



L.E.A.D. Equate



Working together, sharing our skills and expertise
to improve outcomes for children in Lincolnshire,
South Yorkshire and across the East Midlands

CPD 2021/22



Welcome to your L.E.A.D. Equate offer for the academic year 2021/2022.

We are delighted with this year’s offer as it includes a number of networks and CPD opportunities that are designed to meet the needs of your setting. Working in response to your feedback, our offer has been developed in collaboration with our highly experienced Specialists and Lead Practitioners.



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L.E.A.D. Equate Vision and Values

Overarching vision

L.E.A.D. Equate serves L.E.A.D. Academy Trust and schools within the East Midlands region who wish to engage in any of the services or educational offer.

L.E.A.D. Equate is working in partnership with the L.E.A.D. Teaching School Hub Lincolnshire, one of 87 centres nationally to be awarded this opportunity. The aim of L.E.A.D. Equate remains to inspire, motivate and empower every child and professional to embrace lifelong learning. Our vision is for all members to contribute to and benefit from exceptional levels of continuous professional development, high impact peer support and evidence informed practice.

We believe that sustainable, system wide improvements are achieved by building strong partnerships that operate in a culture of trust, openness and integrity. We acknowledge that everyone has something to offer and something to learn. It is through working together that practice can be tailored to need, shared and contributed to, a culture of mutual support can be established and exciting, new learning opportunities can be formed. L.E.A.D. Equate has numerous strategic partners in a number of key collaborations, working together to build a network of settings across all phases

and specialisms. All aspects are delivered with the aim of creating a self-improving school system and one ultimate goal of impacting upon outcomes for all pupils within the Trust and beyond.

This has been summarised diagrammatically below:



Core Values	Meaning
Succession & Talent Management:	Identifying and supporting professional development at every stage from Early Career entry to Executive Headship.
Impact Based:	Holding ourselves to account with clear aims and targets that clearly link to children's outcomes. Refining our support and offer as a result of impact and outcomes as we understand that accountability & review is key to the continued success of any learning community.
Learning Collaboratively	Constantly understanding our needs and identifying best practice and research to generate a professional learning community. Learning from one another with a culture of transparency and respect.
Tailored to Need	Constantly striving for all provision to be of the highest quality and tailored to the needs of those in receipt of it, including the unique aspects relating to the context of the organisation or setting.
Strong Moral Purpose	Collectively committed to the success of children and adults in all of our schools within the Trust, Alliance and beyond. The commitment to this should be boundaryless.
Research and Evidence Centred	All provision where possible should be grounded in research with proven evidence of impact and outcomes to underpin practise. Actively committed to new thinking and research within the education sector to future success.

L.E.A.D. Equate Approach/Philosophy

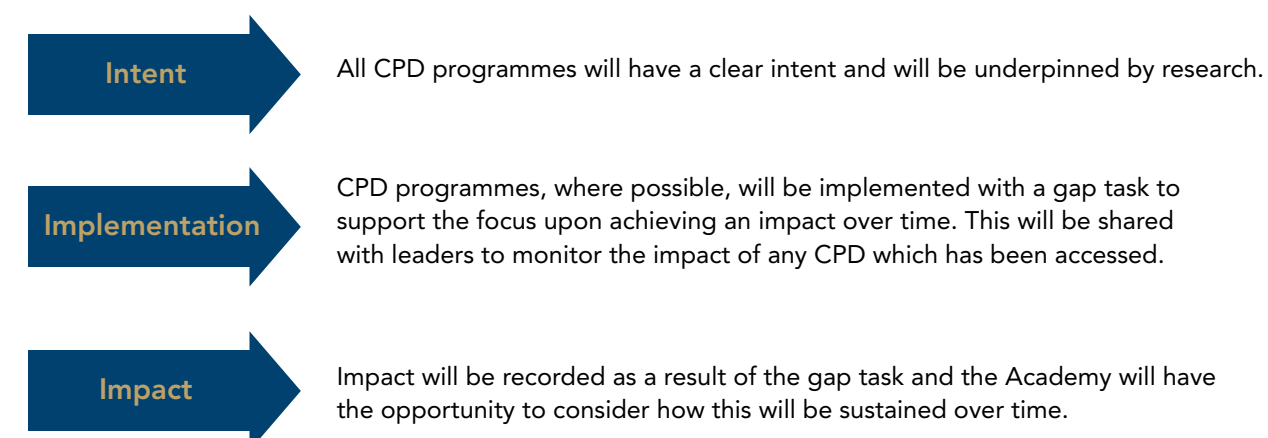
At L.E.A.D. Equate, we recognise that support needs to be tailored to the individual needs of each school. We therefore do not simply have one approach rather a range of options, designed to suit the needs of your setting.

We therefore have the following options:

Training Options	
Face to Face	Face to face training will be held at one of our training centres, alongside other delegates where resources can be shared in an interactive and live way. This is sometimes held in a school where teaching and learning can be observed first hand.
Virtual/ Online Training	Virtual training will take place online where groups can come together in their own space, without the need for travel. Resources can also be shared and discussions had in this forum.
Bespoke Staff Meeting	Some of the training which is within the brochure can be accessed as a staff meeting. Please contact L.E.A.D. Equate to arrange this.
Bespoke Twilight Staff Meeting	Some of the training which is within the brochure can be accessed as an extended session or Twilight session. Please contact L.E.A.D. Equate to arrange this.
1:1 / Bespoke to the needs of the Setting	We have a range of specialists that can work to support needs on a 1:1, small group or bespoke basis. Please do not hesitate to contact L.E.A.D Equate if you have a specific need which is not outlined within this offer. This can be face to face or virtual.

The training format to ensure an impact

To ensure an impact, all of our training follows this model:



Welcome to the Team...

The strongest outcomes are usually rooted in positive relationships and mutual trust. With the aim of supporting positive relationships from the outset, we have produced this summary and overview of each team member, their background and their area of responsibility.

Amanda Griffiths Teaching School Hub Director

After a challenging year, we are excited by the vision and plans ahead for L.E.A.D. Equate. Working alongside the L.E.A.D. Teaching School Hub, Lincolnshire, we are committed to 'providing the highest quality of professional development for all sectors of the workforce to bring about the greatest outcomes for pupils.' We are therefore working to support schools in overcoming the barriers which 2021 has presented. L.E.A.D. Equate will continue to work with a range of partners across the East Midlands, to offer the highest quality professional development across Lincolnshire, L.E.A.D. Academy Trust and beyond.

We aim to deliver this offer and strive to maximise our impact by working collaboratively with strategic partners in each region. We aim to ensure that our talented and forward-thinking professional development team, including L.E.A.D. specialists, produce high quality training packages which have a sustained and significant impact.

Excited by this vision and the opportunity that comes with the next phase of development, we again look forward to working closely with you to ensure that we can provide an offer which closely meets the needs of both the staff and pupils within your setting. Thank you for your on-going support and feedback in relation to the work that we do.



Lisa Cassidy Teaching School Hub Deputy Director

I look forward to this next year with real excitement. We have grown even further as a team to meet the needs of the schools that we work with across the L.E.A.D. Academy Trust and across Lincolnshire. It is our job to ensure excellence is shared effectively to maximise the positive impact on the lives of the greatest number of children and young people.

The work we are doing with the DfE, as part of the English Hub, moves into its fourth year of funding. We are seeing real impact in schools and with the professionals that we are working with. We look forward to continuing to support those schools we have had the privilege of working with so far and with those schools who will engage throughout this year.

Leann Lynch Strategic Teaching and Learning Leader

One of her favourite quotations about teaching comes from Lee Shulman who states 'Classroom teaching is perhaps the most complex, most challenging, and most demanding, subtle, nuanced and frightening activity that our species has ever invented.'

Highly experienced in the role of developing others, this is Leann's first year with L.E.A.D. Equate Teaching School. Leann has experience of working with pupils, teachers and leaders of education to identify the ingredients that make great teaching, reflecting upon the powerful words outlined by Shulman. By looking at the evidence based practice and striving to improve upon that, she will endeavour to ensure that every pupil has access to the best education we can offer and therefore the best chances for a brighter future.



Sophie Hirst Teaching and Learning Leader

With a love for teaching and learning, Sophie is keen to support other teachers to develop their careers and better their practice. Working for L.E.A.D. Equate, Sophie has offered support to schools and professionals in a range of subject areas, coaching and mentoring them to better teaching and learning in their classrooms as well as in the school as a whole. As a KS2 STA approved moderator and ELE, Sophie has offered many schools support as well as an external opinion when needed. She has also led mentoring for initial teacher trainees on the Schools Direct route including CPD sessions, lectures and coaching and is keen to develop future teachers to equip them with all the necessary skills to be successful colleagues. Sophie is a keen reader of educational blogs and research and understands the necessity to employ research-led initiatives within school improvements.



Stacey Williams ECF/AB Lead

- Named contact for the Appropriate Body
- ECF Leader across Lincolnshire and the Trust

Stacey has worked in primary education for the last eleven years. She has teaching experience across the Early Years Foundation Stage; Key Stage 1 and Key Stage 2, working in both state schools and the independent sector, across Rutland and Lincolnshire. As an experienced key stage leader of both phases and subject leader of the core subjects, she has a passion for supporting other like minded teachers, with the belief that all children are entitled to the very best education and school experience that can be offered. She is very much a people person and is passionate about developing early career teachers. Stacey has a wealth of experience working with ITTs on the LTSA SCITT Primary Programme, NQTs and the delivery of the Active English programme to schools. As a firm believer in positive mental health, she also co-runs the Leading a Mentally Healthy School training for the Teaching School.



Rebecca Riley L.E.A.D. Associate and CPD lead for L.E.A.D. Equate

With over 15 years teaching experience working in an urban setting, Rebecca is currently a deputy head teacher in inner city Nottingham. She has a keen interest in leadership in education and is passionate about supporting teachers and teaching assistants develop their careers whilst maintaining their family commitments and having a work life balance. With a wealth of training and experience in coaching teachers at all stages of their career, Rebecca holds a postgraduate certificate in coaching and mentoring beginning teachers as well as being a certified coach in business and personal coaching. Rebecca leads the Primary Nottingham training for initial teacher trainees, newly qualified teachers and recently qualified teachers as well as supporting coaching within the alliance.

Administrative roles and finance...



Sophie Hayes-Watson
Operations Manager

Working to ensure that there is compliance and financial viability, Sophie is leading the financial and administrative components of both the L.E.A.D. Teaching School Hub and L.E.A.D. Equate. Sophie is striving to ensure that there is value for money for schools within both the Trust and Lincolnshire.



Donna Plant
Teaching School Hub Administration

Working for L.E.A.D. Equate and the L.E.A.D. Teaching School Hub, Donna oversees all course bookings and managing day to day enquiries. She looks forward to meeting and greeting you to many of the courses.



Helen Thomas
L.E.A.D. Equate Administration

Joining L.E.A.D. Equate TSA in January 2020 after retiring from the post as Head Teacher of a 420 place Primary School in Nottingham, Helen is delighted to still be involved within the education sector and thoroughly enjoys supporting L.E.A.D. in an administrative role.

With the aim of ensuring that any queries are responded to in a professional and timely manner including supporting the booking of any training events, Helen oversees the training at The Pavilion, Nottingham, ensuring that delegates feel welcome, comfortable and relaxed for the sessions. As a teacher/Head Teacher previously, Helen understands the importance of quality training and aims to support the Trust in securing high quality CPD for its members.



Helen Wise
L.E.A.D. Equate Finance

Responsible for all financial systems and processes, Helen Wise ensures that there is value for money, accurate spending and tracking of any DfE income and financial sustainability. She equally works hard to process all payments and ensure that there is strong communication with all schools and academies. She also takes the time to respond to any queries posed by Schools or Academies should they arise on a day to day basis.

The English Hub Team...



English Hubs
Witham St Hughs English Hub

Welcome to the English Hub Team who work closely with the Teaching School Hub to bring about high quality outcomes in Schools and Academies. This is in relation to early language, phonics outcomes and promoting a love of reading.



Amy Wells
English Hub Leader

Passionate about improving outcomes for all children and working collaboratively with colleagues to improve all aspects of teaching and learning in schools, Amy successfully led the English Hub last year, working with many schools across Lincolnshire. Previously Amy taught in Years 1 and 2, led a KS1 team and worked around Lincolnshire as a KS1 moderator.

Amy has led reading and writing from Early Years through to Year 6 and phonics from EYFS to Year 2. In her time as a class teacher she became an SLE; supporting many NQTs, teachers and leadership teams to improve individual classroom practice and overall outcomes in their schools. She has designed, led and delivered on Initial Teacher Training programmes; coaching and mentoring trainees, mentors and programme tutors, whilst promoting a collaborative model for ITT in Lincolnshire. In a leadership position, she has successfully led whole school teams to improvement. Having recently completed her NPQH she has continued the journey of professional development reading insightful leadership books to exciting children's literature!



Carrieanne Nicolson
English Hub Coordinator / Administrator

Carrieanne works closely with the English Hub Lead to coordinate the day to day administration of Witham St Hughs English Hub. As part of her role, Carrieanne regularly liaises with schools and linked organisations building professional and friendly relationships to ensure clear communication.

Meet the literacy specialists...

Witham St Hughs English Hub has 6 Literacy Specialist who are experienced teachers with a proven track record in early reading and with an excellent knowledge of SSP. They support each partner school to ensure rapid progress and impact with early reading and language development, in particular, with the lowest 20% pupils. They dedicate an average of one day a week to this role.

Debbie McKay

Jackie Mawer

Donna Cavill

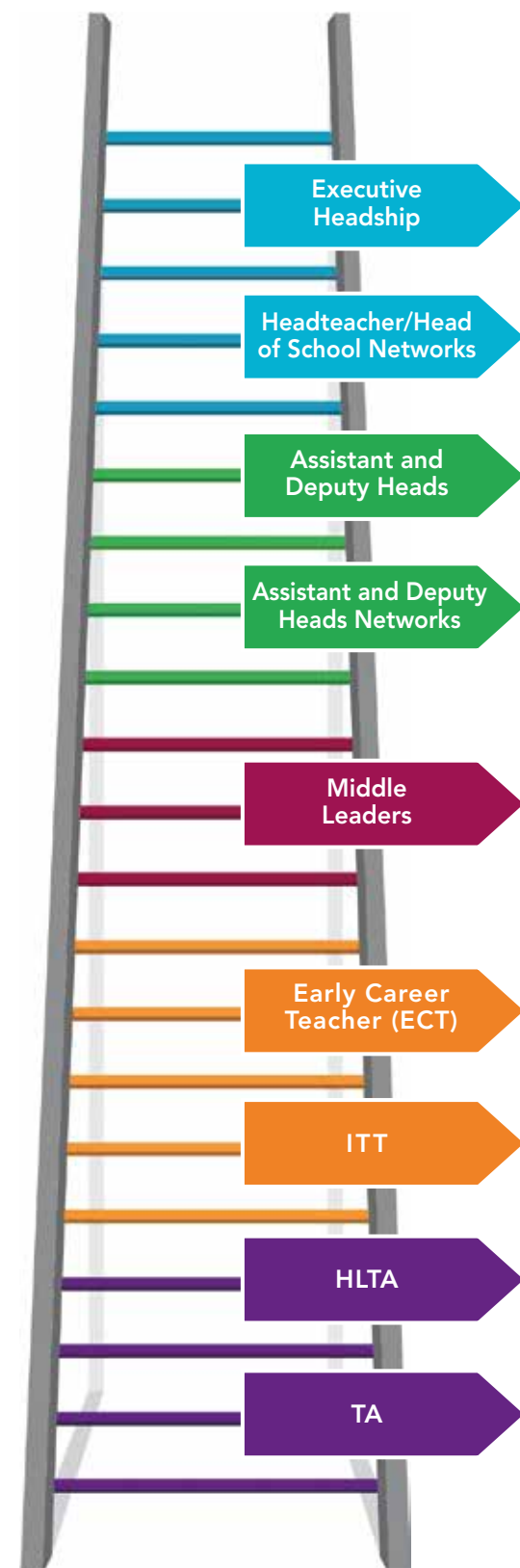
Lynne Rocks

Susie Craddock

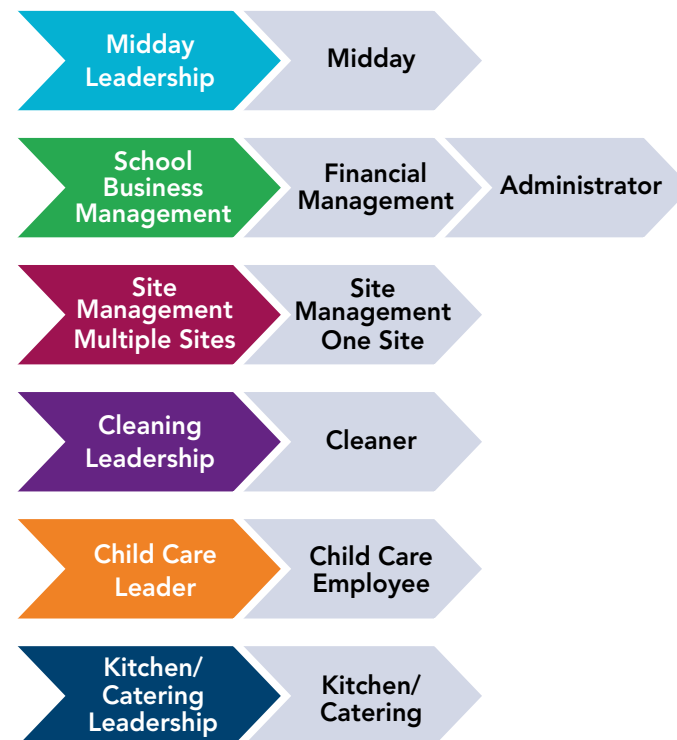
Hannah Younger

Progression ladder of roles within a setting

Teaching related roles



Support staff



All roles within a School/Academy are of equal importance in order to make a successful environment in which pupils learn.

As identified within these diagrams, each role has the opportunity for progression and succession. Progression can either be to the next stage within the ladder or to develop further skills within the same band. Every role should have access to continuous professional development in order to ensure that the skills, knowledge and attitudes are maintained and challenged.



