a SCITT trainee is therefore much more than providing a placement; it is an investment in pupils, staff development, school improvement, and the future of the teaching profession.



If you would like to join our partnership of schools and host a trainee teacher, please email: scittenquiries@prioryacademies.co.uk for more information, including financial incentives available to schools.

Have your say on ITT reform in England

Alma Economics has been commissioned by the Department for Education to independently evaluate the recent ITT reforms in England. Over three years (2025-28), they will be assessing whether the reforms have been implemented as intended and their impact. Currently in Wave 2, they invite ITT providers, delivery partners, schools, and Early Career Teachers trained in 2025/26 to complete an anonymous 15-minute survey. Wave 1 participants are encouraged to take part again, but previous participation is not required. Your feedback will help shape the future of teacher training.

Any questions? Email: anapaula.bonner@almaeconomics.com

Click
here to
participate

Updated Initial Teacher Training (ITT) General Mentor Training Grant guidance

The department has recently published the updated General Mentor Training Grant guidance for the 2026/27 academic year on GOV.UK. The guidance has been streamlined into two separate documents: 'Conditions of Grant for Schools' and 'Guidance for Accredited ITT Providers'. All guidance relating to ITT delivery funding from the 2024/25 academic year onwards is available on the GOV.UK collection page on ITT delivery funding.



Evaluation feedback

We are thrilled to share the excellent feedback from our recent Mentor Training Session events. Participants valued the opportunity to discuss practice with colleagues, receive support and guidance around challenging conversations, and deepen their understanding of instructional coaching, enabling them to further enhance their mentoring practice.

75%
very good

99%
good or better

119
attendees

Year 1 Early Career Teacher Training Events

The training events for our Year 1 Early Career Teachers began this month. The training session this term is centred around establishing a positive climate for learning; use of assessment, feedback and questioning and how to better teach through collaboration and professional learning. Early Career Teachers can book onto their training event here: 

Event booking information

To help us provide the best possible training experience, we encourage all Early Career Teachers to inform us of any additional requirements or reasonable adjustments they may need to access our training events fully. This may include accessibility requirements, learning support needs, or any other adjustments that would enable full participation. We ask that these requirements are shared with us as early as possible so that appropriate arrangements can be made in advance of the event.



Mentor Meetings & Observations

In line with statutory guidance, ECT and mentor sessions are expected to be timetabled during teaching hours as schools are funded to cover the time off timetable for both ECTs and mentors. Our guidance, in line with EDT's model of delivery, recommends these sessions are one hour long.

As part of their induction journey, ECTs should also have regular observations of their teaching, with verbal and written feedback shared. These observations are often undertaken by the induction tutor but could also be completed by another member of staff with QTS (for example, subject or department lead). For schools that are following our provider-led route with training from EDT, the formal observations are different from the drop ins/drill downs completed by the mentor.

Termly Timetables

To support the induction team with date and deadlines, we have created termly timetables that include key information for Induction Tutors, Mentors and ECTs. These are available on ECT Manager (<https://leadtsh.ectmanager.com/>) or on our AB/ECTE Padlet



Progress Reviews and Assessments

Many ECTs will be due a progress review or assessment at the end of November. To support with this, we have created guidance for completing a progress review and assessment.

Progress Review

Assessment

All of our reviews are read and responded to individually by our assessment report reader team, and we value the time and thought that goes into these.

CONTACT OUR TEAM IF YOU HAVE ANY QUESTIONS



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NPQ

National Professional Qualifications (NPQ) Review:

As you will know, the department is reviewing the NPQ frameworks to ensure they remain underpinned by robust, up-to date evidence and best-practice to meet the professional development needs of teachers and leaders. The DfE launched a call for insights and evidence exercise on 10 December 2025 as part of the NPQ Review process which invited insights and opinions on the full suite of NPQs, and research evidence which may inform updates to the evidence base underpinning 7 NPQ frameworks. 

The department has now published a **response** to this exercise on GOV.UK, with further details about the insights and research evidence received and the next steps for its use. Thank you to all those who contributed to the call for insights and evidence.

Further information on the NPQ **Review** can be found on GOV.UK. 

NPQ APPLICATION 2026/2027 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.

Conference Successes!

