



L.E.A.D. Equate



WORKING TOGETHER TO L.E.A.D. THE HIGHEST OUTCOMES FOR ALL



CPD OFFER 2022/23

Welcome to your L.E.A.D. Equate offer
for the academic year 2022/2023.

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 Leaders of Excellence and Lead Practitioners.



CONTENTS

Vision and Values	4	Career Development	39	<ul style="list-style-type: none">• Pupil Premium• Unpicking the SEND Review and the Implications for Inspection• Understanding Assessment• Ensuring Pupils who have SEND Achieve the Best Possible Outcomes	<ul style="list-style-type: none">• Computing Assessment• Assessing Learners with SEND• Raising Attainment Using Formative Assessment Forums• Assessing for Learning for Teaching Assistants• Teaching Assistant Training & Development• Developing the Expertise of Teachers in the Teaching of Writing		
Meet the Team	6				<ul style="list-style-type: none">• Developing High Quality PE• Environmental Geography - Creating Global Citizens• Developing Reading Fluency in KS2/3• About the Active Approaches• Active English Open Morning• Active Spelling Open Morning• Active Number Open Morning• Development Days Linked to the Active Approaches		
Activity & Impact of L.E.A.D. Equate in 2021/22	7	Leadership and Management	51	Subject Leadership/ Professional Forums	89		
Progression Ladder of Roles within a Setting	8	<ul style="list-style-type: none">• Leading High-Impact Teaching• Non-Educational Team Leaders• Leading A Culture of Wellbeing and Positive Mental Health• Safer recruitment Training• Future Leaders Programme• Level 5 Education Management Programme• Developing Leaders and People through Coaching• Unpicking Assessment in the Foundation Subject Primary Curriculum• Improving the Effectiveness of Underperforming Teachers• Improving Leadership Resilience in Testing Times• Securing Good Attendance and Tackling Persistent Absence• The Research Group		<ul style="list-style-type: none">• Subject Leadership and Education Inspection Framework• Subject Spotlight Series• Geography Professional Forum• History Professional Forums• Science Professional Forums• Music Professional Forums• Computing Forum• DT Subject Leader Specialist Group• Secondary MFL Forums• Primary Languages Conference• Secondary PSHE Subject Leader Development Programme• Primary PSHE Subject Leader Development Programme• Art Subject Specialist Membership Group• Primary MFL Subject Leader Development Group• EAL Subject Leader Development Group• Early Years Subject Leader Development• Primary RE Subject Leader Development Programme			
Free CPD for Trust Schools	9	Premier Partnership	71	Teaching and Learning	109		
<ul style="list-style-type: none">• Headteacher Meetings• Deputy Head Meetings• School Business Professional Network• Assessment & Information Analysis for EY Leaders• Developing the L.E.A.D. Assessment Materials for Nursery Provision• Building Exemplification Portfolios for F1 and F2• Effective Transition between EY and Y1• Moderation Training (EY)• Moderation of Baseline & Goals for Nursery• Building Meaningful Partnerships with Parents• Site Managers Network Group• Risk Assessment in Practice• Introduction to Finance & Month End Accounting for Office Professionals• Catering Managers Network Group• DSL Network• HR Training• Maths and Writing Moderation• English Leaders’ Professional Forum• Maths Leaders’ Professional Forum• Reading Evidence and Moderation• Paediatric First Aid Training• First Aid at Work• Emergency Paediatric First Aid Training• Emergency First Aid at Work• Effective use of Microsoft Office 365 Applications• SENDCo Professional Forum		<ul style="list-style-type: none">• Assertiveness and Self Confidence• Communication Skills• Customer Service Excellence in Schools• Delegation and Empowerment• Leading Effective Meetings• Time, Resource and Priority Management• Building Resilience and Personal Stress Management• Managing your Team		<ul style="list-style-type: none">• The Herts for Learning Reading Fluence Expo 2022• Conceptual Maths• Number Talks• SLAM! Speak Like A Mathematician• Planning for Writing: Progression in Genre• Reading Assessment• From Phonics to reading• Fluency: The Missing Ingredient to Confident and Successful readers• Cross Curricular Computing	Personal Development/Wellbeing & Welfare	135	
		The Wider Curriculum	81			<ul style="list-style-type: none">• Pastoral Care• Going Beyond the Academic• Developing Primary RSHE with Confidence• Effective Leadership of RSHE/PSHE• Primary PSHE Professional Network• Secondary PSHE Professional Network• RSHE Bespoke Support for Primary and Secondary Staff• Domestic Abuse and Parental Conflict• Academic Resilience Framework• Team Teach• Outstanding Behaviour Management for Teaching Assistants• National College - CPD Online• Bespoke Staff Meeting / twilights / Working with Staff• Leaders of Excellence• Lincolnshire Reading Pledge	
						Stay Connected	152

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

Overarching vision

L.E.A.D. Equate is committed to its vision, supporting schools to invest in their workforce in order to grow, recruit, develop and retain the very best teachers, support staff and leaders. This is with a view to complementing the internal support already offered by the educational setting. The role of L.E.A.D. Equate is to promote the importance of quality assured, research based continuing professional development from Initial Teacher Training through to executive leadership, supporting teachers throughout their career in a sequential and cohesive way. The ultimate aim is to impact upon the life chances, well-being and outcomes for pupils within L.E.A.D. Academy Trust.

Alongside L.E.A.D. Equate, L.E.A.D. Teaching School Hub is designated to work with schools across Lincolnshire, outlined by the DfE as the following areas: Boston, Lincoln, North Kesteven, South Holland, South Kesteven, East Lindsey, West Lindsey, supporting every school type and phase, including Nursery, Primary, Secondary, Special and Alternative Provision.

What is the Purpose of the Organisation?

L.E.A.D. Equate upholds 7 core values and is dedicating to upholding these values in all work streams. These include the following:

The 7 Core Values



The Overarching approach to CPD

CPD within L.E.A.D. Academy Trust is based upon extensive research into the most impactful approaches. This includes the work of both the EEF and David Weston. A summary of this can be found in the diagram below through which all CPD is constructed and implemented.

- Improving and evaluating pupil outcomes
- Robust evidence and expertise
- Collaboration and expert challenge
- Sustained over time
- Prioritised by school leadership



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 Leaders of Excellence 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.

In developing great teachers, leaders and support staff, L.E.A.D. Equate in conjunction with L.E.A.D. Teaching School Hub is committed to the ‘Golden Thread’ of professional development. This simple image demonstrates the opportunities at every career stage.



Meet the Team...



Amanda Griffiths

Teaching School
Hub Director



Lisa Cassidy

Teaching School Hub
Deputy Director



Sophie Hirst

Teaching and
Learning Leader



Brittany Wright

L.E.A.D. Equate
CPD Lead



Stacey Williams

ECF/ AB Lead

The English Hub Team...



English Hubs
Witham St Hughs English Hub



Amy Wells

English Hub
Leader



CarrieAnne Nicolson

English Hub
Coordinator /
Administrator



Jody Robertson

English Hub
Accelerator
Administrator

Administrative roles and finance...



Donna Plant

Teaching School
Hub Administrator



Helen Thomas

L.E.A.D. Equate
Administrator



Rachael Viscomi

ECF and AB
Administrator



Sophie Hayes-Watson

Operations
Manager



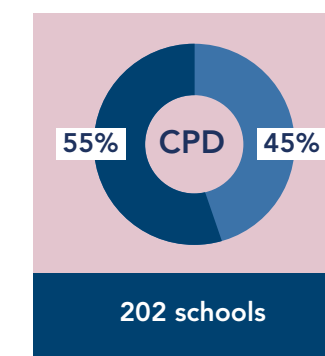
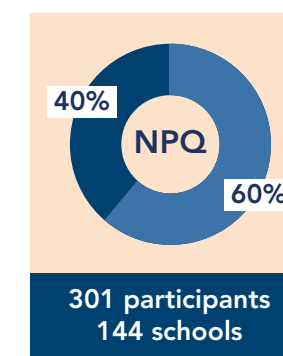
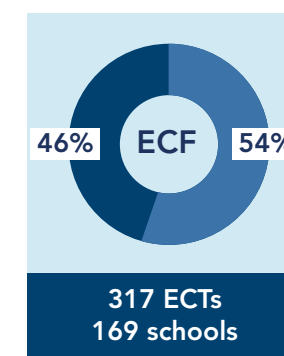
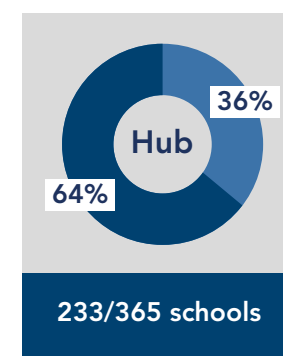
Helen Wise

L.E.A.D. Equate
Finance

What was the activity and impact of L.E.A.D. Equate in 2021/22?

'Thank you for being part of the newly established professional development journey in 2021/22'

SCHOOLS ENGAGED WITH THE HUB



32 Trust schools involved with the Early Career Framework

97% Good
62% Excellent

"Thank you to the team for facilitating time for us to share experiences and best practice. It will have a great impact on our mentees and the quality of their support!"



33 Trust school participants

97% Good or better across all programmes
72% Excellent across all programmes

"Great training, clear and effective, really gives inspiration for how to continue moving forward. Thank you!"



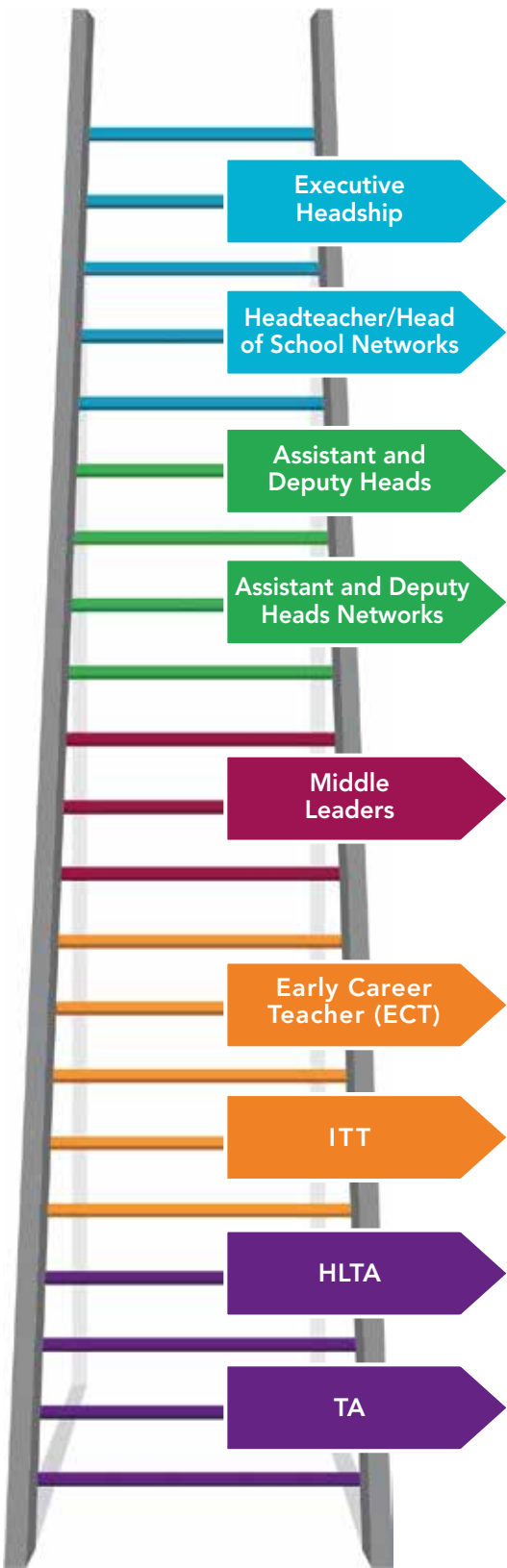
1061 CPD participants

97% Good or better across all programmes
72% Excellent across all programmes

"Excellent CPD lots of ideas to take away and implement."

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.



FREE CPD
FOR TRUST SCHOOLS

Headteacher Meetings

Trust Headteacher Briefings (All schools)

Term	Date	Time
Autumn	Thursday 24th November 2022	10am-12pm
Spring	Wednesday 1st February 2023	10am-12pm
Summer	Wednesday 3rd May 2023	10am-12pm

The venue for these briefings is TBC

Headteacher Hub Meetings

Location	Date	Time	Location
Nottingham	Tuesday 11th October 2022	1pm-3.30pm	The Pavilion
	Tuesday 20th December 2022	1pm-3.30pm	The Pavilion
	Tuesday 7th February 2023	1pm-3.30pm	The Pavilion
	Tuesday 28th March 2023	1pm-3.30pm	The Pavilion
	Tuesday 23rd May 2023	1pm-3.30pm	The Pavilion
	Tuesday 18th July 2023	1pm-3.30pm	The Pavilion
Leicester	Tuesday 11th October 2022	1pm-3pm	Forest Lodge
	Tuesday 13th December 2022	1pm-3pm	Millfield Academy
	Tuesday 7th Feb 2023	1pm-3pm	Uplands
	Tuesday 28th March 2023	1pm-3pm	Forest Lodge
	Tuesday 23rd May 2023	1pm-3pm	Millfield Academy
	Tuesday 4th July 2023	1pm-3pm	Uplands
Sheffield	Thursday 6th October 2022	9.30am-11.30am	Birley Academy
	Thursday 1st December 2022	9.30am-11.30am	Rainbow Forge
	Thursday 9th February 2023	9.30am-11.30am	Birley Primary
	Thursday 23rd March 2023	9.30am-11.30am	Birley Spa
	Thursday 18th May 2023	9.30am-11.30am	Charnock
	Thursday 13th July 2023	9.30am-11.30am	Birley Academy
Lincoln	Wednesday 12th October 2022	1pm-3pm	Witham St Hughs
	Wednesday 14th December 2022	1pm-3pm	Manor Farm
	Wednesday 8th February 2023	1pm-3pm	Waddington
	Wednesday 29th March 2023	1pm-3pm	Witham St Hughs
	Wednesday 24th May 2023	1pm-3pm	Manor Farm
	Wednesday 5th July 2023	1pm-3pm	Waddington

COST: Trust Funded
(Free to Trust Schools)

Deputy Head Meetings

Deputy Headteacher Briefings (All Trust schools)

Term	Location	Date	Time	Venue
Autumn 1	NOTTINGHAM	Thursday 6th October 2022	1pm-3.30pm	The Pavilion
Autumn 2	LEICESTER	Thursday 8th December 2022	1pm-3.30pm	Millfield Aacademy
Spring 1	SHEFFIELD	Thursday 2nd February 2023	1pm-3.30pm	Charnock Hall Hub
Spring 2	LINCOLN	Thursday 23rd March 2023	1pm-3.30pm	The Regatta
Summer 1	NOTTINGHAM	Thursday 18th May 2023	1pm-3.30pm	The Pavilion
Summer 2	LINCOLN	Thursday 6th July 2023	1pm-3.30pm	The Regatta

School Business Professional Network

School Business Professionals Network Meetings

Term	Date	Time	Venue
Term 1	Wednesday 7th December 2022	10am-3pm	Face to Face TBC
Term 2	Tuesday 7th February 2023	10am-12pm	Online
Term 2	Thursday 20th April 2023	10am-3pm	Face to Face TBC
Term 3	Wednesday 10th May 2023	10am-12pm	Online

School Business Professionals Annual Conference

An annual conference to develop knowledge and enhance skills of our School Business Professionals.

Date	Time	Venue
Wednesday 5th July 2023	10am-3pm	Face to Face TBC

COST: Trust Funded
(Free to Trust Schools)

Assessment and Information Analysis for EY Leaders

AIMED AT:

- Early Years leaders and senior leaders

INTENDED IMPACT OF THE PROGRAMME:

Those responsible for early years will use assessment information effectively to forensically analyse what is happening for the early years children. As a result, the curriculum and provision will become highly responsive and teachers will be more proactive rather than remaining reactive.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

A series of 2 sessions (10.30-2.30) across the year to develop the use of assessment information.

These sessions will explore:

- assessment benchmarking
- how this translates into DC Pro
- what the assessment information might tell us
- how to respond to assessment information.

Session 1

This session will look at DC Pro and how this is used in early years. It will consider how the assessment benchmarking is used and how the summary goals are assessed. We will start to consider patterns and common themes that assessment information might indicate and how we can be proactive in our approach to addressing gaps and barriers.

A gap task will ask delegates to explore assessment information and how this has been used in the past. Delegates will also be asked to consider any patterns or common barriers and how they have attempted to address these.

Session 2

This session builds on the last session and considers more in depth analysis of assessment information.

Session	Date	Time	Venue
Session 1	Mon 7th Nov 2022	10.30am-2.30pm	The Regatta
Session 2	Thur 4th May 2023	10.30am-2.30pm	Online



Course Leader:
Sarah Quinn



COST: Trust Funded
(Free to Trust Schools)

Developing the L.E.A.D. Assessment Materials – for Nursery Provision

(2-year-olds and Foundation 1)

AIMED AT:

- Nursery teachers, practitioners and Early Years leaders

INTENDED IMPACT OF THE PROGRAMME:

By the end of the sessions delegates will have a deep understanding of the expectations for assessment in the 2-year-old provision and the nursery.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Developing Assessment for 2 year olds and Foundation 1

A series of 4 sessions (10.30-2.30) across the year to develop further the L.E.A.D. MAT assessment material to address the needs of the children attending the 2-year-old provision and nursery for 3, 4, 5 terms.

These sessions will explore:

- assessment benchmarking
- how this informs the curriculum as a progression model for F1
- 'best fit' methodology for the youngest children
- evidence to inform assessments
- how this translates into DC Pro
- child development trajectories.

Session 1

This session will focus on the Prime areas

Session 2

This session will focus on reading and writing

Session 3

This session will focus on maths

Session 4

This session will focus on understanding the world and expressive arts and design.



Course Leader:
Sarah Quinn



COST: Trust Funded
(Free to Trust Schools)

Session	Date	Time	Venue
Session 1	Fri 16th Sept 2022	10.30am-2.30pm	The Regatta
Session 2	Thur 5th Jan 2023	10.30am-2.30pm	Online
Session 3	Fri 21st Apr 2023	10.30am-2.30pm	Online
Session 4	Wed 7th Jun 2023	10.30am-2.30pm	Online

Building Exemplification Portfolios for F1 and F2

AIMED AT:

- Early Years teachers and leaders

INTENDED IMPACT OF THE PROGRAMME:

There will be a series of exemplification portfolios for each area of learning and for nursery and reception to support ongoing assessment.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

A series of 3 face to face sessions (10.30-2.30) in Autumn term, Spring term and Summer term to develop exemplification portfolios for nursery and reception. These will be used by the Trust.

These sessions will:

- review assessment benchmarking and how this would look for children at the end of each term
- develop exemplification materials to support teachers and adults to make assessments across 7 areas of learning
- compile exemplification material to share with the Trust.

Session 1

Using Autumn summary goals from the L.E.A.D. assessment materials and compiling examples of evidence for children who have reached the summary goal.

Session 2

Using Spring summary goals from the L.E.A.D. assessment materials and compiling examples of evidence for children who have reached the summary goal.

Session 3

Using Summer summary goals from the L.E.A.D. assessment materials and compiling examples of evidence for children who have reached the summary goal.

Session	Date	Time	Venue
Session 1	Thur 1st Dec 2022	10.30am-2.30pm	The Regatta
Session 2	Thur 9th Mar 2023	10.30am-2.30pm	The Regatta
Session 3	Wed 19th July 2023	10.30am-2.30pm	The Regatta



Course Leader:
Sarah Quinn



COST: Trust Funded
(Free to Trust Schools)

Effective Transition between EY and Y1



AIMED AT:

- Early Years and Year 1 teachers

INTENDED IMPACT OF THE PROGRAMME:

Transition will be smooth and teachers will utilise assessment information effectively to ensure the gaps in children's knowledge, skills and understanding are addressed. Other aspects of transition will be carefully monitored to ensure children have a continuous experience in the quality of their education. Each school will develop a transition policy that will be followed and reviewed accordingly.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Effective transition between EY and Y1

A series of 2 face to face sessions (10.30-2.30) in Spring term and Summer term to develop effective procedures to transition children from early years to year 1.

These sessions will explore:

Session 1

- assessment benchmarking and making conceptual links into national curriculum
- identifying specific gaps in knowledge and skills
- compilation of a transition policy

Session 2

- evidence to inform assessments and how this can support knowledge as children move into a new curriculum
- child development trajectories from early years into year 1.

Session	Date	Time	Venue
Session 1	Fri 31st Mar 2023	10.30am-2.30pm	The Regatta
Session 2	Mon 15th May 2023	10.30am-2.30pm	Online



Course Leader:
Sarah Quinn



COST: Trust Funded
(Free to Trust Schools)

Moderation Training (EY)

AIMED AT:
All staff responsible for assessment in early years

INTENDED IMPACT OF THE PROGRAMME:
This is a mandatory training session for staff in early years across the L.E.A.D. Trust. The training session will be followed by three moderation events across the year. During the sessions, the principles of moderation discussed during the training will be put into action.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:
A choice of training sessions to support staff to moderate judgements made by reception staff relating to early learning goals.
These sessions will explore:

- assessment benchmarking
- ‘best fit’ methodology
- evidence to inform assessments
- child development trajectories.

The sessions will enable you to build a set of skills and principles to support the moderation of judgements made against the early learning goals.

CHOICE OF 2 SESSIONS

Date	Time	Venue
Mon 12th Sept 2022	10.30am-2.30pm	The Regatta
Mon 3rd Oct 2022	10.30am-2.30pm	The Regatta



COST: Trust Funded
(Free to Trust Schools)



Course Leader:
Sarah Quinn



MANDATORY MODERATION SESSIONS

It is a mandatory requirement that Trust schools send at least one delegate to these sessions.

