



# L.E.A.D. Equate



'Working together to  
L.E.A.D. the highest  
outcomes for all'

TRUST NEWS No.16  
April/May 2023

## APRIL & MAY NEWS...

We hope you have all had a restful break, it is unbelievable that the summer term is upon us already! As the days become brighter in the coming months, we wish you all the best for the new term ahead.

The newsletter contains key updates in each area: ECF & AB, NPQ and CPD. Alongside this we have a number of updates and resources which may be useful for your academy within staff development sessions, widening knowledge of the educational landscape.

Please do share the newsletter with colleagues to maximise the reach and impact.



## 'WHAT MAKES GREAT TEACHING?'

– A Roundtable Discussion  
with Roy Blatchford



In this edition of the newsletter, we are signposting a virtual roundtable event in May on 'what makes great teaching?' – this will involve a panel of colleagues from L.E.A.D. schools in discussion with former HMI, Roy Blatchford CBE.

We also want to highlight an exciting new CPD session on teaching handwriting in **primary and secondary schools**. Many teachers have noticed significant challenges relating to pupils' legibility, writing speed, and stamina since the pandemic. This CPD session will share and model strategies to support with this.

You can book places [here](#).



# Pupil First Aid Training

There will be an exciting opportunity for colleagues to be trained on the new Pupil First Aid Training Programme.

The course will give an overview of the programme, signposting how it will follow students through school and provide them with life-saving knowledge and expertise.

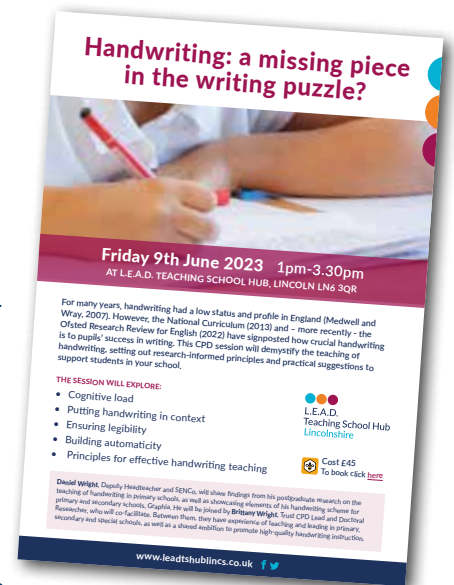
There are two staff training places on offer for each trust school, will full day events taking place on Friday 9th June at the Pavilion (Nottingham), Friday 23rd June at The Regatta (Lincoln), Wednesday 5th July at Charnock Hall Hub (Sheffield), and Thursday 6th July at Millfield (Leicester).

You can book places [here](#).

# Teaching Handwriting CPD

Whilst the Department for Education's (2021) Reading Framework and Ofsted's (2022) Research Review for English both signpost the importance of high-quality handwriting instruction in schools, many teachers have not received any training on how to teach handwriting effectively as part of their teacher training or subsequently. To support with this, we are offering a face-to-face CPD session on **Friday 9th June**, 1pm – 3.30pm at L.E.A.D. Teaching School Hub, Lincoln. This session will bridge the gap between research and practice, signposting key principles that will help teachers promote legible and fluent handwriting for all their pupils. It is suitable for primary and secondary colleagues.

If it would be easier for you to participate virtually, then please purchase your ticket and email Helen Thomas ([helenthomas@leadtshub.co.uk](mailto:helenthomas@leadtshub.co.uk)) to let us know that you will be joining via Zoom. Please note that the session will be most effective face-to-face. The cost for each participant is just £45. You can book tickets for yourself and/or your colleagues [here](#).



# National College Spotlight



This month, we'd like to highlight Michelle Howard's webinar on 'Achieving Support Staff Excellence: The Improvement Planning Process.' Michelle explains how important it is to engage all staff in school development journeys, highlighting the crucial roles that support staff can play in driving forward progress in schools.

You can watch the webinar [here](#): (remember that you need to be signed into your account in order to access this).



