



# L.E.A.D. Equate



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

TRUST NEWS No.13  
December 2022



## DECEMBER NEWS...

As the end of term approaches, we would like to send you and your teams our best festive wishes! Our new Trust CPD Lead, Brittany Wright, has continued visiting L.E.A.D. schools in the last few weeks. Thank you again to all of you for being so welcoming and generous with your time. All of your compliments, comments, and suggestions for the trust's future CPD offer are being considered carefully.

Many headteachers – within L.E.A.D. and beyond – are reporting increasing challenges related to supporting pupils with SEND in mainstream classrooms. Whilst many of our colleagues have experience and expertise in this area, some are supporting learners with needs that are more significant than in previous years.

We would like to signpost a fantastic CPD course to help with this: '**Ensuring pupils who have SEND achieve the best possible outcomes**'. This one day course will take place online on **Wednesday 11th January 2023** and will be delivered by former Headteacher and experienced Schools Adviser, Paul Longden. The course is aimed at teachers and SENCos and will explore some of the features of a 'deep dive' into SEND provision, provide a toolkit for reflecting on current provision, and share key strategies for supporting learners with SEND. You can find out more information and book [here](#).



Paul Longden is also delivering '**Subject Leadership and the Education Inspection Framework**' online on **Monday 30th January 2023**. If you have subject leaders who would appreciate further guidance and reassurance, this course will explore a range of strategies to help them feel confident if their subject is chosen for a 'deep dive' during an Ofsted inspection. You can find out more information and book [here](#).

# BLOGS/FILM CLIPS TO SUPPORT YOUR SETTING/STAFF MEETING STARTERS



## Evidence, expertise, and the self-improving school system by Dr Sam Sims (9 minute read)

“The knowledge how gleaned by expert teachers is also hard for others to verify. *Knowledge how* can and does pass between colleagues in the form of advice. But acceptance of this advice largely depends on trust. The movement of knowledge around the system is therefore limited to social networks, usually within particular schools. In the absence of supporting knowledge that, the costs of verifying expertise among strangers are usually too high.”

## Using Cognitive Science to make better decisions

If our memories are going to serve us well (i.e. make accurate predictions), they need stay relevant. This means they need to update when the environment suggests updating is necessary (Pine et al., 2018). What are we talking about when we say ‘updating’ memory? Updating is just another way of saying we are changing what we know, i.e., learning.

For our purposes here:  
memory updating = learning.

## Early Years Ofsted Review



The areas of learning and development in the EYFS must shape the educational programmes or curriculum for children in all settings. It is crucial that all providers carefully consider what children need to learn over time so they are able to reach ambitious end points by the end of their time in the early years. High-quality curriculums are coherently planned and well sequenced.

## How can we teach disciplinary knowledge?



The ‘knowledge-rich’ curriculum has been much discussed over recent years, and an increasing number of schools and departments have started to place a greater emphasis on the acquisition and retention of knowledge in their curriculum. The vast majority of this focus, however, has been directed towards substantive knowledge, the facts, dates, and formulae that we want our students to remember. Whilst this is an important step, substantive knowledge alone does not render a curriculum ‘knowledge-rich’ – it is important that alongside this students are being exposed to disciplinary knowledge.

# THE NATIONAL COLLEGE: WEBINAR OF THE MONTH

Most of us are familiar with the challenges (and joys!) involved in teaching writing.

In this webinar, Chris Whitney draws on her experience as an international literacy consultant, moderator, writer and former deputy headteacher and teacher to illustrate how we can balance our teaching of transcription and composition to raise writing standards. This research-informed webinar provides a great overview of key concepts and issues, as well as signposting some practical resources and approaches for the classroom.

It would be worth sharing this video with subject leaders for English, as well as with senior leaders. It would also be thought-provoking for classroom teachers, early career teachers, and teaching assistants who have a particular interest in the teaching of writing. You can watch the video [here](#):



The  
National  
College®



## Using the Mandatory Training Matrix with the National College

You can find further guidance on using the mandatory training matrix with the National College - including a demonstration of how to set up a user group and how to create and assign a watchlist - in this [video](#):





# NPO

*“Develop confidence in identifying staff training opportunities and leading staff training in school.”*  
NPQLTD

*“gain further knowledge and skill in how to approach the different experience levels of a trainee teacher or ECT.”*  
NPQLTD

## NPQLL

The first cohort of NPO Leading Literacy is now underway having completed the National Webinar and Local Face to Face seminar. Participants are enjoying networking with each other and facilitators across the **Discussion Boards**. The Discussion Boards enable participants to share work they are doing outside of facilitated sessions as well as their progress with the independent reading via the platform, supporting each other and building professional relationships from the word go!