Date	Time	Venue
Mon 31st Oct 2022	10.30am-2.30pm	The Regatta
Mon 6th Feb 2023	10.30am-2.30pm	The Regatta
Mon 8th May 2023	10.30am-2.30pm	The Regatta

COST: Trust Funded
(Free to Trust Schools)

Moderation of Baseline & Goals for Nursery



AIMED AT:
Teachers and practitioners responsible for assessment in nursery

INTENDED IMPACT OF THE PROGRAMME:
This is a moderation training session for staff in early years across the L.E.A.D. Trust. During the sessions, the principles of moderation discussed during the training will be put into action. Nursery staff will be able to make accurate assessments against the summary goals used in nursery.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:
These sessions will support staff to moderate judgements made in nursery relating to the summary goals.
The session will explore:

- assessment benchmarking for the Autumn term assessments
- ‘best fit’ methodology
- evidence to inform assessments
- child development trajectories.

The sessions will enable you to build a set of skills and principles to support the moderation of judgements made against the nursery summary goals.

Session	Date	Time	Venue
Session 1	Fri 9th Sept 2022	10.30am-2.30pm	The Regatta
Session 2	Mon 3rd July 2023	10.30am-2.30pm	The Regatta



COST: Trust Funded
(Free to Trust Schools)



Course Leader:
Sarah Quinn



Building Meaningful Partnerships with Parents

AIMED AT:

- EY teachers and leaders

INTENDED IMPACT OF THE PROGRAMME:

Parental engagement in school will improve and there will be productive relationships between staff and parents and carers. This will benefit the children and parents will feel invested in their child's educational journey.



Course Leader:
Sarah Quinn



OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

A series of 2 sessions across the year to develop effective partnerships with parents

These sessions will explore:

- addressing barriers in parental partnerships caused by COVID restrictions
- acknowledging the parents as the first and most enduring educator and finding ways to build meaningful relationships
- finding ways to glean meaningful information from parents and how to use the information
- developing ways to pass meaningful information on to parents to engage them in their child's education
- overcoming other barriers to parental engagement

Session 1

This session will consider the barriers that are present when trying to engage parents in education and ways to overcome the barriers. The session will look at the impact of meaningful engagement and how this impacts on children's sense of belonging and wellbeing and academic achievement.

Session 2

This session builds on the last session and looks at practical methods to engage with parents. The session also considers the information being passed to parents and whether the methodology enables the majority of parents to engage.

Session	Date	Time	Venue
Session 1	Mon 12th Dec 2022	10.30am-2.30pm	The Regatta
Session 2	Mon 20th Mar 2023	10.30am-2.30pm	Online



COST: Trust Funded
(Free to Trust Schools)

Site Managers Network Group



AIMED AT:

- Site Managers/Premises Staff

INTENDED IMPACT OF THE PROGRAMME:

- 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.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Join us for our termly Site Managers network focused on improving the quality of the estates management and health and safety across the Trust. The content of the networks will be led by the interests and needs of participants and be informed by recent developments in estates management and health and safety. There will be an opportunity to network with fellow Site Managers and Premises Staff, share good practice, and learn about new resources.

Attendees will be encouraged to share their learning back in the academy.

Session	Date	Time	Venue
Session 1	Wed 16th Nov 2022	10.30am-1.30pm	The Pavilion
Session 2	Wed 15th March 2023	9.30am-11.30am	Online
Session 3	Thur 6th July 2023	9.30am-11.30am	Online



COST: Trust Funded
(Free to Trust Schools)

Risk Assessment in Practice



- AIMED AT:
- Any academy staff involved in the risk assessment process

INTENDED IMPACT OF THE PROGRAMME:

Attendees gain an understanding of the legal requirements for undertaking risk assessments; are equipped with the knowledge and skills to undertake the risk assessment process and are aware of the resources available to support them.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

This Risk Assessment training course is designed to help academies comply with the Management of Health and Safety Regulations 1999 by explaining how to complete a suitable and sufficient workplace risk assessment.

The course helps you to understand each of the key steps of a risk assessment, including how to identify risks, manage hazards and determine the likelihood of harm, so that you are confident in carrying out a risk assessment in your own academy.

Date	Time	Venue
Wed 12th Oct 2022	9.30am-12pm	The Pavilion
Tues 22nd Nov 2022	9.30am-12pm	Sheffield Hub



COST: Trust Funded
(Free to Trust Schools)

Introduction to Finance and Month End Accounting for Office Professionals



- AIMED AT:
- Office staff with an interest in developing their financial awareness and skills (not intended for School Business Managers)

INTENDED IMPACT OF THE PROGRAMME:

To enhance academy financial knowledge and understanding

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Session 1 (first half of the morning) **Why is finance important?**

Session 2 (second half of the morning) **The importance of financial accuracy and its impact on month end**

Date	Time	Venue
Wed 21st Sept 2022	9.30am-12pm	The Pavilion
Wed 8th Feb 2023	9.30am-12pm	The Pavilion

FINANCE DROP IN SESSIONS

Date	Time	Venue
Tues 8th Nov 2022	All day	Sheffield Hub
Wed 9th Nov 2022	All day	The Pavilion



COST: Trust Funded
(Free to Trust Schools)

Catering Managers Network Group



- AIMED AT:
- Catering Managers/Cooks

- INTENDED IMPACT OF THE PROGRAMME:
- 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.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Join us for our virtual termly Catering Managers network focused on improving the quality of the catering provision across the Trust. The content of the networks will be led by the interests and needs of participants and be informed by recent developments in school food. There will be an opportunity to network with fellow Catering Managers and cooks, share good practice, and learn about new resources.

Attendees will be encouraged to share their learning with the catering team back in the academy.

Session	Date	Time	Venue
Session 1	Wed 9th Nov 2022	9.30pm-10.30am	Online
Session 2	Wed 8th Mar 2023	9.30pm-10.30am	Online
Session 3	Wed 5th July 2023	9.30pm-10.30am	Online



COST: Trust Funded
(Free to Trust Schools)

DSL Network



OVERVIEW OF THE PROGRAMME CONTENT

A professional network, facilitated by Becky Hyder, for DSLs in L.E.A.D. Academies to share and develop excellent safeguarding practice. An opportunity to keep up to date with national, local and L.E.A.D. safeguarding updates and network with other safeguarding colleagues.

Date	Time	Venue
Tues 4th Oct 2022	9.30am-12pm	The Pavilion, Nottingham
Tues 28th Feb 2023	9.30am-12pm	Charnock Hall Hub, Sheffield
Tues 20th June 2023	9.30am-12pm	Forest Lodge, Leicester



COST: Trust Funded
(Free to Trust Schools)

HR Training

COST: Trust Funded
(Free to Trust Schools)

EMPLOYMENT LAW ESSENTIALS

AIMED AT: Senior Leadership Teams, Business Managers, Case Managers

OVERVIEW:

- The legal implications of managing people.
- When to ask for help.
- What the role of HR is vs your people responsibilities as a School Leader.

INTENDED IMPACT:

- To provide an introduction to Employment Law
- Understand the role of HR
- Identify some of the key pitfalls to avoid
- Equip managers with the skills and confidence to be able to manage people effectively

PROBATION/ APPRAISAL/ PERFORMANCE MANAGEMENT

AIMED AT: Senior Leadership Teams, Business Managers, Case Managers

OVERVIEW:

- The importance of managing probation
- What is performance management?
- Driving performance and the appraisal process
- The Trust Performance Improvement Procedures
- Outcomes and capability (Performance) Dismissal

INTENDED IMPACT:

Empowering managers to:

- Identify cause(s) of underperformance, enabling you to deal with them
- Support employees to achieve
- Identify poor performance
- Identify problems / adjustments
- Establish if there are ways to improve
- Improve productivity and outcomes for children
- Improve moral & motivation

INVESTIGATION TRAINING

AIMED AT: Senior Leadership Teams, Business Managers, Case Managers

OVERVIEW:

- The purpose of the investigation
- The role and remit of the investigating officer
- The skills required for carrying out an investigation
- How to conduct a thorough investigation
- The investigation process
- How to report your findings
- Where to find further guidance

INTENDED IMPACT:

- To equip managers with the skills and confidence necessary to successfully carry out an investigation.

MANAGING DIFFICULT CONVERSATIONS

AIMED AT: Senior Leadership Teams, Business Managers, Case Managers

OVERVIEW:

- Recognise when a difficult conversation needs to happen
- Prepare – what is the conversation
- Have the conversation

INTENDED IMPACT:

- To foster an effective workplace culture
- To identify when a difficult conversation needs to take place
- To recognise the importance of early intervention

MATERNITY & FAMILY FRIENDLY POLICY TRAINING

AIMED AT: Business Managers

OVERVIEW:

- Procedure for support & teaching staff
- Maternity pay

INTENDED IMPACT:

- Empower schools to ensure their maternity process is robust and efficient.

SICKNESS ABSENCE MANAGEMENT TRAINING

AIMED AT: Senior Leadership Teams, Business Managers, Case Managers, Line Managers

OVERVIEW:

- Short & Long Term procedures
- Stress
- Disability related absence
- Return to work interviews

INTENDED IMPACT:

- Support line managers in reducing absence across the Trust. Improve employee wellbeing.

SINGLE CENTRAL RECORD TRAINING

AIMED AT: Business Managers & Office Staff

OVERVIEW:

- Importance of SCR
- How to complete

INTENDED IMPACT:

- Ensure schools SCR are in line with Safeguarding, Safer Recruitment and Employment Law regulations ahead of Ofsted inspections.

DIVERSITY AND INCLUSION TRAINING

AIMED AT: All employees

OVERVIEW:

- Equality and diversity at work
- The impact of discrimination on individuals and the community
- Key anti-discrimination legislation
- Their legal rights and responsibilities
- The meaning of inclusion
- The benefits a diverse workforce can bring to an organisation

INTENDED IMPACT:

- Ensure all employees across the Trust have an awareness and understanding of Equality, Diversity and Inclusion.

RECRUITMENT TRAINING

AIMED AT: Line Managers

OVERVIEW:

- how to select and screen candidates
- the legal implications of recruitment
- importance of good questioning

INTENDED IMPACT:

- To help equip managers with the skills and confidence to conduct effective interviews and select with accuracy within the realms of our Safer Recruitment policy and practices.

Course	Date	Time
Probation, Appraisal & Performance Improvement Training	Thur 8th Sept 2022	2pm-3pm
Probation, Appraisal & Performance Improvement Training	Thur 15th Sept 2022	11.30am-12.30pm
Probation, Appraisal & Performance Improvement Training	Mon 19th Sept 2022	3pm-4pm
Difficult Conversation Training	Wed 21st Sept 2022	10am-11am
Diversity and Inclusion Training	Tues 27th Sept 2022	10am-11am
Investigation Training	Mon 3rd Oct 2022	11am-12pm
Employment Law Essentials	Mon 3rd Oct 2022	3pm-4pm
Diversity and Inclusion Training	Wed 12th Oct 2022	9.30am-10.30am
Recruitment Training	Mon 14th Nov 2022	3pm-4pm
Diversity and Inclusion Training	Wed 23rd Nov 2022	2pm-3pm
Difficult Conversation Training	Mon 28th Nov 2022	11am-12pm
Diversity and Inclusion Training	Thur 15th Dec 2022	2pm-3pm
Probation, Appraisal & Performance Improvement Training	Mon 16th Jan 2023	11am-12pm
Probation, Appraisal & Performance Improvement Training	Wed 18th Jan 2023	2pm-3pm
Employment Law Essentials	Tues 7th Feb 2023	9.30am-10.30am
Investigation Training	Wed 8th Feb 2023	2pm-3pm
Recruitment Training	Mon 6th Mar 2023	11am-12pm
Diversity and Inclusion Training	Mon 6th Mar 2023	3pm-4pm
Difficult Conversation Training	Wed 8th Mar 2023	9.30am-10.30am
Probation, Appraisal & Performance Improvement Training	Thur 20th Apr 2023	14:30 - 15:30
Probation, Appraisal & Performance Improvement Training	Fri 21st Apr 2023	10am-11am
Recruitment Training	Tues 2nd May 2023	2pm-3pm
Employment Law Essentials	Wed 7th June 2023	11am-12pm
Difficult Conversation Training	Thur 8th June 2023	2pm-3pm
Diversity and Inclusion Training	Wed 14th June 2023	9.30am-10.30am
Probation, Appraisal & Performance Improvement Training	Wed 28th June 2023	9.30am-10.30am

TARGETED SCHOOL HR TRAINING

To continue to support the strategic requirements of your school, a more targeted HR training approach has also proven very effective. The HR Team have successfully delivered many of the above sessions to a specific group of staff who can confidentially discuss their own case studies that reflect the individual school setting and context to further support and underpin staff CPD. For more information on how to arrange this please speak to your HRBP in the first instance.

Online

COST: Trust Funded (Free to Trust Schools)

Maths and Writing Moderation

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



Sharon Geater

Sharon Geater is the Primary Lead Practitioner for English with L.E.A.D. Academy Trust. With over 25 years experience and previous Headship, she has worked successfully with a range of Primary schools across the country developing the Teaching and Learning of English. She has led Moderating sessions across the Trust enabling teachers to share good practice as well as providing practical advice to ensure sound evidence for confident teacher judgements.

OUR MATHEMATICS MODERATOR



Cat Stone

Cat is the lead practitioner for maths for L.E.A.D. currently supporting maths development across the Trust schools. She has over twenty years teaching experience, over ten of which working as Maths Coordinator. Cat is a Primary Maths Specialist (MaST), a Primary Maths Mastery Specialist, Specialist Leader of Education (SLE) for maths and has NCETM accreditation as PD Lead.

TERM 1

Moderation	Location	Year/s	Date	Time
Writing Moderation	NOTTINGHAM The Pavilion	Years 1/2	Monday 14th November 2022	9.30am-12pm
		Years 3/4	Monday 14th November 2022	1pm-3.30pm
		Years 5/6	Tuesday 15th November 2022	1pm-3.30pm
	SHEFFIELD Charnock Hall	Years 1/2	Monday 21st November 2022	9.30am-12pm
		Years 3/4	Monday 21st November 2022	1pm-3.30pm
		Years 5/6	Tuesday 22nd November 2022	1pm-3.30pm
	LINCOLN The Regatta	Years 1/2	Thursday 24th November 2022	9.30am-12pm
		Years 3/4	Thursday 24th November 2022	1pm-3.30pm
		Years 5/6	Friday 25th November 2022	1pm-3.30pm
Maths Moderation	ONLINE	Year 1	Tuesday 1st November 2022	9.30am-10.30am
		Year 2	Tuesday 1st November 2022	10.45am-11.45am
		Year 3	Tuesday 1st November 2022	1pm-2pm
		Year 4	Tuesday 1st November 2022	2.30pm-3.30pm
		Year 5	Wednesday 2nd November 2022	1pm-2pm
		Year 6	Wednesday 2nd November 2022	2.15pm-3.15pm

COST: Trust Funded (Free to Trust Schools)

English Leaders' Professional Forum

These moderation sessions will give teachers the opportunity to share books and other written evidence in order to secure teacher assessment judgements. Staff will need to be released for a whole day to complete writing and maths.

TERM 2 Maths & Writing Moderation

Location	Year/s	Date	Time			
NOTTINGHAM The Pavilion	Monday 27th February 2023	Y 1/2	Writing	9.30am-12pm	Maths	1pm-3.30pm
	Tuesday 28th February 2023	Y 3/4	Maths	9.30am-12pm	Writing	1pm-3.30pm
	Wednesday 1st March 2023	Y 5/6	Writing	9.30am-12pm	Maths	1pm-3.30pm
SHEFFIELD Charnock Hall	Thursday 9th March 2023	Y 1/2	Writing	9.30am-12pm	Maths	1pm-3.30pm
	Friday 10th March 2023	Y 3/4	Maths	9.30am-12pm	Writing	1pm-3.30pm
	Monday 13th March 2023	Y 5/6	Writing	9.30am-12pm	Maths	1pm-3.30pm
LINCOLN The Regatta	Monday 20th March 2023	Y 1/2	Writing	9.30am-12pm	Maths	1pm-3.30pm
	Tuesday 21st March 2023	Y 3/4	Maths	9.30am-12pm	Writing	1pm-3.30pm
	Wednesday 22nd March 2023	Y 5/6	Writing	9.30am-12pm	Maths	1pm-3.30pm



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.

TERM 3

Moderation	Location	Year/s	Date	Time
Writing Moderation	NOTTINGHAM The Pavilion	Years 1/2	Monday 12th June 2023	9.30am-12pm
		Years 3/4	Monday 12th June 2023	1pm-3.30pm
		Years 5/6	Tuesday 13th June 2023	1pm-3.30pm
	SHEFFIELD Charnock Hall	Years 1/2	Monday 19th June 2023	9.30am-12pm
		Years 3/4	Monday 19th June 2023	1pm-3.30pm
		Years 5/6	Tuesday 20th June 2023	1pm-3.30pm
	LINCOLN The Regatta	Years 1/2	Wednesday 21st June 2023	9.30am-12pm
		Years 3/4	Wednesday 21st June 2023	1pm-3.30pm
		Years 5/6	Thursday 22nd June 2023	1pm-3.30pm
Maths Moderation	ONLINE	Year 1	Monday 5th June 2023	9.30am-10.30am
		Year 2	Monday 5th June 2023	10.45am-11.45am
		Year 3	Monday 5th June 2023	1pm-2pm
		Year 4	Monday 5th June 2023	2.30pm-3.30pm
		Year 5	Tuesday 6th June 2023	1pm-2pm
		Year 6	Tuesday 6th June 2023	2.15pm-3.15pm

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:
Sharon Geater

Term 1	Term 2	Term 3	Time	Location
Wed 9th Nov 2022	Wed 1st Mar 2023	Wed 7th June 2023	2.30pm-3.30pm	Online via Teams
Thur 10th Nov 2022	Thur 2nd Mar 2023	Thur 8th June 2023	3.30pm-4.30pm	Online via Teams

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

Online

COST: Trust Funded (Free to Trust Schools)

Sharon Geater will send out invitations for these events directly to English leads so there is no need to book.

COST: Trust Funded
(Free to Trust Schools)

Maths Leaders' Professional Forum

These sessions will be run by Cat Stone, the lead practitioner for maths for L.E.A.D. Academy Trust.

The sessions will provide the opportunity for maths leaders across the Trust to meet with other maths leaders. 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.



Course Leader:
Cat Stone

AIMED AT:

- Maths Leaders

INTENDED IMPACT OF THE PROGRAMME:

The opportunity for maths leaders to meet as a group once a term for professional discussion and networking. The sessions will be guided by Trust priorities. Programme content is as yet undecided.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

The forums 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

Term 1	Term 2	Term 3	Time	Location
Wed 5th Oct 2022	Wed 8th Feb 2023	Wed 24th May 2023	1.30pm-2.30pm	Online via Teams
Thur 6th Oct 2022	Thur 9th Feb 2023	Thur 25th May 2023	3.30pm-4.30pm	Online via Teams

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

Online

COST: Trust Funded (Free to Trust Schools)

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

Reading Evidence and Moderation



AIMED AT:

- Year Two Teachers
- New Reading Leads

INTENDED IMPACT OF THE PROGRAMME:

- To know what types of evidence should be collected
- To know how to assess reading.
- To know how to ensure progress for all children.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Session 1

- Assessment and Reporting Arrangements for Reading, Teacher Assessment Framework for Reading
- What evidence should we be collecting
- Implications for the teaching of reading
- Ensuring age appropriate texts after phonics
- How to assess all aspects of reading – phonics, fluency, comprehension

Session 2

- Delegates to bring their evidence to moderate with other schools

Session 3

- Delegates bring their evidence to moderate with other schools

Session	Date	Time	Venue
Session 1	Wed 24th Nov 2022	1pm-4pm	The Pavilion
Session 2	Thur 29th Mar 2023	1pm-4pm	The Pavilion
Session 3	Wed 28th Jun 2023	1pm-4pm	The Pavilion



Course Leader:
Sharon Geator

Face-to-face

COST: Trust Funded (Free to Trust Schools)

Paediatric First Aid Training



Dates	Location
Thur 29th-Fri 30th Sept 2022	Leicester
Thur 6th-Fri 7th Oct 2022	Lincoln
Wed 2nd-Thur 3rd Nov 2022	Sheffield
Wed 1st-Thur 2nd Feb 2023	Nottingham
Thur 9th-Fri 10th Feb 2023	Sheffield
Wed 1st-Thur 2nd Mar 2023	Lincoln
Wed 8th-Thur 9th Mar 2023	Leicester
Wed 7th-Thur 8th Jun 2023	Nottingham
Wed 14th-Thur 15th Jun 2023	Lincoln
Wed 21st-Thur 22nd Jun 2023	Leicester
Wed 28th-Thur 29th Jun 2023	Sheffield

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.

All sessions will be 9am-4pm
Attendees to bring own lunch



COST: Trust Funded (Free to Trust Schools)

First Aid at Work



Dates	Location
Wed 9th-Fri 11th Nov 2022	Lincoln
Wed 16th-Fri 18th Nov 2022	Sheffield
Wed 23rd-Fri 25th Nov 2022	Leicester
Wed 30th Nov-Fri 2nd Dec 2022	Nottingham
Wed 15th-Fri 17th Mar 2023	Lincoln
Wed 22nd-Fri 24th Mar 2023	Nottingham
Wed 29th-Fri 31st Mar 2023	Sheffield
Wed 26th-Fri 28th Apr 2023	Leicester

This course covers Adults, Children and Infants.