This past month has seen a wonderful opportunity to bring colleagues together for our **Specialist NPQ conference 2**. These days included opportunities to explore a range of programme specific materials, but also issues such as equity, and preparing for assessment. Central to the day was the panel which brought together colleagues from schools and Trusts across the region to share insights and expertise to challenge our programme members to think differently.

Feedback was 100% good or very good and comments included:

“

"Great engaging session."

"Great range of activities."

"Excellent, very helpful and very patient with lots of questions from myself!"

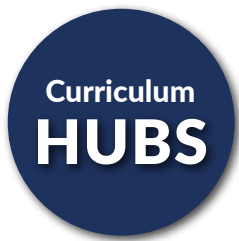
"Really engaging session. Promoted some good thinking. A change to think deeply."

100%
positive
feedback

A reminder that our NPQ application window is open ahead of the programmes **starting in NOVEMBER**. We have a received a high level of applications so do not miss this **final opportunity**. Therefore, please continue to apply via the links here. We will be offering the full suite of NPQs and cannot wait to welcome you onto the course! 

Well done cohort 4b Leadership

Well done to all those on our Leadership NPQs who completed their assessment last month. We look forward to sharing your results with you and thank you for trusting L.E.A.D. Teaching School Hub and Teach First with your professional development.



Regional Improvement for Standards and Excellence (RISE)

The Universal RISE Calendar is now available for conferences, webinars and hub activity covering attendance, attainment, reception-year quality and inclusive mainstream provision. New events and details will be added in the next half term.



The DfE are also developing Compare and Connect with Similar Schools, a new digital service that will help schools benchmark against similar settings, connect with high performing peers and share effective practice. The DfE will release further details on our autumn webinars and events soon, including the Schools & Academies Show, so keep an eye on the RISE school improvement pages for more details.



KS2 RISE Networks

Tuesday, 17 November 2026 (1pm-4:30pm) - Doddington Hall & Gardens

Accelerating Writing for Disadvantaged Pupils, led by Paul Singleton. Pupil conferencing and the full loop cycle to build progress within lessons.

Pedagogy with Purpose, led by Nicola Gough. Building a sense of belonging and an aspirational culture, using Rosenshine's principles and a case study of a pupil who went on to secure the expected standard.

Inclusion and the 3 3 3 Method, led by Simon Green. Raising motivation and aspirations for disadvantaged pupils, with a case study on what made the difference.

Fluency, Reasoning and Quality First Maths, facilitator to be confirmed. Fluency, multiplicative reasoning and SATs questions.

CLICK
HERE TO
BOOK

RISE Regional Newsletter

Please access the latest CPD and updates across the East Midlands here:



Supported by the Education Endowment Foundation

Inclusive Teaching in Focus: An Autumn Reflection Series

As part of the DfE-funded network of Teaching School Hubs and Research Schools, we are working together to ensure that schools across the region can access high-quality, evidence-informed professional development. We would therefore be grateful for your support in promoting the East Midlands Research Schools Network's latest collaborative offer, Inclusive Teaching in Focus: An Autumn Reflection Series. Attached are newsletter and website-ready communications that can be shared directly through your networks, helping more school leaders, teachers and support staff engage with practical, evidence-informed approaches to inclusive teaching and learning.

Reflect, refine and strengthen your inclusive teaching practice. Join our free two-week email series exploring the EEF's Inclusive Teaching Support Tool through blogs, podcasts and videos sharing evidence-informed strategies to help all learners succeed.

Developed through a collaboration between Derby Research School, Essex Research School, Norfolk Research School and Unity Research School, this series is perfect for school leaders, SENDCos, inclusion leads, teachers and support staff looking to turn evidence into everyday inclusive practice.

Date: 30th November - 11th December Sign up here:



INCLUSION

• STRENGTHENING INCLUSION • BUILDING CAPACITY • IMPROVING OUTCOMES



Department
for Education



UNIVERSAL RISE SEND OFFER EAST MIDLANDS

WORKING TOGETHER FOR A MORE INCLUSIVE EAST MIDLANDS

Building on the success of last year's programme, our 2026–27 Universal RISE SEND Offer will provide **fully funded support** to strengthen mainstream inclusion, develop workforce confidence and connect schools across the East Midlands.



INCLUSION BASE AUDITS

Discover where you
are in your Inclusion
Base journey.

15 Inclusion
Base audits

Reflect. Understand. Develop.