LEADERSHIP TRAINING

- NPOs: Developing and Investing in your Leaders
- Understanding Subject Leadership
- Developing Leaders and People through Coaching
- Developing Leaders and People: Specific Tools
- Coaching
- Better Middle Leaders mean Better Schools
- Better Senior Leaders mean Better Schools
- Aspiring to Headship
- Better Senior Leadership Teams mean Better Schools
- Better Head Teacher mean Better Schools

NPQs: Developing and Investing in your Leaders

From September 2021, a reformed suite of NPQs will be available for teachers and leaders who want to develop their knowledge and skills in school leadership and specialist areas of teaching practice. These reforms include:

- Reforming the 3 existing NPQs in senior leadership, headship and executive leadership.
- Replacing the current NPQ in middle leadership with 3 new NPQs for teachers and leaders who want to develop their expertise in specialist areas of teaching practice.

Scholarship funding to support participants to access the reformed suite of NPQs is also an option.



We are delighted to share the new approach to NPQs. Working in partnership with Education Development Trust, we are pleased to provide a suite of NPQs.

Within the Trust we are excited to be partnered with the Education Development Trust as the lead provider in the delivery of NPQs.

The range of NPQs on offer are outlined in the grid below:



Aspect	NPQ Programme	What is this?
Specialist NPQs <i>Note: These have replaced the previous NPQML programme.</i>	NPQ for Leading Teacher Development (NPQLTD)	supporting the training and development of others
	NPQ for Leading Teaching (NPQLT)	developing teachers who are subject leads or responsible for improving teaching practice in a subject or phase
	NPQ for Leading Behaviour and Culture (NPQLBC)	developing teachers who have responsibilities for leading behaviour and culture
Leadership NPQs	Senior Leadership (NPQSL)	for leaders that are, or are aspiring to be, a senior leader with cross-school responsibilities
	National Professional Qualification- Headship (NPQH)	for leaders that are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school
	National Professional Qualification- Executive Leadership (NPQEL)	for leaders that are, or are aspiring to be, an executive headteacher or MAT CEO role with responsibility for leading several schools

If you would like to embark on any of these programmes, please email: admin@leadtshub.co.uk

Understanding Subject Leadership

Why is this course relevant or important?

Everybody is a leader but what makes effective leadership? This programme of professional development will support any practitioner wanting to develop their understanding of effective subject leadership. Effective Leadership motivates people to a higher level of performance through strong human relations. It is an important function of management which helps to maximise efficiency and to achieve organisational goals. This CPD is for you if you want to unpick, with likeminded people, your vision for your subject or phase and how best to mobilise a team forward with effective strategy. The majority of this training will be online with the exception of two days in a school setting.

This professional development opportunity will enable practitioners to:

- Create and articulate a clear vision
- Have an understanding of the OFSTED expectations of subject leaders
- Learn how to conduct a deep dive into a subject
- Conduct a deep dive in your own setting and another setting with a peer
- Develop an understanding of how emotional intelligence impacts on leadership
- Explore leadership styles
- Develop your ability and confidence in having 'difficult' conversations



Course Leader:
Rebecca Riley

Session 1 A session to look closely at leadership styles and reflect on you as a leader. Time to unpick the difference between leadership and management and how to create a vision for your subject.

Session 2 Action planning and policy writing. What makes an effective action plan? How do you ensure your policy makes an impact?

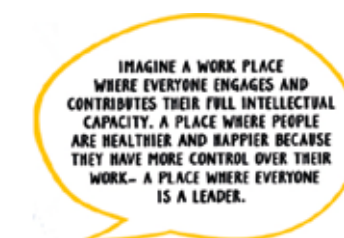
Session 3 How to conduct a deep dive into a subject. What do you look for? What questions do you ask? What's the most effective way at looking at books?

Session 4 Conduct a deep dive in another setting with a peer.

Session 5 How do teams function well? How do we implement and navigate change?

Session 6 How do we develop our confidence to have the right conversations with the right people at the right time to develop our subject?

Session	Date	Time	Location
Session 1	Friday 17th September 2021	2pm-4pm	via Zoom
Session 2	Friday 19th November 2021	2pm-4pm	via Zoom
Session 3	Friday 14th January 2022	2pm-4pm	via Zoom
Session 4	Friday 11th March 2022 and Friday 18th March 2022	Visits to schools - half a day	To be arranged
Session 5	Thursday 21st April 2022	2pm-4pm	via Zoom
Session 6	Friday 20th May 2022	2pm-4pm	via Zoom



David Marquet
Author of 'Turn this Ship Around'

COST: £50 per session

To book please email: admin@leadtshub.co.uk or call 01522 214459

Developing Leaders and People through Coaching



'Sharing the role of Headship through coaching'

Headship can often be a relentless and challenging role. Regular 1:1 conversations with a highly skilled coach, who fully understands this role is available to you. Dedicated time to reflect and engage in coaching conversations can often lead to stronger outcomes and greater wellbeing as a leader. Why not give this opportunity a try to see if it has an impact within your role?

1:1 Conversations with a trained coach to:

- Share and celebrate current strengths
- Identify aspects of priority and development
- Identify aspects which are 'weighing heavy as a leader' and be supported in finding solutions

Developing a specific team within your Academy

E.g. a phase team, leadership team, admin team etc.

A highly skilled coach is available to work alongside a specific team to support their strengths, next steps, aspects for development and cohesion as a group.

The coach will work closely with the Headteacher throughout the journey to ensure that the coaching aligns with the whole school vision and strategy.

Developing a Whole School 'Coaching Culture'

A bespoke package of coaching to develop your Academies Senior leadership/staff team.

Through a highly skilled coach, dedicated and assigned to your setting, the Matthew Radley accredited coaching programme and related resources, will be used with your senior leadership team. The ultimate aim of this approach is a model of distributed leadership and empowerment across a staff team. Academies who have engaged with the programme have seen a significant impact.

Developing Leaders and People through Coaching

Within our Trust we have a number of highly skilled and qualified coaches. Testimonials really capture the impact which they have had in developing others. There are many ways in which this can benefit your setting. Please do take the time to read the testimonials and short biographies and contact L.E.A.D Equate to organise the package for your Academy.



Coach:
Rebecca Riley

'Becky has a natural gift for nurturing and challenging my thoughts, skilfully allowing me to reflect and look deeper and deeper until the lightbulb moment arrives. Inspirational!'

Who am I?

I have over 15 years teaching experience working in an urban setting and I am currently a deputy head teacher in inner city Nottingham. I have a keen interest in leadership in education and as a busy mum of two, I am passionate about people developing their careers whilst maintaining their family commitments and having a work life balance. I lead the Primary Nottingham training for initial teacher trainees and early careers teachers, as well as delivering programmes for leaders. I have a commitment to professional development, empowering others and facilitating growth. In my own journey through leadership, I have found coaching enables me to operate at my best and I enjoy facilitating the thinking of other leaders.

My Qualifications

I have a wealth of training and experience in coaching teachers at all stages of their career and have a postgraduate certificate in coaching and mentoring beginning teachers as well as being a certified coach in business and personal coaching.

My values

- Decency
- Professionalism
- Composure

My Way of Working

I work with people to help them deepen their self-awareness, discover new insights and develop their emotional intelligence. I believe in the importance of listening and asking questions to enable people to identify goals and overcome obstacles to achieve success and happiness in all aspects of their life.

My favourite quote

'The human MIND seems to work best in the presence of reality. The brain that contains the problem probably also contains the solution. IF the conditions are right, the huge intelligence of the human being surfaces. IDEAS seem to come from nowhere & sometimes STUN US.' (Nancy Kline)

Field of expertise

Some examples of the types of coaching I can deliver in your setting

- Coaching for leaders
- 1:1 Coaching for aspiring leaders
- Team coaching
- Group coaching for school improvement
- Coaching for returning to work mums



Coach:
Teresa Shrestha

"Teresa demonstrates a huge depth of knowledge, understanding and ability to lead those she coaches to successful outcomes adeptly. She does this with great humility and compassion, whilst remaining focussed on securing effective outcomes for the individuals and teams she coaches. The impact she had on our team was transformative. I cannot recommend her highly enough."



Who am I?

I have worked in senior leadership for 22 years and as a headteacher for over ten of those in two inner city schools in Nottingham. I have a passion for building and developing highly effective teams whilst supporting leaders to realise their own and others' full potential, so that they are in turn, able to impact positively upon the communities and children they serve.

Through my work as a National Leader of Education, supporting schools in an executive capacity and in my headship roles of an outstanding school and of leading another out of challenging circumstances, I have developed a rich knowledge about education and the complexity of school leadership that enables me to offer high quality support and coaching.

My Qualifications

I have considerable experience of coaching leaders at different points of their career from aspiring leaders to headteachers. My coaching experience spans personal as well as leadership coaching. I am a trained personal and business coach from Barefoot Coaching.

My Values

- Integrity
- Compassion
- Humility

My Way of Working

For me, coaching is about unlocking a person's potential in order to achieve their goals. Through attentive listening and skilful questioning, clients will have the space to reflect and expand their awareness and ideas in order to achieve their goals.

My Favourite Quote

'Before you are a leader success is about growing yourself. When you become a leader, success is about growing others.' (Jack Welch)

Field of Expertise

With a particular passion for leadership coaching, the coaching experience I offer is tailored to the needs of the individual, team or institution being supported. Examples of the coaching that is available include:

- Leadership coaching for aspiring leaders, middle and senior leaders
- 1:1 bespoke coaching for headteachers
- Bespoke coaching for leadership teams
- 1:1 coaching for individuals



Coach:
Melany Pemberton

"I have become much more self aware. This has opened many doors for me and allowed me to see what has potentially been holding me back in my job, and also what attributes I possess that can be unlocked and enable me to flourish."

"I always walk away from coaching sessions feeling refreshed, inspired and excited for the next part of the journey."

"The impact the coaching had on my personal and professional life has been 'life changing'."

My background

I am a professional coach, with 7 years experience of delivering coaching within educational settings, as well as being skilled in the practice of fully embedding a coaching culture philosophy approach.

Drawing upon 25+ years experience in education and numerous leadership roles within Early Years to end of Key Stage 2, including 6 years operating as an Executive Headteacher, I bring a unique set of skills and perspective to my coaching. Having experienced coaching first hand, I have developed a real passion for how dynamic coaching acts as a catalyst to ignite thinking, optimise team well-being and unlock potential. Using coaching as a key driver, I am experienced in delivering turnaround agendas for schools, developing leaders and securing highly successful school performance.

Coach Skills and Professional Qualifications:

- Certified Business and Personal Coach and membership of the ICF, supported by a PGCert in Professional and Personal Coaching
- Qualified MBTI Practitioner in Step I and Step II Certification (Myers-Briggs Type Indicator)
- Transactional Analysis 101 from The Berne Institute
- Upskilled to deliver accredited MRA Education Leadership Confidence programme
- Adhere to the professionalisation of the coaching industry through regular access to high quality coach supervision
- MHFA England certification in Adult and Youth Mental Health

Values and passions at my core:

I bring a personalised style of curiosity and creativity to coaching sessions, flexibly adapting to clients' emerging priorities. My natural preferences around relational and emotional skills – compassion, empathy, optimism and resilience, enable me to build trusting relationships with clients. I authentically hold the space for clients to really connect and reflect within a calm, safe space and thinking environment.

My Values:

- Creativity
- Decency & Decorum
- Delight
- Sincerity
- Loyalty

What I can offer?

- 1:1 Coaching for Headteachers and Senior Leadership Teams
- Group Coaching for aspiring leaders
- Deliver MRA Education Leadership Confidence Coaching Programme 1:1 for SLTs
- Team Building Dynamics and Coach Skills Training
- MBTI Tools and interpretive reports

Developing Leaders and People: *Specific Tools*

How do you ensure that you empower leaders and develop them fully? How do you challenge and motivate staff and maximise their capacity? This is a whole package of support to develop leaders, giving them a range of tools to lead and support others fully. Each session will have 'take aways' and approaches which can be trialled to make a difference with others.

Session	Focus	Date	Time	Location
Launch Overview: Developing a Coaching Culture	This session will focus on <ul style="list-style-type: none"> How to develop a whole school coaching culture. What is the starting point? How can your Policy support this? Vision and Values Strategy for your setting 	15th Oct	9.30-12.30	Huntingdon Academy
Session 1 How to Facilitate a Meeting to get the best out of people?	The Art of Facilitating an effective meeting. This will give you the tools and skills to lead meetings with: <ul style="list-style-type: none"> Specific teams Whole Staff/Inset Individually Leaders 	18th Nov	9.30-11.30	Online
Session 2 The Art of Challenging Conversations	This will give you the tools to hold a challenging conversation. An excellent way of developing leaders and support them to be effective with others.	13th Jan	9.30-11.30	Online
Session 3 Working with and Developing Teams	When working with teams, there are many skills and approaches. This session will cover: <ul style="list-style-type: none"> Understanding Emotional Intelligence to benefit and develop a team Understanding the 5 dysfunctions of a team and how to overcome challenges Practical tools to support team development 	27th Jan	9.30-11.30	Online
Session 4 Professional Development	How the ownership of professional development leads to a healthy whole school culture. The session will cover: <ul style="list-style-type: none"> Leading Appraisal TA reviews Energising Strengths Approaching Lesson Observation Pupil Progress reviews 	24th Feb	9.30-12.30	Online
Session 5: From Instructional Coaching to Directive Coaching	This session will look at the difference between these types of coaching. How do you know when to use each approach?	24th Mar	9.30-11.30	Online
Session 6 Lesson Observation Feedback including Lesson Study	The lesson study approach is proven to be one of the most powerful approaches in developing practice. Tools & strategies will be shared in relation to effective lesson observation feedback and strategies which can support staff to improve.	28th Apr	9.30-11.30	Online
Session 7 Coaching Tools	A number of specific coaching tools will be shared with you enabling an effective whole school approach.	26th May	9.30-11.30	Online
Final Session	A reflection and summary of the programme. Identify success and impact and aspects for the following years Academy Improvement Plan.	17th June	9.30-12.30	Huntingdon Academy

COST:
For all 9 packages - £450
Single session £60

OFFER:
If you attend 7/9 sessions, your academy gets a free on-site coaching session with one of our trained specialists (See previous pages).

Coaching

Development of your leadership, vision, culture and talent



We would like to take this opportunity to introduce you to our offer of the very best in professional coaching.



As a leader in education you are clearly focused on the growth and development of your pupils. We are here to support you in the development of your leadership, your vision, your culture, and your talent.

Aligned to your organisation values, this programme has been designed specifically for high potential leaders in education, and brings together a combination of 1:1 leadership coaching, action learning, Governor and Headteacher engagement, coach skills training, and ownership of specific elements of your Academy or School Improvement Plan.

We support you in selecting the right talent, and then nurturing them over a year in partnership with key stakeholders. This is like no other CPD they will ever experience.

- Professional coaching package
- Six bespoke professional coaching sessions facilitated one per half term.
- Sessions based within the delegate's academy.

COST: £1800 per delegate

"This invaluable coaching programme is an opportunity that shouldn't be missed. It has given direction and focus to my development as a leader and I always walk away from coaching sessions feeling refreshed, inspired and excited for the next part of the journey."

Headteacher - Witham L.E.A.D Academy Trust

Better Middle Leaders mean Better Schools

A virtual professional development programme for Middle Leaders, including Team/Phase/Faculty Leaders, Subject leaders and Aspiring Leaders



The role of middle leader has changed beyond recognition and they are now expected to play a major role in effective and continual school improvement. The role has changed from one of maintenance to authentic leadership and individuals are expected to step-up to this role.

This programme focuses on building a deep understanding about leadership and seeks to support delegates in developing the essential competencies, behaviours and attitudes required to successfully lead a team/subject area. It will explore the key principles of effective educational leadership and how an individual can embed these within their leadership approaches.

The programme is built around 3 cornerstones:

Understanding purpose

The first two virtual workshops will focus on supporting participants in developing a greater awareness around the role of educational leader and the key responsibilities that accompany this role.

Module 1 - Developing leadership awareness

Module 2 - Taking the right steps and being responsible

Aspects explored during these modules include:

- 5 key considerations for any leader
- Being proactive as a middle leader
- The key questions that need to be asked and answered
- Understanding where the journey starts
- Leadership capital is all about these 5 essentials
- Defining a clear purpose



Enhancing Learning



Effectively leading from the middle

The next two virtual workshops focus on supporting participants in how they look to influence whole school improvement. Leadership is an essential process that directly impacts on pupil outcomes across the whole organisation.

Module 3 - The key elements for effective middle leadership

Module 4 - Taking responsibility...Why, What and How

Aspects explored during these modules include:

- Inquiring into impact - 4 main influences on organisational success and pupil outcomes
- The influence of a leader - Being proactive and building greater influence
- How does a middle leader inspire team and school-wide excellence?
- Leadership is about continual improvement - Considering visioning and strategic thinking at a middle leader level
- A model for improvement - Being self-directed and responsible.
- Putting first things first - An ability to prioritise.

All about essential influence

The final virtual workshops will focus on considering how a middle leader impacts on classroom practice... beyond their own classroom. The modules consider great classroom practice, what it looks like and what influence leaders have on ensuring exceptional outcomes for all pupils.

Module 5 - Two key words... Expectations and Consistency

Module 6 - Increasing variation around agreed principles

Aspects explored during these modules include:

- Excellence in teaching and learning
- A focus on human capital - How effective are we at doing the job we do?
- Striving for consistency - A clear focus on pedagogical principles that have the greatest impact on pupil outcomes
- Starting with a leader's beliefs - Recognising and clearly communicating values around effective teaching and learning
- Identifying an agreed strategy for improving classroom practice - Everyone continually looking to get better.

To register your interest for this training please email either helenthomas@leadtshub.co.uk or office@enhancinglearning.co.uk. Dates will be arranged once we have an idea of the number of interested participants. These sessions will be delivered via Zoom.

Better Senior Leaders mean Better Schools

A virtual leadership programme for Deputy Heads, Assistant Heads and aspiring Senior Leaders

This programme aims to offer the knowledge and skills that will enable senior leaders to build professional capacity in both themselves and in those they lead. The programme focuses on how leaders build a culture with significant capacity for improvement and how to establish systems and processes that focus on maximising pupil outcomes. It explores the essential ingredients that contribute to authentic success, in any school, and the role played by senior leaders ensuring these principles are lived out on a daily basis.

The programme will focus around three key cornerstones:

The core of effective leadership

The first two virtual workshops will focus on the ways that an individual can significantly increase their leadership capital and effectiveness by focusing on a core set of essential competencies.