- 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

All sessions will be 9am-4pm
Attendees to bring own lunch



COST: Trust Funded (Free to Trust Schools)

Emergency Paediatric First Aid Training



1 day training course

Dates	Location
Wed 28th Sept 2022	Nottingham
Wed 5th Oct 2022	Sheffield
Fri 4th Nov 2022	Leicester
Thur 18th May 2023	Sheffield
Wed 24th May 2023	Nottingham
Thur 25th May 2023	Lincoln
Fri 26th May 2023	Leicester

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, seizures, shock

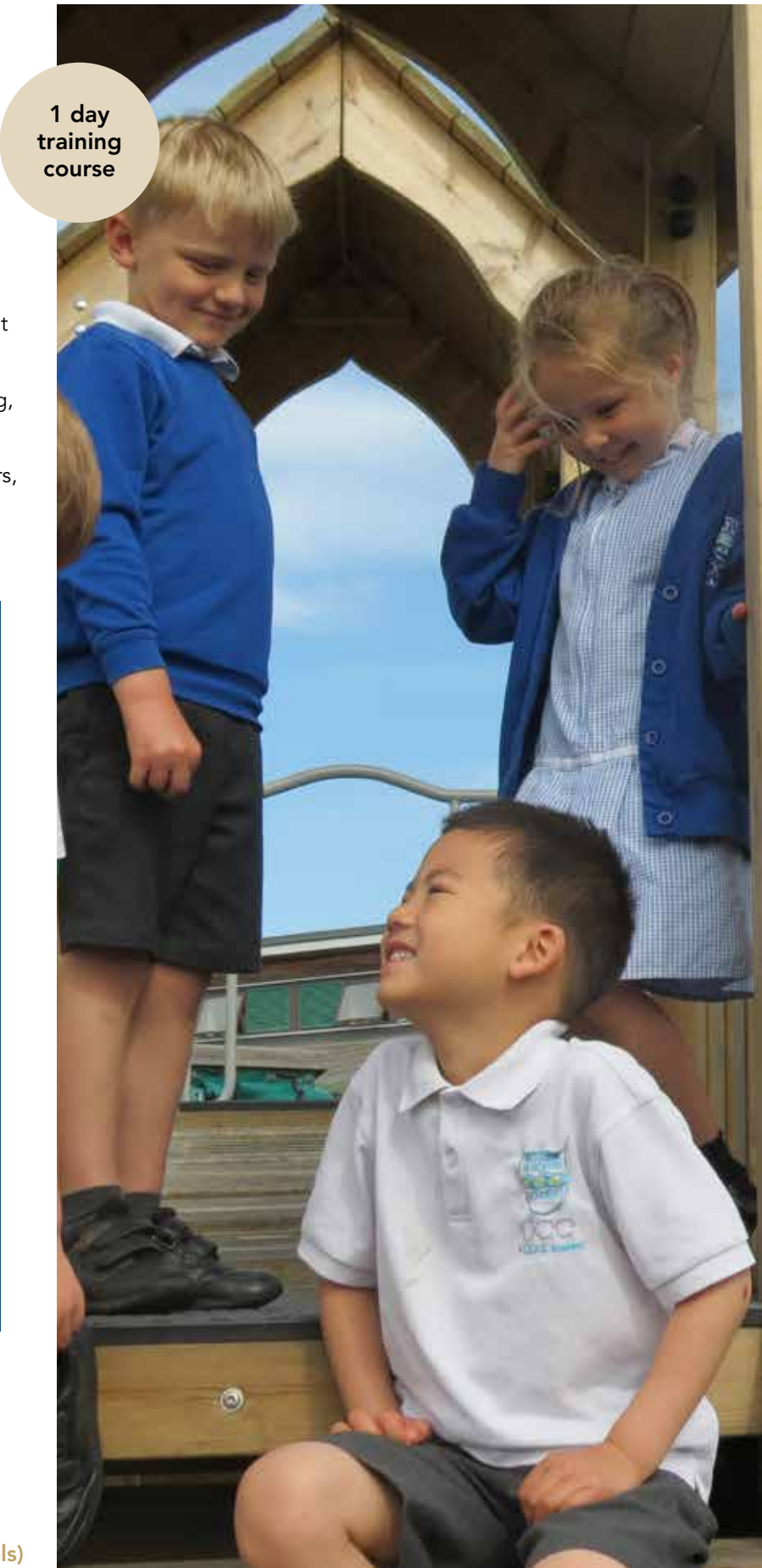
All sessions will be 9am-4pm



COST: Trust Funded (Free to Trust Schools)

Attendees to bring own lunch

Emergency First Aid at Work



1 day training course

This course covers Adults

- Theory – Role and responsibility of a first aider, recording accidents, PTSD, first aid kits, consent, hygiene, assessing an incident
- Resuscitation – Adult, rolling a casualty, recovery position, action for vomit, choking, defibrillation
- Bleeding, burns, traumatic injuries, splinters, seizures, shock, fainting

Dates	Location
Wed 14th Sept 2022	Nottingham
Thur 15th Sept 2022	Sheffield
Fri 16th Sept 2022	Lincoln
Fri 23rd Sept 2022	Leicester
Wed 28th Sept 2022	Nottingham
Wed 7th Dec 2022	Nottingham
Thur 8th Dec 2022	Sheffield
Wed 25th Jan 2023	Leicester
Thur 26th Jan 2023	Lincoln
Wed 10th May 2023	Nottingham
Thur 11th May 2023	Lincoln
Fri 12th May 2023	Leicester
Wed 17th May 2023	Sheffield

All sessions will be 9am-4pm

Attendees to bring own lunch



COST: Trust Funded (Free to Trust Schools)

Effective use of Microsoft Office 365 Applications in Office Functions across the Trust



- AIMED AT:
- Office Managers
 - Admin Staff
 - Site Staff

INTENDED IMPACT OF THE PROGRAMME:

To give a full overview of various Office 365 applications within an Office/ Admin setting to improve efficiency of daily tasks.

To give more freedom of applications and their use to aid the delivery of various services across the trust.

- OVERVIEW OF THE CONTENT AND SESSIONS:
- The programme will be a single session one covering off applications within Office 365 that will support all levels of communication and productivity.
- **Microsoft Office Essentials**
This course has been designed for users who are new to Microsoft Office and provides an all round introduction to the main four Office applications. It covers navigating around Office using the Ribbon, File Tab, and Quick Access Toolbar, and a foundational look at Word, Excel, PowerPoint and Outlook.
 - **Teams**
This course provides an introduction to Microsoft 365 (formerly named Microsoft Office 365) with Teams in a cloud-based environment and includes how to get started, navigating around Microsoft 365, collaborating with shared files, using productivity apps, using Outlook on the web and collaborating with Teams.

VENUE:
Venue would be ideal for the workshop to take place with hands on training.

Date	Time	Venue
Fri 14th Oct 2022	9am-12pm	The Pavilion
Fri 25th Nov 2022	9am-12pm	Charnock Hall Hub



COST: SERVICES FUNDED



SENDCo Professional Forum Meetings



AIMED AT:

- All SENDCos

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

A professional network for SENDCos in L.E.A.D. Academies to share and develop excellent SEND practice.
An opportunity to keep up to date with national, local and L.E.A.D. updates and network with other colleagues.

Term	Week Beginning	Time	Venue
1 Autumn 2022	Mon 26th Sept 2022	3.45pm-5pm	Online via TEAMS
1 Spring 2023	Mon 23rd Jan 2023	3.45pm-5pm	Online via TEAMS
1 Summer 2023	Tues 2nd May 2023	3.45pm-5pm	Online via TEAMS

Online

COST: Trust Funded
(Free to Trust Schools)

Term	Week Beginning
2 Autumn 2022	Mon 21st Nov 2022
2 Spring 2023	Mon 27th Feb 2023
2 Summer 2023	Mon 5th June 2023

Face-to-face

These are the dates for each of the localities to meet (Leicester, Sheffield, Nottingham, Lincoln, Secondary academies). These groups will meet on mutually convenient dates during the week stated for each term.



CAREER DEVELOPMENT

Early Career Teaching

L.E.A.D. Teaching School Hub's package of support

In line with the national recommendation, we believe that the Full Induction Programme (FIP) or the Early Career Professional Programme (EC PDP) as EDT refer to it, is the best or 'clearest' package for schools and MATs, delivered in partnership with the L.E.A.D. Teaching School Hub and Education Development Trust as the Lead Provider.

It simplifies and streamlines procedures, saving schools time and resources, and gives settings complete assurance that the AB and ECF responsibilities are fully covered and supported. It also gives schools additional support and services exclusive to L.E.A.D. Teaching School Hub and the Lincolnshire Hub Delivery Partners.

OUR PACKAGE OF SUPPORT GIVES YOU:

- Access to the fully funded DfE Early Career Teacher programme (in partnership with the DfE approved provider, Education Development Trust) for the duration of the induction phase
- Access to our Full Appropriate Body (AB) service

AND it also includes a range of additional support exclusive to L.E.A.D. Teaching School Hub including:

- Additional subject/phase specific support
- High quality Mentor support as detailed below
- ECTs and Mentors become part of the Teaching School Hub and its partners' network, with collaboration opportunities

Our support is designed to support schools in the revised ECF induction based process and enable all ECTs to be clearly assessed against the Teachers' Standards.

















Our fully funded ECT programme

This programme meets the DfE statutory ECF framework. Each school must offer an ECF programme of support for ECTs from September 2021. L.E.A.D. Teaching School Hub Lincolnshire is working in partnership with Education Development Trust, a DfE accredited Lead Provider to deliver the ECF reforms.


















EDUCATION DEVELOPMENT TRUST

Education Development Trust Overview: the Early Career Framework programme is designed to fit in with the day-to-day realities of supporting new teachers. It is structured to help Early Career Teachers integrate theory, practice and feedback. Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

PROGRAMME OVERVIEW FOR ECTS

		Year 1			Year 2			HOURS
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
ECT	Regional Training							11 hours
	Local group sessions 3 hours each							12 hours
	Webinars 1 hour each							7 hours
	Self study							31 hours
		26 hours			5 hours			
		Weekly mentor sessions			Fortnightly mentor sessions			

PROGRAMME OVERVIEW FOR MENTORS

		Year 1			Year 2			HOURS
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
MENTOR	Regional Training 3 hours each							5 hours
	Local group sessions 3 hours each							6 hours
	Peer-to-Peer 1 hour each							10 hours
	Webinars 1 hour each							10 hours
	Reading and reflection							5 hours
		3 HRS			2 HRS			

The Early Career Professional Development Programme (EC PDP), commonly known as the FIP, is rooted in research and expertise and backed by a range of tailored resources. Blocks in year 2 build on the foundations encountered in year 1 to develop mastery in these crucial areas of practice and as such ECTs encounter a spiral curriculum.

Year 1	<ul style="list-style-type: none"> Establishing a positive climate for learning
	<ul style="list-style-type: none"> How pupils learn: memory and cognition
	<ul style="list-style-type: none"> Developing effective classroom practice: teaching and adapting
	<ul style="list-style-type: none"> The importance of subject and curriculum knowledge
	<ul style="list-style-type: none"> Assessment, feedback and questioning
	<ul style="list-style-type: none"> A people profession
Year 2	<ul style="list-style-type: none"> Embedding a positive culture for learning
	<ul style="list-style-type: none"> How pupils learn: making it stick
	<ul style="list-style-type: none"> Enhancing classroom practice: grouping and tailoring
	<ul style="list-style-type: none"> Revisiting the importance of subject and curriculum knowledge
	<ul style="list-style-type: none"> Deepening assessment, feedback and questioning
	<ul style="list-style-type: none"> Continuing your professional development

Mentor Support

Mentors will learn the best evidence informed approach to mentoring and coaching techniques, enabling them to strengthen essential skills that they can use throughout their careers.

Specialist training and support will ensure each Mentor is confident in their knowledge of the Early Career Framework and develops their mentoring skills so that the ECTs they work with get the very best from the Programme.

These highly skilled Mentors will become the primary source of support and challenge to ECTs. Alongside face-to-face sessions to develop knowledge and skills in mentoring (aligned to the Mentor Standards), mentors will also have the opportunity to have half-termly peer-coaching sessions to discuss progress and challenges with a ‘buddy’ mentor.

Appropriate Body Package

L.E.A.D. Teaching School Hub is proud to offer a strong track record of experience and offer:

- Named contacts within the Teaching School Hub, for all parties, for AB and ECF needs
- Points of contact partners across the Lincolnshire districts, otherwise known as our Lincolnshire Hub Delivery Partners
- Advice and guidance on the induction of ECTs
- Registration and monitoring of progress of the ECT as the AB and ECF provider, including reporting to the Teacher Regulation Agency (TRA)
- Access to ECT Manager, a user-friendly online platform
- Provision of all paperwork for monitoring, supporting and recording of outcomes
- Making decisions on the outcome of statutory induction for the ECT
- Monitoring of ECT and ECT Mentor engagement on the ECF Programme
- Timely communication with ECT updates for both the AB and the ECT programme
- Giving advice where ECTs are at risk of failure and advising on appropriate support packages for the ECT
- Quality assurance of progress reviews and formal assessments, against the Teachers’ Standards
- ECT and Induction Tutor statutory induction information events
- Email and telephone support for ECTs, Induction Tutors and Mentors and assistance in planning additional targeted support and intervention, including onsite visits, when an ECT’s progress is causing concern
- Opportunities to build networks
- Access to up-to-date guidance documents
- A school visit, when appropriate



Costs

Appropriate Body Services	Cost per year	Includes
Full Induction Programme, (FIP), otherwise known as the Early Career Professional Development Programme (EC PDP)	£175	<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	£600	<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	£1125	<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><i>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'</i></p>
NQTs who have already started their induction pre September 2021	£125 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.

Contact

To find out more about the ECF/AB Provision, contact:
Stacey Williams, ECF/AB Lead – stacey@leadtshub.co.uk Rachael Viscomi, Administrator – rachael@leadtshub.co.uk
Tel: 01522 214459



Excellence in Mentoring and Coaching



AIMED AT:
Any colleagues who have the responsibility for supporting others in developing their teaching and learning practice. This training is relevant for ECT mentors to supplement the training they already receive in their role.

INTENDED IMPACT OF THE PROGRAMME:
To provide colleagues with the research, models and understanding of how to create an environment that enables their colleagues to thrive.

- OVERVIEW:**
- Session 1: Exploring the difference between coaching and mentoring**
A session that explores the difference between coaching and mentoring and what qualities are needed for these roles.
 - Session 2: Listening and Questioning**
A session that to enable coaches to develop their ability to listen and question effectively when working with their coaches. How well are we really listening? What is a powerful question?
 - Session 3: Coaching Models and Effective Feedback**
In this final session coaches explore a range of coaching models and reflect on how a coaching style can be used when delivering feedback.

Session	Date	Time	Venue
Session 1	Wed 25th Jan 2023	2pm-4pm	Online
Session 2	Wed 1st Mar 2023	2pm-4pm	Online
Session 3	Wed 26th Apr 2023	2pm-4pm	Online



Course Leader:
Becky Riley

Online

COST: £99 for 3 sessions

University of Nottingham Partnership

- WHY SHOULD SCHOOLS BE INVOLVED? WHAT ARE THE BENEFITS?**
- The University of Nottingham Partnership is a long established, and successfully developing, partnership that delivers high quality teacher education and training in the East Midlands. Our Initial Teaching Education partnership is based on a shared responsibility for the training of beginning teachers and their introduction to professional work in schools. We work together with schools to:
- plan, develop and teach an ambitious and innovative curriculum
 - select, support and assess beginning teachers
 - continually develop the Partnership and everyone involved
- Our approach depends upon mutual trust, openness and teamwork between University, schools and beginning teachers.
- KEY BENEFITS FOR SCHOOLS FROM JOINING THE PARTNERSHIP:**
- Access to high-quality beginning teachers which supports schools’ recruitment – over 70% of students are employed in the local region, many in their placement schools and across our partnership. Schools can advertise job vacancies directly with us.
 - Mentor events which provide professional development, both in mentoring but also wider aspects of teaching (e.g. subject knowledge)
 - Close relationships with university tutors who respond rapidly to any concerns and develop bespoke approaches to ways of working that meet the contextual needs of schools
 - Opportunities to engage with a wide range of free seminars and resources giving schools access to national and international experts in teacher education
 - Payments for each trainee, with funding attached to the school but also directed to individual mentors.
- FUNDING TO SCHOOLS:**
- Autumn term placement - £300 per student
 - Spring/summer term placement - £600 per student
- FUNDING TO MENTORS:**
- £100 inconvenience fee (which recognises mentors’ commitment to working with their beginning teacher) per term, triggered by attendance at mentor development event
- Opportunities to work in partnership with university staff to develop projects that respond to the needs of individual schools.
 - Opportunity to support the professional development of teachers through access to innovative programmes such as the Postgraduate Certificate in Mentoring and Coaching Beginning Teachers

- KEY FEATURES OF THE PRIMARY PGCE COURSE:**
- 2 extended placements: September to December and February to June
 - Experiences in SEND and EYFS in the spring term for every student
 - Curriculum immersion days
 - Experience of at least seven schools across the training year



HOW DO WE GET INVOLVED?
If you would like to discuss any aspect of partnership please contact Paula Hancock our Collaborative Partnership Manager – Paula.hancock@nottingham.ac.uk

National Professional Qualifications (NPQs)

Developing and Investing in Leadership

NPQs will be fully funded throughout 2022-23 providing teachers and leaders with a real opportunity to develop their knowledge and skills in school leadership and specialist practice.




The Teaching School Hub will be delivering the following programmes in partnership with Lincolnshire Partners, Education Development Trust and, for the two new NPQ Programmes - NPQEYL and NPQLL - Teacher Development Trust (TDT)



PARTICIPANTS WILL BENEFIT FROM:




- A blended learning experience which fits around your role where you learn and discuss key content online
- Local virtual and face to face sessions that focus on creating understanding, connecting with your peers and gaining depth of knowledge
- Facilitation and support from quality assured facilitators and delivery at local venues

Leadership NPQs

NPQ	Who is this for?	When	Benefits for you and your organisation:
National Professional Qualification in Executive Leadership (NPQEL) 	For leaders that are, or aspiring to be, an Executive Head Teacher or MAT CEO role with the responsibility for leading schools.	1 cohort February 2023/24	BENEFITS FOR PARTICIPANTS Grow your expertise as both a strategic and operational leader, creating a culture, governance and strategy that creates a successful and coherent group of schools BENEFITS FOR YOUR SCHOOL OR TRUST A skilful and research-informed executive leader with the capacity to strategically lead a group of schools or trust
National Professional Qualification in Headship (NPQH) 	For leaders that are, or are aspiring to be, a Head Teacher or Head of School, with responsibility for leading a school.	1 cohort February 2023/24	BENEFITS FOR PARTICIPANTS Grow your expertise as both a strategic and operational leader, creating a culture where pupils and staff can thrive and learn how to bring others with you on the journey BENEFITS FOR YOUR SCHOOL OR TRUST A skilful and research-informed organisational leader with the capability to lead a coherent senior leadership team
National Professional Qualification in Senior Leadership (NPQSL) 	For leaders that are, or are aspiring to be, a Senior Leader with cross-school responsibilities, with responsibility for leading a school.	1 cohort October 2022/23	BENEFITS FOR PARTICIPANTS Develop expertise and leadership in the art, craft and science of school improvement through people development, understanding how to lead everything from whole school programmes to specialist areas BENEFITS FOR YOUR SCHOOL OR TRUST <ul style="list-style-type: none">• A skilful and research-informed leader who can contribute to a cohesive, impact-focussed school leadership team• The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation



Specialist NPQs

NPQ	Who is this for?	When	Benefits for you and your organisation:
National Professional Qualification in Behaviour and Culture (NPQBC) 	For teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.	1 cohort October 2022/23	BENEFITS FOR PARTICIPANTS Develop expertise and leadership in the art, craft and science of classroom culture, behaviour and wellbeing BENEFITS FOR YOUR SCHOOL OR TRUST <ul style="list-style-type: none">• A skilful and research-informed professional who can lead the improvement of pupil wellbeing, create calm classrooms, great pupil behaviour and a warm whole-school culture• The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation
National Professional Qualification in Leading Teaching (NPLT) 	For teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase	2 cohorts October 2022/23 February 2023/24	BENEFITS FOR PARTICIPANTS Develop expertise and leadership in school improvement through people development, understanding how to lead everything from whole school programmes to specialist areas BENEFITS FOR YOUR SCHOOL OR TRUST <ul style="list-style-type: none">• A skilful and research-informed professional who can lead a team's improvement in teaching, learning, curriculum and assessment• A professionally aware and informed leader who can make evidence-based decisions and approach leading teaching in an effective and efficient manner• The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation
National Professional Qualification in Leading Teaching Development (NPQLTD) 	For teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically trainees (ITT) or teachers who are early in their career (ECT)	1 cohort October 2022/23	BENEFITS FOR PARTICIPANTS Develop expertise in supporting initial teacher training, early career teachers as well as the wider development of all colleagues across the school BENEFITS FOR YOUR SCHOOL OR TRUST <ul style="list-style-type: none">• A skilful and research-informed teacher development professional who can lead the golden thread of initial teacher training, early career development and ongoing professional learning• A professionally aware and informed leader who can make evidence-based decisions and approach leading teacher development in an effective and efficient manner• The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation

NPQs - NEW THIS YEAR



We are pleased to introduce one new leadership NPQ and one new specialist NPQ to the suite this year, both FULLY FUNDED by the DfE.