# Leaders of Excellence Recruitment

We held four face-to-face information sessions for potential primary-based Leaders of Excellence in March 2023. **The closing date for applications is Monday 24th April** at 9am. The online application form is available [here](#).

Interested colleagues who were not able to attend a face-to-face session can access a recording [here](#).

Colleagues can also use the Leaders of Excellence Application Form Template to plan their responses to each application form question [here](#).



## CURRICULUM CONSTRUCTION AND DESIGN/INTENT

### A Handbook of Curriculum Intent

This [handbook](#) outlines the components of curriculum intent. It is potentially useful to clarify understanding with staff teams and form the policy content for your setting.

### Disciplinary and Substantive Knowledge - Could you verbalise the difference as clearly as this?

Chris Quigley has produced a really simple and clear blog outlining the differences between disciplinary and substantive knowledge. A useful document to start a staff meeting? Could staff teams complete the grid if they were given a blank copy?

Read the blog [here](#).

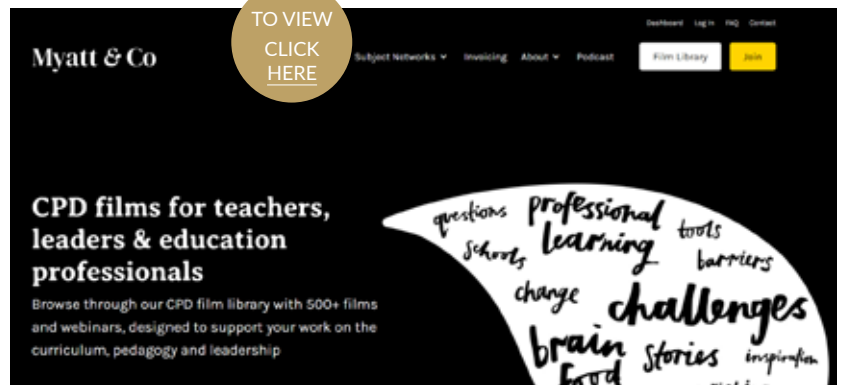
	<b>Disciplinary Knowledge</b> Knowing how to do something	<b>Substantive Knowledge</b> Knowing what something is
<b>Essential Knowledge</b> Knowing what is central to the subject	Natural Curriculum Knowledge statements, e.g. writing parts of a list	e.g. Drawing charts, Asking in-depth questions, Drawing conclusions, Making predictions, Evaluating an article
<b>Procedural Knowledge</b> Knowing how to do something	e.g. Critical Analysis, Making a critical Literature Response, Researching evidence, Planning and giving talks	e.g. Taking temperature, Solving algebraic equations, Planning, Practice, Assessing results

### Mary Myatt

Next year Mary Myatt has offered a discount for Trust schools to access a portal containing hundreds of recorded webinars for every subject area of the primary and secondary curriculum. This is constructed by experts nationally.

The portal covers all aspects for leaders including subject knowledge, curriculum construction, assessment and pedagogy.

She is offering this at £45 per user instead of almost £100.



LIMITED LICENCES: If you are interested in signing up for this, register your interest [here](#). We only have 100 licences in total.

### Texts/ Stories to Support Curriculum Planning

Mary Myatt has created a portal which filters texts by subject area. Search [here](#) to explore the collection of stories to support the curriculum.

#### What is the Teachers' Collection?

It turns out that we learn more if we hear things in a **story**.

This insight is very helpful for us as we develop the **curriculum**.

If we want our pupils to know more, remember more and be able to do more in every subject, then let's find a great text!

### Subject Review Summaries

Click [here](#)

### Congested Curriculum

How to manage a congested curriculum [here](#).

#### Teaching Problems → Solutions

**#TPS8 Congested Curriculum**  
How do I manage a congested curriculum which seems to leave little time for retrieval practice and consolidation?



# IMPLEMENTATION AND PEDAGOGY



Evidence Based Education

What is your implementation policy? Which elements of pedagogy are underpinned by research? [Here](#) is a document to support this aspect of policy and practice, with videos of each element to use with staff teams.