INCLUSION NETWORK

Connect. Share. Learn.
Strengthen inclusion.

8 Inclusion
Network events

Connect. Share. Learn.



ADAPTIVE TEACHING: FOUNDATIONS AND PRACTICE

A fully funded, face-to-face
training course for educators.

9 face-to-face
training sessions

Understand. Adapt. Include.



ONLINE SEND CPD MODULES

Four added online
modules will extend
our existing Universal
RISE Offer.

4 new online
modules

Learn. Apply. Make a difference.



SEND REVIEWS

Evidence-informed
support for
mainstream schools.

10 mainstream
SEND Reviews

Identify. Plan. Improve.



CASE STUDIES & EXEMPLIFICATION

Sharing what
works across the
East Midlands.

Case studies created

Inspire. Share. Embed.



RESOURCE HUB

Quality-assured
resources to support
implementation.

 A growing bank
of resources

Find. Use. Implement.



FOLLOW-UP IMPLEMENTATION VISITS

Supporting
implementation and
understanding impact.

45 follow-up visits
(in-kind contribution)

Sustain. Develop. Share.



STRONGER
SCHOOLS



MORE INCLUSIVE
PRACTICE



SHARED
LEARNING



BETTER
OUTCOMES

For more information:

kelly.walker@citacademies.co.uk



Inclusion Base Reviews

Email us to express an
interest, open to all schools



Online CPD

Open access to
all schools: 



Networks

Express interest
to join: 



Adaptive Training

Book here: 

English Hub

Our expansion is well underway, with support now reaching schools across Reception, Key Stage 1, Key Stage 2 and Key Stage 3.

It's been fantastic to work with so many schools already. Numerous schools have benefited from dedicated support days, with many more sessions booked in over the coming weeks and months.

We're looking forward to building on this momentum, strengthening partnerships with schools and providing support that meets the needs of both primary and secondary settings.



English Hubs
Witham St Hughs
Integral to RISE delivery

Upcoming Events

There are plenty of opportunities to get involved, connect with colleagues and make the most of the support available:

PRIMARY SCHOOLS - RECEPTION, KS1 AND KS2

Virtual Author Events



Reception Showcases



KS1 and KS2 Showcase: Reading



Supporting Early Language Development



Developing a progressive reading curriculum



SECONDARY SCHOOLS - KS3

KS3 Showcase: Reading



Secondary: Igniting a Reading Culture



Fluency at KS3 Bridging the Gap



KS3 Strengthening Decoding Through Intervention and Teaching



Wider Support Offer

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



Kirsty Godfrey

We're delighted to confirm our annual update from Kirsty Godfrey is due to take place on 3rd February 2027 online at 3.30pm.

This valuable opportunity is available to all phases, across both primary and secondary settings, making it relevant to colleagues working across Reception, KS1, KS2 and KS3.

To find out more and access the update, see the flyer here:

The National Year of Reading

As part of our National Year of Reading offer, we're working with authors to explore what Reading for Pleasure means to them.

Please find our first response from author, Jenny McLachlan below:



Stay Connected

Thank you to all the schools that have welcomed us and engaged with our support so far. We're excited to continue developing this work and reaching even more settings.

If your school would like to arrange a support day or find out more about upcoming opportunities, please get in touch by emailing sophiehurst@leadthub.co.uk

Greater Together 2026: Shaping the Future of Work Experience



Monday 12th October 2026 / Lincoln Bishop University / 9.30am - 3pm

Join colleagues from across education, employers and partner organisations at Greater Together 2026, a collaborative event celebrating the impact of the Work Experience Promise across Greater Lincolnshire. The day will showcase innovative practice, student success stories and employer engagement, while providing practical ideas and opportunities for schools to strengthen careers education and meaningful encounters with the world of work. Through networking, workshops and collaborative discussions, attendees will explore how we can work together to improve outcomes for young people and continue building career-ready learners across the county.