Leadership: The National Professional Qualification in Early Years Leadership (NPQEYL)

Specialist: The National Professional Qualification in Leading Literacy (NPQLL)



These programmes will both be delivered by L.E.A.D. Teaching School Hub in partnership with Lincolnshire Partners and the Teacher Development Trust (TDT)

NPQ	Who is this for?	When	Benefits for you and your organisation:
National Professional Qualification in Early Years Leadership (NPQEYL)  LEADERSHIP NPQ	For leaders qualified to at least Level 3 with a full and relevant qualification* who are, or are aspiring to be, managers of Private, Voluntary and Independent nurseries, headteachers of school-based or maintained nurseries, or childminders with leadership responsibilities	1 cohort February 2023/24	BENEFITS FOR PARTICIPANTS <ul style="list-style-type: none">• Gain a nationally recognised government-backed senior leadership qualification to help you progress in your career• Develop knowledge and understanding of how to apply the evidence on the effective running of an early years setting, responding to the needs of children, parents, staff, and wider operating demands• Learn flexibly around your job with a blended learning experience which fits around your role where you learn and discuss key content online delivered in a way that suits the busy working lives of early years practitioners BENEFITS FOR YOUR SCHOOL OR TRUST <ul style="list-style-type: none">• A research-informed leader who can lead a cohesive, impact-focused leadership team• A professionally aware and informed leader who can make evidence-based decisions and approach leadership in an effective and efficient manner• The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation
National Professional Qualification in Leading Literacy (NPQLL)  SPECIALIST NPQ	For teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase.	2 cohorts October 2022/23 February 2023/24	BENEFITS FOR PARTICIPANTS <ul style="list-style-type: none">• Gain a nationally recognised, prestigious, government-backed qualification to help you progress in your career• Develop knowledge and understanding of how to apply the evidence on leading literacy teaching BENEFITS FOR YOUR SCHOOL OR TRUST <ul style="list-style-type: none">• A skilful and research-informed professional who can lead the improvement of literacy teaching• The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation

* “Full and relevant qualifications” are defined as qualifications that demonstrate depth and level of learning appropriate to specified outcomes of full early years, childcare or playwork qualifications. The qualification should have valid, reliable assessment and awarding procedures and must include an element of assessed performance evidence.



LEADERSHIP AND MANAGEMENT

Leading High-Impact Teaching



AIMED AT:
Lead Teachers and staff responsible for leading professional development

INTENDED IMPACT OF THE PROGRAMME:
A 'Train The Trainer' programme specifically designed to support Lead Teachers in how they plan, deliver and evaluate effective continual professional development around high-impact teaching in every classroom.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:
This programme has been designed around three key themes:



Course Leader:
Andy Hind

Theme One - Clarity precedes Competence

- MODULE 1** - The key influences on pupil outcomes in any school
- MODULE 2** - Everyone a learner

- Issues explored include:
- The four key influences of effective teaching and learning
 - A specific focus on the human capital of great teachers and teaching assistants
 - How staff meetings and other professional development processes develop the essential professional characteristics to achieve success in every classroom
 - The differences between Continual Professional Development (CPD) and Continual Professional Learning (CPL)
 - Essential ingredients for high-impact professional learning and development

Theme Two - An understanding of the basics

- MODULE 3** - Key principles for high-impact teaching
- MODULE 4** - Building human capital in every adult

- Issues explored include:
- Building classroom practice around teacher consistency and high professional expectations.
 - Establishing a clear understanding around what is meant by 'high expectations' and specific classroom approaches and techniques that have the greatest effect on pupil outcomes.
 - Establishing consistency around the principles for greater depth teaching and learning
 - Developing pedagogical expertise in all staff
 - Increasing variation and creativity whilst maintaining consistency

Theme 3 - Using what works

- MODULE 5** - High-quality interaction with every young learner
- MODULE 6** - Developing confident learners

- Issues explored include:
- How professionals establish worthwhile approaches to high-impact interaction
 - Effective questioning and other essential skills
 - Feedback for learning
 - The three domains for greater-depth learning
 - Considering the interpersonal, intrapersonal and cognitive domains of highly-effective teaching
 - Cognitive load theory
 - Metacognition and learning behaviours

Session	Date	Session	Date
Session 1	Wed 21st Sept 2022	Session 4	Wed 8th March 2023
Session 2	Tues 22nd Nov 2022	Session 5	Wed 3rd May 2023
Session 3	Tues 31st Jan 2023	Session 6	Wed 14th June 2023

Online

All sessions will be 1.30pm-3.30pm and held online

COST: £50 per session
£250 for 6 sessions

Non-Educational Team Leaders



AIMED AT:
Non-educational Team Leaders, including Office/Business Managers, Site Managers and IT Team Leaders.

INTENDED IMPACT OF THE PROGRAMME:
This programme seeks to support individuals in how they lead and develop high performing teams with significant capacity for continual growth.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:
This programme has been designed around three key themes:



Course Leader:
Andy Hind



Stage One - The Context of Self

- MODULE 1 - Being clear from the start... A True North
- MODULE 2 - Learning to be a leader

- Issues explored include:
- The type of leader I want to be
 - A continual process of self-improvement
 - Performance vs Potential
 - Understanding the context of a leader
 - Being able to articulate the complexities of your role, as a leader
 - A clear picture of high leadership capital

Stage Two - The Context of Role

- MODULE 3 - Key Leadership Practices
- MODULE 4 - Leading a successful team

- Issues explored include:
- Recognising leadership as an essential set of practices Leadership as a relationship
 - Considering the role of influence as an effective leader
 - Identifying different types of teams
 - Building a strong culture for success
 - Investigating how to conduct difficult conversations as part of a leadership practice

Stage 3 - The Context of Context

- MODULE 5 - Developing a clear vision for future improvement
- MODULE 6 - Where now?

- Issues explored include:
- How leaders embed effective processes for continuous improvement
 - Getting better at getting better - A rigorous approach to evaluation
 - Considering a set of new ways for future effectiveness
 - Creating an action plan for team improvement, using an array of resources and approaches
 - Outlining future trends and predictions for team leadership
 - Articulating what the future of leadership means for you, as a leader
 - Reflecting on your key learnings and takeaways from this programme

Session	Date	Session	Date
Session 1	Mon 26th Sept 2022	Session 4	Fri 10th Mar 2023
Session 2	Wed 16th Nov 2022	Session 5	Thur 4th May 2023
Session 3	Mon 30th Jan 2023	Session 6	Tues 13th June 2023

Online

All sessions will be 1.30pm-3.30pm and held online

COST: £50 per session
£250 for 6 sessions

Leading A Culture of Wellbeing and Positive Mental Health



AIMED AT:

- Wellbeing and Mental Health Leads, school leaders and staff

INTENDED IMPACT OF THE PROGRAMME:

The sessions aim to give participants a deeper understanding of the more common mental health issues, experienced by adults within the workplace, and how they can recognise and support individuals who may be experiencing these in their own situation.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

This programme has been designed around three key themes:



Course Leader:
Andy Hind

Theme One - A Framework for Wellbeing and PMH

MODULE 1 - Understanding the big picture

MODULE 2 - Clarity precedes competence

Issues explored include:

- A whole-school framework for Wellbeing and PMH
- Establishing an awareness around common mental health issues and how these affect individuals within any educational setting.
- Being clear...Defining mental health, mental health illness and wellbeing
- Identifying signs of mental health issues
- Mental Health Continuum - Examples and Case studies

Theme Two - Prevention rather than cure

MODULE 3 - A look at resilience and common wellbeing interferences

MODULE 4 - A culture for wellbeing - 5 essentials

Issues explored include:

- Developing collective responsibility for professional wellbeing
- Quick wins for positive Wellbeing
- It's all about routines and rituals...but what's the difference?
- Developing a psychological safe culture for professional growth
- Professional behaviours that support the development of mental strength.

Theme 3 - Looking forward

MODULE 5 - A wellbeing and Mental Health Policy

MODULE 6 - Developing wellbeing within our children

Issues explored include:

- Consistency with regard to approaches for the development of key issues around PMH and W
- Designing an appropriate strategy for the future of wellbeing and PMH
- Sign posting the signposts - Are we all aware of how to offer appropriate advice?
- Classroom Cultures - Ensuring every child is in a psychologically safe environment.
- Rituals for the wellbeing of our children
- Where to now? Next steps for promoting positive mental health across our school

Session	Date	Session	Date
Session 1	Fri 23rd Sept 2022	Session 4	Mon 6th Mar 2023
Session 2	Mon 14th Nov 2022	Session 5	Tues 2nd May 2023
Session 3	Mon 16th Jan 2023	Session 6	Mon 12th June 2023

Online

All sessions will be
1.30pm-3.30pm
and held online

COST: £50 per session
£250 for 6 sessions

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	Venue
Wed 16th Nov 2022	9.30am-4.30pm	The Pavilion
Thur 20th Apr 2023	9.30am-4.30pm	The Pavilion



COST: £100 to all
£50 to Trust

Professional Development for Support Staff

Future Leaders Programme

Maximising Impact of Support Staff

The National College of Education is excited to announce a unique opportunity for Support Staff in schools.

In collaboration with national experts Maximising TAs, the NCE is bringing a fully funded programme to Teaching Assistants (TAs), Learning Support Assistants (LSAs) and Higher-Level Teaching Assistants (HLTAs). This programme will enable those working as support staff to grow as leaders within their role.

The support you will receive is unrivalled, with many of our tutors highly experienced former school leaders, whose single goal is to see you achieve.

Joining the NCE means becoming a part of our learning community, a lifelong membership that will expand your network and create meaningful bonds with others in similar roles.

Since our inception in 2017, we have welcomed over 3,000 learners to our programmes from schools across the UK, creating one of the biggest movements in school leadership history.



AIMED AT:

Our core curriculum is available to all learners working towards a Middle Leadership role. It combines practical and academic content to support the development of those knowledge, skills and behaviours that are universal when it comes to leading.

QUALIFICATION:

- Level 3 Team Leader/Supervisor Apprenticeship

ELIGIBILITY:

- GCSE (C or above) in English and Maths
- Anyone currently working in a support staff role

OVERVIEW AND SUPPORT:

- 12-month programme
- Team Leader Apprenticeship
- Support provided by a Professional Learning Mentor
- Five enrichment sessions from Maximising TAs
- Book Club and podcasts

Find out more <https://nationaleducation.college/portal/mita>

This programme has limited places, so early booking recommended.

To secure your place, contact the NCE Team or scan the QR code. For multiple places, please contact Gareth Alcott, gareth.alcott@nationaleducation.college



Level 5 Education Management Programme



AIMED AT:

- Emerging middle leaders
- School Business Managers
- For teaching and non-teaching leaders



QUALIFICATION:

- Level 5 Departmental and Operations Manager Apprenticeship

ELIGIBILITY:

- GCSE (C or above) in English and Maths
- Line Management Role

PROGRAMME CONTENT:

- Leading People
- Personal Effectiveness and Decision Making
- Operational Management
- Finance and Project Management
- Managing People and Building Relationships

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

- 22-month programme
- First day of learning and 13 seminars (half days)
- Delivery from Andy Buck and ex-headteachers
- Assessment through a School Leadership Project, a portfolio of evidence and assignments
- Monthly engagement, Off-the-Job (OTJ) training and 12-weekly Reviews (with Line Manager)

This will be funded via the Trust Apprenticeship Levy. There are limited places. If you would like to find out more about the application process please contact Marianne Fareham: Marianne.Fareham@leadacademytrust.co.uk



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.



Course Leader:
Becky Riley

"Discussions throughout the coaching sessions were thought provoking and in a series of coaching sessions Rebecca was able to share and communicate a wealth of information. From each and every session it has left me feeling super inspired and with a new profound understanding of myself and a way forward. I now feeling motivated to develop further and I am grateful for the opportunity that Rebecca has given me in these coaching sessions."

Umrana Malek (Deputy headteacher) June 2022

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

(Deputy Head Teacher 2021)

ABOUT BECKY:

I have over twenty years in education and have been a school leader for five years. I have a commitment to professional development, empowering others and facilitating growth. In my own journey through leadership, I have found having coaching enables me to operate at my best and I enjoy providing this unique service to other colleagues in our organisation.

MY QUALIFICATIONS

- PGCERT in coaching and mentoring beginning teachers
- PGCERT in personal and business coaching
- MRA Coaching with Confidence programme

MY VALUES

- Decency • Professionalism • Joy • Composure • Growth

WHAT IS COACHING AND WHO IS IT AIMED AT?

Coaching is suitable for any colleague in any role within our organisation. Coaching gives both individuals and teams the time and space to develop their self-awareness, increase their confidence and develop their resilience. One of our organisational values is empowerment. Quality coaching with a trained coach can enable people to reach their full potential in all aspects of their life. I offer both virtual and face to face coaching for teams and individuals at all stages of their career. I can create bespoke programmes based on the need of the client or the team. Coaching is the most personalised CPD you will ever receive or provide for a colleague in your setting.

MY WAY OF WORKING

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

FIELD OF EXPERTISE

- 1:1 Coaching for school leaders
- 1:1 Coaching for aspiring school leaders
- Coaching for leadership teams
- 1:1 coaching for resilience and well being
- Team coaching for resilience and well being



"I would highly recommend the leadership coaching programme that was provided by Becky. The programme was tailored to our academy needs and the needs of the leadership team to aid development."

A bespoke package was designed with Becky for the wider leadership team and then an additional programme for 3 senior leaders. This was highly beneficial as the two could run parallel and discussions, self-reflections could take place before and after designing sessions appropriately as we went along to steer our strategic thinking."

Personally, each session was thought provoking ensuring self-reflection enabled opportunities to strategically think about areas of strength and development individually and as a team. The sessions have had a huge impact on myself as a leader and the team and have brought about transformational and behavioural changes to all of us."

It has enabled us to clearly define our way of working tailored to our skills sets and individual character traits. It has boosted confidence and not only inspired us and rejuvenated a long-established senior leadership team but has provided challenge and support to enable change and move forward using the improved skills and attributes of all which can be clearly shown and will be driven forward into the new academic year."

This was an excellent cpd opportunity which was highly valuable and was used to evaluate, review and develop leadership at all levels to unlock our full potential for enhanced impact."

Claire Caldwell (Headteacher), June 2022

BESPOKE PROGRAMMES

Please see below an example of the types of bespoke programmes I can create for you and your organisation.

TEAM COACHING

You may wish a bespoke programme to be created to develop a team's self-awareness of one another as well as the impact they have on an organisation. I will create a space that allows quality and innovative thinking regarding the most effective ways of working to enable both individuals and the team reach their potential.

ACADEMY LEADERS

I can create a bespoke programme tailored to any academy leader's needs. The programme will create space for innovative thinking that allows a leader to increase their self-awareness and play to their strengths to enable a leader to continue to thrive in their role. The benefit of a school leader having a programme like this is that it is very personalised and enables a leader to have protected time for thinking.

COST:

The cost will depend on the personalised package we create to meet your needs and will be based on the Leader of Excellence rate.

NEW TO LEADERSHIP

If you have a team member who is new to a leadership or management position in your setting, then I can create a bespoke programme to enable this colleague to build their self-confidence, develop their self-awareness and unpick their strengths to support them into their journey to being an outstanding leader.

MENTAL HEALTH AND WELLBEING

I can create a bespoke programme to really help an organisation, team or individual develop and maintain resilience in an ever-demanding world. I can create a programme to help the thinking and behaviours needed to nurture and maintain good mental health. This programme will help individuals to unpick why they behave in certain ways and have certain thoughts and from building this heightened self-awareness have more control and influence over their actions to enable them to thrive both in and out of work.



Coach:
Teresa Shrestha

"Teresa demonstrates a huge depth of knowledge, understanding and ability to lead those she coaches to successful outcomes adeptly. The impact she had on our team was transformative. I cannot recommend her highly enough."

"Coaching has really helped me unpick areas to work on and helped show me the areas I am stronger in. The process has been nothing but supportive and Teresa is an exceptional coach and mentor."



"Coaching with Teresa has empowered me to have conviction and belief in myself as a leader. Through her high challenge, high support, my self-awareness has developed, reflection has increased and positive changes have then been made possible. It has transformed my confidence in myself as a leader."

WHO AM I?

I have worked in senior leadership for 23 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 in turn, are 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.

Building a coaching culture in school, which empowers staff to have both supportive and honest dialogue that quickly addresses the heart of the matter, has been an integral ingredient to my way of working as a leader.

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 and I am currently completing my Post Graduate Certificate in Coaching.

MY VALUES

- Integrity
- Compassion
- Humility

"Having such a strong coaching culture in school has had clear positive impacts, staff feel more empowered to support each other and everyone feels more valued."

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. Coaching leaders in schools is a highly effective investment but I believe it becomes even more powerful when this is aligned to a coaching culture, that will enrich the way everyone works in a school.

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:

- Developing a coaching culture in schools
- Leadership coaching for aspiring leaders, middle and senior leaders
- 1:1 bespoke coaching for headteachers
- Bespoke group coaching for leadership teams
- 1:1 coaching for individuals

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

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

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



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."



Unpicking Assessment in the Foundation Subject Primary Curriculum



- AIMED AT:
- Headteachers
 - Principals
 - Senior leaders
 - Curriculum leaders
 - Subject leaders

- PARTICIPANTS WILL HAVE:
- reflected on formative and summative assessment and how effectively this is used in school
 - considered how the school's assessment system underpins the curriculum it teaches
 - examined different approaches to assessment used by other schools
 - explored the link between assessments tasks and retrieval practice as part of the learning process
 - used the findings from academic research to identify changes to their/ school practice
 - identified ways of 'quality assuring' the data through a range of monitoring activities
 - ensured that any systems developed are manageable and meaningful for teachers and their workload pressures

OVERVIEW OF THE PROGRAMME:

As teachers and as leaders it is important we are able to evaluate how what knowledge and skills pupils have developed and acquired over time. As part of the present inspection framework, inspectors have broadened their monitoring of the curriculum to ensure that schools are truly providing a broad and balanced curriculum. They will be interested in finding out more about a school's approach to assessing the extent to which pupils have learned the planned curriculum. This session will unpick key principles of formative and summative assessment and explore how these can be applied to foundation subjects.

Date	Time	Venue
Thur 13th Oct 2022	9.30am-12.30pm	Online



COST: £99 per person



Course Leader:
Paul Longden

Improving the Effectiveness of Underperforming Teachers



OVERVIEW OF THE PROGRAMME:

Creating and maintaining a high performing staff team is a huge responsibility for the leadership of the school. This one day course offers guidance and supportive strategies to engage with and improve the performance of underperforming colleagues. This day will consider a supportive programme of tailored support to improve teacher effectiveness.

- PARTICIPANTS WILL:
- Explore a variety of reasons why teachers' underperformance may have arisen
 - Consider a range of practical support strategies that seeks to develop and improve the quality of teaching.
 - Ensure that colleagues are self-reflective and provide line managers with ways to develop this in those colleagues who are less so.
 - Examine the role that performance reviews and plans have and look at essential aspects of these.
 - Reflect on a whole school approach to maintaining and developing teacher performance through effective CPD
 - Explore key factors in recruiting the highest calibre colleagues during the recruitment process.

Participants will also be able to network with fellow colleagues, sharing good practice and approaches.

Online The day will be split into 4 sessions.
COST: £99 per person

Date	Time	Venue
Fri 20th Jan 2023	9.30am-2.45pm	Online

Session	Time	Session	Time
Session 1	9.30am	Session 3	1.00pm
Break	10.45am	Break	2.00pm
Session 2	11.00am	Session 4	2.15pm
Lunch	12.15pm	Finish	2.45pm

Improving Leadership Resilience in Testing Times



OVERVIEW OF THE PROGRAMME:

School leaders face an ever-increasing range of pressures, both internally and externally. This ½ day workshop looks at ways that leaders can develop their emotional resilience and explore practical ways to help nurture and guide other colleagues to persist in the face of significant stresses and challenges in school.



Course Leader:
Paul Longden

PARTICIPANTS WILL:

- Understand the importance of emotional intelligence throughout the school
- Realise the importance of self-awareness
- Ensure that senior leaders feel that their vision and passion to making a difference remains intact.
- Consider the importance of empathy and how this can be used to move colleagues on in their thinking
- Develop a deeper understanding of 'school politics' and how to interpret and identify key players
- Consider a range of strategies to lead and manage people through coaching
- Ensure leaders feel empowered and more resilient to the challenges they face.

Online

COST: £99 per person

Date	Time	Venue
Mon 27th Mar 2023	9.30am-12.30pm	Online

Session	Time	Session	Time
Session 1	9.30am	Session 2	11.00am
Break	10.45am	Finish	12.30pm

Securing Good Attendance and Tackling Persistent Absence



OVERVIEW OF THE PROGRAMME:

During this half day session we will explore different aspects of attendance and how schools tackle the challenges they face that are featured in Ofsted's recent publication called 'Securing Good Attendance'.

Schools that improve attendance from a low baseline, maintain high levels of attendance and minimise persistent absence all have different starting points and take slightly different approaches.

THE FOLLOWING TOPICS WILL BE CONSIDERED:

- Challenges arising as a consequence of COVID 19 and the longer-term impact of this
- Identifying and removing barriers to low attendance and persistent absence
- Communicating expectations to parents and pupils
- Role of school pastoral teams/ individuals
- Implications for the curriculum
- Role of governors



Course Leader:
Paul Longden

Online

COST: £99 per person

Date	Time	Venue
Fri 16th June 2023	9.15am-12.30pm	Online

Session	Time	Session	Time
Session 1	9.30am	Session 2	11.00am
Break	10.45am	Finish	12.30pm

The Research Group



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.

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.

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



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

Session	Date	Time	Venue
Session 1	Mon 21st Nov 2022	9.30am-12.30pm	The Pavilion
Session 2	Tues 7th Feb 2023	9.30am-12.30pm	The Pavilion
Session 3	Tues 13th Jun 2023	9.30am-12.30pm	The Pavilion



COST: £99 for all 3 sessions



PREMIER PARTNERSHIP

Premier Partnership allows organisations to easily source every type of learning solution and increase the impact of their Learning and Development (L&D) strategies.