Module 1 - Begin with the end in mind

Module 2 - 5 minds of effective leadership

Aspects explored during these modules include:

- Key principles for highly successful leadership
- Developing of an intelligent leadership mindset
- Identify sustainable leadership attitudes and behaviours
- Building greater self-awareness
- Personal mastery as a senior leader



Taking the time to do what counts

The next two virtual workshops focus on supporting participants in how they look to increase whole school effectiveness by focusing on 3 key influences. The professional culture of any school has the biggest impact on overall organisational success.

Module 3 - The key elements of school effectiveness

Module 4 - Becoming a systems thinker

Aspects explored during these modules include:

- Understanding the key influences on school effectiveness
- Identifying key principles for success
- Professional processes for increasing capacity
- Accountability, Accountability, Accountability
- Ensuring all staff are moving forward
- Identifying professional interferences

All about expectations and consistency

The final virtual workshops will focus on exploring the impact that senior leaders have on outstanding classroom practice. The modules consider great classroom practice, what it looks like and what influence leaders have on ensuring exceptional outcomes for all pupils.

Module 5 - Pedagogical expertise in every class

Module 6 - Getting the basics right

Aspects explored during these modules include:

- Exploring high-expectations throughout our school
- A policy that drive high-impact teaching
- Pedagogical principles for highly effective teaching and learning
- Recognising effect size of classroom strategies
- Exploring mastery in teaching - High human capital
- Understanding greater-depth learning

To register your interest for this training please email either helenthomas@leadtshub.co.uk or office@enhancinglearning.co.uk. Dates will be arranged once we have an idea of the number of interested participants. These sessions will be delivered via Zoom.

Aspiring to Headship

A virtual professional development programme
for Deputy Heads and Assistant Heads



This programme has been specifically designed for Deputy Headteachers who are considering their next step towards Headship. The programme supports participants in exploring their own perceptions of Headship and effective senior leadership from three perspectives:

- **Self** - How an individual sees themselves as an effective leader
- **Role** - How an individual sees the role of Head Teacher or effective Senior Leader
- **Context** - How an individual is able to view the organisation and identify an appropriate and clear vision for continual improvement.

The programme will focus around three key cornerstones:

The inner mind of leadership

Two virtual workshops which will focus on supporting participants in developing a greater sense of selfawareness about themselves, as a professional and a leader. Understanding what it means to have effective leadership presence and to take a leadership stance.

Module 1 - Begin with the end in mind
- A personal analysis process

Module 2 - Understanding a changing role



Aspects explored during these modules include:

- Being proactive without being in a designated role - It starts with me.
- Professional maturity, self efficacy and attitude
- Professional awareness with a capital 'A'...How do I behave?
- Professional responsibility with a capital 'R'...How am I taking responsibility?
- Prioritising and task organisation
- Exploring roles of an effective Head Teacher/Senior Leader



Authority and Accountability

Two virtual workshops which will focus on supporting participants in developing a greater understanding of the core purpose of leadership. Leadership is all about relationships that leads to continual improvement.

Module 3 - Building a desirable purpose

Module 4 - Influencing the right people in the right way

Aspects explored during these modules include:

- Understanding others and what motivates them
- Communication skills
- Authentic teamwork and how this actually manifests in an educational culture
- Experience of observing and evaluating the performance of others
- Alternatives to feedback when feedback might not be appropriate
- Influences on improvements in performance
- Dealing with difficult conversations.

We can't get to where we want to be by remaining as we are.

Two virtual workshops which will focus on exploring how leaders accurately evaluate future needs that influence a school improvement plan. Being visionary and strategically-biased are skills that require practice and continual development.

Module 5 - Self-direct learning and accurate analysis around impact

Module 6 - The future doesn't just happen

Aspects explored during these modules include:

- Pedagogical principles for highly effective teaching and learning
- Influences on pupil outcomes
- Increasing variation in practice
- Creating a realistic vision
- Effective strategic thinking and the development of an effective strategy
- Analysis and evaluative thinking about influences on team effectiveness
- Critical analysis to identify future needs

To register your interest for this training please email either helenthomas@leadshub.co.uk or office@enhancinglearning.co.uk. Dates will be arranged once we have an idea of the number of interested participants. These sessions will be delivered via Zoom.

Better Senior Leadership Teams mean Better Schools

A virtual professional development programme for Senior Leadership Teams

No organisation can be a great organisation without high leadership capital. Any Senior Leadership Team must be a model of excellence when it comes to driving improvement and creating a culture for success. To be the very best, a leadership team should look to continually hold itself accountable around a set of agreed principles and their actions must stem from rigorous leadership learning and evaluations.

The programme will focus around three key cornerstones:

Pointing the finger inwards

Two virtual workshops which will focus on supporting participants in developing a greater sense of selfawareness and collective awareness about themselves, as professionals and leaders. Understanding what it means to have effective leadership presence and to take a leadership stance.

Module 1 - Our leadership stance

Module 2 - A high-performing senior leadership team

Aspects explored during these modules include:

- Being proactive without being in a designated role - It starts with me.
- Professional maturity, self efficacy and attitude
- Professional awareness with a capital 'A'...How do I behave?
- Professional responsibility with a capital 'R'...How am I taking responsibility?
- Prioritising and task organisation
- Exploring roles of an effective Head Teacher/Senior Leader
- Leadership resilience and well-being.

A closer look at those we lead and how we lead them

Two virtual workshops which will focus on supporting participants in developing a greater understanding of the core purpose of leadership. Leadership is all about relationships that leads to continual improvement.

Module 3 - Increasing a school's capacity for improvement

Module 4 - Developing collective responsibility

Aspects explored during these modules include:

- Understanding others and what motivates them
- The keys to inspiring colleagues
- Communication skills
- Authentic teamwork and how this actually manifests in an educational culture
- Experience of observing and evaluating the performance of others
- Alternatives to feedback when feedback might not be appropriate
- Influences on improvements in performance
- Dealing with difficult conversations



Increasing impact

Two virtual workshops which will focus on exploring how leaders influence teaching and learning through a range of leadership thinking styles. Effective leadership requires a range of higher-order thinking skills to ensure continual improvement.

Module 5- How we best influence pupil outcomes

Module 6 - Where now? Building our vision for the future

Aspects explored during these modules include:

- Pedagogical principles for highly effective teaching and learning
- Influences on pupil outcomes
- Increasing variation in practice
- Creating a realistic vision
- Effective strategic thinking and the development of an effective strategy
- Analysis and evaluative thinking about influences on team effectiveness
- Critical analysis to identify future needs



Enhancing Learning

To register your interest for this training please email either helenthomas@leadtshub.co.uk or office@enhancinglearning.co.uk. Dates will be arranged once we have an idea of the number of interested participants. These sessions will be delivered via Zoom.

Better Head Teacher mean Better Schools

A virtual professional development programme for Head Teachers and Principals

No organisation can be a great organisation without high leadership capital. For future educational leadership to have a continual impact, there is a need for all senior leaders to master and demonstrate a modern set of leadership behaviours and attitudes. This programme offers the knowledge and skills to enable Head Teachers to articulate a vision for increasing capacity for improvement and to design and implement an appropriate strategy for whole school improvement that is focused on maximising pupil outcomes.

The programme will focus around three key cornerstones:

Leadership is a relationship

Three virtual workshops which will focus on supporting participants in developing a greater understanding of the core purpose of leadership. Leadership is all about relationships that leads to continual improvement.

Module 1 - Increasing a school's capacity for improvement

Module 2 - Developing collective responsibility

Aspects explored during these modules include:

- Understanding the four forms of accountability
- Pointing the finger in the right direction
- Leadership with a clear purpose
- Exploring leadership self-awareness
- Being a learning-centred leader
- Analysing perceptions for different standpoints

Culture and other influences on outcomes

The next two virtual modules will focus on how Head Teachers maximise outcomes. Leaders must focus more time on what really matters and consider how they shape and influence the professional culture of a school. Effective leadership is a process of continual improvement with a clear focus on increasing organisational capital.

Module 3 - A deep dive into our professional culture

Module 4 - Organisational capital...working on 3 core principles

Aspects explored during these modules include:

- How do we define professional culture?
- Influences of professional culture on pupil outcomes
- A realistic vision for a strong, vibrant professional culture
- Identifying specific systems and processes that shape culture
- Effective professional thinking and the development of an effective strategy
- CPD Vs CPL - Going deeper with professional thinking and learning
- Critical analysis to identify future needs.

Looking ahead

The final two virtual modules will focus on supporting participants in developing a clear vision for future school improvement. Education is full of well intentioned changes that have been poorly executed. Any change must lead to significant improvement and it is essential for Head Teachers to understand not just the 'why?' but also the 'what?'.

Module 5 - Ensuring real impact - Not all change leads to improvement

Module 6 - Developing a learning community

Aspects explored during these modules include:

- Being proactive without being in a designated role - It starts with me.
- Professional awareness with a capital 'A'... How we design and embed processes that ensure accurate organisational awareness
- Using multiple lenses to increase perceptions
- Prioritising and task organisation
- Leadership resilience and well-being



Enhancing Learning

To register your interest for this training please email either helenthomas@leadtshub.co.uk or office@enhancinglearning.co.uk.

Dates will be arranged once we have an idea of the number of interested participants.

These sessions will be delivered via Zoom.



QUALITY OF EDUCATION TRAINING



SUBJECT LEADERSHIP

- Building an Oracy Rich School
- Fluency
- KS2 Reading Audit
- The Impact of Feedback Approaches
- Developing Leadership in KS2 Languages
- Assessment in Key Stage 2 Languages
- Primary Languages Conference
- A Deep Dive into DT in a Primary School
- Teaching and Leading Primary RE
- For Art Leaders: Developing Specific Art Skills in the Curriculum
- Raising Attainment in Art
- Raising Attainment in Geography Pt. 2
- Raising Attainment in History
- Raising Attainment in Music Pt. 2

Building An Oracy Rich School

What is Oracy?

Oracy is to speaking what numeracy is to mathematics or literacy to reading and writing. It's about having the vocabulary to say what you want to say and the ability to structure your thoughts so that they make sense to others. Research has found that good oracy leads to higher order thinking and deeper understanding. The benefits of oracy skills go far beyond academic achievement and employability, they boost a whole range of social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy. Having the skills and confidence to speak up and believe in ourselves has been shown to enhance our sense of happiness and well-being.

At the heart of good oracy is the dialogic classroom. A classroom rich in talk, in which questions are planned, peer conversations are modelled and scaffolded and the teacher uses talk skilfully to develop thinking. At the heart of a school culture are varied opportunities to develop confidence in talk and learn how to talk about talk. At the heart of each subject, there is an understanding of how talk aids and supports knowledge acquisition and understanding of that subject.



Why is this course relevant or important?

Not only does the EEF research into oral language interventions show that oracy consistently has a positive impact on pupils learning, pupils can also make up to 5 months additional progress over a year. Oracy also has a far greater moral cause. The development of Oracy enables pupils to articulate their thoughts, feelings and ideas and has a positive impact on a whole range of social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy.

This course will advance your understanding of:

- How to develop dialogic rich teaching and learning environments
- How to embed, facilitate and value talk throughout all areas of school life
- How to facilitate dialogic rich lessons
- How to build oracy

Take away from the course:

- An in depth introduction to the theory of dialogic rich teaching
- A framework for a dialogic rich classroom
- A framework for developing oracy across school
- Lots of practical ideas to help ensure your curriculum is rich in oracy opportunities.

Date	Time	Location
Tuesday 21st September 2021	9-3pm	Huntingdon Academy Primary School Alfred Street Central, Nottingham NG3 4AY
Tuesday 16th November 2021	9-3pm	
Tuesday 1st February 2022	9-3pm	

COST:
£40 per session

For further information or to book a place, please visit bookitbee.com (Search for the course title and location)

Fluency



Overview of the Programme: Project based CPD where English Leaders will work in collaboration with the programme lead and other English Leader colleagues to improve fluency outcomes for a focused group. The programme aims to improve understanding of the research around fluency, support implementation of fluency teaching strategies and school improvement.

This programme is structured over one academic year and consists of three face to face training sessions and 1:1 coaching support. Included in the cost programme is an online training session for support staff and opportunity for nursery feeder schools to attend free of charge. Three 1:1 coaching sessions for English Leads throughout the duration of the programme to support with implementation in school.

What impact will this programme have?

English Leaders subject knowledge will be developed. Impact in fluency of the focus group. English Lead will be ready to lead fluency improvement across the whole school following on from the programme. English Leader network will be formed.

Session	Date	Time	Location
Session 1	28th September 2021	9.30-3pm	Online
Session 2	5th October 2021	2-3pm	Online
Session 3	8th February 2022	9.30-3pm	Online
Session 4	17th May 2022	9.30-3pm	Online
Session 5	12th July 2022	9.30-3pm	Online

Session 1: Fluency research and practice.

Fluency—what is it? How do we teach fluency? What does this look like in practice? Identification of focus group.

Session 2: Support staff meeting.

Making fluency a focus

Session 3: Workshop.

Overcoming barriers to the teaching and learning of fluency.

Session 4: Collaborative Case study evaluation.

Summarising progress of focus group.

Session 5: Leading fluency across the whole school.

COST:
£200 for 5 sessions (£40 per session)

KS2 Reading Audit



How strong is your reading provision? Would you accept a review from trained specialists to identify the aspects for development?

The reading audit is aimed at supporting KS2 reading provision. It is carried out by one of our experienced Literacy Specialists and will support you with further action planning.

The audit will look at the current provision of reading, phonics and supported decodable reading. Alongside the Head Teacher and reading leader we agree the current position of your school and what your next steps are in terms of resourcing, training and further support needed.

Audits will normally take place during the morning of a normal school day and require both the Reading Leader and Head Teacher to be present. As part of the audit your current data and feeder school provision is taken in to account.

The audit follows a structured approach set by The Department for Education and adapted for KS2. This will also include an audit of:

- your current resources in reading
- the curriculum progression / structured approach in reading
- the nature and level of support for the lowest 20%
- the level of phonics still required in KS2 and how this is implemented

A learning walk / observations can also be conducted to obtain the staff's level of understanding of the teaching and learning of Reading. This is again to be designed alongside the Head Teacher and Reading Leader, to help to identify who may need to be targeted for additional teaching and learning support.

COST: £175 – half day audit • Contact: L.E.A.D. Equate Teaching Alliance to book an audit and arrange a date

The Impact of Feedback Approached on Educational Attainment in Children and Young People



Do you want to be part of leadership group which unpicks the latest research in order to develop and enhance the provision in your setting?

We are looking for a team which will be led by one of our appointed ELE's (Evidence Leads in Education) who work to connect the latest research to practice. In this, the EEF is conducting a systematic review of feedback, which will underpin a Guidance Report to be published in June 2021.

This group will work together to unpick this latest research, trial aspects of it in practice (in a focussed and targeted way) revisiting the group for a further 2 sessions to share their findings and next steps. The aim of this is to enhance the provision by challenging each other and having a robust debate in relation to the research and the findings within your own setting.

To be part of this exciting group, please see the 3 dates below:



Session	Date	Time	Location
Session 1	6th October 2021	9.30-12.30pm	Online
Session 2	2nd February 2022	9.30-12.30pm	Online
Session 3	8th June 2022	9.30-12.30pm	Online

See the latest EEF Guidance:
<https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedb>

COST: £20 per session

Developing Leadership in KS2 Languages



What does Ofsted’s sharper focus on Foundation Subjects mean for you as a Languages Coordinator?

This one day course will give you guidance and advice, provide you with practical ideas, and suggest ways that you might monitor, evaluate and above all sustain standards in languages.

During the day we will consider the role of the Subject Leader for Languages, taking the following into consideration

- OFSTED’s view of curriculum quality;
- How to articulate your vision and values;
- How to ensure your Languages curriculum is pupil-focused and school-centric;
- Ways to raise the profile of Languages within school
- What to expect from a ‘Deep Dive’;
- How to share and embed expectations;
- Assessment and monitoring strategies that enhance pupil outcomes;
- Planning for the future, supporting colleagues, and CPD.

This course is suitable for:

- Heads, deputies and other senior leaders
- Subject Leaders of Languages

Date	Time	Location
2nd November 2021	9.30-3.30pm	Online

COST: £50

Assessment in Key Stage 2 Languages



In his recent blog, Languages in Outstanding Primary Schools (<https://educationinspection.blog.gov.uk/2021/05/04/languages-in-outstanding-primary-schools/>) Michael Wardle HMI, Ofsted's Subject Lead for Languages, found that assessment tended to be "very limited" in Key Stage 2 Languages.

The Key Stage 2 Programme of Study for Languages requires schools to teach Languages to all classes in Key Stage 2, ensuring that teaching focuses on substantial progress in one language.

This half day training course will support delegates in

- Understanding what substantial progress looks like and what language learning skills pupils should be developing;
- Discovering practical assessment activities for Languages;
- Gaining ideas for assessing Languages across the curriculum;
- Designing effective assessment structures that clearly inform planning

This course is suitable for -

- Subject Leaders of Languages and teachers of Languages

Date	Time	Location
27th January 2022	9.15-12.15pm	Online

COST: £50

Primary Languages Conference

In Ofsted's blog "Languages in Outstanding Primary Schools" Michael Wardle HMI said "In the schools teaching languages really well, pupils were clearly having a brilliant time learning to communicate in a different language and learning about different cultures", so the theme of the 2022 conference is "Having fun with Languages".

The day will feature

- A nationally recognised key note speaker (tbc)
- Workshop sessions run by current, local practitioners

Sessions will consider some of the following themes

- Building cultural capital into your language lessons
- Having fun with phonics
- Using songs, games and rhymes in your teaching
- Ways to develop and capture speaking work in the primary languages classroom

This course is suitable for -

- Heads, deputies and other senior leaders
- Subject Leaders of Languages



There will also be a chance for delegates to share ideas with others. Come and join us for the day and take away ideas to use in the classroom the very next day!

Date	Time	Location
21st June 2022	9.30-3.30pm	Online

COST: £50

Getting your DT Curriculum Ready for a Deep Dive



This full day course is ideally suited to primary school D&T leads and members of the senior leadership team. During the day we will discuss areas of the Ofsted inspection framework, guidance and advice to ensure you plan, deliver and monitor a broad and balanced D&T curriculum for your primary school.

Course objectives:

- Understand requirements of the National Curriculum acknowledging these are a starting point to a wider curriculum provision.
- Develop a shared vision for D&T in your school.
- Understand the requirements of the new Ofsted Framework and what they are looking for in a 'deep dive'.
- Identify gaps in your current provision and understand how to fill them. Understand when it's 'D&T' and when it's not.
- Planning to ensure progression, stretch and challenge.
- How to successfully fit D&T into a crowded primary curriculum.
- How to develop cultural capital within D&T.
- Discover and plan for the required resources to support the delivery of your department's curriculum.