## Teacher Toolkit Videos

Click [here](#)



Cambridge Assessment International Education

## Metacognition

Cambridge University have produced a site with videos relating to strategies for metacognition.

Please click [here](#) to see more.

# THRIVING AND FLOURISHING, LEADING UNDER PRESSURE

## Wellbeing Video for staff teams

Maggie Farrar, in conjunction with EDT, has recorded a webinar to support leaders with strategies in the current climate.



## Wellbeing PowerPoint

TO VIEW  
CLICK  
HERE



## How to 'Survive and Thrive'

Four phases of headship, Five uses of time, Six essential tasks and Seven ways to hold on to your sanity.

TO VIEW  
CLICK  
HERE



# SECONDARY SCHOOLS



The Senior HMI Simon Hollingsworth shared an input around inclusion in a secondary context. This included: Reading, AP, SEND and EDI. If you were unable to attend, please find the video [here](#).



## Ofqual's student guide on exams

Ofqual has published the [Ofqual Student Guide 2023](#).

TO VIEW  
CLICK  
HERE

The guide covers GCSEs, AS, A levels, other general qualifications, and vocational and technical qualifications.

The guide provides students with information about this year's arrangements for qualifications and explains what support is in place when taking exams and assessments.



# Equality, Diversity and Inclusion

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

Please find a case study [here](#) from a colleague within the county.

TO VIEW  
CLICK  
HERE



## EDI & PROTECTED CHARACTERISTICS

A TEACHER AND LEADER RESOURCE



Focus area: **LGBT+**

April 2023

LGBT+ Toolkit

Recommended Reading:

Being the teacher that I never had...

What if we replace toxic masculinity with intersectional masculinity?

Belonging on Purpose

### SCHOOL IN FOCUS

**William Farr C of E Comprehensive School**  
Hello and welcome to the William Farr LGBT+ Space!

The LGBT+ Space has been running at William Farr CE School, Welton for almost a decade and provides a space for the LGBT+ students and allies to meet, socialise and learn more about the LGBT+ community. For a lot of us, it is a lunchtime session where we can meet our friends and be accepted for who we are without judgement or having to explain anything to anyone. For others, it is a place to get advice from older students or a member of staff. For some people it is the first time someone has understood how we feel and for some people, it has literally saved lives.



The LGBT+ Space has changed a lot over the decade in which it has been running. It began with mainly older students from Year 10 to Sixth Form using it as a space to seek advice and visibility from others. However, since the pandemic, there has been a big increase in younger students attending. The importance of this space and the visibility that has been created at William Farr is hard to put into words. LGBT+ people and relationships are

*"I didn't feel I could speak to anyone at primary school. This meant I didn't report homophobia or nasty comments and just suffered, carrying all of that around with me. There is no way I'd have a conversation with someone who I didn't feel will be kind and understanding. I'd rather suffer."*

used at William Farr. We use this wording very deliberately. To say that it is normalised is not very inclusive to the LGBT+ community because it suggests that we are "other" and let's face it...what is normal anyway? Weekly meetings offer the chance to discuss many of the issues of the day; the group has taken an active role in the fight to ban conversion therapy, writing to our local MP to express our views. We have asked for and achieved gender neutral toilets in the school and a move towards gender neutral changing

www.leadshublincc.co.uk

## EDI Calendar

Click on the month to view



April

May



## Developing an approach to support LGBT in Secondary Schools



To book click [here](#)

PART OF THE 9 PROTECTED CHARACTERISTICS PROGRAMME

## Supporting & Understanding LGBT+ Young People

Tuesday 25th April Online 4pm-5pm

Presented by Chris Mattley

AIMED AT  
SECONDARY  
SCHOOLS

### ABOUT THE SESSION:

Chris Mattley, who teaches at William Farr School, Welton, will deliver an online session discussing the importance of supporting LGBT+ young people within a secondary setting. Drawing on his experiences, OFSTED, the challenges, pitfalls and joys, we'll discuss how you can make a secondary school setting inclusive and supportive of LGBT+ students and staff. Our aim is to prepare children for life in a modern 21st century Britain which is caring and compassionate to all, regardless of who they are.