Named Outstanding Training Organisation of the Year by the Chartered Management Institute we have built up a nationwide network of 800+ specialist partners who deliver more than 30,000 courses to the UK public sector and private companies annually.

Assertiveness and Self Confidence



This course is designed to build an understanding of what assertiveness is and how to demonstrate both self-confidence and assertiveness at work.

- AIMED AT:
- All Staff

AT THE END OF THIS WORKSHOP DELEGATES WILL HAVE:

- An understanding of what assertiveness is and how it differs from passive, aggressive or passive-aggressive behaviours
- Discussed the benefits of coming across assertively and confidently
- Explored how to come across assertively in both our verbal and non-verbal communication
- Shared some ideas for how to say “No” in a polite and professional way
- Practised how to use a structured approach to conveying our opinions and views confidently and succinctly.

Online

COST: £99 per person

Date	Time	Venue
Tues 29th Nov 2022	9am-4.30pm	Online via TEAMS

1 day training course



Schedule	
9am	Virtual classroom opens
9.30am	Trainer welcomes learners and the training begins
11am	15 min break
12.30-2pm	Self managed learning time and lunch
2pm-3.30pm	Training continues
3.30pm	15 min break
4.30	Close

Communication Skills



This course is designed to help delegates to understand the impact that individual communication styles have on other people and how improving these skills can make it easier to achieve the desired outcomes.

- AIMED AT:
- All Staff
 - Team Leaders

AT THE END OF THIS WORKSHOP DELEGATES WILL:

- Describe how we communicate
- Explain the impact of individual style
- Build and maintain rapport
- Develop effective listening skills
- Use questioning techniques to understand others
- Respond to non-verbal communication
- Have flexible responses in order to stay in control
- Deliver the message confident.

Online

COST: £99 per person

Date	Time	Venue
Thur 3rd Nov 2022	9am-4.30pm	Online via TEAMS

1 day training course



Schedule	
9am	Virtual classroom opens
9.30am	Trainer welcomes learners and the training begins
11am	15 min break
12.30-2pm	Self managed learning time and lunch
2pm-3.30pm	Training continues
3.30pm	15 min break
4.30	Close

Customer Service Excellence in Schools



This course is designed to equip delegates with the skills, knowledge and techniques to be able to provide excellent service to both internal and external customers.

AIMED AT:

- All Staff

1 day
training
course



AT THE END OF THIS WORKSHOP DELEGATES WILL:

- Understand what constitutes excellent customer service when dealing with both internal and external customers
- Recognise some of the pitfalls, which can adversely affect customer relations
- Understand the importance of excellent communication skills when dealing with customers
- Recognise the customer service role as an ambassador for an organisation
- Improve levels of confidence in customer-facing roles.

Online
COST: £99 per person

Date	Time	Venue
Tues 4th Oct 2022	9am-4.30pm	Online via TEAMS

Schedule	
9am	Virtual classroom opens
9.30am	Trainer welcomes learners and the training begins
11am	15 min break
12.30-2pm	Self managed learning time and lunch
2pm-3.30pm	Training continues
3.30pm	15 min break
4.30	Close

Delegation and Empowerment

1 day
training
course

This course is designed to enable participants to develop the skills and awareness to decide when and how to delegate and also to whom.

It will also help them to identify actions needed to help teams and individuals feel empowered.

AIMED AT:

- Middle and Senior Leaders

AT THE END OF THIS WORKSHOP DELEGATES WILL:

- Describe the importance of effective delegation to the individual, team and organisation
- Identify the difference between delegation and other management approaches and say when delegation is and is not appropriate
- List the potential barriers to delegation, both personal and organisational, and have developed strategies to overcome them
- Apply the skills of effective delegation
- Describe the key features of empowerment and have identified actions they can take to increase a sense of empowerment at work.



Online
COST: £99 per person

Date	Time	Venue
Wed 11th Jan 2023	9am-4.30pm	Online via TEAMS

Schedule	
9am	Virtual classroom opens
9.30am	Trainer welcomes learners and the training begins
11am	15 min break
12.30-2pm	Self managed learning time and lunch
2pm-3.30pm	Training continues
3.30pm	15 min break
4.30	Close



Leading Effective Meetings



This course is designed to enable delegates to prepare and lead meetings that are productive and outcome focused.

AIMED AT:

- Team Leaders

AT THE END OF THIS WORKSHOP DELEGATES WILL:

- Develop a strong personal outcome orientation
- Plan and chair cost-effective meetings
- Foster “on-purpose” behaviour, avoiding both unnecessary meetings and distractions in meetings
- Invite necessary attendees, making the best use of their time
- Facilitate meetings in which all attendees participate, consensus is reached and decisions are made
- Maintain appropriate control of meetings, managing “difficult” behaviour or situations
- Follow up meetings with action notes or minutes that achieve purpose

Online

COST: £99 per person

1 day
training
course



Schedule	
9am	Virtual classroom opens
9.30am	Trainer welcomes learners and the training begins
11am	15 min break
12.30-2pm	Self managed learning time and lunch
2pm-3.30pm	Training continues
3.30pm	15 min break
4.30	Close

Date	Time	Venue
Mon 27th Feb 2023	9am-4.30pm	Online via TEAMS

Time, Resource and Priority Management



This course is designed to enable participants to consider where their time goes and how effectively it is used. To improve their time management skills, prioritise their workload and maximise the resources available to them.

AIMED AT:

- All staff including Team leaders, Middle and Senior Leaders

AT THE END OF THIS WORKSHOP DELEGATES WILL:

- Identify the key principles behind respecting own and others' time
- Use tools and techniques in order to use time effectively
- Participate in activities to reinforce learning
- Create an action plan for personal improvement in efficiency and effectiveness
- Examine how resources available can help and hinder prioritisation and look at overcoming them
- Examine how to manage time and other resources assertively



COST: £99 per person

Date	Time	Venue
Wed 22nd Mar 2023	9am-4.30pm	Online via TEAMS



Schedule	
9am	Virtual classroom opens
9.30am	Trainer welcomes learners and the training begins
11am	15 min break
12.30-2pm	Self managed learning time and lunch
2pm-3.30pm	Training continues
3.30pm	15 min break
4.30	Close

Building Resilience and Personal Stress Management



This course is designed to help participants build their personal resilience and to proactively manage their stress levels.

AIMED AT:

- All staff

AT THE END OF THIS WORKSHOP DELEGATES WILL HAVE:

- An understanding of the difference between pressure and stress - what resilience really means
- Identified some of their own stress indicators
- Explored a range of techniques for minimising the negative impact of stress
- Evaluated which stress management techniques might work best for each of them personally.



COST: £99 per person

Date	Time	Venue
Thur 8th June 2023	9am-4.30pm	Online via TEAMS



Schedule	
9am	Virtual classroom opens
9.30am	Trainer welcomes learners and the training begins
11am	15 min break
12.30-2pm	Self managed learning time and lunch
2pm-3.30pm	Training continues
3.30pm	15 min break
4.30	Close

Managing your Team



This course is designed to provide delegates with the essential skills to lead, organise and motivate in order to obtain the best performance from a team by gaining maximum effort, commitment and co-operation from team members in the achievement of objectives.

AIMED AT:

- Team Leaders, Middle and Senior Managers/Leaders

BY THE END OF THIS COURSE, AND HAVING UNDERTAKEN SOME RESEARCH OF THEIR OWN, LEARNERS WILL BE ABLE TO:

- Identify the skills and characteristics of successful team leaders
- Understand the different leadership styles and strategies for team development
- Understand how to develop team strengths
- Manage different personalities and encourage mutual respect for harmonious team working
- Manage team meetings and briefings and delegate duties effectively
- Maintain ongoing continuous development of the team.

Schedule	
9am	Virtual classroom opens
9.30am	Trainer welcomes learners and the training begins
11am	15 min break
12.30-2pm	Self managed learning time and lunch
2pm-3.30pm	Training continues
3.30pm	15 min break
4.30	Close

1 day
training
course



Online

COST: £99 per person

Date	Time	Venue
Wed 26th Apr 2023	9am-4.30pm	Online via TEAMS



THE WIDER CURRICULUM

Pupil Articulation

The key to developing understanding and evaluating the impact of your curriculum



OVERVIEW OF THE PROGRAMME:

The judgement about the impact of a school's curriculum will partly be based on demonstrable evidence that pupils 'know more, remember more and can do more'. With that in mind, this course will look at ways that both teachers and curricular leaders can develop and enhance pupils' ability to articulate their curricular understanding. This course will explore the overwhelming benefits of ensuring your pupils are able and confident to articulate their learning and understanding.

PARTICIPANTS WILL:

- appreciate the relationship between 'talking' and 'understanding'
- explore the role that developing oracy across the curriculum
- consider a wider range of strategies that teachers can build into their pedagogy
- appreciate the importance of developing metacognitive practice
- reflect on how the design of the subject curriculum can be adapted to help pupils 'know more' and remember more'
- use the findings from academic research to identify changes to their school practice
- consider how monitoring activities can capture and evaluate the extent of pupils' understanding about what they've been taught.

Participants will also be able to network with fellow colleagues, sharing good practice and approaches.

The day will be split into 4 sessions.

Date	Time	Venue
Fri 3rd Mar 2023	9.30am-2.45pm	Online

Online

COST: £85 per person



Course Leader:
Paul Longden

Assessment across the Wider Curriculum



AIMED AT:

- Senior Leaders
- Assessment Leaders

INTENDED IMPACT OF THE PROGRAMME:

This two-day course outlines how senior leaders can improve the quality of assessment in Foundation Subjects by using the curriculum as a progression model.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Session 1

- The curriculum as a progression model

Session 2

- The curriculum as a progression model in action

Session	Date	Time	Venue
Session 1	Tues 11th Oct 2022	9.30am-3pm	Online
Session 2	Wed 29th Mar 2023	9.30am-3pm	Online



Course Leader:
Chris Quigley



Online

COST: £99 per session

Memory, Pedagogy and Developing Long Term Learning through the Curriculum



INTENDED IMPACT OF THE PROGRAMME:

With a greater focus on the curriculum and long-term learning in the Education Inspection Framework, this one-day course looks more closely at how we can enhance pupils’ long-term memory through the way we teach pupils and design the curriculum.

Participants will explore the importance of curriculum design and its role in developing pupils’ long-term memory so that pupils know and remember more of the key knowledge and skills that schools feel are important.



Course Leader:
Paul Longden

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

- The concept of long-term learning is explored through reflecting on the abundant research about the memory, how it processes and stores information including how the brain develops through the formation of schema
- It will also look at the concept of cognitive overload and how we can avoid this through chunking to enable the working memory to process information more efficiently
- The implications of this are applied to the pedagogical practices used in lessons and these will be explored through the lens of Rosenshine’s principles of teaching, dual-coding (including a range of different graphic organisers) and other retrieval/ cognitive strategies
- The final part will look at medium and long-term curricular planning and how teachers and leaders can ensure the subject curriculum is designed to promote long term learning.

Online

The day will be split into 4 sessions.

COST: £85 per person

Date	Time	Venue
Fri 21st Oct 2022	9.30am-2.45pm	Online

Session	Time	Session	Time
Session 1	9.30am	Session 3	1.00pm
Break	10.45am	Break	2.00pm
Session 2	11.00am	Session 4	2.15pm
Lunch	12.15pm	Finish	2.45pm

Pupil Premium

Developing and sustaining an evidenced informed strategy to improve the outcomes for disadvantaged pupils

INTENDED IMPACT OF THE PROGRAMME:

This course will enable participants to explore a variety of strategies to help school leaders overcome key barriers to learning and achievement and narrowing the gap for disadvantaged pupils.

Participants will have the opportunity to explore the research report from the EEF ‘Guide to Pupil Premium’ providing school leaders with a practical starting point to develop, implement and monitor an evidence-informed approach to their pupil premium strategy. The guide suggests a four-step cycle for school leaders to follow when developing and sustaining their strategy.



Course Leader:
Paul Longden

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

This training day will offer a range of practical strategies and ideas to help schools:

- consider PP funding can be used to mitigate the wider impact that poverty has on pupils’ school experiences
- explore the important factors when developing and delivering an effective strategy
- consider the range of factors attributable to successfully implementing new initiatives
- examine a range of approaches that will provide high quality teaching for all as well as more targeted approaches for individual pupils
- realise the importance of oracy in improving pupils’ future academic success
- reflect on ways to support pupils SEMH needs and issues affecting wider family groups
- demonstrate the impact of funding linked to whole school and individualised strategies
- explore practical ways that governors can ensure the funding is spent effectively.

Online

The day will be split into 4 sessions.

COST: £85 per person

Date	Time	Venue
Fri 9th June 2023	9.30am-2.45pm	Online

Session	Time	Session	Time
Session 1	9.30am	Session 3	1.00pm
Break	10.45am	Break	2.00pm
Session 2	11.00am	Session 4	2.15pm
Lunch	12.15pm	Finish	2.45pm

Right support, right place, right time: Unpicking the SEND Review and the Implications for Inspection

OVERVIEW OF THE PROGRAMME:

This course will examine the findings and recommendations made in the long-awaited review into provision for pupils with SEND. Participants will explore each of the key aspects identified and reflect on the implications of these for their school provision.

Participants will have the opportunity to consider and reflect on their provision, the findings from the SEND review and how this will be explored on inspection



Course Leader:
Paul Longden

PARTICIPANTS WILL REFLECT ON WHETHER THEIR SCHOOL:

- is ambitious for all pupils with SEND
- identifies, assesses and meets the needs of pupils with SEND, including when pupils with SEND are self-isolating and/or receiving remote education
- develops and adapts the implementation of the curriculum to meet all pupils' needs, starting points and aspirations for the future
- successfully involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND, including agreeing the approach to remote education
- includes pupils with SEND in all aspects of school life
- assesses learning and development of pupils with SEND, and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including any reasonable adjustments in remote education provision. This covers outcomes in:
 - communication and interaction
 - cognition and learning
 - physical health and development
 - social, emotional and mental health
- Ensures pupils with SEND are prepared for their next steps in education.

Online

The day will be split into 4 sessions.

COST: £85 per person

Date	Time	Venue
Fri 3rd Feb 2023	9.30am-2.45pm	Online

Session	Time	Session	Time
Session 1	9.30am	Session 3	1.00pm
Break	10.45am	Break	2.00pm
Session 2	11.00am	Session 4	2.15pm
Lunch	12.15pm	Finish	2.45pm

Understanding Assessment

Essentials to make a difference for teachers in years 3,4,5 of their career

TARGET AUDIENCE:

Teachers wanting to develop their knowledge, understanding and use of assessment.

Teachers in their 3rd, 4th, 5th year of teaching wanting to develop their practice.

All Phases: Secondary / Primary / Early Years

- The online programme ('Assessment Essentials') focuses on helping teachers develop their knowledge, understanding and use of assessment.
- To complement the programme, participants registering with the Teaching School Hub will also have four online webinars delivered by members of the EBE team (to launch the programme, and to help participants reflect on and consolidate what they are learning).



Dylan Wiliam,



Daisy Christodoulou



John Hattie

The online programme follows a micro-lesson structure, designed to fit around the busy timetable of teachers; it requires a commitment of around 1 - 1.5 hours per week over 10 weeks, with participants able to split these hours up to fit their schedules (e.g. separated into two c.30-minute sessions).

The programme includes insight interviews with leading thinkers and practitioners such as Dylan Wiliam, Daisy Christodoulou, and John Hattie. These are designed to help teachers leverage the best available research evidence as they reflect on and develop their own practice in their own context.

There are two overarching goals of the Assessment Essentials online programme:

- to help make students' learning more visible and, thereby, increase confidence in teaching and learning decisions made in the classroom and beyond;
- to help maximise the power of assessment as a powerful learning tool for all learners.

The programme is composed of the following 10 sections:

- Introduction and perspectives on assessment
- Making the invisible (learning) visible
- Harnessing assessment as a powerful learning event
- Intent, implementation and impact
- Enhancing your assessment practice
- The power and potential of feedback & delivering effective feedback
- Fairness in assessment

There will be four online workshops staggered across the duration of the programme to bring together participants as a community of practice where, together, teachers can: discuss what they are learning, reflect on practice, make a public commitment to implementation plans and to review the effectiveness of the strategy they have implemented.

Date TBC

Online

COST: £130 per person

Assessment Academy is a blended programme, comprising an online programme and four online webinars.



Evidence Based Education

Ensuring Pupils who have SEND Achieve the Best Possible Outcomes



INTENDED IMPACT OF THE PROGRAMME:

Participants will have the opportunity to review their current provision for its pupils who have special educational needs and disabilities. Underpinned by the EEF research ‘Special Educational Need in Mainstream Schools’ will explore some of the findings from the report and evaluate their provision accordingly.

A variety of self-evaluative toolkits will be disseminated and participants will have the opportunity to examine the latest pedagogical and curricular implications for pupils who have SEND.

- AIMS OF THE SESSION:**
- Ensure the curriculum is ambitious and helps create a positive and supportive environment for all pupils with SEND.
 - Explore how teachers can adapt the way they teach to ensure pupils with SEND can access the curriculum fully achieving the best outcomes they can
 - Use a toolkit that will support robust self-evaluation of the provision for pupils who have SEND.
 - Have a better understanding of how the provision for pupils with SEND is undertake through the ‘deep dive’process
 - Engage with latest research that will support leaders and practitioners in school
 - Consider a range of ways to complement high quality teaching with carefully selected small-group and one-to-one interventions
 - Explore ways that TAs can be effectively deployed to ensure their work has the best impact on pupils academic, pastoral, behavioural and emotional outcomes.

- THERE WILL BE THE OPPORTUNITY TO:**
- Network with fellow colleagues sharing good practice and approaches to manage workload
 - Identify next steps for improvement.



Course Leader:
Paul Longden

Online

The day will be split into 4 sessions.

COST: £85 per person

Date	Time	Venue
Fri 14th Oct 2022	9.30am-2.45pm	Online

Session	Time	Session	Time
Session 1	9.30am	Session 3	1.00pm
Break	10.45am	Break	2.00pm
Session 2	11.00am	Session 4	2.15pm
Lunch	12.15pm	Finish	2.45pm



SUBJECT LEADERSHIP/ PROFESSIONAL FORUMS



Subject Leadership and the Education Inspection Framework

INTENDED IMPACT OF THE PROGRAMME:

This enables participants to explore key aspects of the role of subject leadership as well as looking at the professional skills required to be effective in it. The course will also explore a range of strategies that will help leaders feel confident if their subject is chosen for a ‘deep dive’ during an inspection.

In addition, delegates will gain a better understanding about the role of senior leaders, middle leaders, teachers and children in evaluating and shaping the quality of education that a school provides.



Course Leader:
Paul Longden

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

There will be a significant focus on how Subject Leaders can:

- develop their subject specific curricular intent, implementation and impact
- ensure subject knowledge and skills are developed and well sequenced across all key stages in their school
- tailor their monitoring and evaluation activities so that they are effective in demonstrating impact and informing next steps
- develop an awareness of how they can demonstrate how their subject complements the school’s curricular intent
- have a greater understanding of the process that ‘deep dives’ may follow especially how classroom teachers may be involved in this.
- reflect on current leadership monitoring and evaluation activities and how these may need to be adapted to provide leaders with robust information about the implementation and impact their subjects are having on developing pupils’ knowledge and skills.

 The day will be split into 4 sessions.
COST: £85 per person

Date	Time	Venue
Mon 30th Jan 2023	9.30am-2.45pm	Online

Session	Time	Session	Time
Session 1	9.30am	Session 3	1.00pm
Break	10.45am	Break	2.00pm
Session 2	11.00am	Session 4	2.15pm
Lunch	12.15pm	Finish	2.45pm

Subject Spotlight Series

Networking Webinars

TARGET AUDIENCE (e.g. role, phase(s))

- This Subject Leader Webinar Series provides an opportunity for Subject Leaders to meet with colleagues from around the country.



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EACH 90-MINUTE SESSION WILL ENABLE PARTICIPANTS TO:

- Meet with other primary practitioners- accessing a wider network of colleagues beyond the immediate location of the school.
- Share examples of their curricular planning including progression documents.
- Have access a range of resources to support the delivery of the curriculum.
- Engage with academic research to support the development of pedagogy within the subject.
- Explore the latest findings from inspection.
- Have the opportunity to join a wider social media group (on a voluntary basis).

HOW IT WORKS

The subjects have been allocated into two groups (A and B). Each subject has its own dedicated 90min slot enabling subject leaders to meet their subject leader colleagues as they had the chance to do in the original series.

Eg: For Group 1 (History, Geography and Science leaders) the first day will be on Wednesday 12th October. There will be 3 separate meetings for each of the subject leaders:

- History leaders 9.15am-10.45am
- Geography leaders 11am-12.30pm
- Science leaders 1.15pm-2.45pm

GROUP A

History
Geography
Science

GROUP B

Art and Design
Design & Technology
PE

Structure of each day

Time	Group A	Group B
9.15am-10.45am	History	Art
11am-12.30pm	Geog	DT
1.15pm-2.45pm	Science	PE

Programme dates

Group	Session	Date
Group A	Session 1	Wednesday 12th October 2022
	Session 2	Monday 23rd January 2023
	Session 3	Wednesday 7th June 2023
Group B	Session 1	Monday 28th November 2022
	Session 2	Monday 6th February 2023
	Session 3	Monday 22nd May 2023



Cost: £85 per day



Geography Professional Forums



AIMED AT:
Primary school class teachers and HLTAs. (Geography coordinators may also wish to attend, to help them in supporting their staff.)