By the end of the course, delegates will:

- Have a greater understanding of how D&T fits effectively within the Ofsted Inspection Framework.
- Be able to clearly express the Intent, Implementation and Impact of their D&T provision.
- Have greater confidence in their long-term plans and sequencing of lessons.



COST: £99

Teaching and Leading Primary RE

This training run by Gillian Georgiou, Lincoln Diocese RE Adviser, aims to support teachers and subject leaders to understand the legal context of Religious Education (RE), its contribution to the broad and balanced curriculum, and the key responsibilities of subject leaders in relation to RE. It will also provide subject knowledge enhancement for four major world religions: Christianity, Hinduism, Islam and Judaism.

Session 1:

The legal context, the purpose of RE on the broad and balanced curriculum, core subject knowledge enhancement (Christianity and Islam)

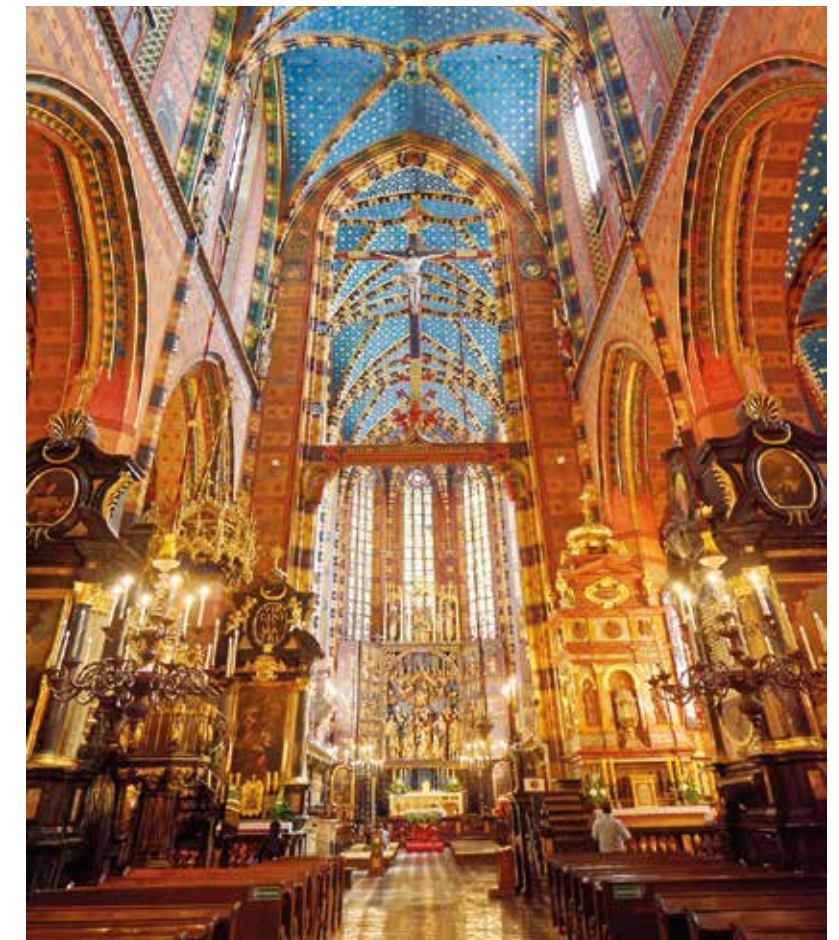
Session 2:

Core subject knowledge enhancement (Judaism and Hinduism); subject leadership: curriculum design, supporting colleagues, monitoring pupil progress.

Please note that when booking session 1, you will automatically be added to any subsequent sessions.



Course Leader:
Gillian Georgiou



Session	Date	Time	Location
Session 1	13th October 2021	1-4pm	The Pavillion, Porchester Road
Session 2	1st December 2021	1-4pm	The Pavillion, Porchester Road

COST: £120 for both sessions

For Art Leaders: Developing Specific Art Skills in the Curriculum



Following the success of the Art programme ‘Drawing’, we are holding a series of practical workshops with specialists. These will involve a range of curriculum areas which art leaders will explore in more depth. We are really pleased to be able to empower our leaders in developing the skillset of staff in these areas and ultimately impact upon pupil outcomes in Art.

Workshops include

- Progression through the topic/media
- Processes
- Famous artist (including diversity)
- Ideas to support quality delivery of art and opportunity to explore the media
- Quality outcomes and how to sequence this subject area within the curriculum

Session	Date	Time	Location
Launch			Video
Workshop 1 - Compositions/artist skills This includes an understanding of the sequential language and knowledge in relation to composition. Understanding what this looks like at each stage of development will be a core component of this session.	Tuesday 8th February 2022	9.30-12pm	The Pavilion Porchester Road Nottingham NG3 6JG
Workshop 2 - Collage Skills and artists relating to collage will be thoroughly examined in this session. Participants will gain the opportunity to trial various approaches.	Tuesday 8th February 2022	1-3.30pm	
Workshop 3 - Sculpture Sculpture can be a challenging aspect of the curriculum .The leadership & sequential development of the curriculum in this area will be explored.	Tuesday 10th May 2022	9.30-12pm	
Workshop 4 - Printing Printing has many possibilities in schools. Identifying how to teach this effectively, ideal resources and the development of skills are all shared in this session.	Tuesday 10th May 2022	1-3.30pm	

For further information or to book a place, please email: admin@leadtshub.co.uk or call 01522 214459

COST:
4 training sessions £150
(resources provided to teach the concept)

Raising Attainment in Art

Creative Leadership



A training opportunity that celebrates the place of Art in the Primary Curriculum.

Aimed at developing a clear picture of what good art provision looks like across a primary setting and the benefits quality art teaching brings to the whole school. A chance to share and absorb ideas for engaging children and staff in a positive art teaching experience.

‘Really excellent training- we gained so many ideas to take our leadership of art further forwards’

This professional programme will help you to:

- Inspire, support and guide: supporting less confident staff with art
- Find a place for art in your school’s curriculum
- Ensure the use of the expected vocabulary and progression of vocabulary within each phase
- Understand practical approaches to teaching Art
- Implement progression in Art skills/Knowledge/ Concepts
- Enable assessment
- Comprehensively cover all of the National Curriculum Expectations in Art

Session	Date	Time	Location
Session 1	30th November 2021	9.30am-3pm	Online
Session 2	1st March 2022	9.30am-12pm	Online

COST:
£100 for 2 sessions

Raising Attainment in Geography Pt2



Back by popular demand, TT Education are returning with even more ideas for high-quality teaching and leadership in this key Foundation subject. This course builds on their successful training last year and will provide you with:

- The very latest guidance, including Ofsted’s findings from their 2021 subject inspections and geography research reviews
- How to ensure children retain their geography knowledge long-term, and use it
- Practical and effective strategies for quality first teaching in geography



Course Leader:
Helen Coleman



Date	Time	Location
24th January 2022	9.30-3.30pm	The Pavilion, Porchester Road

THIS WILL BE DUAL PURPOSE - ONLINE for those who are further in distance or cannot travel.

COST: £99

Raising Attainment in History



Ofsted’s new framework has had a big impact on the way schools view Foundation Subjects. This course considers history in this context and provides you with a range of engaging and inspiring approaches to drive up standards.

- Design a relevant, purposeful, and cumulatively sequenced history curriculum
- Implement cross-curricular approaches that do not compromise on standards
- Improve vocabulary acquisition and retention
- Understand what ‘greater depth’ might mean in history - and how to teach it



Course Leader:
James Lewis



Date	Time	Location
2nd March 2022	9.30-3.30pm	The Pavilion, Porchester Road

THIS WILL BE DUAL PURPOSE - ONLINE for those who are further in distance or cannot travel.

COST: £50

Raising Attainment in Music Pt2



Back by popular demand, TT Education are returning with even more ideas for high-quality teaching and leadership in music. This course builds on their successful training last year and will provide you with:

- The very latest guidance, including the Model Music Curriculum, and Ofsted’s findings from their 2021 subject inspections and research review
- Ways to build a body of ‘essential knowledge’, so children retain it long term
- Practical but effective strategies for quality first teaching in music



Course Leader:
Adam Reed



Date	Time	Location
15th March 2022	9.30-3.30pm	The Pavilion, Porchester Road

THIS WILL BE DUAL PURPOSE -
ONLINE for those who are further
in distance or cannot travel.

COST: £99

QUALITY OF EDUCATION



TEACHING AND LEARNING

- Raising Standards in Writing by Ensuring Progression in Genre
- Use of Language in Mathematics
- Unlocking Maths Confidence
- Arithmetic and Fluency
- Assessing Learners with SEND
- What is Outstanding Teaching and Learning?
- Outstanding Teaching and Learning for Teaching Assistants
- New EYFS - Development Programme
- FS2 Number Sense Project
- EAL Consultations

Raising Standards in Writing by Ensuring Progression in Genre

Sharon Geater

L.E.A.D. Lead Practitioner in Primary English

Daniel Burke

Assistant Headteacher and English Subject Leader at Jubilee Primary School

Kerry Wheatley

English Subject Leader at Cloudside Junior Academy

Often the teaching of writing is let down by the lack of subject knowledge in writing or a lack of progression from year group to year group. We have developed some materials to support teachers to plan for better writing outcomes. It will offer clear structured guidance of what needs to be taught within a sequence of writing towards a specific high quality genre outcome within each year group. It will enable children to write with a clear purpose and audience in mind to communicate in a variety of ways and with effect.

Why is this course relevant or important?

It is important that teachers have a clear understanding of the progression of subject knowledge throughout the Primary phase. This document will ensure teachers are enabled to provide clarity and deepen children's understanding of genre and the grammar required to become skilled and successful writers as they progress through school.

This course will advance your understanding of:

- Writer's knowledge needed for each genre.
- Specific text features and structures.
- Vocabulary and GPS needed within different forms of writing
- How to assess children's writing and involve children to be able to self and peer assess.

This course is suitable for:

English Subject Leaders, Teachers who want to develop their English Subject Knowledge.



Take away from the course:

- A Progression in Genre document
- A practical understanding of how to use the document to plan more effectively
- A planning approach to ensure a rise in standards of independent writing.

Date	Time	Location
8th November 2021	9-12pm	Online

COST: £50

Use of Language in Mathematics

How does attention to accurate mathematical vocabulary have an impact on children's learning of the subject? How can an insistence on answering in full sentences affect the achievement of not only the speaker but also their classmates? How can we support children to discuss maths in a way that shows an understanding of structures and concept? These questions and others will be explored throughout these sessions.

Cat Stone, lead practitioner for maths for L.E.A.D. Academy Trust, created a resource to support teachers and TAs with the development of the use of language in maths lessons. The creation of this resource became a collaborative piece of work between 18 maths leads.

Throughout the academic year 2020/21, a group of five maths leads took part in an action research project. All teachers used the language resource and associated pedagogies in their maths lessons and evaluated the impact on the children throughout the project. The outcomes were pleasing; one of the most significant changes was confidence to speak about mathematics, particularly among those traditionally quiet children. There was also a notable improvement in the children's mathematical explanations that showed a deeper level of understanding.

This course is aimed at broadening the impact of the project by inviting more schools to take part in the development of the strategy. There will be three training sessions that will aim to introduce, strengthen and embed the language resource and associated pedagogies. Each of these sessions will include an observation of a live lesson with a follow-up discussion of the impact of the language-use within the lesson. Alongside this, there will be two visits to your school either by Cat or one of the teachers who took part in the initial action research project to support development in your class.



The programme:

Session 1:

Familiarisation with the resource, background on the project, outcomes of last year's project, personal experiences shared by the teachers who took part in the project last year. Observation of a lesson plus reflection.

Support visit to your school.

Session 2:

Looking more in depth at the impact of language in maths. Opportunity to share impact of the project so far. Observation of a lesson plus reflection.

Support visit to your school.

Session 3:

Impact of the project. Next steps. Observation of a lesson plus reflection.

Session	Date	Time	Location
Day 1	Wednesday 6th October 2021	9-3pm	The Pavilion, Porchester Road, Nottingham NG3 6JG
Day 2	Wednesday 2nd February 2022	9-12pm	TBC
Day 3	Wednesday 11th May 2022	9-12pm	TBC

COST:

3 training sessions plus 2 support visits to your school - £99

Unlocking Maths Confidence



How many times have you heard a pupil admit to being ‘no good at maths’? How can we instil mathematical confidence in order to promote the mind set that ‘everyone can’?

This half-day session will be delivered by a selection of maths leaders from across the L.E.A.D. Academy Trust, each focussing on a different aspect that will help promote mathematical confidence among your pupils. The session content will cover all year groups from YR to Y6 and is therefore suitable for any primary/ EYFS teachers.

The session will cover the following:

- Peer to Peer support in the classroom – The end of ability grouping
- Spotting patterns and making connections
- Making the most of our mistakes
- Using talk and language to engage quieter pupils
- Growth mindset

Date	Time	Location
20th January 2022	1-3.30pm	Online via Zoom

Please ensure that you enter the meeting on mute and enable your camera throughout.

COST: £50

Arithmetic and Fluency

In the Year 6 SATs, the arithmetic paper contains over 35% of the overall score but how do we ensure that an emphasis on teaching the procedures does not take precedence over the development of fluency?

As well as considering how to teach arithmetic skills conceptually, these sessions will develop the idea of fluency beyond being able to rapidly recall number facts; it will focus on flexibility rather than fluency alone.

The course will cover aspects from the whole primary curriculum and is therefore suitable for all year groups. The sessions will be suitable for any teacher wishing to deepen their knowledge of effective ways to teach arithmetic and develop fluency among their learners.

The session outlines are as follows:

Session 1
Addition and subtraction

Session 2
Multiplication and division

Session 3
Fractions, decimals and percentages

All sessions will focus on the progression of skills required to fully master ‘number’. There will be practical tips to try in the classroom as well as the opportunity for participants to reflect on their own practice.



Session	Date	Time	Location
Session 1	19th November 2021	1-3.30pm	Online via Zoom
Session 2	25th March 2022	1-3.30pm	Online via Zoom
Session 3	17th June 2022	1-3.30pm	Online via Zoom

Please ensure that you enter the meeting on mute and enable your camera throughout.

COST:
3 sessions
£40 each

Assessing Learners with SEND



Aimed at SENCOS, TAs and teachers working with children with SEND in the classroom with a focus on those working below Year 1 in Key Stage 1 and Key Stage 2. The training will look at how to assess the children, what to look for and how to plan lessons for individuals, groups and within a whole class for maximum impact on learning.

The assessment systems of B Squared and the Engagement Model will be looked at and there will be opportunities to work together to create plans and resources.

Connecting Steps simplifies tracking, assessing and reporting progress. It works differently to other assessment software, focusing on continuous assessment to help pupils achieve their full potential.

Designed from the start to be flexible and easy to use, Connecting Steps saves teachers' time. Multiple inclusive frameworks allow schools to track the progress of mainstream pupils across early years and primary education. It also covers pupils with SEND from birth to age 25 and includes functional skills, life skills and employability skills.

Connecting Steps is the easiest way to show the progress pupils make, however small!

The engagement model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation.

Session	Date	Time	Location
Day 1	22nd September 2021	2.30-4pm	The Pavilion, Porchester Road
Day 2	24th March 2022	2.30-4pm	The Pavilion, Porchester Road

COST:
£75 for both sessions

What is 'Outstanding Teaching and Learning'?



Delivered as a Staff Meeting, bespoke to your needs

If you have always questioned what the term Outstanding Teaching and Learning truly means and have been in pursuit of achieving this in your lesson outcomes, these sessions will unpick the key components that contribute towards this judgement with sessions to observe and reflect upon.

The Programme will include:

- Observing outstanding teaching in a real context
- Quality First Teaching and learners' engagement
- High quality learning based on recent research
- Practical strategies to monitor and evaluate teaching and learning in your classroom
- Consider the impact of CPD and in developing the quality of teaching
- Giving and receiving feedback
- Meeting the needs of all learners inclusive of challenge and targeted support
- Planning meaningful lessons with the 'end goal' in mind

"Excellence in teaching is a habit, not something left to chance"

COST: £250 To book contact: admin@leadtshub.co.uk



Outstanding Teaching and Learning for Teaching Assistants

Why is this course relevant or important?

An opportunity to develop your practice as a teaching assistant. This professional development is suitable for beginning teaching assistants as well as more experienced teaching assistants that would like to develop their practice further and who enjoy pushing themselves out of their comfort zone and helping to develop others.

This professional development opportunity will enable teaching assistants to:

- Work with Specialist Leaders of Education and a National Leader of Oracy to develop practice
- Critically examine and reflect on your own practice
- Network and collaborate with other teaching assistants within The Trust.
- Have an opportunity to look at relevant research
- Visit another setting
- Develop skills in teaching reading, writing and maths
- Consider how to effectively establish behaviours for learning



Course Leader:
Rebecca Riley

- Session 1** How do we establish effective behaviour for learning? In this session you will get to work with The Trust's Specialist Leader of Education for Effective Behaviour.
- Session 2** What are the ingredients of effective group work? A chance to collaborate and discuss the elements of outstanding teaching and learning across subjects.
- Session 3** How do we enable children to become able and enthusiastic readers and writers? This session will be led by The Trusts Specialist Leader of English. An opportunity to see writing and reading group work in practice.
- Session 4** How do we grow and develop mathematical thinkers. This session will be run by The Trust's specialist leader of maths. An opportunity to look at maths in action.
- Session 5** How do we create opportunities for talk when working with children? Our National Leader of Oracy helps us to create dialogic teaching strategies into our teaching.
- Session 6** Visits to another setting. An opportunity to host a TA in your setting and to visit a TA in their setting. What's the same? What's different?

Session	Date	Time	Location
Session 1	Friday 24th September 2021	2pm-4pm	Via Zoom
Session 2	Thursday 14th October 2021	2pm-4pm	Via Zoom
Session 3	Friday 28th January 2022	9am12pm	Huntingdon Academy
Session 4	Thursday 17th March 2022	9am12pm	Huntingdon Academy
Session 5	Friday 29th April 2022	9am12pm	Huntingdon Academy
Session 6	Thursday 23rd June 2022 and Thursday 24th June 2022	half a day in schools	To be arranged

Although this is a complete package/programme, sessions 1– 5 may be booked separately.