CLICK
HERE TO
BOOK



LEARN SEND Hub



Team Teach - Level 2

5th & 6th November 2026

Introduction to the SEND Journey in Action

5th November 2026

Elklan

Starts 6th
November 2026



De-escalation and Managing Behaviour (Midday Supervisors)

10th November 2026

Team Teach - Level 1

11th November 2026

Adaptive Teacher Pathway

20th November 2026
& 15th January 2027

Sensory Approaches: Understanding and Meeting Student Needs

26th November 2026

EAST MIDLANDS MAINSTREAM INCLUSION EXCHANGE

IN PARTNERSHIP WITH RISE UNIVERSAL AND WHOLE SCHOOL SEND



Join colleagues from schools, local authorities, Trust, DfE and other partners across the East Midlands to collaborate on mainstream inclusion, whole-school SEND and the Universal RISE offer. Sessions will support schools to navigate emerging inclusion developments, share best practice and strengthen inclusive provision.



MEETING 1 5th & 10th November

Setting the Scene for Mainstream Inclusion - Explore the East Midlands inclusion landscape, including Inclusion Plans, the DfE mainstream inclusion agenda and regional approaches. Share practice and consider opportunities and challenges for developing inclusive provision.



MEETING 2 7th & 12th January

Developing Inclusive Provision - Explore Experts at Hand and different approaches to inclusion bases and specialist provision within mainstream schools. Consider integration, belonging and effective inclusive practice.



MEETING 3 16th & 18th March

Leading Whole-School Inclusion - Explore current SEND developments and approaches to building sustainable whole-school inclusion. Share effective practice and consider the leadership, systems and staff development needed to embed inclusion.

Please note: Session content will be responsive to delegate needs and may change to reflect emerging national and regional priorities.



SCAN OR CLICK THE
QR CODE TO BOOK



Department
for Education



WHAT'S ON CALENDAR

November 2026

Primary

Specialist Spotlight:

Adaptive Teaching - Part 1

[10 Nov \(15:30 - 16:30\)](#)

Understanding behaviour as communication

[11 Nov \(15:30 - 16:30\)](#)

Supporting learners with attention difficulties

[23 Nov \(15:30 - 16:30\)](#)

Adaptive Teaching - Part 2

[25 Nov \(15:30 - 16:30\)](#)

Secondary/FE

Specialist Spotlight:

Supporting learners with attention difficulties

[30 Nov \(15:30 - 16:30\)](#)

All Settings/LAs

Webinar:

Developing Inclusive Practice Through Close-to-Practice Research

[09 Nov \(15:30 - 16:30\)](#)

Leading Specialist Spaces in Mainstream: Inclusion bases and Ofsted

[12 Nov \(15:30 - 17:00\)](#)

Leading Specialist Spaces in Mainstream: Secondary Inclusion bases

[03 Dec \(15:30 - 17:00\)](#)

All Settings/LAs

Specialist Spotlight:

Barriers to Attendance Part 1

[04 Nov \(15:30 - 16:30\)](#)

Supporting Learners with Social Communication Needs

[16 Nov \(15:30 - 16:30\)](#)

Understanding Executive Function

[17 Nov \(15:30 - 16:30\)](#)

Barriers to Attendance Part 2

[18 Nov \(15:30 - 16:30\)](#)

All Settings/LAs

Regional Conference:

South West Regional Conference

[19 Nov \(9:00 - 15:30\)](#)

East Midlands Regional Conference

[26 Nov \(9:30 - 15:00\)](#)

Professional Development Groups

Careers & Enterprise Company

Short course starting from **November**

[Book Here](#)

Oracy

Short course starting from **November**

[Book Here](#)

Teaching Every Learner

Short course starting from **November**

[Book Here](#)

wholeschoolSEND.org.uk/events->

teach
PRIMARY
AWARDS 2024
WINNER

UNIVERSAL SEND SERVICES
20 FREE ONLINE SEND CPD UNITS

Funded by
Department
for Education

Whole School
SEND

nasen
Helping Everyone Achieve

real group

START NOW!



Attendance and Behaviour Hubs



Department
for Education

**Join a network of
schools tackling
shared attendance
and behaviour
challenges**

✓ Expert-led online CPD ✓ In-person open days at lead schools ✓ Practical, solution-focused collaboration with peers



Improving attendance remains a key priority across the East Midlands, offering a valuable opportunity for schools to access support, share effective practice and work collaboratively to address attendance challenges.

The **January 2027 RISE attendance and behaviour hubs regional programme** is now open for expressions of interest. The programme supports schools to work together in addressing attendance and behaviour challenges through peer networks, practical support and shared learning.