INTENDED IMPACT OF THE PROGRAMME:
Come away with a better understanding of what ‘geography’ entails, and a wide range of ideas to create engaging and effective learning in this fascinating subject. We will consider lesson design and curriculum structure, fieldwork, vocabulary, and key Ofsted concepts like ‘cultural capital’.

OVERVIEW OF THE CONTENT AND SESSIONS:
This three-part programme supports primary practitioners to reflect on and improve their teaching of geography.

- Session 1:** Looks at what we choose to teach
- Creating a rationale
 - What do we mean by Geography?
 - Ensuring a progression in skills and knowledge
 - Securing learning - what should be in a ‘perfect’ lesson?
- Session 2:** Explores more ideas for exciting Geography lessons
- Getting outdoors
 - Geographical enquiry
 - Expanding vocabulary
 - Building a sense of ‘story’
- Session 3:** Considers the impact of your provision
- Is there a ‘GDS’ in Geography?
 - Assessment
 - Cross-curricular
 - Using technology
 - What is ‘cultural capital’?



COST: £150 for all 3 sessions

Session 1	Session 2	Session 3	Time	Location
Tues 11th Oct 2022	Tues 28th Feb 2023	Mon 12th Jun 2023	3.30pm-5pm	Online

History Professional Forums



AIMED AT:
• Primary History Subject Leaders

INTENDED IMPACT OF THE PROGRAMME:
• To support the professional development of Primary History Subject Leaders

- OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:**
- Session 1** New Year priorities
- Session 2** Acting upon new priorities
- Session 3** Evaluation, Assessment and Monitoring of Samples of Work



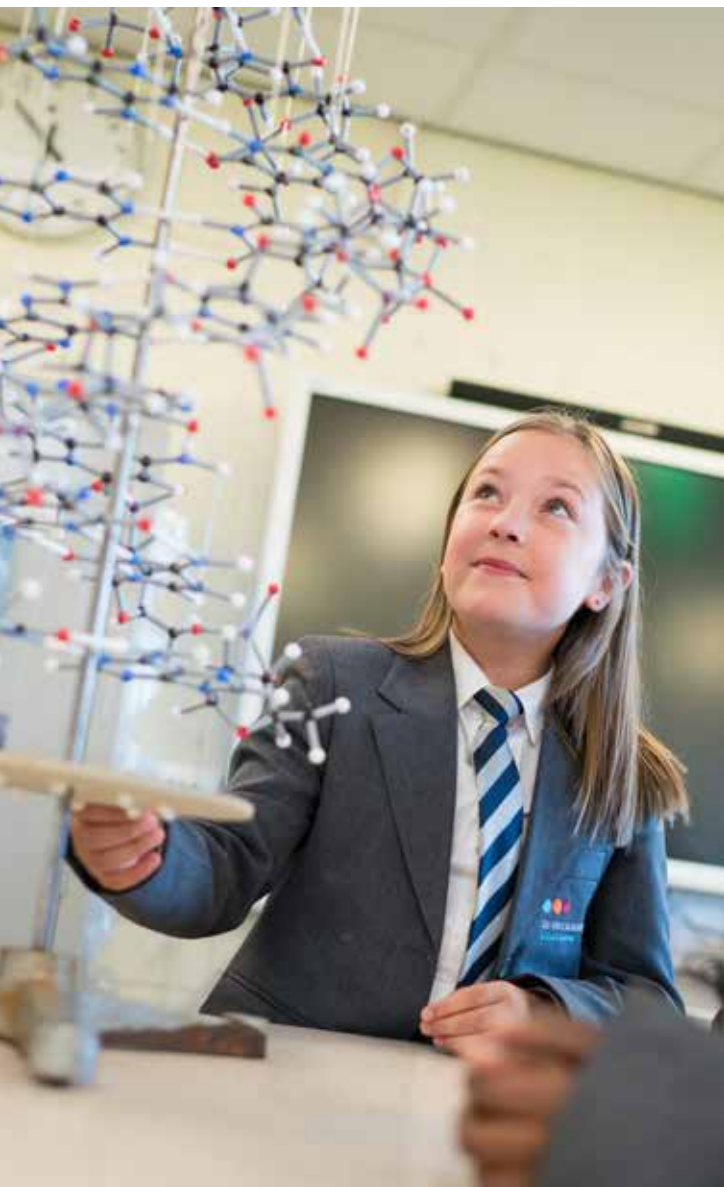
Course Leader:
Ben Buxton

Session	Date	Time	Venue
Session 1	Thur 3rd Nov 2022	3.30pm-5pm	Online
Session 2	Thur 9th Feb 2023	3.30pm-5pm	Online
Session 3	Thur 15th Jun 2023	3.30pm-5pm	Online



COST: £150 for all 3 sessions

Science Professional Forums



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

Subject / Professional Education Forums 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 forums 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 Forums 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



Course Leader:
Nicola Beverley

The Subject/Professional Forums

The Science Forums 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 forums.

Face-to-face

COST: £150 for all 3 sessions

Session 1	Session 2	Session 3	Time	Location
Wed 2nd Nov 2022	Thur 9th Feb 2023	Wed 17th May 2023	9.30am-3.30pm	The Pavilion

Music Professional Forums

AIMED AT:

- Primary school music leaders / coordinators

INTENDED IMPACT OF THE PROGRAMME:

This course tells you everything you need to know about leading music in a primary school, including what is expected from you in the Ofsted Inspection Framework. The forums will provide you with dozens of practical and powerful approaches to help you develop, evaluate and sustain high standards in music.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

This programme is broken up into three sessions, each delivered as a twilight via Zoom.

Session 1: Sets out the expectations, inspection guidance, and overarching views of excellent curriculum design

- OFSTED's view of curriculum quality;
- How to articulate your vision and values;
- How to make your music curriculum pupil-focused and school-centric;
- Ways to raise the profile of music, and standards within it.

Session 2: Looks at how you might implement your vision for music

- What it means to lead music in the new Framework;
- What to expect from a 'Deep Dive';
- How to share and embed expectations;
- Assessment and monitoring strategies that enhance pupil outcomes;
- How to understand and embed cultural capital;
- How to establish equality of accessibility.

Session 3: Looks at ways to judge the impact of your school's music curriculum

- Establishing and evidencing Impact;
- Creating challenge;
- Maintaining consistency;
- Planning for the future, supporting staff, and CPD.

Session	Date	Time	Venue
Session 1	Thur 3rd Nov 2022	3.30pm-5pm	Online
Session 2	Thur 9th Feb 2023	3.30pm-5pm	Online
Session 3	Thur 15th Jun 2023	3.30pm-5pm	Online

Online

COST: £150 for all 3 sessions

Computing Forum

AIMED AT:

- Primary school computing leaders / coordinators

INTENDED IMPACT OF THE PROGRAMME:

As arguably one of the most transferable and universally necessary subjects on the curriculum, leading computing is a big responsibility. This three-part eForum will ensure you are fully prepared for the role, with dozens of practical ideas for improving pupil outcomes and monitoring and evaluating computing provision across your school.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

This programme is broken up into three sessions, each delivered as a twilight via Zoom.

Session 1: Sets out the expectations, inspection guidance, and overarching views of excellent curriculum design

- OFSTED’s view of curriculum quality;
- How to articulate your vision and values;
- How to make your computing curriculum pupil-focused and school-centric;
- Ways to raise the profile of computing, and standards within it.

Session 2: Looks at how you might implement your vision for computing

- What it means to lead computing/ICT in the new Framework;
- What to expect from a ‘Deep Dive’;
- How to share and embed expectations;
- Assessment and monitoring strategies that enhance pupil outcomes;
- How to understand and embed cultural capital;
- How to establish equality of accessibility.

Session 3: Looks at ways to judge the impact of your school’s computing curriculum

- Establishing and evidencing Impact;
- Creating challenge;
- Maintaining consistency;
- Planning for the future, supporting staff, and CPD.

Session	Date	Time	Venue
Session 1	Thur 3rd Nov 2022	3.30pm-5pm	Online
Session 2	Thur 9th Feb 2023	3.30pm-5pm	Online
Session 3	Thur 15th Jun 2023	3.30pm-5pm	Online



COST: £150 for all 3 sessions

DT Subject Leader Specialist Group



OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values.

A needs analysis will be circulated to all participants ahead of the first session.

Session 1: This is a facilitation meeting initially to find out what the primary subject leaders need support with. This will dictate what the following two sessions will be on. We will also provide a basic introduction to what D&T really is with a gap task to be completed before the second session. To ensure the quality of our training we would advise teachers to attend all three sessions.

- D&T Pedagogy
- Leading a team
- Curriculum planning through the key stages

Follow the D&T Association on Twitter and the hashtags **#dtchat** **#designtech** **#DandT** **#supportDT**

Session	Date	Time	Venue
Session 1	Wed 2nd Nov 2022	3.30pm-5pm	Online
Session 2	Wed 15th Mar 2023	3.30pm-5pm	Online
Session 3	Wed 10th May 2023	3.30pm-5pm	Online



COST: £150 for all 3 sessions

Secondary MFL Professional Networking Day



OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

A day to come together with colleagues from around the region to share ways in which you can move your Languages provision in Key Stage 3 and 4 to outstanding.

THE DAY WILL FEATURE:

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

SESSIONS WILL CONSIDER:

- Ways in which to support colleagues with their delivery in the classroom
- Developing listening work in the classroom
- Effective subject leadership
- Examining the challenges presented by the new GCSE

And there will 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	Venue
Wed 1st Mar 2023	9.15am-3.30pm	Online



COST: £50 per person

Primary Languages Conference

AIMED AT:

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

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Languages have been a statutory part of the Key Stage curriculum since 2014, but we all constantly look for ways to finesse and improve the quality of experience we offer to pupils in our lessons. The theme of our 2023 conference will be "Getting Better All the Time"

THE DAY WILL FEATURE:

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

SESSIONS WILL CONSIDER:

- Making Languages lessons inclusive for all pupils
- Ensuring you are prepared for a Deep Dive
- Using songs, games and rhymes in your teaching
- Ensuring that your Languages provision includes opportunities for pupils to learn about culture

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	Venue
Tues 27th Jun 2023	9.15am-3.30pm	Online



COST: £50 per person

Secondary PSHE Subject Leader Development Programme



AIMED AT:

- PSHE/RSHE leads in secondary

INTENDED IMPACT OF THE PROGRAMME:

- 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 PSHE/RSHE

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

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.

Session	Date	Time	Venue
Session 1	Tues 11th Oct 2022	4pm-5pm	Online
Session 2	Tues 7th Feb 2023	4pm-5pm	Online
Session 3	Tues 6th June 2023	4pm-5pm	Online



COST: £15 per session
£40 for all 3 sessions

Primary PSHE Subject Leader Development Programme



AIMED AT:

- PSHE/RSHE leads in primary

INTENDED IMPACT OF THE PROGRAMME:

- 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 PSHE/RSHE

OVERVIEW OF THE PROGRAMME:

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.

Session	Date	Time	Venue
Session 1	Mon 10th Oct 2022	4pm-5pm	Online
Session 2	Mon 6th Feb 2023	4pm-5pm	Online
Session 3	Mon 5th June 2023	4pm-5pm	Online



COST: £15 per session
£40 for all 3 sessions

Art Subject Specialist Membership Group



OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

The sessions will focus on aspects such as the following whilst also ensuring that we responding to the bespoke needs of the group as the year progresses.

How to select and use a diverse range of artworks in your provision.

We will look at why this is an important spotlight to have on your curriculum. Learn how to broaden your art curriculum to include art and artists from different times, places and who work in a range of media.

How to use meaningful forms of assessment in primary art lessons.

Rather than fitting art into pre-existing forms of assessment we will look at the creative process as inherently reflective. Learn simple but effective approaches to peer, teacher and self assessment in art lessons.

How to develop a culture of authentic sketchbook use in your art lessons.

With less of a focus on outcome and more time and attention spent on process, the sketchbook can be a genuine tool for student-artists. Learn ways to promote authentic use of sketchbooks in your school.

Follow NSEAD on Twitter and the hashtags **#art #artteacher #artsketchbook #artgcse**

The Twitter Art and Design community is a space for ongoing discussions about the subject - hashtag **#artteachers**

Session	Date	Time	Venue
Session 1	Thur 13th Oct 2022	3.30pm-4.30pm	Online
Session 2	Thur 9th Feb 2023	3.30pm-5pm	Online
Session 3	Thur 25th May 2023	3.30pm-5pm	Online



COST: £99 for all 3 sessions

Primary MFL Subject Leader Development Group



OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

The sessions will focus on aspects such as the following whilst also ensuring that we are responding to the bespoke needs of the group as the year progresses.

- Local and national updates
- How to develop as a Subject Leader and support colleagues in your school
- Information on resources and training
- Pedagogy relating specifically to the teaching of Primary Languages

Follow **@ALL4language, @LEADlanguages** and the hashtags **#MFLchat #MFLTwitterati #Languages**.

Session	Date	Time	Venue
Session 1	Thur 10th Nov 2022	3.30pm-4.30pm	Online
Session 2	Thur 9th Feb 2023	3.30pm-4.30pm	Online
Session 3	Thur 18th May 2023	3.30pm-4.30pm	Online



COST: £99 for all 3 sessions

EAL Subject Leader Development Group

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

- The sessions will focus on aspects such as the following whilst also ensuring that we responding to the bespoke needs of the group as the year progresses.
- Build a global community school that values all languages and cultures equally.
 - Through discrete initiatives, celebrate first languages and diverse cultures.
 - Practical examples, activities and resources to improve explicit language teaching and enable independent learning.

- Session 1:** Where do I begin? How do you begin to teach a child that has little prior schooling and no literacy?
- Valuing first languages (policy and ethos), language drill and games, early EAL phonics, illustrated simple speaking and writing frames.
 - Plus: Improving your admissions process for EAL families and class teachers.

- Session 2:** Is it SEN or EAL?
- Identifying additional needs alongside EAL. Understanding children with SEND and EAL. Autism and EAL.
 - Resources for teaching children with SEND and EAL: Adapting vocabulary drill, using wordcards, simplifying phonics, adapting illustrated sentence-makers, building simple reading comprehension and fluency, building confidence and independence.

- Session 3:** What do I teach next? What do you teach once your new to English pupil has some basic vocabulary and can function around school?
- From social to academic language: explicit grammar teaching, more complex speaking and writing frames, jumbled sentences, EAL and long vowels, irregular verbs, reading for meaning...
 - Plus: Language of the month: children teaching their language to other children.

www.globalcommunitieschools.co.uk
www.EALtraining.com



"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."

Nelson Mandela

Session	Date	Time	Venue
Session 1	Wed 5th Oct 2022	3.30pm-4.30pm	Online
Session 2	Wed 18th Jan 2023	3.30pm-4.30pm	Online
Session 3	Wed 19th Apr 2023	3.30pm-4.30pm	Online



COST: £99 for all 3 sessions

Early Years Subject Leader Development Group



OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

These sessions will focus on aspects that have been drawn from 2022 data as well as baseline assessments whilst also responding to the bespoke needs of the group.

We will have an ongoing theme of promoting early language throughout the sessions as well as sharing essential tools, resources and audits to support you with developing your EYFS setting and quality of teaching and learning across the whole staff team.

"Children learn as they play. Most importantly, in play children learn how to learn."

O. Fred Donaldson

Session	Date	Time	Venue
Session 1	Thur 10th Nov 2022	3.30pm-4.30pm	Online
Session 2	Thur 2nd Mar 2023	3.30pm-4.30pm	Online
Session 3	Thur 15th Jun 2023	3.30pm-4.30pm	Online



COST: £99 for all 3 sessions

Primary RE Subject Leader Development Programme



OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

These NATRE-affiliated sessions are open to all and free to attend. They provide opportunities to explore regional and national developments in RE, to share good practice and to ask questions and seek support.

Topics covered during the next academic year will include:

- The different types of knowledge developed through the RE curriculum
- Planning for age-appropriate challenge in RE
- Assessing pupil progress in RE
- Supporting colleagues to deliver effective RE



Course Leader
Gillian Georgiou

No-one stands nowhere: everyone’s worldview is shaped by beliefs and values that influence how they live and how they think, or reason, about the world around them. RE gives pupils the opportunity to explore these ways of believing, living and thinking and to reflect on what shapes their own personal worldview.

Follow NATRE on Twitter and the hashtags **#rechatuk** **#TeamRE** **#REteacher**

Session	Date	Time	Venue
Session 1	Wed 5th Oct 2022	1.30pm-3pm	Online
Session 2	Tues 31st Jan 2023	1.30pm-3pm	Online
Session 3	Thur 20th Apr 2023	1.30pm-3pm	Online



COST: £99 for all 3 sessions



TEACHING AND LEARNING

The Herts for Learning Reading Fluency Expo 2022

The power of reading fluency instruction

Reading fluency has taken centre stage in recent years. Now the voices advocating approaches to support the development of fluency are plentiful. It can be hard for teachers to know where to turn to in order to gain an overview of best practice and to find out about resources and approaches that could be of benefit to their pupils in their settings.

This online event is designed to help teachers by bringing together expert voices, world renowned in this field. Throughout the day, these informed speakers will share their insights, understanding and experience.

Following on from HfL's highly successful Reading Fluency Expo 2021, comes this year's exciting programme. Teachers joining Reading Fluency Expo 2022 will have the opportunity to hear from experts in the field of reading fluency, who are able to shed light on best practice in this fast-developing knowledge field.

The conference is open to all, but would be especially suitable for KS1, KS2 and KS3 classroom teachers, including TAs and ECTs, English subject leaders, Heads of Department, and aspiring leaders / heads of department and headteachers.

Delegates will have the opportunity to return to their school / setting with a greater understanding of the impact that reading fluency instruction can have on pupil achievement and how to implement some powerful strategies.

GUEST SPEAKERS TO INCLUDE:

- **Kathy Roe**, HfL Reading Fluency Project Advisor
- **Pie Corbett** and **Jamie Thomas**, authors of Talk for Reading
- **Sarah Green**, Literacy Content Specialist, EEF
- **Jane Andrews**, HfL Reading Fluency Project Advisor and **Rickella Griffiths**, HfL Primary English Adviser
- **Tony Taylor**, Assistant Headteacher, Shenfield Highschool and part of the Essex Task Force and **Rachel Pritchard**, Deputy Headteacher, Lyons Hall Primary School
- **Sonia Thompson**, Headteacher/Director St. Matthew's C.E. Primary Research and Support School
- **Michelle Nicholson**, HfL Primary English Adviser
- **Dr Tim Rasinski**, Professor of Literacy Education at Kent State University and director of its award-winning reading clinic
- **Alex Bedford**, Primary Adviser, Unity SP's and **Lauren Meadows**, Founder, Director & Lead for English, Greenfields Education
- **Dr Sam Sims**, Lecturer at UCL Institute of Education

Pie Corbett



Jamie Thomas



Rachel Pritchard



Dr Tim Rasinski



COST: £99 per person



Date	Time	Venue
Tues 4th Oct 2022	9.15am-4pm	Online



To book please contact admin@leadtshub.co.uk to arrange this training.

Conceptual Maths



AIMED AT:

- Non-specialist teachers

INTENDED IMPACT OF THE PROGRAMME:

The programme is aimed at deepening subject knowledge of non-specialist teachers. The programme will provide participants with practical ideas about effective ways to deliver the areas of maths that they find most difficult. The content of the sessions will be planned around the needs of the participants. A questionnaire will be sent out to participants at the start of the academic year and the three training sessions will be planned according to the feedback received.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

See above: the content of the sessions will be planned based around the needs of the participants.

Date	Time	Venue
Tues 8th Nov 2022	9.15am-12pm	Online
Mon 27th Mar 2023	9.15am-12pm	Online
Thur 29th June 2023	9.15am-12pm	Online



COST: £99 for all 3 sessions



Course Leader:
Cat Stone

Number Talks



AIMED AT:

- Maths leads

INTENDED IMPACT OF THE PROGRAMME:

To improve children’s mental maths skills. To deepen children’s understanding of the number system by developing their ability to choose efficient strategies and to critique choices. This project also supports the SLAM- Speak Like a Mathematician programme since it also aims to develop children’s ability to articulate their strategies concisely and accurately.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Session 1

- Introduction to Number Talks (approx. 1 hour)
- Interim support visit from a Number Talks specialist

Session 2

- Review of progress. Sharing good practice. Development of Number Talks sessions based on findings from delivery of the programme so far. (approx. 1 hour)
- Interim support visit from a Number Talks specialist.

Session 3

- Review of the impact of the project through sharing experiences. Next steps. (Approx 1 hour)

NOTE: For participants to take part in the Number Talk project, they must agree to carrying out a 15 minute Number Talk session with their class at least 3 times a week.

Session	Date	Time	Venue
Session 1	Mon 26th Sept 2022	3.30pm-4.30pm	Online
Session 2	Tues 10th Jan 2023	3.30pm-4.30pm	Online
Session 3	Tues 13th Jun 2023	3.30pm-4.30pm	Online



COST: £99 for all 3 sessions



Course Leader:
Cat Stone

SLAM! Speak Like A Mathematician

AIMED AT:

- Maths leads who have not yet engaged with the program or any classroom teacher who does not use SLAM to best effect.

INTENDED IMPACT OF THE PROGRAMME:

This course is aimed at broadening the impact of the SLAM project which has been run for the last two years, 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 SLAM language resource and associated pedagogies, leading to children more confidently speaking about mathematics, leading to a deeper level of conceptual understanding.

OVERVIEW:

Session 1

- Background on the project, personal experiences shared by the teachers who have previously taken part, familiarisation with the resource, deepening of own understanding of mathematical vocabulary
- Observation of a lesson plus reflection
- Interim support visit to your school by a SLAM specialist

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.
- Interim support visit to your school by a SLAM specialist.