COST: £50 per session

To book please email: admin@leadtshub.co.uk or call 01522 214459

New EYFS - Development Programme

After each session there will be gap tasks to support continued development in use of the L.E.A.D. curriculum and assessment materials.

Session 1: Prime areas - Practice and Assessment

This session allows participants to understand further the requirements of the EYFS in the prime areas and to assess the prime areas using the new benchmarking material and summary goals. The session will focus on the Prime areas with a particular focus on self regulation and executive function.

Session 2: Literacy - Practice and Assessment

This session will focus on building a reader and a writer and understanding the holistic journey that children go on to become a reader and writer. We will also look at the new benchmarking material and summary goals and look at appropriate assessment and evidence in literacy.

Session 3: Mathematics - Practice and Assessment

This session will focus on mathematical development and how children learn to reason and problem solve. It will look at assessment of essential aspects of mathematics and the evidence necessary to make a summary assessment of children's progress and attainment.

Session 4: Understanding the World - Practice and Assessment

This session lets participants explore the knowledge and skills necessary for children to develop their understanding of the world and the evidence necessary to make summary assessments.

Session 5: Expressive Arts and Design - Practice and Assessment

This session looks at the progression in expressive arts and design and how to facilitate and assess learning in this area. We will look at the range of evidence that can support assessment.

Session 6: Transition - Practice and Assessment

This final session will explore effective transition into reception and year 1 and the information necessary to support children's ongoing learning



Session	Date	Time	Location
Session 1	16th September 2021	9.30-11.30am	Online & recorded
Session 2	19th November 2021	9.30-11.30am	Online & recorded
Session 3	21st January 2022	9.30-11.30am	Online & recorded
Session 4	25th March 2022	9.30-11.30am	Online & recorded
Session 5	17th May 2022	9.30-11.30am	Online & recorded
Session 6	6th July 2022	9.30-11.30am	Online & recorded

COST:
6 sessions = £199
(£33 per session)

FS2 Number Sense Project

How can a mastery approach help to develop a deep understanding of number in the foundation stage? How can we help young children to develop number sense in order to give them the firm foundations towards being confident mathematicians?

This six-session, highly interactive project will focus on how to develop a mastery approach in your FS2 unit. This is not a traditional 'course'.

As well as there being a pedagogical training aspect, the main focus of the project follows a lesson study approach; the sessions will take place in the participants' schools with one person teaching a lesson that we have all supported during the planning process. The rest of the group will observe the lesson, focussing on children that the person teaching the lesson has suggested. This teaching session will then be followed by a discussion where each observer shares what they observed of their focus child during the lesson. We will then share what we learnt during the lesson and reflect on how that impacts our own teaching and children's learning.

Lesson study will allow us to:

- See aspects of pupil learning through the eyes of others.
- Compare the actual learning observed with the learning that we imagined when planning the lesson.
- Support children who are under performing, who have specific needs or are from groups of learners who typically underachieve.

In the second half of the project, there will also be an emphasis on how Year 1 can continue to support the development of number sense.



Session	Date	Time	Location
Session 1	23rd September 2021	9-3pm	Radford Academy
Session 2	23rd November 2021	To be arranged during session 1.	
Session 3	25th January 2022	To be arranged during session 1.	
Session 4	22nd March 2022	To be arranged during session 1.	
Session 5	17th May 2022	To be arranged during session 1.	
Session 6	TBC 2022	To be arranged during session 1.	

COST: £150

EAL Consultations



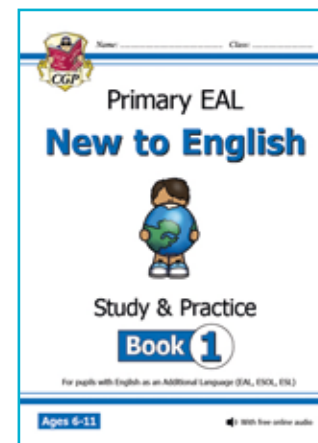
Book an afternoon visit (or online face to face) from the co-author of CGP's new activity books: Primary EAL. Sally Roberts is a practising Primary Advanced Practitioner in EAL and EAL advisor to L.E.A.D. Academy.

Teachers can take turns to discuss the needs of their class. Sally will meet the children, assess their language, reading/ phonics and writing and make a plan with resources to get them engaged, happy and building independent learning skills.

Sally will illustrate simple Quality First teaching techniques to differentiate mainstream lessons that will benefit the language development of your whole class. She has fun, practical activities that really work using existing resources. A manageable programme to combat recent lost learning time.

From unschooled, silent or unmotivated children to, rapidly developing and advanced learners. Sally will show you how to avoid common EAL errors developing, and tackle fossilised mistakes.

Bring along your Medium Term Plans and Knowledge Organisers etc. for the proceeding term, and with templates we will plan together the coming units of work.



"I've found the ideas shared by Sally to be incredibly useful in supporting the language development of our children, and for building relationships with our international families. Tools and strategies for retaining links with families during the recent lockdown were particularly useful, and have made such a difference in supporting the children with their learning."

Cathy Holman, St. Faiths L.E.A.D. Academy

COST: £175



PERSONAL DEVELOPMENT/ WELLBEING AND WELFARE



- Academic Resilience Framework
- Safer Recruitment Training
- Safeguarding Conference 2020
- Vulnerability Index
- Whole School Approach to the Development of a Child
- Managing Behaviour with Midday Staff
- Paediatric First Aid Training
- First Aid at Work
- Team Teach (1 day)

Academic Resilience Framework

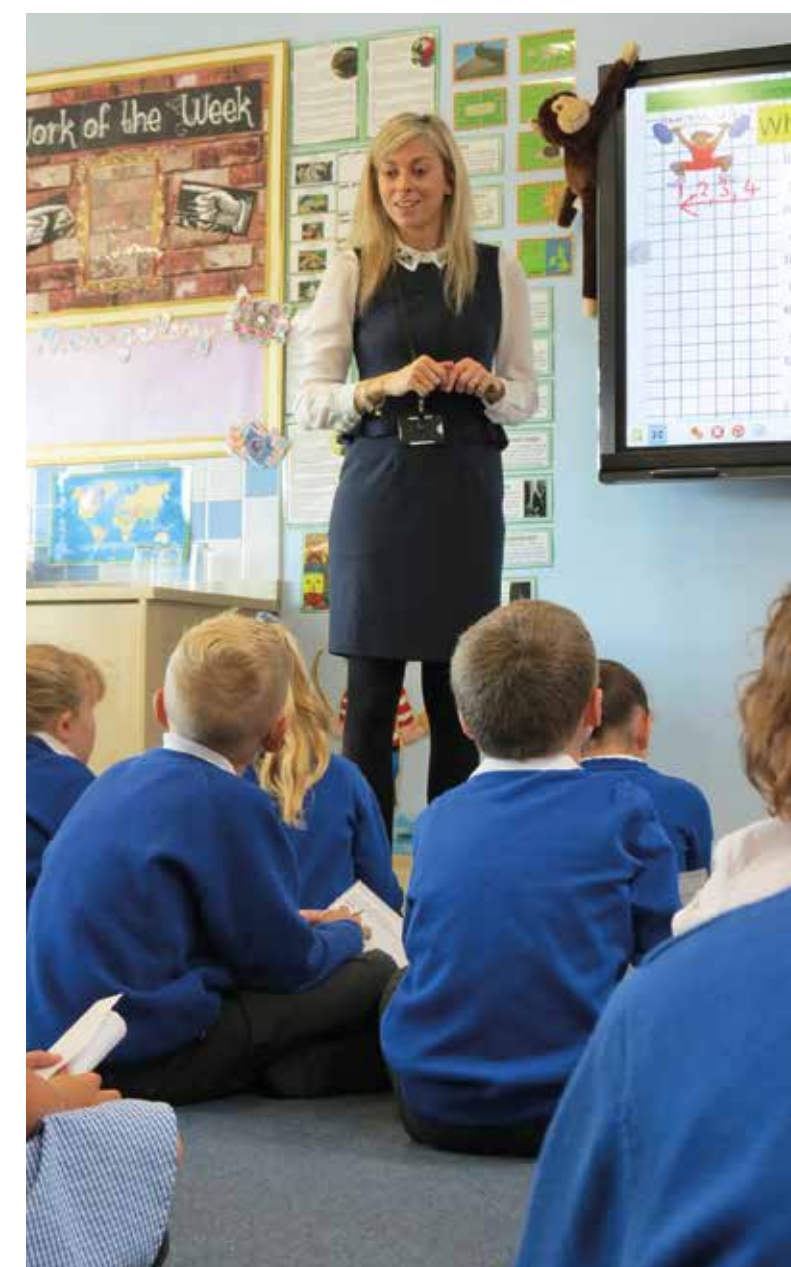
The Resilience Framework is based on research aimed at promoting resilience and has been developed by Boingboing (in conjunction with YoungMinds).

The framework is split into five sections, they are: Basics, Belonging, Learning, Coping and Core Self. Each section is made up of skills and knowledge that will help to develop the children's resilience and are simple, everyday actions that anyone can do to be emotionally and academically resilient.

This workshop will:

- Help schools establish systems to build 'resilience approaches' that support all pupils through a whole school approach
- Benefit pupils from the whole school community to increase emotional and academic resilience
- Raise achievement
- Offer some 'quick wins'
- Help identify pupils at risk of not attaining their academic potential
- Provide practical ideas and approaches to help pupils feel and do better

Introduce you to the framework, have an opportunity to look through each section and look at how it can be used in your academy / school.



Developed in partnership with



Term	Date	Time	Location
Spring	20th January 2022	9.30-4pm	The Pavilion, Porchester Road
Summer	30th June 2022	1.30-4pm	The Pavilion, Porchester Road

COST: £99

Safer Recruitment Training



Adhering to strict safer recruitment processes is an essential component of safeguarding children. Safer recruitment helps to ensure that the people you hire to work in your educational setting are suitable for the role and match up with your expectations, attitudes and values.

This Safer Recruitment training aims to help you understand what's involved in the process from start to finish, looking at how to create an applicant information pack, how to interview candidates, how to carry out pre-appointment checks and how to ensure you're doing all that you can to find the right person for the job role.

- Developed by a qualified child protection professional
- Accredited by CPD
- On completion, a certificate will be received for compliance.

Date	Time	Location
1st February 2022	9.30am-4.30pm	The Pavilion, Porchester Road
7th June 2022	9.30am-4.30pm	The Pavilion, Porchester Road

COST:
£100 to all
£50 to Trust

Safeguarding Conference 2021

ONLINE SAFETY



Alan Mackenzie
Online Safety
Specialist

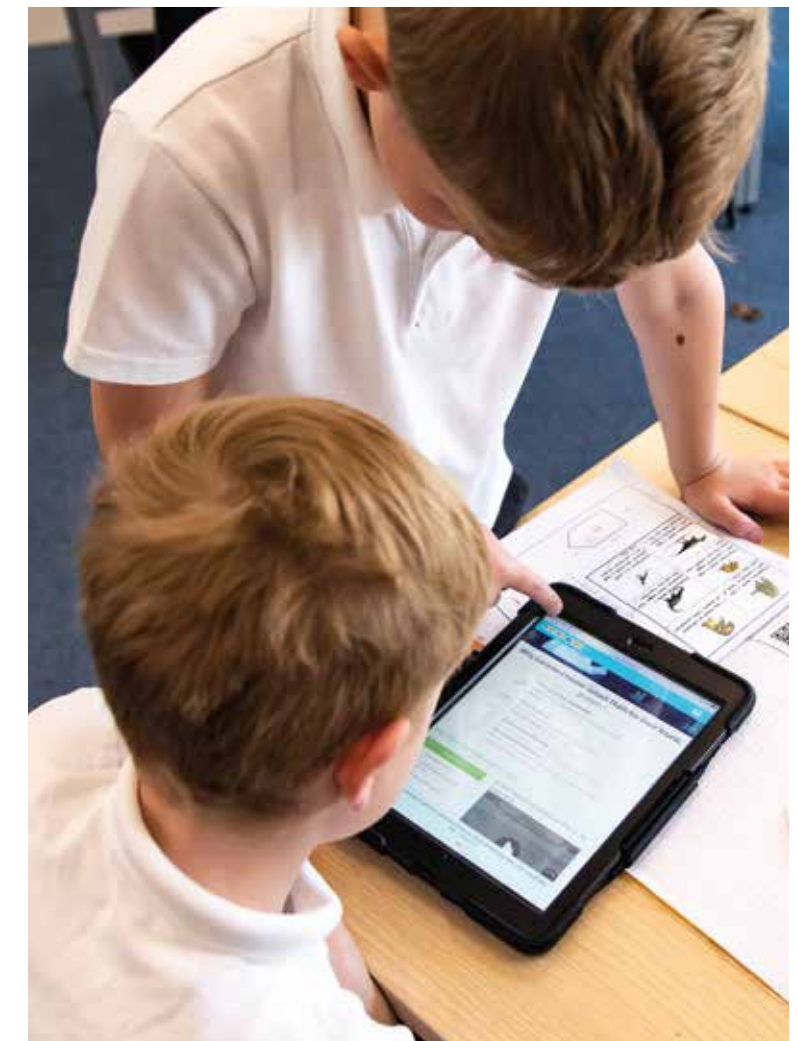
Online safety has been a passion of mine for a very long time; I love technology and the huge benefits that can be realised through global connectivity and collaboration. I'm a strong believer that online safety is an enabler, not a showstopper; it should not be a barrier to innovative use of technology. I'm a heavy user of social media, have been a gamer since my early 20's and I love YouTube. In other words, I use all the things children and young people use; I understand their online spaces, and when I'm in schools or speaking at a conference this is exactly what I'm talking about.

I strongly believe that if you educate children using the spaces they engage in, they understand more, they're more enthusiastic, they engage and therefore the likelihood of positive impact is greater.

With online safety becoming an ever increasing concern with regards to Safeguarding, we are delighted to offer current and relevant training in relation to this.

The Conference will involve:

- A full awareness of the risks to children (and staff), and the risks and liabilities to the school. How are all these risks and liabilities translated into school policy? A full understanding of what the whole school should know
- An understanding of the latest risks such as gaming, YouTube and social media which is tailored to the age of the students. This supports understanding of what risk is, what the latest research and statistics tells us and plenty of real-world examples from my talks with thousands of pupils over the years.
- How to implement a progressive curriculum which fully supports pupil awareness and development at each stage.



Date	Time	Location
18th November	9.30am-3.30pm	Nottingham Racecourse, Colwick Park, Nottingham, NG2 4BE

COST:
£75 to all
£10 to Trust

Vulnerability Index



A half day workshop to consider and support academies to:

- Populate the vulnerability index
- Identify what the index tells you
- How to analyse the data
- Approaches to support vulnerable pupils:
 - Whole school and community
 - Year groups and cohorts
 - Groups of pupils
 - Individual pupils

Date	Time	Location
15th September 2021	1.30-3.30pm	The Pavilion, Porchester Road

COST: £30



Whole School Approach to the Development of a Child



Why is this course relevant or important?

The emotional health and wellbeing of pupils underpins the entire school experience. Even more so due to the country being post epidemic, does a school need to consider people's emotional needs and provide a nurturing and supportive environment in which all community members can develop confidence and emotional resilience to achieve their full potential in their academic achievement. This programme is supported by Jan Connor.

This professional development opportunity will enable staff and leaders to:

- Have a whole school approach to developing the child
- Look holistically at school's culture/ethos/behaviour management. How do we support children to understand their emotions? How do we create a good behaviour for learning in our schools?
- Critically reflect on school's PSHE curriculum and its impact and how to ensure it is bespoke to the school.
- Work as a team to ensure the schools vision and values run through all elements of the school

Requirements:

Each school will be expected to identify an 'Evolve Team' to lead this approach in their own school setting. In this team should be: a member of SLT, The PSHE lead, DSL, Lead, Leader of inclusion, Leader of behaviour, parent liaison. Some schools may not have these exact roles and if so should consider which staff members should be part of the team. Each school also needs to identify a team leader.



Course Leader:
Rebecca Riley



Course Leader:
Rebecca Hyder

COST: £150

Session	Programme	Date/Time	For	Location
Session 1	To share the vision of the project/ school. Looking at areas of need in your school and school values. During this session delegates will develop a school development plan considering what impact they want to see.	16th September 2021 1.30-4.30pm	Team Leader (SLT member)	Huntingdon Academy
Session 2	Evolve Team Meeting	7th October 2021 3.30-4.30pm	Evolve Team	Via Zoom
Session 3	School culture and climate. How do we create a school culture and climate for effective learning? What does that look like in our system/ lesson design, curriculum support and personal development? How to staff contribute to its integrity?	11th November 2021 9.30-4pm	Leader of Behaviour /Inclusion/T&L	Huntingdon Academy
Session 4	Evolve Team Meeting	13th January 2022 3.30-4.30pm	Evolve Team	Via Zoom
Session 5	Academic Resilience. Unpicking the five sections of Basics, Belonging, Learning, Coping & Core Self. Each section is made up of skills and knowledge that will help to develop emotional & academic resilience for pupils.	20th January 2022 9.30-4.30pm	Leader of Behaviour /Inclusion/DSL	The Pavillion, Porchester Rd
Session 6	PSHE. How does the school's PSHE curriculum support a child's personal development? Does our PSHE/RSHE policy/planning /teaching reflect the school's vision. Do the children feel they belong?	3rd March 2022 9.30-4.30pm	PSHE Leader	Huntingdon Academy
Session 7	Evolve Team Meeting	12th May 2022 3.30-5pm	Evolve Team	Via Zoom
Session 8	School Visits. Self and Peer evaluation of each other's schools. Is the school's vision reflected in the behaviour management? Looking at behaviour, culture & climate, lesson design, PSHE and academic resilience. This will be done through a 'Deep Dive' approach.	9th/16th June 2022 1.30-4pm	Team Leader	School visits
Session 9	Evaluation and reflection of academic resilience.	30th June 2022 1.30-4pm	Behaviour/Inclusion /DSL Leader plus delegate who attended Academic Resilience Session 5	The Pavillion, Porchester Rd
Session 10	Celebration Event. Where are we now and how do we know? Presentations from children. Action planning for Year 2.	7th July 2022 2-4pm	Team Leader/ Evolve Team	The Pavillion, Porchester Rd

Although this is a complete package/programme, sessions 3, 5, 6 may be booked separately.



Managing Behaviour with Midday Staff

Why is this course relevant or important?