### ABOUT CHRIS:

By placing himself at the front and centre of the LGBT+ community in his own school, local community and beyond, Chris Mattley has supported with care, advocated with empathy and lead with integrity.

Chris understands the importance of community and, to this end, has established a thriving LGBT+ Space at his school. Weekly meetings are supplemented by a unifying social media presence (@WFS\_LGBTSpace) where Chris will highlight many of the issues and themes of the day. Guest speakers, most recently Caroline Paige, have been invited to share their experiences and further add colour to an increasingly vibrant scene.



Working, as he does, in a school whose stated vision is that every student should be valued, he has allowed his community to identify directly with two of the most important aspects of their lives - their sexuality and the school they attend. Chris has shown it is okay to be proud of both.

Of course, there are still those who struggle and Chris has faultlessly modelled the importance of empathy and care. As an academic, Chris knows the importance of education; he has led CPD sessions within his own school on how to ensure teachers include LGBT+ students in their lessons and has taken his message to the wider community, supporting students as they present at the Lincolnshire Partnership Trust's annual LGBT conference. Covering issues such as being gay in rural communities and the importance of reconnecting after lockdowns, he has developed an entire generation of advocates.

His innovative approach is perhaps highlighted best via his "thank a teacher" scheme of asking LGBT students to write to those teachers who have been most supportive of the community.



# Do you have an ECT starting induction in April 2023?

Sign up for the April 2023 cohort. This closes on 31st May.

TO SIGN UP, PLEASE FOLLOW THE STEPS BELOW.

## How does my school sign up to the ECF Full Induction Programme?

## How does my school sign up to the AB?



### STEP 1

Register your ECTs on the Manage training for Early Career Teachers Service by clicking [here](#).

To access a step-by-step guide to set up your school's ECF-based training programme, click [here](#).

### STEP 2

Register for the Early Career Professional Development Programme (EC PDP) otherwise known as the Full Induction Programme (FIP) with Education Development Trust (EDT) by clicking [here](#).

*Schools already partnered with EDT and accessing the Early Careers Professional Development Programme (EC PDP) for their ECTs and Mentors do not need to complete the Expression of Interest (Eoi) each time they register participants.*

### STEP 3

To register with L.E.A.D. Teaching School Hub's Appropriate Body services: Click [here](#).

If your school does not appear in the drop down menu, please email Rachael Viscomi – [rachael@leadtshub.co.uk](mailto:rachael@leadtshub.co.uk) or call 01522 214459.

Please note: Schools must sign ECTs up with an AB.

If you have any questions or want further information about L.E.A.D. Teaching School Hub's ECF or AB Provision, please visit our website or contact:



Teaching School Hub ECF & Appropriate Body Lead  
Stacey Williams  
[stacey@leadtshub.co.uk](mailto:stacey@leadtshub.co.uk)



Teaching School Hub ECF Administrator  
Rachael Viscomi  
[rachael@leadtshub.co.uk](mailto:rachael@leadtshub.co.uk)

## ECF Ready Events



L.E.A.D. Teaching School Hub will be running one-hour informative live webinars in the summer term. This is for schools who are new to having an ECT or want a refresher on the expectations.

To book, simply click on one of the dates to register.



### NEW TO HAVING AN ECT IN YOUR SCHOOL?

This session is appropriate for School Leaders and/or Induction Leads/ Tutors involved in the set-up of the ECF.

Prospective Mentors are welcome to attend to find out more.

#### ECF Ready Event 1

Thursday 25<sup>th</sup> May

12.30pm-1.30pm

#### ECF Ready Event 2

Tuesday 20<sup>th</sup> June

8.30am-9.30am

#### ECF Ready Event 3

Monday 3<sup>rd</sup> July

3.30pm-4.30pm



Click on your chosen event to book





## AB Twilight Drop In

Wednesday 24th May 2023  
3.45-4.30pm

APPROPRIATE FOR ALL COHORTS

Colleagues involved in the statutory induction process are welcome to attend. This is a scheduled opportunity to pose questions to a named contact from the AB. These will all take place online. Links are available from your Lincolnshire Hub Delivery Partner named contact.