Session 3

- Impact of the project: next steps
- Further SLAM training on an area requested by participants
- Observation of a lesson plus reflection



COST: £99 for all 3 sessions

Session	Date	Time	Venue
Session 1	Mon 10th Oct 2022	9.15am-3pm	The Pavilion
Session 2	Tues 31st Jan 2023	9.15am-12pm	TBC
Session 3	Mon 26th Jun 2023	9.15am-12pm	TBC



Course Leader:
Cat Stone

Planning for Writing: Progression in Genre



AIMED AT:

- ECTs
- Classteachers
- New English/Writing Subject Leaders

INTENDED IMPACT OF THE PROGRAMME:

- To support classteachers to develop their English Grammar and Genre subject knowledge
- To ensure a teaching sequence to enable the best writing outcomes
- To enable a clear model for What a Good One Looks Like (WAGOLL)
- To ensure children’s planning for writing supports them

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

2 half day sessions

Session 1: Introduction to the approach

- Using progressing in genre document, pacing grid approach, use of success criteria, immersion, structured teaching and planning, independent writing, assessment.
- Gap task: to plan and deliver a teaching sequence using the materials introduced in Session 1

Session 2: Reflecting upon and refining the approach

- Feedback from Gap task
- Reflection and further planning – consideration of immersion approaches, audience and effect, use of “Masters” and modelling, use of WAGOLL for eliciting features and modelling, use of planning formats for children to plan more effectively, assessment of Independent writing

Session	Date	Time	Venue
Session 1	Tues 29th Nov 2022	9am-12pm	The Pavilion
Session 2	Tues 31st Jan 2023	9am-12pm	The Pavilion



COST: £99 for both sessions

Reading Assessment



AIMED AT:

- Class Teachers
- New Reading Leads
- Staff delivering interventions for Reading

INTENDED IMPACT OF THE PROGRAMME:

- To improve their subject knowledge about the development of reading skills
- To understand the important of accurate assessment
- To ensure the teaching of reading is adapted to meet the needs of the children
- To ensure progress in reading for all children.
- To ensure provision for reading is the best it can be

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Session 1

- Research and practice – What is Reading?
- How to assess all aspects of reading
- Gap task

Session 2

- Follow up from Gap task – share learning, overcoming barriers
- How to implement the best provision for Reading



Course Leader:
Sharon Geator

Session	Date	Time	Venue
Session 1	Mon 19th Sept 2022	9am-12pm	The Pavilion
Session 2	Wed 8th Nov 2022	9am-12pm	The Pavilion



COST: £99 for both sessions

From Phonics to Reading



- AIMED AT:
- Key Stage 1 Teachers
 - Teachers/TAs working with intervention groups

- INTENDED IMPACT OF THE PROGRAMME:
- To improve subject knowledge about the development of reading skills.
 - To improve confidence and ability to assess reading
 - To improve outcomes for struggling readers

- OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:
- Session 1:** What is reading? How can we teach it effectively? How can we assess reading accurately?
- Gap task
- Session 2:** Ensuring all children make progress.
- Action planning for change

Session	Date	Time	Venue
Session 1	Thur 30th Mar 2023	1pm-4pm	The Pavilion
Session 2	Tues 6th June 2023	1pm-4pm	The Pavilion



COST: £99 for both sessions



Course Leader:
Sharon Geator

Fluency: The Missing Ingredient to Confident and Successful Readers

- AIMED AT:
- Class Teachers
 - New Reading Leads
 - Staff delivering interventions for Reading

- INTENDED IMPACT OF THE PROGRAMME:
- To know what fluency is and why it is important.
 - To know how to assess fluency.
 - To know how to develop fluent readers.

- OVERVIEW:
- Session 1**
- Research and practice
 - What is Fluency?
 - How to assess fluency in Reading
 - How to teach fluency and ensure we develop fluent readers
 - Gap task

- Session 2**
- Follow up from Gap Task – share learning, overcoming barriers
 - How to implement the teaching of Fluency in your school



COST: £99 for both sessions

Session	Date	Time	Venue
Session 1	Wed 8th Feb 2023	1pm-4pm	The Pavilion
Session 2	Wed 15th Mar 2023	1pm-4pm	The Pavilion



Course Leader:
Sharon Geator

Cross Curricular Computing



AIMED AT:
Computing Leads and / or Curriculum leads who are struggling to fit the computing objectives into their curriculum.

INTENDED IMPACT OF THE PROGRAMME:
Creative ways of meeting the national curriculum objectives.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

- Session 1**
- Ways in which the learning objectives could be met through other lessons and topics.
 - Computer science and Information Technology.
- Session 2**
- Bespoke session – 1-2-1 collaboration to help with their particular school as every school is different.

Date	Time	Venue
Tues 6th Dec 2022	9am-12pm	The Pavilion



COST: £99

Computing Assessment



AIMED AT:
• Computing Leads

INTENDED IMPACT OF THE PROGRAMME:
• How to monitor and assess computing

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:
Give and explore strategies to obtaining evidence and ensuring progression through the years. Creative ways of making portfolios and making it easier to obtain evidence.

Date	Time	Venue
Tues 29th Nov 2022	1pm-3.30pm	Forest Lodge



COST: £99

Assessing Learners with SEND



AIMED AT:
This course is 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.

OVERVIEW OF THE PROGRAMME
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	Venue
Session 1	Thur 16th Mar 2023	2.30am-4pm	The Pavilion
Session 2	Thur 22nd Jun 2023	2.30am-4pm	The Pavilion



COST: £75 for both sessions

Raising Attainment Using Formative Assessment Forums

AIMED AT:
ECT and teachers who want to develop their toolkit for formative assessment

- INTENDED IMPACT OF THE PROGRAMME:**
- Identify the positive contribution that formative assessment has in raising attainment
 - Deepen understanding of formative assessment and reflect on current practice
 - Develop a toolkit for approaching formative assessment
 - Create a classroom culture where children welcome feedback



Course Leader:
Claire Shearer

- OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:**
- Session 1**
- What is the role of assessment in the classroom?
 - Review and share current systems and good practice
 - Explore cycle of formative assessment: clarifying learning, eliciting evidence and providing feedback
 - Developing effective questioning feedback
 - GAP task: Implement
- Session 2**
- Reflections from GAP Task
 - Explore forms of written and oral feedback
 - Unpicking children's misconceptions
 - Activating learners and empowering students to receive and act on feedback

Session	Date	Time	Venue
Session 1	Wed 23rd Nov 2022	3.30pm-5pm	Online
Session 2	Mon 27th Feb 2023	3.30pm-5pm	Online



COST: £66 for both sessions

Assessment for Learning for Teaching Assistants



AIMED AT:

Teaching assistants who want to develop their role further, promoting and embedding good assessment for learning practice into the classroom.

- INTENDED IMPACT OF THE PROGRAMME:**
- Teaching assistants will:
- Have a deeper understanding of what AFL is and how it is used in the classroom
 - Develop a range of AFL strategies and techniques to support learners in their classrooms
 - Explore giving effective feedback and how to use this to develop children as learners

- OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:**
- What is AFL?
 - Discuss the role of assessment for learning in being a teaching assistant
 - Review and reflect on existing practice
 - Explore a range of AFL strategies
 - Giving effective and useful feedback to students
 - Develop understanding and skills in assessment for learning with positive impact on pupils

Date	Time	Venue
Mon 7th Nov 2022	3.30pm-5pm	Online



COST: £33



Course Leader:
Claire Shearer

Teaching Assistant Training & Development

- INTENDED IMPACT OF THE PROGRAMME:**
- Teaching Assistants (TA's) will understand what makes great teaching assistant support
 - TA's will be enabled to explore reflective practice
 - Senior Leaders will provide a programme of tailored Continuing Professional Learning and Development (CPLD) for TA's
 - Teachers will understand their role in developing effective practice and teamwork and how this impacts on pupil outcomes.

OVERVIEW:

Do you want to explore the potential and develop the team of teaching assistants in your setting?

The support available to address this can be as varied as the knowledge, skills and experience of the teaching assistant team in your school, so where to start!

- FREE INITIAL CONSULTATION**
- This is where we will explore the current team and structure and practice within your school. The possibilities, and what a bespoke development programme could look like, this could lead to a staff meeting for TA's on:
- What makes Great Teaching Assistant Support, where we explore the most recent research and practice, referencing the most up-to-date reports and guidance on effective TA practice.
- This sets the scene for future development and opportunities to celebrate great practice, whilst exploring areas to reflect on, strengthen and develop.

- YOU MAY WANT TO INVOLVE ME IN:**
- Reviewing the current Appraisal/Performance Management system and other monitoring practices for TAs
 - Developing work behaviours for TA's, a framework that supports and enables professional discussions on how we approach and carry out our work
 - Reviewing how teachers and TAs work as a team
 - Introducing and facilitating Lesson Study for TAs to strengthen pedagogy and practice

If you are interested in booking Suzanne for the initial free consultation, please contact helenthomas@leadtshub.co.uk

- AIMED AT:**
- Senior Leaders
 - Teaching Assistants
 - Senior/Lead Teaching Assistants



Course Leader:
Suzanne Scrivens

ABOUT SUZANNE:

Suzanne is Support Staff Professional Development Consultant for Nottingham City Local Authority and leads on school support staff workforce training, and development.

She has worked in Nottingham City for 31 years as a practitioner in schools and as a lecturer, trainer and assessor for a number of nationally accredited qualifications and programmes.

Suzanne is experienced at working with school leaders to review and explore the potential of the support staff team and works closely with appropriate practitioners to develop practice and maximise the impact of their work.

Developing the Expertise of Teachers in the Teaching of Writing

CONFERENCE:

Alex Quigley – ‘Closing the Writing Gap’

The focus of the day will be around Alex Quigley’s newly published book – “Closing the Writing Gap”. Alex will look at the seven critical steps to improve children’s writing. Though seemingly ‘natural’, writing proves difficult for far too many school pupils and closing this gap can have a lasting impact on their academic and life success.

Alex will look at supporting teachers to be an expert in how pupils learn to write, from the big picture of planning, editing and revising writing, to the vital importance of grammar and spelling with accuracy. Highly practical strategies and easy-to use classroom activities will be included to help teachers seize opportunities across the curriculum every school day to teach the critical writing process.



SESSION 2 AND SESSION 3

The following two sessions will explore the key principles discussed within Alex Quigley’s session in more depth with the programme aiming to support schools to develop the teaching and learning of writing within their settings.

This will be done by exploring the following topics and questions:

- Why is it important to explicitly teach and model the different stages of a writing journey?
- How can we create a classroom environment which supports an independent writer?
- How can we take advantage of talk and the rhetoric roots of writing?
- How can our curriculum design highlight the importance of the relationship between reading and writing?
- How can we enhance pupil’s ability to edit and revise their writing?
- How can our curriculum and learning sequences focus on the craft of sentence construction and composition?
- How can your writing curriculum develop a sense of ‘authorship’ focusing on the audience and purpose of a piece of writing?
- What does an accurate and systematic approach to writing assessment look like?
- How can we build resilience and stamina for writing?
- How can we establish writing in the subject disciplines?

PORTAL OF WRITING STANDARDS:

Planning documents and examples of children’s work will be shared with a view to building a writing portfolio which schools will be able to access through a portal of standards.

The portal of writing standards will sustain the support after the programme has ended and allow participants to continue to share ideas and approaches to stimulate writing across all curriculum areas.

OPTIONAL ADDITIONAL SUPPORT:

- Schools will have access to trained writing specialists to audit the current provision of writing. This audit will thoroughly explore the teaching and learning of writing in a setting in a supportive and collaborative manner. It will provide leadership with clear potential next steps for their writing curriculum.
Offered at a reduced price of £300 to any schools who access this programme.
- Small schools will have access additional support from small school specialists to overcome the challenges they face teaching writing to multiple year groups within one cohort.
- Additional support can be offered to help schools to explore how best to secure spelling accuracy and improve pupil’s handwriting fluency.

CASE STUDIES:

A range of case studies will be shared with participants to illustrate key aspects of an effective writing sequence and curriculum.



Session	Date	Time	Venue
Conference	Thur 3rd Nov 2022	9.30am-2.30pm	Online
Session 2	Tues 13th Dec 2022	9.30am-3pm	L.E.A.D. Teaching School Hub
Session 3	Mon 6th Feb 2023	9.30am-3pm	L.E.A.D. Teaching School Hub



COST: £199 per participant

Developing High Quality PE

A series of either progressive or stand-alone CPD units which covers both the Intent and Implementation of PE.

By developing a cohesive and progressive PE curriculum the impact on children’s mental and physical health will become evident. A range of pedagogical approaches will be covered and developed with delegates which will lead to high expectations of both children and colleagues. Seeing the implementation of the intent in practice with live lessons (* indicates live teaching in modules 4, 5 & 6).

Module 1: Intent
Key focus Planning the pathway: Curriculum and Out of School Hours Learning

- LEARNING OUTCOMES (DELEGATES)
- 1. Identify educationally sound principles to plan a curriculum and OSHL programme
 - 2. Evaluate the appropriateness of their own existing curriculum and OSHL structure and map
 - 3. Explain what makes a balanced curriculum and OSHL programme and the rationale on which it is based
 - 4. Identify the distinctive contribution of each area of activity to the PE curriculum
 - 5. Identify strategies to improve your own curriculum and OSHL structure and map

Module 2: Intent
Key focus Planning for learning

- LEARNING OUTCOMES (DELEGATES)
- 1. Identify the essential components of long, medium, and short - term curriculum planning
 - 2. Evaluate own schemes of work and identify strategies to improve them
 - 3. Explain why planning for assessment is integral to all teaching, coaching and learning
 - 4. Identify the key features of assessment for learning
 - 5. Identify strategies to improve assessment for learning
 - 6. Prepare a simple and effective system for recording of assessment

Module 3: Implementation
Key focus Identifying and developing High Quality Teaching, Coaching and Learning


- LEARNING OUTCOMES (DELEGATES)
- 1. Identify characteristics of high-quality teaching, coaching and learning within and beyond the curriculum
 - 2. Recognise a range of approaches for analysing and evaluating teaching, coaching and learning
 - 3. Identify the principles of effective feedback
 - 4. Select appropriate methods to support the self-review process

About Sam Gorman, PE Leader, Millfield L.E.A.D. Academy

Sam is an SLE with 32 years teaching experience across a range of schools. She has previously worked for the Youth Sports Trust and the local authority.

She has overseen Millfield’s transformation of PE into being the only school in Leicestershire to be awarded the AfPE qualification twice, currently with distinction (the highest level). Children confidently represent the school and the local area in a range of traditional and non-traditional sporting events and have been county champions on numerous occasions.

The sports Premium funding can be used for this CPD.



Course Leader:
Sam Gorman

Module 4: Implementation *
Key focus Developing skills, knowledge and understanding to teach HQ gymnastics

- LEARNING OUTCOMES (DELEGATES)
- 1. Gain knowledge and understanding of the progression of basic gym skills and the appropriate vocabulary
 - 2. Acquire Health and Safety guidance especially on the handling of apparatus.
 - 3. Have a clearer understanding of what curriculum gymnastics involves.
 - 4. To develop effective teaching of curriculum gymnastics

Module 5: Implementation
Key focus Developing skills, knowledge and understanding to teach HQ dance

- LEARNING OUTCOMES (DELEGATES)
- 1. Increase confidence to teach dance
 - 2. Use of STEP in relation to dance
 - 3. Understanding and using the physical vocabulary of dance
 - 4. How to bring about progression through a lesson

Module 6: Implementation *
Key focus Active learning

- LEARNING OUTCOMES (DELEGATES)
- 1. To develop ideas for active learning across the curriculum
 - 2. To investigate strategies for increasing time for activity within the school day
 - 3. To investigate strategies for whole school improvement through PE

Module	Date	Time	Venue
Module 1	Mon 26th Sept 2022	9am-12.30pm	The Pavilion
Module 2	Wed 30th Nov 2022	1pm-4.30pm	The Regatta
Module 3	Wed 11th Jan 2023	9am-12.30pm	Charnock Hall Hub
Module 4	Thur 30th Mar 2023	1.30pm-5pm	Millfield
Module 5	Mon 24th Apr 2023	1.30pm-5pm	Millfield
Module 6	Tue 20th Jun 2023	1pm-4.30pm	The Pavilion



COST: £50 per module
£250 for all 6 sessions

Environmental Geography – Creating Global Citizens



AIMED AT:
 • Primary Geography leads

INTENDED IMPACT OF THE PROGRAMME:
 Geography leads will have a greater understanding of embedding environmental geography alongside physical and human geography within their curriculum.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

- Session 1**
 • Why is a high quality geography curriculum important?
 • Human, physical and environmental geography.
 • Environmental geography in the curriculum
 • Gap task

- Session 2**
 • Gap task review
 • Creating global citizens
 • Environmental geography in the here and now

Session	Date	Time	Venue
Session 1	Tues 17th Jan 2023	9.30am-3pm	The Regatta
Session 2	Tues 14th Mar 2023	9.30am-3pm	The Pavilion



Course Leader:
 Emily Broadley



COST: £125 for both sessions

Developing Reading Fluency

Upper Key Stage 2/ Key Stage 3

AIMED AT:
 • Upper Key Stage 2 & Key Stage 3 Teachers
 • English Subject Leaders

ABOUT THE PROGRAMME:
 Is there anything more essential to academic achievement than skilled reading?
 Supporting children in KS3 with developing their reading skills is a priority expressed by Secondary schools in Lincolnshire. We aim to support KS2 and KS3 pupils teachers to enable their children to become fluent, independent readers who have confidence in their reading ability and have developed good reading habits, enabling them to read widely outside of school. We know that there are clear links between children who read independently and their academic outcomes.



Course Leader:
 Alex Quigley



Department
 for Education

Launch Conference “Closing the Reading Gap – Developing Fluency in Upper Key Stage 2 / Key Stage 3”

KS2 and KS3 teachers will work closely with Alex Quigley to explore the barriers that lead to some children taking longer to master skills in reading and fluency before identifying strategies to support older pupils in unlocking reading to enable full access to the curriculum.

Sessions 2 & 3
 Teachers will then be trained in the practical strategies of fluent reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelled comprehension skills, to ensure the children are able to read fluently and independently and therefore able to access the curriculum.

COACHING SESSIONS WORKING ALONGSIDE TEACHERS IN SCHOOL:

Support will continue to be woven across at least two terms with a Reading Specialist who will coach teachers and/ or support staff to raise the profile of reading across KS2 and KS3, improving the quality of the teaching of reading in the secondary setting.

“Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status.”

OECD 2002

Session	Date	Time	Venue
Conference	Thur 19th Jan 2023	10am-3pm	The Regatta
Session 2	TBC	1.30pm-4pm	TBC
Session 3	TBC	1.30pm-4pm	TBC



COST: £199 per participant

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 been 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 approaches are embedded in over 100 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

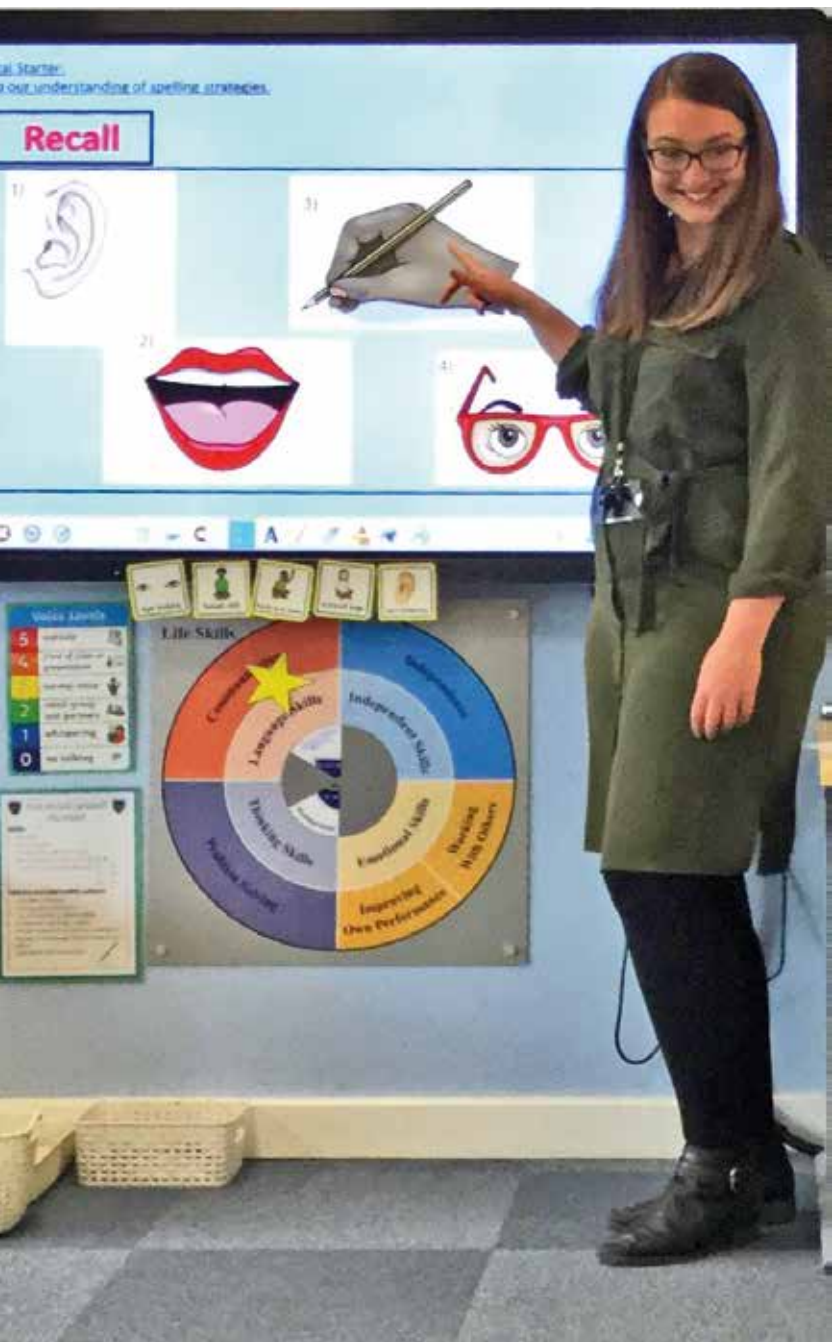


**FREE
OPEN
MORNING**
Contact us
for details

Session	Date	Time	Venue
Session 1	Tues 27th Sept 2022	9.15am-11am	Witham St Hughs Academy
Session 2	Tues 22nd Nov 2022	9.15am-11am	Welton St Mary's C of E Academy
Session 3	Tues 24th Jan 2023	9.15am-11am	Welton St Mary's C of E Academy
Session 4	Tues 14th Mar 2023	9.15am-11am	Welton St Mary's C of E Academy
Session 5	Tues 25th Apr 2023	9.15am-11am	Welton St Mary's C of E Academy
Session 5	Tues 27th Jun 2023	9.15am-11am	Welton St Mary's C of E Academy

If you would like to see Active English in action and speak to an expert facilitator to explore how the Active English approach could be implemented in your school, please contact admin@leadtshub.co.uk to arrange a visit.