An opportunity to develop your practice as a midday supervisor. This professional development is suitable for beginning midday supervisors as well as more experienced midday supervisors that would like to develop their understanding of supporting children's behaviour further and who enjoy pushing themselves out of their comfort zone and helping to develop others.

This professional development opportunity will enable midday supervisors to:

- Work with Specialist Leaders of Education to develop practice
- Critically examine and reflect on your own practice
- Network and collaborate with other midday supervisors within The Trust.
- Have an opportunity to look at relevant research
- Visit another setting
- Develop your skills in supporting and promoting children's positive behaviour
- Consider how to effectively establish behaviour expectations



Session 1:

How do we establish effective behaviour at dinner times? In this session you will get to work with The Trust's specialist Leader of Education for Effective Behaviour.

Session 2:

Introduction to attachment and emotion coaching. In this session you will discover how we can support children to understand and manage their emotions.

Session 3:

How do we enable children to resolve conflicts? In this session you will discover ways to help children resolve conflicts and the restorative justice approach.



Course Leader:
Ellie Shaw

Session	Date	Time	Location
Session 1	21st October 2021	2-4pm	Online via Zoom
Session 2	12th November 2021	2-4pm	Online via Zoom
Session 3	4th February 2022	2-4pm	Online via Zoom

Although this is a complete package/programme, sessions 1-3 may be booked separately.

COST:
£99 for 3 sessions

Paediatric First Aid Training



This course covers Children and Infants.

- Theory – Role and responsibility of a first aider, recording accidents, First Aid kits, consent, hygiene, assessing an incident.
- Resuscitation – Child and Infant CPR, rolling a casualty, recovery position, action for vomit, choking, defibrillation.
- Bleeding, burns, splinters, traumatic injuries, fractures, spinal injuries, head injury, eye injuries, foreign bodies
- Asthma attack, Diabetes, seizures, shock, febrile convulsions, concussion, electric shock, poisoning, anaphylaxis, Meningitis, heat and cold injuries.

2 day
training
course

Due to ongoing COVID restrictions, please contact admin@leadtshub.co.uk to arrange this training.

COST:
£85 for 2 sessions

Attendees to bring own lunch

First Aid at Work



This course covers Adults, Children and Infants. Attendees to bring own lunch.

- Theory – Role and responsibility of a first aider, recording accidents, PTSD, First Aid kits, consent, hygiene, assessing an incident.
- Resuscitation – Adult, Child and Infant CPR, rolling a casualty, recovery position, action for vomit, secondary survey, choking, defibrillation.
- Bleeding, burns, splinters, traumatic injuries, sprains/strains, fractures, dislocations, cramp, spinal injuries, head injury, penetrating chest injuries, flail chest, eye injuries
- Heart attack, stroke, asthma attack, Diabetes, Epilepsy, seizures, shock, fainting, concussion, electric shock, poisoning, anaphylaxis

3 day
training
course

Due to ongoing COVID restrictions, please contact admin@leadtshub.co.uk to arrange this training.

COST:
£195 for 3 sessions

Team Teach (1 day)

Reducing risk to children, young people and adults



Foundation 6-hour

Aimed at LOW RISK service settings (mainstream primary and secondary schools, nurseries)

This course covers:

- Personal safety
- Risk reduction strategies
- Positive handling
- Relevant documentation and legal guidance

1 day
training
course



Participants will receive a course
workbook and certificate.
Certification for this course is
valid for 36 months.

Due to ongoing COVID restrictions, please contact admin@leadtshub.co.uk to arrange this training.

COST: £90 Lunch included

Equate is working in partnership with Team Teach to deliver three sessions across the academic year. Places are limited so early bookings are advised.



SUBJECT / PROFESSIONAL
EDUCATION COMMUNITIES
(LEADERSHIP, CORE SUBJECTS
AND FOUNDATION SUBJECTS)



- Subject/Professional Communities
- English Leaders' Community
- Maths Leaders' Community

Subject / Professional Education Communities

What are Subject / Professional Education Communities? Do they Have an Impact?

Subject / Professional Education Communities are offered on a termly basis for all colleagues within the Trust. The communities cover both Core and Foundation subjects as well as support for other leadership roles. The communities are an opportunity to shape collective professional knowledge and engage and interact with colleagues that work and specialise in a role or subject area similar to your own.

The Communities will include aspects such as the following although it will be tailored to the needs of the group:

- Subject knowledge enhancement (as directed by the group)
- Curriculum planning, sequencing and coverage
- Inspiration, support and guidance as a leader
- New aspects or resources which have a known impact
- Strategies for supporting staff and colleagues
- The use of the expected vocabulary and progression of vocabulary within each phase
- The practical approaches/implementation with regards to the teaching of skills/knowledge and concepts
- Approaches to assessment
- Opportunities for sharing best practice

The Subject/Professional Communities

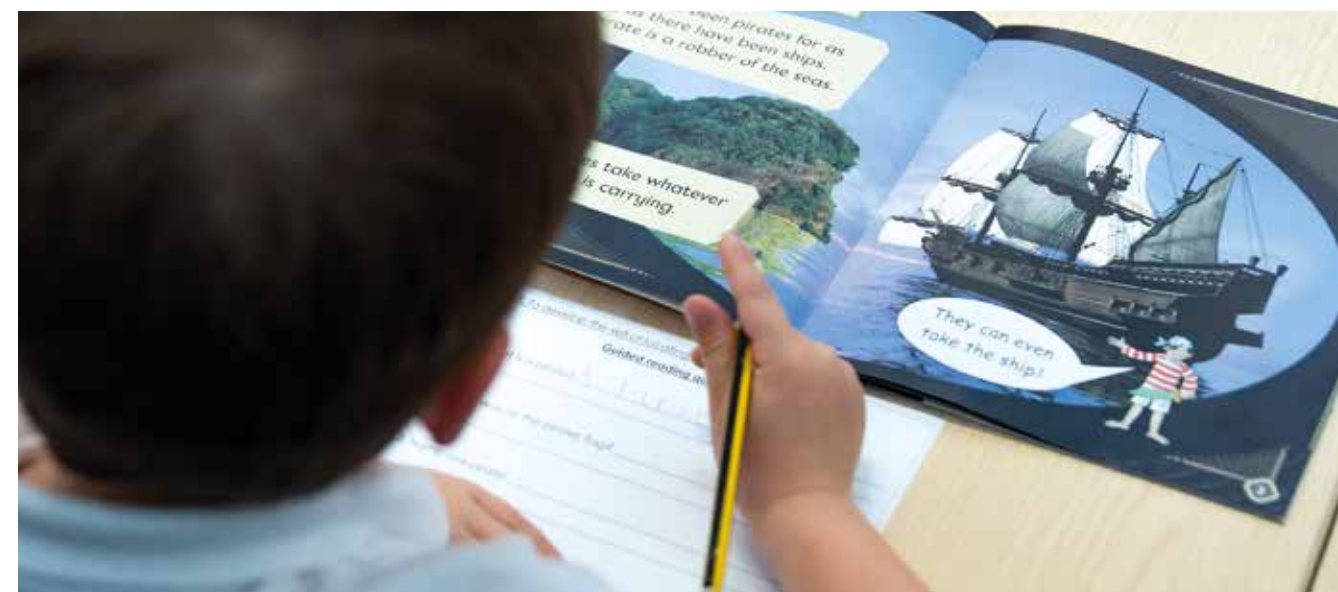
These Communities will be mostly online except for Science and SEND which will take place at the Pavilion, Porchester Road, Nottingham. Within all sessions, the expertise and resources can be shared in an interactive way, with like-minded leaders. The agenda will be set beforehand, determined by the needs of the group, with opportunities for you to ask questions on any topics covered, both in advance and at the communities. Where colleagues miss being able to join a community online, a link will be forwarded after the event to enable access to a recording of the meeting for you to listen to when convenient.

English and Maths Leaders' Communities

These Communities will take place at the Pavilion, Porchester Road, Nottingham. The highly experienced leaders of these communities have been carefully selected by L.E.A.D. Equate to ensure that they can support the group to obtain the maximum impact in their leadership role. Where colleagues miss being able to attend a community face to face, a link will be forwarded after the event to enable access to a recording of the meeting for you to listen to when convenient. Please refer to pages 75 and 76 for more detail about these communities.



English Leaders' Professional Community



PROFESSIONAL COMMUNITIES

Forum	Who	Term 1	Term 2	Term 3	Time
Computing	TBC	TBC	TBC	TBC	TBC
DT	TT Education	4th Nov 2021	24th Mar 2022	16th Jun 2022	3.30-4.30pm
History	Stuart Tiffany	9th Nov 2021	10th Mar 2022	21st Jun 2022	3.30-4.30pm
Geography	TT Education	4th Nov 2021	24th Mar 2022	16th Jun 2022	3.30-4.30pm
Science	Nicola Beverley	14th Oct 2021	9th Feb 2022	24th May 2022	9.30-3.30pm
RE	Gillian Georgiou	5th Oct 2021	1st Feb 2022	21st Apr 2022	1.30-3pm
English	Jeannie Bulman	29th Nov 2021	21st Mar 2022	27th Jun 2022	1.30-4pm
Maths	Cat Stone	24th Nov 2021 25th Nov 2021	9th Mar 2022 10th Mar 2022	22nd Jun 2022 23rd Jun 2022	3.30-4.30pm 1.30-2.30pm
Music	TTEducation	4th Nov 2021	24th Mar 2022	16th Jun 2022	3.30-4.30pm
SEND	Katy Aggus	10th Nov 2021	16th Mar 2022	22nd Jun 2022	2.30-4.30pm
EYFS	Sarah Quinn	23rd Sep 2021	12th Jan 2022	11th May 2022	9.30-12pm
EAL	Sally Roberts	10th Nov 2021	19th Jan 2022	4th May 2022	3.30-4.30pm
MFL	Jo Darley	12th Oct 2021	9th Feb 2022	19th May 2022	3.30-4.30pm
Art	Maxine Clewlow	13th Oct 2021	9th Mar 2022	15th Jun 2022	3.30-4.30pm
History	Stuart Tiffany	9th Nov 2021	10th Mar 2022	21st Jun 2022	3.30-5pm

English Curriculum Leaders will be guided through a developmental journey aimed at equipping them to effectively lead English, increasing their knowledge of this curriculum area.

Through the sessions we consider curriculum development - understanding the intent, how the intent is implemented and the impact this is having in school settings. At each meeting, the Subject Leaders set the agenda for the following meeting. This ensures that the focuses are pertinent to all attending. Each focus is explored considering current research, as well as best practice across schools.

Session 1: Main Focus: Developing a quality reading curriculum – matching books to abilities and quality texts to support writing

There will also be a secondary focus on developing handwriting.

Session 2: Focus to be determined at the previous meeting

Session 3: Focus to be determined at the previous meeting



Course Leader:
Jeannie Bulman

Session	Date	Time	Location
Session 1	29th November 2021	1.30pm-4pm	Online
Session 2	21st March 2022	1.30pm-4pm	Manor Farm Academy/or online
Session 3	27th June 2022	1.30pm-4pm	Online

COST: £225 +VAT for all 3 sessions

(Note: A brief recap of previous sessions will be provided where possible)

Maths Leaders' Professional Community

These sessions will be run by Cat Stone, the lead practitioner for maths for LEAD Academy Trust.

The sessions will provide the opportunity for maths leaders across the Trust to meet with other maths leads. As well as a general opportunity for sharing good practice and concerns, there will be a focus across the sessions that aims to support school and Trust priorities.

Each term there will be two meetings- one in the afternoon and one after school. There is only a need to attend one of these meetings as the content will be repeated in order to maximise the number of leaders who can attend.

The Communities could include aspects such as the following although it will be tailored to the needs of the group:

- Subject knowledge enhancement (as directed by the group)
- Curriculum Planning and Sequencing and coverage
- Inspiration, support and guidance as a leader
- New aspects or resources which have a known impact
- Strategies for supporting staff and colleagues
- The use of the expected vocabulary and progression of vocabulary within each phase
- The practical approaches/implementation with regards to the teaching of Skills/Knowledge and Concepts
- Approaches to assessment
- Opportunities for sharing best practice



MODERATION

Leader	Term 1	Term 2	Term 3	Time	Location
Cat Stone	24th Nov 2021	9th Mar 2022	22nd Jun 2022	3.30-4.30pm	Online via Teams
Cat Stone	25th Nov 2021	10th Mar 2022	23rd Jun 2022	1.30-2.30pm	Online via Teams

Please ensure that you enter the meeting on mute and enable your camera throughout.

COST: FREE

Cat Stone will send out invitations for these events directly to maths leads so there is no need to book.



- High Quality Moderation

High Quality Moderation

‘Moderation which makes a difference’

At L.E.A.D. Equate we consider moderation to be vital in ensuring that teacher assessment is accurate and in line with the National Standards and Expectations. It equally develops confidence for teachers who are new to their year group or need reassurance about the learning which is being produced by their pupils. At L.E.A.D. Equate, we are fortunate to be able to offer specialists to fulfil this session with a range of expertise in relation to moderation and standards.

Our English / Writing Moderator



Dr Jeannie Bulman

Dr Jeannie Bulman is the KS2 Moderation Manager and KS1 Lead Moderator for Lincolnshire. She specialises in all aspects of Primary English teaching and learning and is an experienced consultant and trainer. She will lead all moderation workshops which support teachers to validate assessment judgements, as well as identify next steps in learning – and suggest practical strategies which can be employed in order to achieve further attainment.

Our Mathematics Moderator



Jenny Cook

Jenny is a highly experienced Mathematics Moderator. She facilitates the dialogue during the sessions, giving an outside subjective viewpoint in line with national expectations. Jenny can give lots of advice in how to strengthen or gather any missing evidence. She has a wealth of knowledge and practical solutions, to ensure that approaches to assessment avoid any unnecessary burdens.

COST: £50 per session

Moderation	Term 1	Term 2	Term 3	Time	Location
Maths Year 2/6	12 Jan 2022	23 Mar 2022	18 May 2022	Y2 9.30-12pm Y6 1-3.30pm	The Pavilion
Maths Year 1/5 & 3/4	19 Jan 2022	30 Mar 2022	29 Jun 2022	Y1/5 9.30-12pm Y3/4 1-3.30pm	The Pavilion
Writing Year 2/6	18 Nov 2021	10 Feb 2022	5 May 2022	Y2 9.30-12pm Y6 1-3.30pm	The Pavilion
Writing Year 1/5 & 3/4	7 Oct 2021	11 Feb 2022	4 May 2022	Y1/5 9.30-12pm Y3/4 1-3.30pm	The Pavilion

R.S.H.E. Hub

Relationships, Sex & Health Education Training and Support



Catherine Kirk
RSHE Leader

Catherine is a national R.S.H.E. Consultant with over 20 years' experience in supporting schools to develop effective R.S.H.E. policy, curriculum and practice. She has led R.S.H.E. development for two local authorities and is the founder of national R.S.E. Day, celebrated in June each year. Catherine has experience of all aspects of R.S.H.E. provision in schools from policy development and staff training to delivery of sessions for pupils.

Catherine's work around R.S.E. Development has received national acclaim featuring in key publications and mentioned in parliament. She has recently co-authored a primary R.S.H.E. scheme and acted as series editor of a secondary P.S.H.E. scheme for a major education publisher. Catherine regularly delivers interactive R.S.H.E. to pupils in both primary and secondary schools.

Meet the Specialists:

Our provision is delivered by a team of specialists, who are skilled and experienced in leading R.S.H.E. in line with the new guidance.

- Antonia Webb – Primary
- Helen Boole - Primary
- Sarah Allen - Primary
- Sarah Hanquinioux - Secondary
- Aaron Bloodworth-Flatt - Special

RSHE
Relationships, Sex & Health Education



Overview

Many schools accessed high-quality R.S.H.E. training last year in preparation for the DfE statutory requirements from September 2020. If you did not access this training or you would like to book any aspect of R.S.H.E. training from the headings below or bespoke training, please contact admin@leadtshub.co.uk

- Development of compliant R.S.H.E. policy and curriculum
- Successful engagement with parents
- Quality teaching of R.S.H.E.
- Confident and skilled R.S.H.E. delivery
- Effective monitoring and assessment of R.S.H.E.

R.S.H.E. Training and Support

We also offer the following R.S.H.E. training and support:

1-hour staff meeting - £175 - Ensure staff are up-to-speed with the new DfE RSHE framework and are ready and prepared to deliver effective R.S.H.E.

Inset - £450 - Full day inset focused on effective R.S.H.E. planning and delivery.

Primary RSHE network for PSHE/RSHE leads



Join us for our virtual termly RSHE network focused on improving the quality of RSHE provision. The content of networks will be led by the interests and needs of participants and be informed by recent developments in RSHE. There will be an opportunity to network with fellow RSHE leads, share good practice, and learn about new resources. Attendees will be encouraged to share their learning with colleagues back in school.

Intended impact

- Attendees are equipped to share updates and good practice back in their own setting
- Attendees are kept up-to-date with legislation, guidance and good practice in RSHE

Department for Education

RSHE
Relationships, Sex & Health Education

Session	Term	Date	Time	Location
Session 1	AUTUMN	11th October 2021	4-5pm	Online
Session 2	SPRING	8th February 2022	4-5pm	Online
Session 3	SUMMER	14th June 2021	4-5pm	Online

COST:
£15 per session
£40 for all three sessions



Witham St Hughs English Hub works closely with L.E.A.D. Equate Teaching School Alliance, also designated to Witham St Hughs Academy.

No charge is made by the English Hub for their school to school support, inline with DfE policy.

Where further support is requested, that sits outside the realms of the English Hub, the Teaching School will continue to support the school and charge where appropriate.

- English Hub Showcase Events
- English Hub Audit

Funded by



Department
for Education

English Hubs

Witham St Hughs English Hub

Witham St Hughs is one of 34 English Hubs that were selected for our expertise in teaching reading and to support schools in our surrounding area. Our role is to support schools to develop the Department for Education's or DfE's 3 main aims with a particular focus on the lowest 20%.

Department for Education's or DfE's three priority areas:

1. Early language development: providing evidence-based approaches to early language development and closing the word gap in school-based early years settings.
2. Age-appropriate phonics provision: encouraging best practice in systematic synthetic phonics teaching from school-based early years provision to the end of Key Stage 1.
3. Promoting a love of reading: encouraging reading for enjoyment.

As defined by the DfE, each English Hub will:

'...promote a love of reading and support schools across the country to provide excellent phonics and early language teaching. Literacy specialists within each hub will provide tailored support to schools. This will include running events to showcase excellent practice in teaching reading and working with local schools to develop their practice'.