NPQLL Participants have shared their goals at the start of the programme including:

- Implement fluency intervention into KS2 for those children where phonics isn't the problem
- To bridge the gap between learning phonics and early spelling.
- To develop shared and modelled writing at my setting
- To develop the teaching of reading fluency across the academy
- To develop action plans for handwriting

*“...further develop my understanding of planning and implementing change across a school to help build my confidence in leading on a range of pedagogical initiatives and to ensure they are effective.”* NPQLTD

**98.5**  
NPQS % GOOD

*“The course is well-designed to focus on areas I would like to develop, which can then complement my existing skills and knowledge.”* NPQLT

**75.4**  
NPQS % EXCELLENT

## Baseline Case Studies – NPQ Specialists

We are thrilled with the response to the Case Studies that we have asked all NPQ Specialists to complete as they embark on the NPQ programmes this academic year.

We have heard from the participants and their Head Teachers about what it is they are hoping to achieve for their own professional development as well as what they are hoping to see in terms of impact in the school setting,

Each participant will complete a further Case Study at the mid-point and end of the programme to support the Teaching School Hub with collating individual progress and overall impact in schools.



## Final Summative Assessment

Congratulations to all participants that navigated and completed the summative assessment for the Specialist NPQs earlier this month – we look forward to receiving the outcomes in January 2023.

Further information about **NPQ** here



## Leadership NPQs

NPQSL has been extremely popular this academic year with a sign up of 65+ participants. The first face-to-face session has taken place, gaining **100% Good / 85% Outstanding**

*“Really clear and explained things at a useful pace and in a way that was easier to understand. Both facilitators are very knowledgeable.”*

## Facilitation Training

All facilitators, for both NPQ and ECF, following quality assurance, are due to take part in the first of their training sessions this month as we work hard to ensure that the knowledge and skill set of the team continues to move forwards.



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

To sign up, please follow the steps below.

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



### STEP 1

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

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



### STEP 2

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

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

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



### STEP 3

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

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

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



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



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

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

## ECF Local & Regional training events – CHANGE TO VENUE AND DATES

Please note that there has been a change of venue from Doddington Hall for the September 2022 Spring term regionals.

### September 2022 Year 1 Cohort ECT Regional

New venue address:

Lincolnshire Showground, Grange-de-Lings, Lincoln LN2 2NA

### September 2022 Year 1 Cohort Mentor Regional

New venue address:

The Bentley Hotel, Newark Rd, South Hykeham, Lincoln LN6 9NH

Additionally, with **Monday 8th May 2023** now becoming a Bank Holiday to mark the King's coronation, **four local group sessions have changed**. Participants already booked onto these events have been informed.

To download a copy of the updated ECF Local and Regional Training Sessions 2022-2023, please click [here](#).

## Reminder – Importance to book

L.E.A.D. Teaching School Hub ECF team would like to remind schools of the importance of reminding participants to book themselves onto the events via accessing the 'Events Calendar' on the online platform [here](#). Failure to do so may result in participants being turned away from a training venue on the day due to venue capacity.

## Mentor Buddying

Thank you to all the Mentors in the September 2022 cohort who expressed an interest in EDT's Early Career Professional Development Mentor Buddy Training programme. Further information has been sent out to all those who came forward. If anyone wants to join the programme and didn't sign up, please contact Rachael Viscomi [Rachael@leadtshub.co.uk](mailto:Rachael@leadtshub.co.uk)



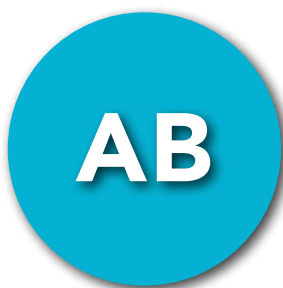
## An Enhanced SEND Offer for ECTs

Following the feedback in Year One from both Mentors and ECTs, it was voiced that ECTs were needing additional support and training in relation to SEND in the current climate. In responding to this, we have therefore worked closely with our partners at LEARN who have created an enhanced SEND offer of support for ECTs and teachers just beyond this phase.

Please do contact us if you would like to discuss this in greater detail.