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 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

FREE
OPEN
MORNING
Contact us
for details

Session	Date	Time	Venue
Session 1	Mon 10th Oct 2022	9.15am-11am	Manor Farm Academy
Session 2	Tues 22nd Nov 2022	9.15am-11am	St Peter at Gowts C of E Academy
Session 3	Mon 30th Jan 2023	9.15am-11am	Manor Farm Academy
Session 4	Tues 21st Mar 2023	9.15am-11am	St Peter at Gowts C of E Academy
Session 5	Mon 22nd May 2023	9.15am-11am	Manor Farm Academy
Session 6	Tues 13th Jun 2023	9.15am-11am	St Peter at Gowts C of E Academy

If you would like to see Active Spelling in action and speak to an expert facilitator to explore how the Active Spelling approach could be implemented in your school, please contact admin@leadtshub.co.uk to arrange a visit.

Active Number Open Morning



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

The programme 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.

A VISIT
IS FREE
Contact us
for details

If you would like to see Active Number in action and speak to an expert facilitator to explore how the Active Number approach could be implemented in your school, please contact admin@leadtshub.co.uk to arrange a visit.

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."

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

Active Top-up Training

Are you an established Active English/Active Number/Active Spelling school?

- Do you have members of staff who are new to the approach?
- Would your staff members benefit from a refresher?
- Have staff members moved year groups?

Top-up training can be delivered as part of a personalised staff training model for either specific staff members or the whole staff team. The training can be tailored to your school's specific needs and delivered online or in person.

Price dependent on the details of the training required.

Please contact admin@leadtshub.co.uk if you would like top up training.



PERSONAL DEVELOPMENT/ WELLBEING AND WELFARE

Pastoral Care

Making sure your system makes a difference to those who most need it



OVERVIEW OF THE PROGRAMME:

This course will explore the key facets of effective pastoral leadership. Schools are under greater pressure than ever to ensure their pastoral provision for pupils is the best it can be. This course will consider a range of practical strategies and advice based on research, my own experience of leading schools needing highly effective pastoral provision and anecdotal evidence from other schools.

BROADER AREAS COVERED DURING THIS SESSION INCLUDE:

- Effective pastoral leadership
- Ambition and high expectations for all pupils
- Identifying pupil needs
- Working with parents/ families
- Links to behaviour and attendance
- Impact of poverty
- School based pastoral teams/ systems
- Evidence based interventions
- Evaluating impact



Course Leader:
Paul Longden

Participants will also be able to network with fellow colleagues, sharing good practice and approaches.



The day will be split into 4 sessions.

COST: £85 per person

Date	Time	Venue
Fri 20th Jan 2023	9.30am-2.45pm	Online

Session	Time	Session	Time
Session 1	9.30am	Session 3	1.00pm
Break	10.45am	Break	2.00pm
Session 2	11.00am	Session 4	2.15pm
Lunch	12.15pm	Finish	2.45pm

Going Beyond the Academic

How well does your curriculum promote personal development?

OVERVIEW OF THE PROGRAMME:

At the heart of every successful curriculum, pupils have a range of ways to develop their personal attributes and qualities through the experiences and opportunities they are provided with. This session will support leaders with evaluating the school's offer identifying strengths in its provision as well as areas for further development.



Course Leader:
Paul Longden

PARTICIPANTS WILL:

- Reflect on the extent to which your school is developing responsible, respectful, active citizens who are able to play their part and become actively involved in public life as adults
- Explore how curriculum deepens pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Reflect on how you develop pupils' character, the set of positive personal traits, dispositions and virtues that informs their motivation to cooperate consistently well with others.
- Explore the extent to which you develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Evaluate how you develop pupils' understanding of how to keep physically healthy and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- Understand how inspectors will evaluate the quality of personal development during inspection.



The day will be split into 4 sessions.

COST: £85 per person

Date	Time	Venue
Fri 10th Mar 2023	9.30am-2.45pm	Online

Session	Time	Session	Time
Session 1	9.30am	Session 3	1.00pm
Break	10.45am	Break	2.00pm
Session 2	11.00am	Session 4	2.15pm
Lunch	12.15pm	Finish	2.45pm

Delivering Primary RSHE with Confidence



AIMED AT:
This course is aimed at staff who are looking to build confidence and skills in delivering RSHE to primary age children. It is perfect for those who are less experienced or who are delivering RSHE for the first time.

- INTENDED IMPACT OF THE PROGRAMME:**
- Improved skills and confidence in delivering RSHE to primary age children
 - Attendees are kept up-to-date with legislation, guidance and good practice in PSHE/RSHE

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:
The content will be practical in nature, giving lots of tips and practical ideas to implement in the classroom. The course will cover: the rationale for RSHE; what do we need to teach and why?; legislation and guidance; creating a safe environment for learning; inclusion; being creative in delivery of RSHE; activities and methods to encourage discussion and exploration; handling sensitive topics; managing the class, responding to questions, assessment, evaluation and monitoring.

Date	Time	Venue
Thur 16th March 2023	9.15am-4pm	The Regatta



COST: £99

Effective Leadership of RSHE/PSHE



AIMED AT:
This course is aimed at new leaders of RSHE and PSHE in primary and existing leaders wanting to refresh their practice in a supportive community of peers.

- INTENDED IMPACT OF THE PROGRAMME:**
- Attendees feel confident and skilled to lead RSHE/PSHE effectively
 - Pupils receive quality needs-led RSHE/PSHE

OVERVIEW OF THE CONTENT AND SESSIONS:
The course will be spread over 3 half-day sessions enabling participants to apply their learning back in school.

Session 1: The first session will cover the foundations for effective RSHE/PSHE provision in school. We will cover: what makes a great leader; key legislation, guidance and links to safeguarding; the importance of a whole school approach; how RSHE supports key school priorities; engagement with stakeholders.

Session 2: In this session we will explore the RSHE/PSHE curriculum and assessment. Participants will be encouraged to scrutinise their curriculum to ensure it meets the needs of pupils. We will cover assessment, monitoring and evaluation.

Session 3: In this final session we will focus on the lead's role in supporting teachers to deliver effective RSHE/PSHE. We will cover: needs assessments; support and challenge; training and development; observations; mentoring and coaching.

Session	Date	Time	Venue
Session 1	Thur 13th Oct 2022	9am-12pm	Online
Session 2	Tues 6th Dec 2022	9am-12pm	Online
Session 3	Thur 9th Feb 2023	9am-12pm	Online



COST: £150 for all 3 sessions

Primary PSHE Professional Network



AIMED AT:

- PSHE/RSHE leads in Primary Schools

INTENDED IMPACT OF THE PROGRAMME:

- 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 PSHE/RSHE

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

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.

Date	Time	Venue
Mon 10th Oct 2022	4pm-5pm	Online
Mon 6th Feb 2023	4pm-5pm	Online
Mon 5th June 2023	4pm-5pm	Online



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

Secondary PSHE Professional Network



AIMED AT:

- PSHE/RSHE leads in secondary

INTENDED IMPACT OF THE PROGRAMME:

- 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 PSHE/RSHE

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

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.

Date	Time	Venue
Tues 11th Oct 2022	4pm-5pm	Online
Tues 7th Feb 2023	4pm-5pm	Online
Tues 6th June 2023	4pm-5pm	Online



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

RSHE Bespoke Support for Primary and Secondary Staff



"Addressing issues of racism and race awareness can be quite daunting for school staff; what terminology should be used? What does racism look like in a primary school and how should we actually address racism with the children to ensure a positive outcome? It sometimes means the subject is avoided rather than openly discussed in school. This course really gives you the confidence to have that discussion and ensure the school acts positively in any case of racism, victimisation and harassment."
Stephen Tapley - William Alvey Primary School

Have you identified a training need around RSHE/PSHE?

We can help with our bespoke training for staff. We deliver staff meetings and INSET sessions to meet your RSHE/PSHE development needs. These inputs are tailored to ensure they meet your intended outcomes. Some examples of sessions delivered previously: anti-racism training; LGBTQ+ inclusion; confident delivery of RSHE/PSHE.

We offer training across a range of RSHE/PSHE themes, including: creating a safe learning environment; teaching about protected characteristics; answering children's questions; and creative delivering of RSHE/PSHE.

Contact: admin@leadtshub.co.uk to discuss your needs.

SCHOOL-LED TRAINING PACKAGES

This year we are introducing school-led RSHE/PSHE training packages for schools. These packages are designed to be used within a staff meeting or INSET to develop the knowledge and skills of your staff. Each package will come with a PowerPoint, activities and films/voice-over covering key aspects of learning.

Our first package around Protected Characteristics will be available before Autumn half-term.

Contact: admin@leadtshub.co.uk for more details.

Domestic Abuse and Parental Conflict

Understanding the signs and symptoms and exploring ways to support pupils and the wider family



OVERVIEW OF THE PROGRAMME:

Since the COVID 19 pandemic, there has been an exponential rise in cases of domestic abuse. As family units have been faced with greater pressures through confinement and loss of freedom and routine (including loss of employment), more children have been exposed to abusive situations.

Domestic abuse is often a hidden crime that is not reported to the police. Therefore, data held by the police can only provide a partial picture of the actual level of domestic abuse experienced. Many cases will not enter the criminal justice process as they are not reported to the police.

As always, schools have been at the forefront of supporting children and their wider families whilst dealing with the impact of such abuse.



Course Leader:
Paul Longden

THIS WEBINAR WILL EXPLORE:

- key aspects of domestic abuse and parental conflict
- the impact of domestic abuse and parental conflict on children and their families
- a range of strategies to support children incorporated within the schools' wider pastoral support systems
- the role of wider services and longer-term support for the family unit

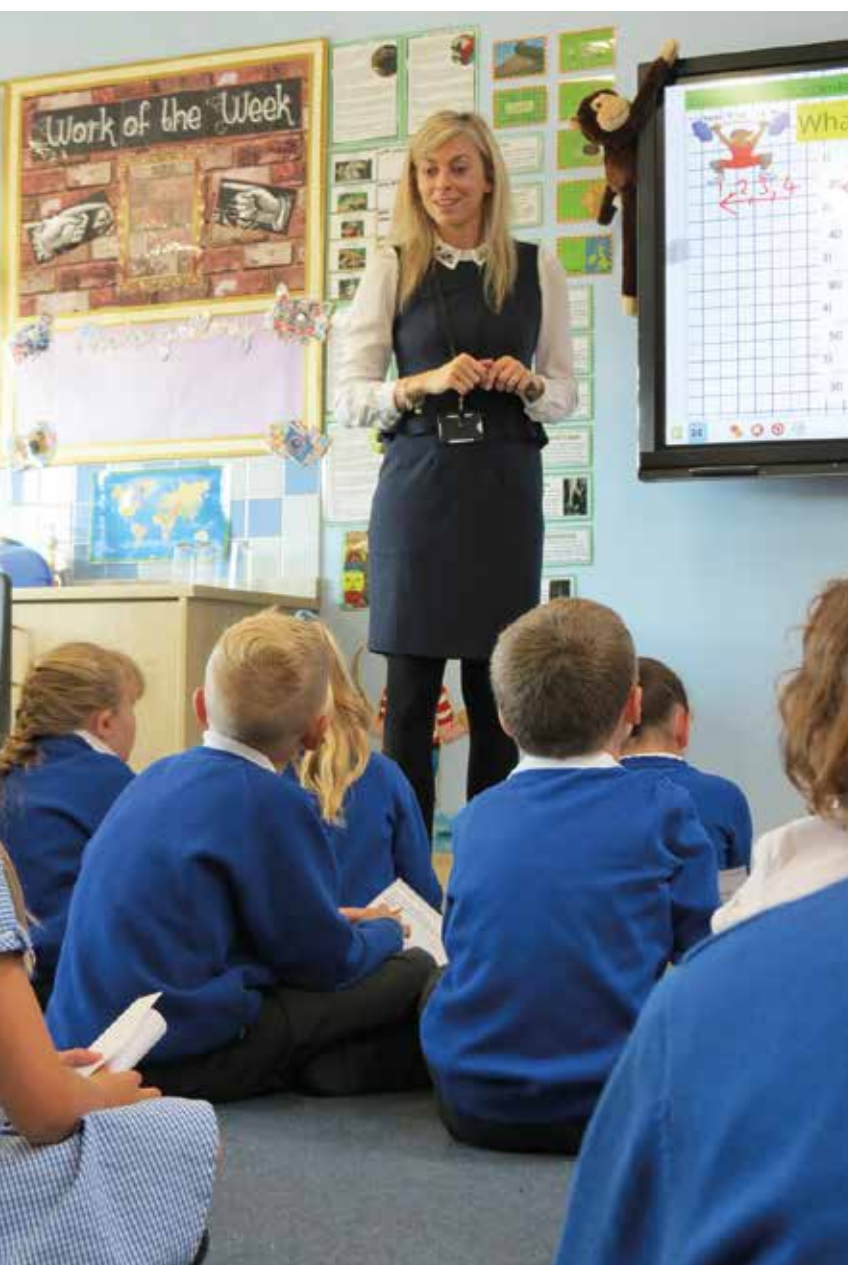
Participants will also be able to network with fellow colleagues, sharing good practice and approaches.

Date	Time	Venue
Fri 3rd Mar 2023	9.15am-12.30pm	Online

Online

COST: £60 per person

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	Wed 23rd Nov 2022	9.30-4pm	The Pavilion
Summer	Mon 27th Mar 2023	1.30-4pm	The Pavilion



COST: £99 per session

Team Teach (1 day)



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.

Please contact admin@leadtshub.co.uk to arrange this training.

Date	Time	Venue
Mon 7th Nov 2022	9am-4pm	The Pavilion
Fri 3rd Mar 2023	9am-4pm	The Pavilion
Fri 19th May 2023	9am-4pm	The Pavilion



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.

Outstanding Behaviour Management for Teaching Assistants

AIMED AT:

Both early careers and experienced teaching assistants looking to develop their understanding of behaviour management techniques further.

INTENDED IMPACT OF THE PROGRAMME:

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 understanding of supporting children's behaviour further and who enjoy pushing themselves out of their comfort zone and helping to develop others.



OVERVIEW OF THE CONTENT AND SESSIONS:

The course will be spread over 3 half-day sessions enabling participants to apply their learning back in school.

Session 1: How do we establish effective behaviour for learning within the classroom?

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

Online

COST: £120 for all 3 sessions

Session	Date	Time	Venue
Session 1	Fri 7th Oct 2022	2pm-4pm	Online
Session 2	Fri 9th Dec 2022	2pm-4pm	Online
Session 3	Fri 3rd Feb 2023	2pm-4pm	Online

National College - CPD Online



Anytime, anywhere, on any device

L.E.A.D. Academy Trust is committed to high quality CPD. In doing so the National College is available to all Trust schools to access CPD in relation to Leadership and Governance, Safeguarding, Health & Safety, Mental Health & Wellbeing, SEND, Teaching and Learning, Online Safety and curriculum subject areas.



The National College

The National College is the streaming home for high-quality professional development in education. We provide everything you need to strengthen, manage & evidence your professional development in one place, on one platform.

- Unlimited access to expert knowledge and skills across all of our categories including health & safety, leadership & governance, mental health & wellbeing, online safety, safeguarding, SEND and teaching & learning.
- Flexible learning which allows you to watch what you want, when you want.
- A bespoke management platform (UXP) that helps you create training programmes, track progress, roll-out your own training and much more, all in one place.
- Professional development that you need, delivered by experts you can trust, fast.

KEY FEATURES:

- Hundreds of role-specific webinars to upskill and improve knowledge
- Statutory and recommended training to ensure compliance
- Time-saving updates on the latest policy, practice and research
- One platform to plan, track and direct whole-setting professional development
- Management reporting at all levels making strategic oversight simple
- Ability to share internal and log external training in the same space
- Over 390 professionally written policy templates to support compliance
- Award-winning iOS and Android app for complete flexibility
- Dedicated membership support and account manager to make everything easy.

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. Leader of Excellence can have a significant impact.

A L.E.A.D. LEADER OF EXCELLENCE 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 Leaders of Excellence on the following pages to select an area for support and do not hesitate to contact Amanda@leadtshub.co.uk or Lisa@leadtshub.co.uk.

This year we will be initiating a new round of recruitment of Leaders of Excellence due to a number changing roles. When this has been completed, we will publicise this information.

L.E.A.D. English Leaders of Excellence



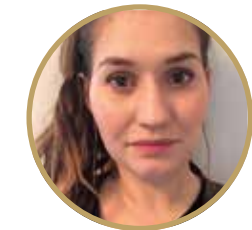
Amala Gibson-Smith
English - EYFS



Emily Broadley
English



Lisa Sellers
Phonics



Sophie Hirst
English

L.E.A.D. Maths Leaders of Excellence



Claire Shearer
Maths



Hazel Vaughan
Maths



Louise Walker
Maths



Amala Gibson-Smith
English - EYFS

L.E.A.D. Early Years Leader of Excellence

L.E.A.D. Teaching and Learning Leaders of Excellence



Emily Broadley
English



Lynne Rocks
Teaching & Learning



Hazel Vaughan
ITT Mentoring



Lisa Sellers
ITT

L.E.A.D. ITT Leaders of Excellence

L.E.A.D. Closing the gap Leader of Excellence



Claire Shearer
Closing the Gap

L.E.A.D. Behaviour Leaders of Excellence



Eleanor Shaw
Behaviour



Lisa Sellers
Behaviour

L.E.A.D. Phase / Year Group / Leadership Leaders of Excellence



Eleanor Shaw
Upper KS2



Louise Walker
Year 1 / Phonics



Rebecca Riley
Coaching /CPD/
Senior Leadership/
Curriculum



Rebecca Want
Senior Leadership

L.E.A.D. Foundation Subject Leaders of Excellence



Ben Buxton
History



Lisa Sellers
PSHE / RSHE



Vinny Jagatia
Computing



Sam Gormon
P.E.

L.E.A.D. Attendance / SEND Leader of Excellence



Katy Aggus
SEND



Alistair Mann
School Business
Manager

Other L.E.A.D. Leader of Excellence

Lincolnshire Reading Pledge

The aim of the Lincolnshire Reading Pledge is to ensure that every child in your school becomes a confident, enthusiastic, and life-long reader.



WE AIM TO ACHIEVE THIS BY:

- providing a Bronze, Silver and Gold Award criteria for schools to work towards annually;
- providing audit documents, and supporting video guidance, to reflect upon and develop your school's Early Reading and Reading for Pleasure practice;
- providing support for implementing a Systematic, Synthetic Phonics (SSP) programme;
- sharing best practice from Lincolnshire Schools;
- highlighting the importance of Reading for Pleasure and Teachers as Readers;
- supporting schools to develop and sustain a Reading for Pleasure culture, embedded in research and pedagogy;
- sharing a wealth of DfE English Hub materials, guidance and advice, including reading assessment exemplification materials.



WHAT WILL I RECEIVE?

- A Lincolnshire Reading Pledge logo
- A secure log-in to www.wshenglishhub.co.uk to access an extensive range of supporting documents, videos, and materials.
- The Lincolnshire Reading Pledge criteria for your school to work towards a Bronze, Silver or Gold Award.

IMPACT

CHILDREN WILL:

- learn to read
- read for pleasure
- increase their knowledge of books

TEACHERS WILL:

- teach children to read using a systematic approach
- increase their knowledge of children's literature
- increase their knowledge of children's reading practices

SCHOOLS WILL:

- ensure their school's reading approach is embedded in RfP research and pedagogy
- improve their social reading environments
- develop a reading community
- improve their RfP culture across the whole school



Witham St Hughs
English Hub,
The Regatta Building,
Henley Way,
Lincoln, LN6 3QR

www.wshenglishhub.co.uk
@WSHEnglishHub

STAY CONNECTED



L.E.A.D. Equate

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



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

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

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

English Hub enquiries:

Amy Wells (Leader): Amywells@leadtshub.co.uk

Carrieanne Nicolson (Admin/Coordinator): Carrieannenicolson@leadtshub.co.uk

Finance enquiries: helenwise@leadtshub.co.uk

L.E.A.D. EQUATE ONLINE:

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

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

ENGLISH HUB ONLINE:

Website: www.wshenglishhub.co.uk

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