Department for Education (DfE), October 2018

Any school can engage with the Hub but priority for further support will be given to schools who meet two of the criteria for a target school (please contact us to find out if you are eligible against the criteria). Your school could be eligible for funding, up to £6000, towards vital training and resources and / or further support through one of our Literacy Specialists. We can provide a funded DfE audit to help your school with action planning.

Contact us:

Contact us on **01522 214459**. If you would like to discuss in more detail whether engaging with the English Hub would benefit your school and to find out if you are an eligible school for funding and support.

Website:

Find out further information and sign up to a Showcase or other events we are running.
carrieanne@WSHEHub.co.uk

Twitter:

Find out about current events and keep up to date with information: [@WSHEnglishHub](https://twitter.com/WSHEnglishHub)





English Hub Showcase Events 2021-22



The event is suitable for Headteachers / Principles / Academy / Senior School Leaders and MAT Leaders.
We suggest attending with Reading Leads, Reception or KS1 Teachers.

Our English Hub DfE funded Showcase Events are online workshops designed to promote and share best practice in relation to the teaching of early language, reading and phonics.

As part of the online session, you will have the opportunity to:

- see high quality phonics lessons online, using a variety of SSP programmes
- listen to speakers, including the English Hub Lead, Hub School Headteacher & English Specialists
- receive input in relation to the development of early language & the enjoyment of reading
- consider school implications, implementation and impact, as well as provide opportunities for school leaders to find out more about the support offered through the English Hub, including how to access specialist support days, school audits and/or up to £6000 funding
- spend a follow up morning at Witham St Hugh Academy, observing high quality phonics lessons and a reading for pleasure culture

There are a limited number of places at each event and some schools may be eligible to receive supply cover, please check when booking, by contacting Carrieanne: carrieanne@WSHEHub.co.uk or call 01522 214459.

COST:
Free of charge

Showcase Events ONLINE	
30th November 2021	8.45am-12.30pm
26th January 2022	8.45am-12.30pm
15th March 2022	8.45am-12.30pm

Open Mornings IN SCHOOL	
7th December 2021	
2nd February 2022	
22nd March 2022	

Our feedback has been overwhelmingly positive.

"Fabulous Showcase. The best morning I have spent on English / phonics / vocabulary for ages!"

"Thank you. I feel there is support now to help us achieve our goals and vision"

"It's given me a lots of ideas, refreshed some things and has made me think more strategically going forwards. Thank you for an inspiring morning."

English Hub Audit



A full audit will focus on a school's early language and phonics provision. It is carried out by one of our experienced Literacy Specialists and will support with further action planning. Alongside the Head Teacher and Reading Leader we agree the current position of your school and what your next steps are. This could result in funding and/or further support from the English Hub.

The English Hub can provide a free audit to eligible schools. Schools need to meet 2 of the following criteria:

- Lower than average percentage of pupils meeting the expected standard in the PSC
- A higher than average proportion of children eligible for pupil premium
- Ofsted judgement of Requires Improvement or Inadequate
- Schools referred by local partners (e.g. NLEs, Opportunity Area teams)

Schools who have attended a Showcase will also be eligible for an audit.

Most audits will take a full school day and require both the Reading Leader and Head Teacher to be present. On some occasions, there may be funding for supply cover. Please enquire at the time of booking.

COST:

£175 for half a day
Free to eligible schools

Contact Witham St Hughs English Hub:
carrieanne@WSHEHub.co.uk
to book a suitable date



ACTIVE PROGRAMMES

- About the Active Approaches
- Active English Open Morning
- Active English – Twilight Top-Up Training
- Active Number Open Morning
- Active Number – Twilight Top-Up Training
- Active Spelling Open Morning
- Development Days Linked to the Active Approaches

About the Active Approaches



The Active Approaches are a whole-school method of the teaching and learning of different elements of the primary curriculum, namely grammar (Active English), arithmetic and number (Active Number) and spelling (Active Spelling.)

It is proven that learning gained through interacting with others, supports retention. Using images, actions and verbal reasoning the child's learning develops using a spiral approach. Mnemonics, intended to assist the memory, help to develop "mastery", providing a deepened understanding of the curriculum area.

The Active Approaches are school led initiatives which have all be developed by teachers within schools and have had proven impact within both the L.E.A.D. schools and beyond. Moreover, research has been used at every development stage of the programmes and each approach remains aligned with the latest research including the current EEF guidance reports and educational recommendations.

The approach is embedded in over 60 schools across the region and beyond with many of our schools sharing fantastic results and data with us thus demonstrating the impact it can have across a range of settings.

Active English Open Morning

Active English is an approach for teaching grammatical understanding to primary-aged pupils.

It uses the principles of mnemonics to embed learning in an active and engaging manner, providing pupils with a deeper grasp of language that serves as a foundation for their future.

We warmly welcome you to our open morning where you will learn more about this approach and how it could benefit your school.

This is only for schools who are currently not using the Active English approach.

AGENDA

- 9.15 Refreshments on arrival
- 9.30-9.50 Introduction to Active English
- 9.50-10.10 Opportunity to observe Active English (KS2)
- 10.10-10.25 Break
- 10.25-10.45 Opportunity to observe Active English (KS1)
- 10.45-11.00 Opportunity to observe Active English on the IRIS platform
- 11.00 onwards Discussion, questions and next steps



Session	Date	Time	Location
Session 1	28th September 2021	9.15am-11am	Witham St Hughs Academy, Lincoln
Session 2	11th November 2021	9.15am-11am	Witham St Hughs Academy, Lincoln
Session 3	10th February 2022	9.15am-11am	Witham St Hughs Academy, Lincoln
Session 4	17th March 2022	9.15am-11am	Witham St Hughs Academy, Lincoln
Session 5	5th May 2022	9.15am-11am	Witham St Hughs Academy, Lincoln
Session 6	30th June 2022	9.15am-11am	Witham St Hughs Academy, Lincoln

COST: Free of charge

Active English

Twilight Top-Up Training



- Do you have members of staff who are new to Active English?
- Do your staff members need a refresher on Active English?
- Has a member of your staff moved year group and need Active English training?

If so, Active English Twilight Top-Up Training might be what you need!

Active English Twilight Top-Up Training is for Active English Schools who may have employed one or two new members of staff since they have had the whole school training or returning members of staff who need refreshing on the programme.

Active English is a whole school support package for the teaching of grammar, writing and punctuation. It is largely aimed at years 1 to 4, but the elements can be used flexibly across all year groups to meet the needs of pupils. It uses the principles of mnemonics and spaced learning to embed learning in an active and engaging way, providing pupils with a deeper grasp of language that serves as a foundation for their future.

What is important, is that there is a whole-school approach, with all teachers and teaching assistants being supported to implement the programme consistently across the school.

Top-up training can be delivered as part of a personalised staff training twilight to schools who wish to retrain a large number of staff. Price dependent on the details of the training required. Please contact admin if you would like top up training: admin@leadtshub.co.uk

COST:
£50

Active Number Open Morning

Active Number is a whole-school approach to the teaching and understanding of number and operations to primary aged pupils.

It uses the principles of mnemonics, intended to assist the memory, to develop “mastery”, providing a deepened understanding of number and calculation using the four operations.

It is proven that learning gained by interacting with others, supports retention. Using images, actions and verbal reasoning the child’s learning develops using a spiral approach. Active Number has proven impact within both the lead school and beyond and is also supported by the current EEF guidance reports.



AGENDA

9.30	Refreshments on arrival
9.45-10.15	Introduction to Active Number
10.15-10.25	Break
10.30-10.40	Opportunity to observe Active Number (KS1)
10.45-10.55	Opportunity to observe Active Number (KS2)
11.00 onwards	Discussion, questions and next steps

Session	Date	Time	Location
Session 1	11th October 2021	9.30am-11am	Online
Session 2	18th January 2022	9.30am-11am	Online
Session 3	20th April 2022	9.30am-11am	Online

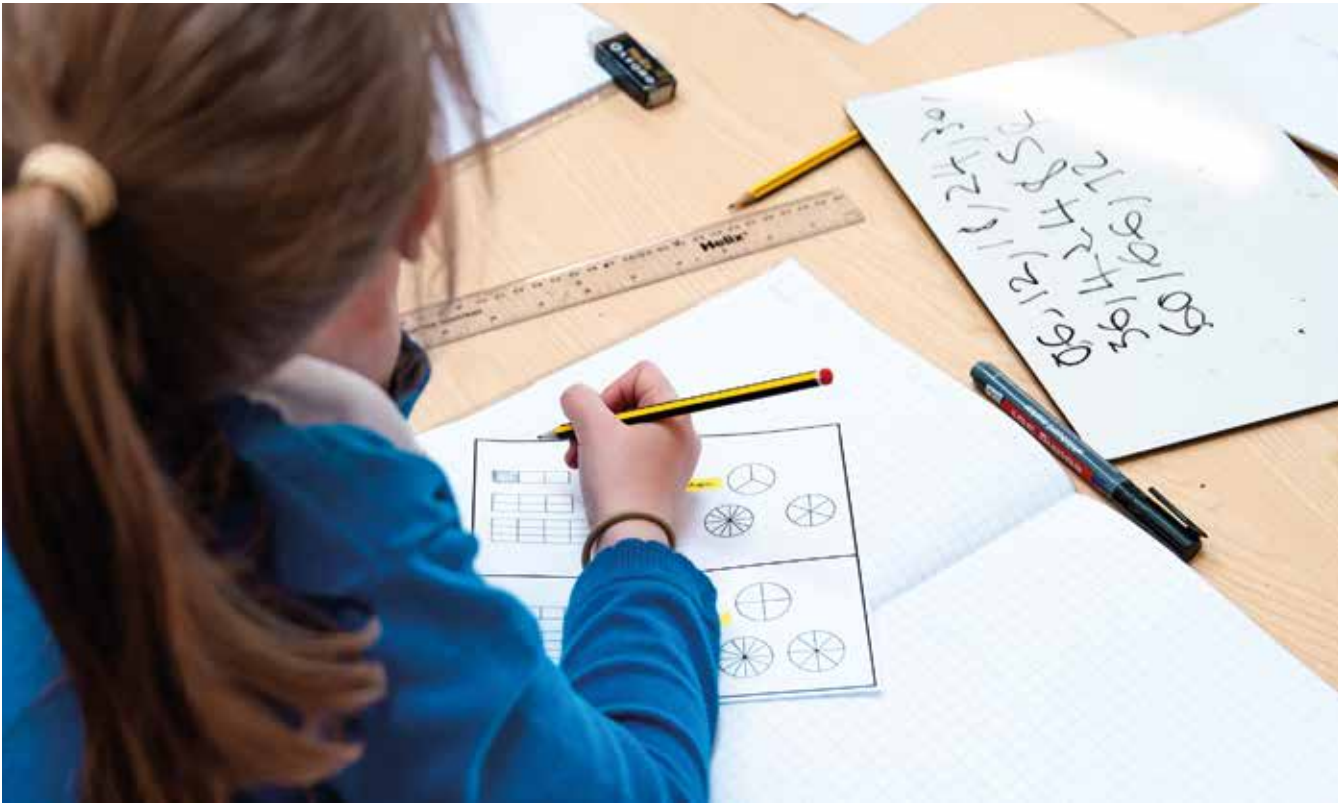
Nick Gibb MP, Minister for State for School Standards, on praising how 2018 maths assessments showed that...

“Following the use of Active Mathematics from Years One to Five within our setting, 100% of pupils reached or exceeded the expected standard by the end of Key Stage 2 in 2018.”

COST: Free of charge

Active Number

Twilight Top-Up Training



- Do you have members of staff who are new to Active Number?
- Do your staff members need a refresher on Active Number?
- Has a member of your staff moved year group and need Active Number training?

If so, Active Number Twilight Top-Up Training might be what you need!

Active Number Twilight Top-Up Training is for Active Number Schools who may have employed one or two new members of staff since they have had the whole school Training or returning members of staff who need refreshing on the programme.

Active Number is a whole-school approach to the teaching and understanding of number and operations to primary aged pupils. It uses the principles of mnemonics, intended to assist the memory, to develop "mastery", providing a deepened understanding of number and calculation using the four operations. It uses the principles of mnemonics and spaced learning to embed learning in an active and engaging way, providing pupils with a deeper grasp of number that serves as a foundation for their future.

What is important, is that there is a whole-school approach, with all teachers and teaching assistants being supported to implement the programme consistently across the school.

Top-up training can be delivered as part of a personalised staff training twilight to schools who wish to retrain a large number of staff. Price dependent on the details of the training required. Please contact admin if you would like top up training: admin@leadtshub.co.uk

COST:
£50

Active Spelling Open Morning

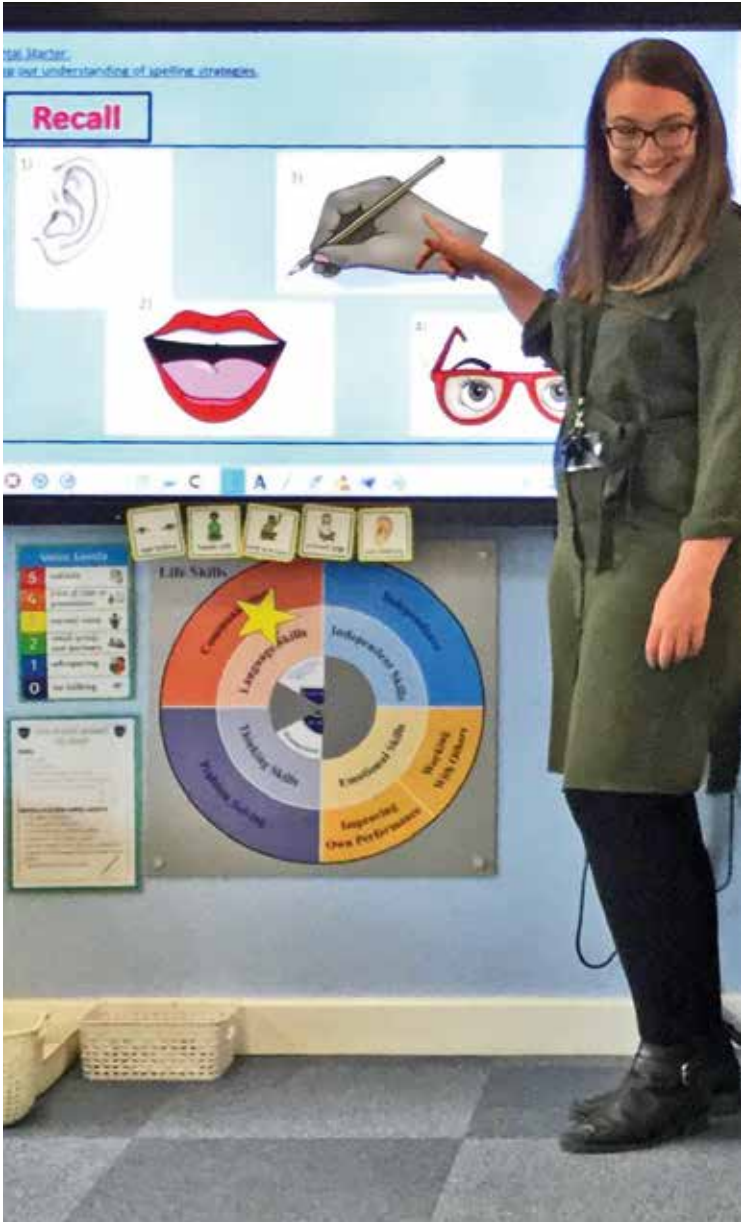
Much like the already well established Active English and Active Number approaches, Active Spelling embeds learning in an active and engaging way, providing pupils with a deeper grasp of spelling and vocabulary that serves as a foundation for their future.

As the children progress through the school, there will be a gradual release of responsibility as the pupils will be taught how to self-select which approach they will employ to aid them with their learning of a spelling, creating independent and confident spellers.

We warmly welcome you to our open morning where you will learn more about this approach and how it could benefit your school.

AGENDA

- 9.15 Refreshments on arrival
- 9.45-10.15 Introduction to Active Number
- 10.15-10.25 Break
- 10.30-10.40 Opportunity to observe Active Spelling
- 10.40 onwards Discussion, questions and next steps



Session	Date	Time	Location
Session 1	29th September 2021	9.15am-11am	Manor Farm Academy, Lincoln
Session 2	3rd November 2022	9.15am-11am	Manor Farm Academy, Lincoln
Session 3	19th January 2022	9.15am-11am	Manor Farm Academy, Lincoln
Session 4	2nd March 2022	9.15am-11am	Manor Farm Academy, Lincoln
Session 5	18th May 2022	9.15am-11am	Manor Farm Academy, Lincoln
Session 6	29th June 2022	9.15am-11am	Manor Farm Academy, Lincoln

COST: Free of charge

Development Days linked to the Active Approaches



Have you already established an Active Approach in your setting?