## Transitional arrangements reminder

Teachers who started their induction prior to September 2021 have until 1st September 2023 to complete their induction. It is not possible for any Appropriate Body to extend the transitional period and there are no exceptions to these arrangements.

After 1st September 2023, when the transition period ends, all ECTs will be required to complete a two-year induction period. There will be no expectation to restart induction, but rather complete what remains of a two-year induction. For example, a transitional ECT who has completed two terms of induction by 1st September 2023 will then be required to complete a further 4 terms of induction.

Any remaining induction after 1st September 2023 must have regard to the updated 2021 regulations and statutory guidance. Those ECTs will also become eligible for all entitlements including access to DfE-funded ECF-based induction programmes and statutory entitlements around mentoring. An additional 5% off timetable in the second year of induction will also be necessary.

Further information on transitional arrangements can be found in paragraphs 1.4 – 1.7 of the Statutory Induction Guidance [here](#).

## Early Career Framework Funding

On the 14th February, the ESFA published guidance: Early career framework (ECF)-based induction year 2 time off timetable conditions of grant - view [here](#).

ECF year 2-time off timetable funding is paid in the summer of year 2 of the early career teacher's (ECT's) induction. This funding covers the cost of giving each ECT in year 2 of induction:

- 5% off timetable for induction activities including ECF-based training and mentor sessions;
- a dedicated mentor for each ECT, based on 20 hours of mentoring in year 2 of induction.

Where an ECT moves to another school during the second year of their induction, funding will be allocated to the school where the ECT is currently teaching.

If you have any further questions please contact:

Stacey Williams – ECF & AB Lead  
stacey@leadtshub.co.uk

Rachael Viscomi – ECF & AB Administrator  
rachael@leadtshub.co.uk

Telephone:  
01522 214459



From September 2023, L.E.A.D. Teaching School Hub is delighted to be working with David Weston at TDT for the delivery of NPOs.

If you are interested in any of the following NPOs for your staff team, please do click [here](#) to register:



### Leadership NPO [Click to view](#)

#### NPQEL

National Professional Qualification for Executive Leadership

#### NPQH

National Professional Qualification for Headship

#### NPQSL

National Professional Qualification for Senior Leadership

#### NPQEYL

National Professional Qualification for Early Years Leadership

### Specialist NPO [Click to view](#)

#### NPQLL

National Professional Qualification for Leading Literacy

#### NPQLT

National Professional Qualification for Leading Teaching

#### NPQLTD

National Professional Qualification for Leading Teacher Development

#### NPQBC

National Professional Qualification for Behaviour & Culture



## NPQ Updates Currently

We now have two cohorts of Specialist NPQ participants that have moved through final assessment, May 2023 will mark the first cohort of leadership NPQ participants to take part in the final assessment - **Cohort 1 Leadership Summative Assessment window, from 2 May to 10 May 2023.** We would like to wish all those that will be completing the assessment the best of luck.

**Cohort 2** are eagerly anticipating the news with regards to their final summative assessment

**Cohort 3** We will be sending the mid-point review evaluation out to specialist NPQ participants and their respective Head Teachers to gather small shoots of impact in school and gain an insight into progress so far.

In January 2023 the report - [Emerging findings from the NPQ evaluation](#) - commissioned by the DfE, was released. CFE Research were tasked with completing an initial impact evaluation of the 2021 reformed NPQs:

*“Although participants had only been undertaking their NPQ for a few months... many state that the new knowledge has been transformative, completely changing the way they approach their practice”... the specialist nature of the qualification “may have a quicker and more transferable impact on influencing practice... there are also examples of NPQ participants describing how the knowledge learnt through NPQs has been disseminated throughout the school. As a result of changes to practice, participants reported some early impacts on pupil behaviour and engagement in lessons. This suggests that the NPQs may already be starting to have the intended impact on participants and schools.”*

## Alumni Groups

A reminder that the first of the Alumni Specialist Group for cohorts 1 and 2 (NPQBC/LT/LTD) will take place online on 22nd May 2023, 3pm-4pm.