Expressions
of interest


Participating schools will have access to high-impact online professional development, open day visits to lead schools, and opportunities to collaborate with colleagues on effective approaches to improving attendance and behaviour outcomes. The programme is led by schools and enables participants to learn directly from settings demonstrating strong practice in these areas. This year's offer places a much stronger emphasis on collaborative problem-solving through new action learning sets. Schools will be able to bring live attendance and behaviour issues to a network of colleagues, learn from one another's experience and develop tangible next steps.

Register
your
interest
here

Reception quality starts with you: Support Across the East Midlands

High-quality Reception provision is vital to children's learning, development and future success.

The DfE's Reception improvement offer includes:

Reception
improvement
offer


Reception networks:
five across the East Midlands, offering collaboration and visits to see effective practice.



RISE Reception Quality Webinars:
practical support on learning environments, GLD data and inclusive practice.



New GLD reports and dashboards
to support evidence-informed improvement.



Local authority assessment support,
including a formative assessment session this term. Contact your Early Years Lead.

Professional development
through Excellence in Reception Teaching, English Hubs, Maths Hubs and the funded NPQ in Early Years Leadership.

Excellence
in Reception
Teaching

English
Hubs

Maths
Hubs

NPQ
EYL



This month's opportunity for professional development

Click on your chosen programme below to book



Tuesday 3rd November

Sharing Practice - Leadership

Ling Moor



Tuesday 3rd November

Securing Strong Foundations in Secondary Handwriting



Wednesday 4th November

Sharing Practice - Adaptive Teaching

Branton Infant Academy



Wednesday 4th November

Subject Leader Group: Primary English



Wednesday 4th November

Deputy / Assistant Headship



Thursday 5th November

Subject Leader Group: Primary Science



Friday 6th November

Understanding and Reducing Challenging Behaviour & L2 Positive Handling



Friday 6th November

New to Headship / Early Headship



Tuesday 10th November

Active English Open Morning



Tuesday 10th November

Subject Leader Group: Primary DT



Tuesday 10th November

Subject Leader Group: Primary Languages



Wednesday 11th Nov

Sharing Practice - Leadership

Denton



Wednesday 11th November

Using FFT Estimates for Effective Target Setting in the Primary Phase



Wednesday 11th Nov

Sharing Practice - Inclusion

Barrowby



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
Active Spelling
Open Morning



Tuesday 17th November
Teaching Grammar in
Context



Tuesday 17th November
Subject Leader Group:
Primary Maths



Wednesday 18th Nov
Sharing Practice -
Writing
 Church Lane



Wednesday 18th Nov
Sharing Practice -
Adaptive Teaching
 St Thomas'



Wednesday 18th Nov
Sharing Practice -
Reading Post Phonics
 Alford Primary School



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

Click on your chosen
 programme to book

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an issue?