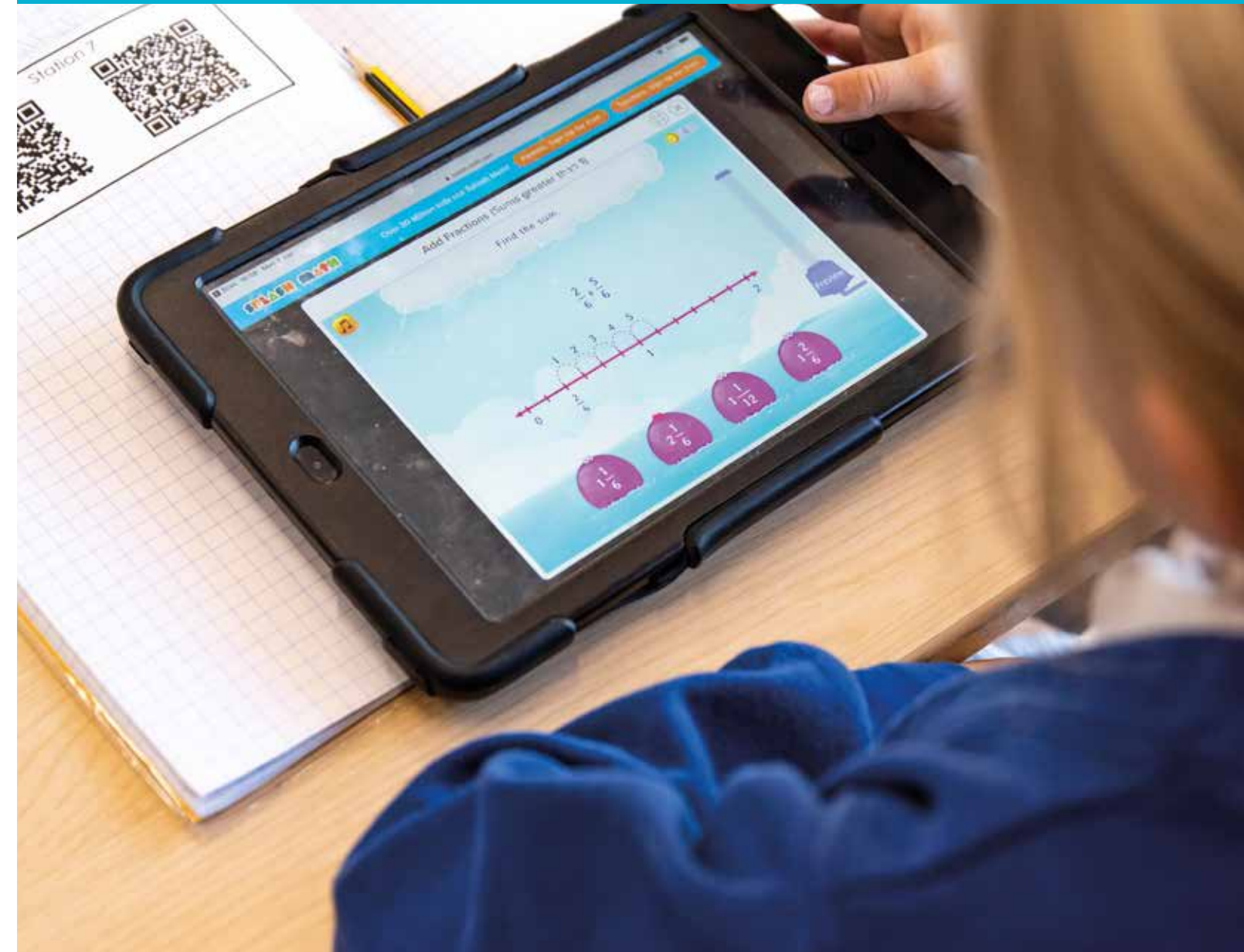
With all of the Active Approaches, it is important that there is a whole-school approach, with all teachers and teaching assistants being supported to implement the programme consistently across the school. For this reason we are offering a development package to help you ensure that all of your staff are delivering the best possible teaching.

This support can include:

- Quality assurance of observations, discussions with the pupils and adults and/or a book look.
- Additional staff training either for whole school or tailored to the need of support staff, 1:1 or specific year groups or experience levels
- Support for the subject leader in the development of the teaching and learning of the specific subject area.

Please contact admin@leadtshub.co.uk for more information

COST: Dependent on the details of the offer selected



EARLY CAREERS

- Early Career Teachers starting in September 2021
- Train to Teach (Primary Teacher Training in Nottingham)
- ITT Enrichment Programme L.E.A.D. Academy Trust
- Bespoke Staff Meeting / Twilights / Working with Staff

Early Career Teachers starting in September 2021

Starting in September 2021, the Early Career Framework is statutory.

After a challenging year for trainee teachers, it is more important than ever new teachers receive the best possible support at the start of their careers. This change is to indicate the DfE's intention to offer a robust package of training and support which extends on the core content framework (CCF) delivered during ITT programmes, developing into the Early Career Framework (ECF). Both programmes set out an entitlement to new evidence-based support and training over the first three years of an Early Career Teacher's career, as well as support for their mentors. The Early Career Framework reforms are designed to ensure that Early Career Teachers develop the skills and confidence they need. If your school offers statutory induction, you will need to replace your current induction process and we would suggest the best route would be through offering a DfE approved and fully funded programme of professional development and support. We are really delighted to be working in partnership with EDT to deliver this.



To sign up for this Full Induction training package for any Early Career teacher starting on or after September 2021, please email: ects@leadtshub.co.uk

Appropriate Body Services/ Pricing

L.E.A.D. Teaching School Hub Lincolnshire is a designated Appropriate Body for the formal induction of ECTs. As a registered body, we will undertake all statutory duties, including the registration with the TRA. We can offer this for primary, secondary and special schools and academies. As an Appropriate Body, we have the main quality assurance role within the induction process, ensuring schools provide adequate support and that assessment is fair and consistent across institutions.



Appropriate Body Services	Cost over 2 years	Includes
Golden Package of support on the Full Induction Programme with AB services	£340	<ul style="list-style-type: none"> Full Induction Programme with Full Appropriate Body Support Services, support, advice and guidance. Refer to the previous pages for detail
Core Induction Programme with AB services	£450	<ul style="list-style-type: none"> Fidelity check before the start of the induction period by the AB. AB registration Schools to provide detailed breakdown of the programme for years 1 and 2 showing how the ECF statements are sequenced for the induction period. Additional observation(s)/quality assurance of ECF core induction programme throughout the two years. Additional support for ECTs not meeting Teacher/Induction Standards
Design your own/ School-based Induction Programme with AB services	£950	<ul style="list-style-type: none"> AB registration Fidelity check before the start of the induction period by the AB. <p>CHECKS TO ENSURE:</p> <ul style="list-style-type: none"> ECTs and Mentors receive a programme of support and training based on the ECF induction programme The induction's design covers the evidence-based statements in the ECF ECTs have received planned elements of the induction. Checks to ensure the materials and sessions are in line with the statutory guidance for induction and meet the ECF standards. Ensure ECTs fairly and regularly assessed through collection of monitoring reports and formal assessment points at the end of year 1 and 2 of induction and at interim points. Additional observation(s)/quality assurance of ECF school-designed programme throughout the two years. Schools to provide detailed breakdown of the programme for years 1 and 2 showing how the ECF statements are sequenced for the induction period year. <p><small>NOTE: ABs will be expected to check in a greater level of detail where schools have opted to design their own school based programme due to the greater risk that a school based induction could diverge from the ECF when DfE accredited materials are not used as the basis for an induction programme. 'DfE April 2021'</small></p>
NQTs who have already started their induction pre September 2021	£100 per assessment point	AB services provided against the AB framework prior to September 2021. These NQTs will follow the statutory induction guidance for NQTs, last revised in April 2018.

Supporting any NQTs who began pre September 2021 or RQTs who need further provision in their second year of teaching

We recognise due to exceptional circumstances that the induction and support for NQTs has been an exception to the norm. An NQT who has not started their career after September 2021 and has remaining terms left is unable to join the Early Career framework approach. Instead, we have worked hard to ensure that they are fully supported with the following package. Equally, RQTs who have completed their first year of teaching under these extraordinary circumstances may wish to access further support and provision as they enter their second year of teaching.

Provision Summary:

These 2 hour online sessions are aimed at Early Career Teachers (ECTs), across all phases, who are not eligible for the Early Career Framework Development Programmes (ECFDP) in 2021/2022. These ECTs may include ECTs in both their first and second year of teaching.

To register with an Appropriate Body email: ects@leadtshub.co.uk

Bronze £40
4 Programmes+

Silver £65
8 Programmes+

Gold £99
All 11 programmes

Per programme: £15



Train to Teach

Primary Teacher Training in Nottingham

L.E.A.D. Equate offers initial teacher training, in partnership with the University of Nottingham for the Primary Phase across our L.E.A.D. Academy Trust Schools in the city of Nottingham.



The Primary programme offers:

- University induction in late August, before beginning first school placement in your school from the very start of the academic year
- Carefully chosen placement within one of the schools in the Academy Trust
- University-based days spread across the year with Primary PGCE students, where you are part of a vibrant cohort of beginning teachers, reflecting on and developing practice
- Second school placement in the spring term
- Extra enrichment programme from your Academy Trust to enhance your professional development and enable you to understand a multi-academy trust and the relationship between the schools within it.

Would you like to host a Schools Direct trainee for the academic year 2022-2023?

What does it involve?

A trainee will be placed in school within our Academy Trust schools and follow that school's calendar. They will also follow a structured programme at the University of Nottingham alongside completing placements within Academy Trust schools. In addition, trainee teachers within our Academy Trust schools access our L.E.A.D. Equate Enrichment Programme alongside their school based mentors which enables dedicated and protected time for invaluable discussions and reflections, learning from experienced practitioners beginning their teacher training in L.E.A.D. Academy Trust schools.

Would you like to host a PGCE trainee for the academic year 2022-2023?

Trainees will be placed within our academy trust for two placements. They will follow a structured programme at the University. In addition, PGCE students will access the L.E.A.D. Equate Enrichment programme alongside their school based mentors which enables dedicated and protected time for invaluable discussions and reflections, learning from experienced practitioners beginning their teacher training in L.E.A.D. Academy Trust schools.

If you are interested in hosting a Schools Direct trainee for the academic year 2022-2023, please contact Rebecca Riley: rebecca@leadequatetsa.co.uk

This programme is a requirement for any L.E.A.D. Equate trainees who are on Schools Direct or PGCE with The University of Nottingham. It is an expectation that schools release their trainee and their mentor to attend the required sessions. Mentors are expected to attend the twilight mentor training at The University of Nottingham.

No.	Term	Session	Content
1	Autumn 1	Establishing a positive climate for learning	The aim of this session is to explore how to establish a positive climate for learning through building positive relationships and effective behaviour management.
2	Autumn 1	Developing effective classroom practice	The aim of this session is to improve understanding of what excellence is in: modelling, planning to use and remove scaffolds and planning for pupil independence in learning. Then, how to plan for this in lessons.
3	Autumn 1	Maths	The aim of this session is to clarify the meaning of mastery in mathematics, identifying the features of deep understanding in a learner and the teaching strategies required to support this including lesson design, teaching, use of resources and support for pupils.
4	Autumn 1	Inclusion	The aim of this session is to focus on adaptive teaching and meeting the needs of all to ensure inclusion. Strategies for EAL, SEN(D) and all range of abilities.
5	Autumn 2	How pupils learn - memory and cognition	A session that will introduce the evidence of the cognitive science behind learning, and support early career teachers to develop evidence-informed approaches in order to improve teaching and learning and pupil outcomes.
6	Spring 1	The importance of curriculum knowledge	The aim of this session is to understand the construction of the curriculum and the three I's.
7	Spring 1	Assessment, feedback & questioning	Exploring best practice through AfL and AoL.
8	Spring 2	English thread through the curriculum	The aim of this session is to explore how English is thread through the curriculum: reading, phonics, writing at all phases.
9	Summer 1	A people profession	Building effective relationships with parents and professionals.
10	Summer 2	Science	The aim of this session is to unpick the skills of working scientifically.
11	Summer 2	EYFS	The aim of this session is developing a deep rooted understanding of the curriculum, teaching approaches and assessment in the Early Years.

L.E.A.D. Teacher Training Enrichment Programme 2021- 2022

This programme is a requirement for any L.E.A.D. Equate trainees who are on Schools Direct or PGCE with The University of Nottingham. It is an expectation that schools release their trainee and their mentor to attend the required sessions. Mentors are expected to attend the twilight mentor training at The University of Nottingham.

Date	Who	Title	Intent	Venue	Time	By
30 Sep 2021	School Direct PGCE Group 1	Safeguarding training	A session to ensure that all trainees (school direct and PGCE group 1) understand how to keep children safe in education.	The Pavilion, Porchester Road	9.30-3.30pm	Becky Hyder
8 Oct 2021	Trainees and mentors School Direct PGCE Group 1	How to start the year in a L.E.A.D. school?	A collaborative session that allows trainees to share their 'noticings' in how each L.E.A.D. school has effectively started their academic year. This session is an opportunity to explore teaching and learning. There will be an opportunity for both trainees and mentors to observe practice and unpick what makes effective teaching and learning.	Face-to-face	1.30-4pm Mentors & trainees 4-4.30pm Mentor Training	Becky Riley
12 Nov 2021	Trainees and mentors School Direct PGCE Group 1	Pre-emption	This session enables trainees to take their initial steps into effective behaviour management. The session explores how to pre-empt situations and then take steps in planning and lesson delivery that will enable effective teaching and learning to take place.	Online	2-4pm Mentors & trainees 4-4.30pm Mentor Meeting	Louise Rowley
26 Nov 2021	Trainees only PGCE group 1 School Direct	Introduction to Research	Teachers as Researchers Why L.E.A.D. values Research	Online	2-3pm	Becky Riley
9 Feb 2022	Trainees only PGCE Group 2	Safeguarding Training	A session to ensure that PGCE group 2 understand how to keep children safe in education.	The Pavilion, Porchester Road	9.30-3.30pm	Becky Hyder
25 Feb 2022	Trainees and mentors PGCE Group 2 School Direct	Introduction to L.E.A.D.	Hosted by School's Direct. What's it like to start in a new school? School direct will be in their first week of their second school in L.E.A.D. PGCE Group 2 will be starting their placement in L.E.A.D.	Face-to-face	1.30-4pm- Trainees & mentors 4-4.30pm Mentor meeting	Becky Riley
25 Mar 2022	Trainees and mentors PGCE Group 2 School Direct	Conflict Resolution	This session follows on from pre-emption and is designed to support trainees to develop a bank of strategies for how to resolve conflict effectively. The session covers resolving and diffusing conflict with both children and parents.	Online	2-4pm Trainees & mentors 4-4.30pm Mentor meeting	Ellie Shaw



Date	Who	Title	Intent	Venue	Time	By
22 April 2022	Trainees and Head teachers	Applications and interviews	This session is an opportunity for trainees to work with heads on interview and application process.	Online	2-4pm	Becky Riley Louise Rowley
27 May 2022	Trainees and mentors PGCE Group 2 School Direct	Communication and Language	This session is delivered by our National Leader of Oracy and is an introduction into how to plan lesson delivery to enable children opportunities to develop their oracy skills. This session will give the trainees practical strategies and resources.	Face-to-face	1.30-4pm 4-4.30pm Mentor meeting	Becky Riley
17 June 2022	Trainees and mentors PGCE Group 2 School Direct	Parent and Community Engagement	A chance for our trainees to think and reflect into how to build relationships with parents and the community. This session will provide the opportunity for trainees to hear from parents about how teachers make effective partnerships with them and what matters to them.	Face-to-face	1.30-4pm 4-4.30pm Mentor meeting	Becky Riley
8 July 2022	PGCE Group 2 PGCE Group 1 School Direct	Resilience and Teacher Identity	In this session trainees will explore how to develop resilience and well-being in the profession and what that means to them and to L.E.A.D.	Online	2-4pm 4-4.30pm Mentor meeting	Becky Riley
15 July 2022	Trainees, heads, mentors and coordinators for next cohort	Introduction for cohort 2022/2023	Trainees and mentors and head teachers get to meet one another	Huntingdon Academy	3-4pm	Becky Riley

Bespoke Staff Meeting / Twilights / Working with Staff

on a 1:1 Bespoke Basis



Within your School or Academy, there are numerous aspects which may be identified within a Strategic Plan at any given point in time. Equally throughout an academic year, further elements for development may be identified.

Strategically developing or enhancing these elements to ultimately impact upon pupil outcomes can be challenging and can sometimes require further, external support.

To support your School or Academy needs in a bespoke way, a L.E.A.D. Specialist can have a significant impact.

A L.E.A.D. Specialist can:

- Offer staff meeting or twilight sessions which are bespoke to your needs
- Work alongside a class teacher to develop a set of skills and/or knowledge
- Work alongside a leader to develop a set of skills and/or knowledge to drive improvement in their specialist area
- Work alongside a leader to develop frameworks/policies
- Auditing needs/monitoring to support the aspect for improvement
- Anything else which is bespoke to the individual setting

Please see the range of specialists below to select an area for support and do not hesitate to contact Amanda@leadtshub.co.uk or Lisa@leadtshub.co.uk

L.E.A.D. English Specialists



Amala Gibson-Smith
English - EYFS



Emily Broadly
English



Laura Thwaites
English



Lisa Giles
Phonics



Rebecca Want
Reading/Phonics/
Oracy



Sophie Hirst
English

L.E.A.D. Maths Specialists



Claire Shearer
Maths



Hazel Vaughn
Maths



Louise Walker
Maths

L.E.A.D. Teaching and Learning Specialists



Emily Broadly
English



Lynne Rocks
Teaching & Learning

L.E.A.D. Early Years Specialists



Amala Gibson-Smith
English - EYFS



Shelley Meer
Early Years

L.E.A.D. ITT Specialists



Hazel Vaughn
ITT Mentoring



Laura Thwaites
ITT



Lisa Giles
ITT



Rebecca Riley
ITT

L.E.A.D. Foundation Subject Specialists



Amanda Talbot
Art Leadership



Lisa Giles
PSHE / RSHE



Rachel Bray
Science



Vinny Jagatia
Computing

L.E.A.D. Closing the gap Specialist



Claire Shearer
Closing the Gap

L.E.A.D. Behaviour Specialists



Eleanor Shaw
Behaviour



Lisa Giles
Behaviour



Rebecca Riley
Behaviour

L.E.A.D. Attendance / SEND Specialists



Katy Aggus
SEND



Shelley Meer
Attendance

Other L.E.A.D. Specialists



Alistair Mann
School Business Manager

L.E.A.D. Phase / Year Group / Leadership Specialists



Amanda Talbot
TA Leadership



Eleanor Shaw
Upper KS2



Louise Walker
Year 1 / Phonics



Louise Wraight
Year 6



Rachel Bray
KS2



Rebecca Riley
Coaching /CPD/Senior Leadership/Curriculum



Rebecca Want
Senior Leadership

STAY CONNECTED



L.E.A.D. Equate

The Regatta, Henley Way, Lincoln LN6 3QR
Telephone: 01522 214459



General enquiries: admin@leadtshub.co.uk or helenthomas@leadtshub.co.uk

Early Careers based enquiries: stacey@leadtshub.co.uk

ITT enquiries: rebecca@leadequatetsa.co.uk

Teaching & Learning / Active Packages enquiries: sophiefirst@leadtshub.co.uk

English Hub enquiries:

Amy Wells (Leader): amy@WSHEHub.co.uk

Carrieanne Nicolson (Admin/Coordinator): carrieanne@WSHEHub.co.uk

Finance enquiries: helenwise@leadtshub.co.uk

L.E.A.D. EQUATE ONLINE :

Twitter: [@LEADEquate](https://twitter.com/LEADEquate)

FaceBook: [LEAD Equate](https://www.facebook.com/LEAD-Equate)



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