## Why complete an NPQ through L.E.A.D. Teaching School Hub?

The journey does not and should not end once specialists and leaders have completed their National Professional Qualification.

We are determined to support schools and leaders with ensuring that those studying for a National Professional Qualification are supported throughout their studies AND also once they have completed their programme.

We will be inviting Specialist and Leadership Participants to join Alumni groups for NPQBC, NPQLT, NPQLTD, NPQLL and NPQEYL. Each Alumni group will meet three times a year, twice online and once face to face. Each participant that joins the Alumni group will gain a logo to share on their school website, identifying that there are specialists and leaders in the respective specialist areas at that setting.

### THE AIM OF THE ALUMNI GROUPS IS TO:

- ensure that the learning and impact in schools is sustained
- that relationships between specialists and leaders continues to grow and the networks continue to build
- share progress specialists and leaders have made in their schools with each other, as they continue to impact on their respective settings
- ensure specialists and leaders continue to access further expertise and learning
- track the impact of the programme on specialists and leaders and their schools as they continue to develop in their career as part of the golden thread
- continue to support specialists and leaders as they progress in their career, sharing aspects that may be of interest including resources, innovation and research.

Those leaders studying for NPQSL and NPQH will be invited to Senior Leader and Headship forums on completion of their programmes, continuing to work with other senior leaders, head teachers and executive heads as they progress on their leadership journey.

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



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**RECRUITING SPECIALIST FACILITATORS**  
for L.E.A.D. Teaching School Hub

The role of Specialist Facilitator provides opportunities for expert teachers and leaders to facilitate our national teacher development programmes: the National Professional Qualifications (NPQ) and Early Career Teaching Programme. Successful applicants will be recognised as a Specialist Facilitator and will join our team that we will draw upon for the delivery of the programmes that we lead in partnership with Teacher Development Trust and Education Development Trust.

Applications are welcomed from expert teachers and leaders with significant teacher-educator experience from school and trusts that access NPQs and/or the ECT-based training via L.E.A.D. Teaching School Hub. We would also welcome applications from members of the NPQ Alumni group.

Applicants should be familiar with the programme for which they are applying to be a Specialist Facilitator in or have a particular passion for this aspect. This includes the associated framework, the principles of the Teacher Development or Education Development Trust designed programmes, and associated research and practice.

Applicants need to secure the support of their headteacher (or similar) before applying. We will confirm this following applications with a written endorsement.

To apply for the role please complete the online application via the QR code.

If you would like further information regarding the role please call Amanda Griffiths or Lisa Cassidy on 01522 214459.

Short-listed applicants will be invited to a short, informal meeting to discuss their application (20 minutes).

Thank you for your interest and we wish you the very best of luck in your application.

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

Closing date: Monday 17th April

www.leadshublincs.co.uk

## Completed an NPQ and wanting to give something back to the wider sector?

Become a Specialist Facilitator for the NPQ programmes or Early Career Programme.

Deadline for application 17<sup>th</sup> April, 2023.





# Upcoming CPD

Click on your chosen programme to book



## First Aid at Work (Leicester)

Wed 26th - Fri 28th April



## Managing your Team Wednesday 26th April



## Emergency First Aid at Work (Sheffield)

Wednesday 17th May



## Emergency Paediatric First Aid (various venues)

Various dates in May



## Team Teach Friday 19th May



## 'What Makes Great Teaching?' with Roy Blatchford CBE

Monday 22nd May



## Maths Moderation Term 3 (various venues)

Various dates in June



## Writing Moderation Term 3 (various venues)

Various dates in June



## Paediatric First Aid (various venues)

Various dates in June



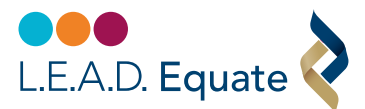
## Handwriting: a missing piece in the writing puzzle?

Friday 9th June



## Pupil First Aid Trainer

Various dates in June & July



[www.leadequatetsa.co.uk](http://www.leadequatetsa.co.uk)