CLICK [HERE](#) TO VIEW THE CONTENT OF THE PROGRAMME

TO BOOK  
CLICK  
HERE

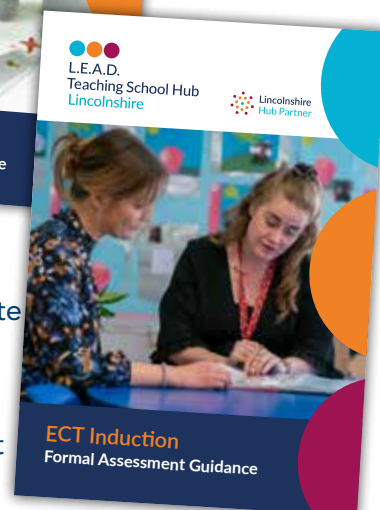
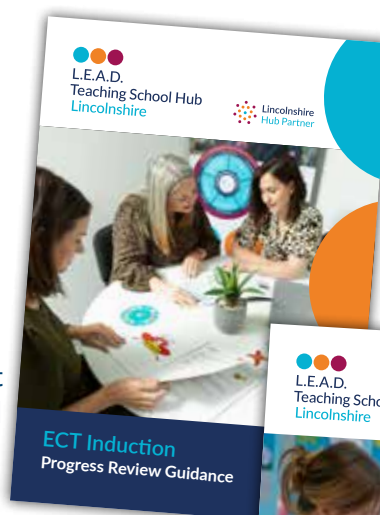


## Guidance to support effective completion of Progress Reviews and Assessments

L.E.A.D. Teaching School Appropriate Body has published a set of guidance for Induction Leads and ECTs to support successful completion of Progress Reviews and Assessments. The Progress Review Guidance and Assessment Review Guidance can be found on ECT Manager [here](#) under the **Resources tab – Guides – Progress Review Guide / Assessment Review Guide**

Exemplars are included to support school leaders to ensure they have appropriate coverage of evidence and impact of their ECTs statutory Induction.

ECTs are reminded that their reflections at every stage of their induction should include a direct commentary about the impact of their professional development and support on their practice, and subsequent learner outcomes.



## ECT Pay Progression



Department  
for Education

Information from the DfE regarding pay progression and ECT induction is available [here](#).

School leaders are reminded that the DfE is clear that the introduction of a two-year induction should have no adverse implications for the pay, or career, progression of ECTs. ECTs are still able to progress on the pay scale both during and after induction.

Specifically, the introduction of two-year induction does not mean that pay progression is halted until two-year induction has been completed.

The DfE amended the [STPCD](#) to this end to set out that the formal assessments undertaken during induction are the appropriate mechanism for the performance review that will inform decisions on pay progression for ECTs.

Under the provisions of the STPCD, **pay decisions must be clearly attributable to the performance of the teacher in question**. The ECF programme is designed to support the development of ECTs and is not aligned to the assessment of ECTs or pay scales.

The ECF should not be used to assess teachers or make decisions relating to their pay.

School Leaders are reminded to retain and implement their own school/MAT or LCC conditions of employment related to probationary periods where they are relevant.



## Ofsted and ECTs

The following is taken from the Ofsted School Inspection Handbook [here](#).



### EARLY CAREER TEACHERS

113. Inspectors will meet ECTs where possible and may wish to visit lessons given by ECTs. When the lead inspector requests a copy of the current staff list, they must ask whether it includes any ECTs and/or any trainees on placement, including those on School Direct or School Direct (salaried) training routes.

114. Inspectors will take into account the fact that ECTs have less experience than other teachers. However, they must assess the effectiveness of the support and professional development put in place for ECTs [here](#) to ensure that ECTs have the knowledge and skills necessary to teach in their chosen subject or phase.

115. Inspectors should also gather ECTs' views on how the school is supporting their development, including the quality of mentoring and how the school ensures that they access their entitlement to training under the ECF. Inspectors will also discuss how the school supports ECTs in managing pupils' behaviour.



Further  
information about  
**ECF and AB  
Services**  
**HERE**





## This month's opportunity for professional development

Click on your chosen programme below to book



6th Dec 2022

**Cross Curricular Computing**



6th Dec 2022

**Effective Leadership of RSHE/PSHE**



7th Dec 2022

**School Business Professional Network**



7th Dec 2022

**Emergency First Aid at Work (Nottingham)**



8th Dec 2022

**Emergency First Aid at Work (Sheffield)**



12th Dec 2022

**Building Meaningful Partnerships with Parents**



Various dates

**Headteacher Hub Meetings**



15th Dec 2022

**HR - Diversity & Inclusion**



3rd Jan 2023

**Customer Service Excellence in Schools**



11th Jan 2023

**Delegation and Empowerment**



11th Jan 2023

**Ensuring Pupils who have SEND Achieve the Best Possible Outcomes**



11th Jan 2023

**HR- Single Central Record**



16th Jan 2023

**HR- Probation, Appraisal and Performance Improvement**