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 of the newsletter



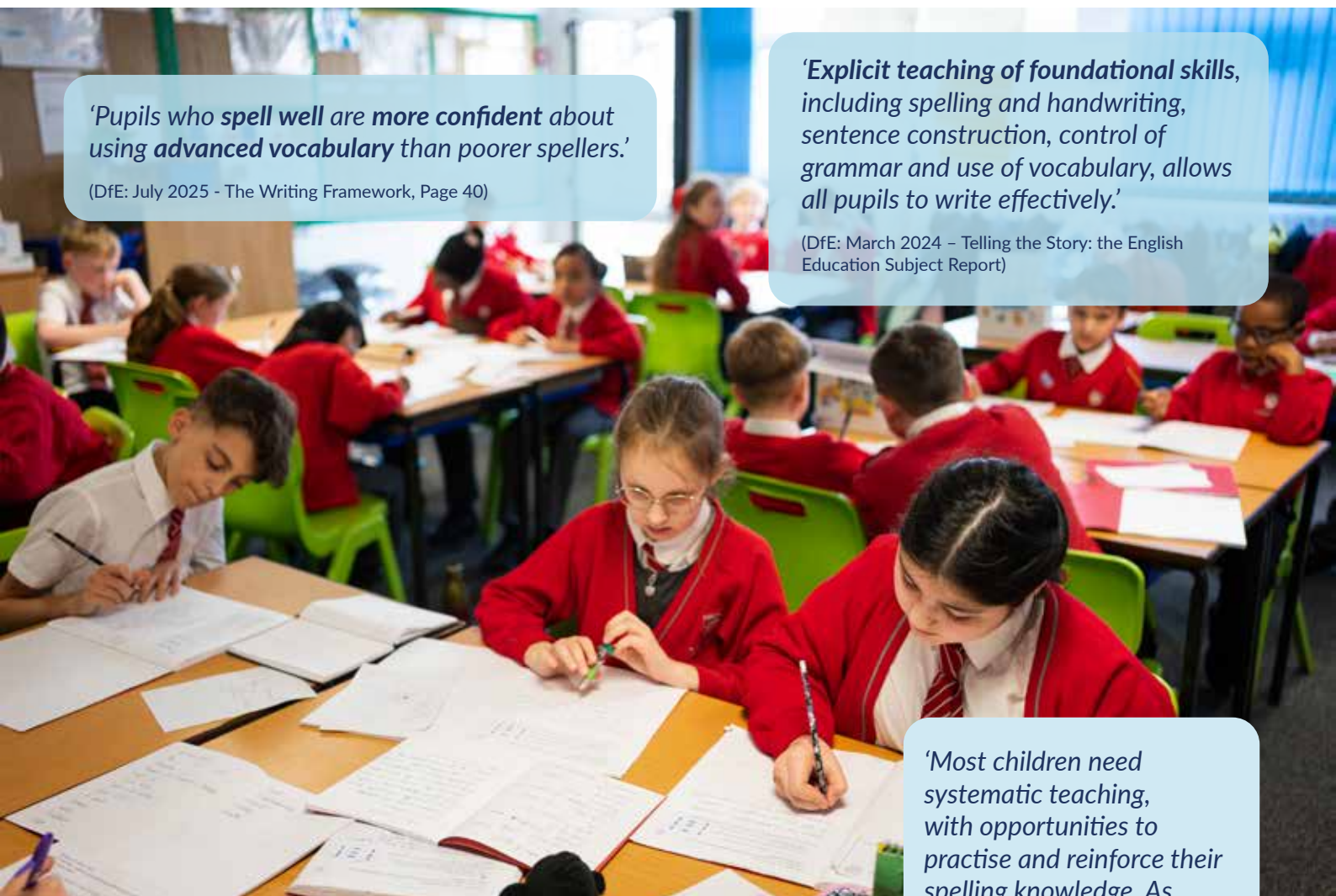
www.leadtshublincs.co.uk

*'Pupils who **spell well** are more confident about using **advanced vocabulary** than poorer spellers.'*

(DfE: July 2025 - The Writing Framework, Page 40)

'Explicit teaching of foundational skills, including spelling and handwriting, sentence construction, control of grammar and use of vocabulary, allows all pupils to write effectively.'

(DfE: March 2024 - Telling the Story: the English Education Subject Report)



How is your school currently teaching spelling?

We know that, to develop confident and proficient writers, pupils need a strong grasp of the foundational skills that underpin writing, including confidence and automaticity in spelling. But how systematically and consistently is spelling taught across your school? And how confident are you that your approach is rooted in research and driven by impact?

Active Spelling is a research-informed, linguistic approach to spelling instruction that combines a deep understanding of the science of spelling with engaging and meaningful classroom delivery.

Built around five key strands - orthography, morphology, phonology, etymology and graphology - Active Spelling helps pupils develop effective spelling strategies, moving beyond the memorisation of word lists and weekly tests.

At its heart, Active Spelling is about learning spelling, not simply testing spelling. Rather than spending valuable curriculum time administering and marking spelling tests, teachers explicitly teach strategies that pupils can apply independently, helping spelling knowledge stick and transfer into their everyday writing.

If your school is looking for an evidence-informed approach, that aligns closely with the writing framework and has a proven impact on pupil outcomes, Active Spelling could be exactly what you're looking for.

Join more than **150** schools already seeing the benefits of Active Spelling. To find out more, contact Emily at emily@leadtshub.co.uk.

'Most children need systematic teaching, with opportunities to practise and reinforce their spelling knowledge. As with handwriting, spelling teaching should be explicit, cumulative and engaging. It should be regular and consistent, taught in small steps, with lots of opportunity for practice.'

(DfE: July 2025 - The Writing Framework, Page 41)

*'To develop proficiency in writing, pupils need accuracy and automaticity in **transcription** (spelling and handwriting) and composition skills which include knowledge of the topic they are writing about.'*

(DfE: March 2024 - Telling the Story: the English Education Subject Report)