L.E.A.D.
Equate

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

@LEAD_Equate

www.leadequatetsa.co.uk

CPD OFFER 2023/24

Welcome to your L.E.A.D. Equate offer for the academic year 2023/2024.

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.

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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 seven core values and is dedicating to upholding these values in all work streams. These include the following:

The 7 Core Values

- Equity & Inclusion
- Excellence
- Collaboration & Partnership
- Innovation
- Achievement
- Making a positive difference
- Moral Purpose

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

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

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.

'CPD Spanning a Career': What is your Journey to Excellence?

Meet the Team...

Amanda Griffiths
Teaching School Hub Director

Lisa Cassidy
Teaching School Hub Deputy Director

Sophie Hirst
Teaching and Learning Leader

Brittany Wright
Trust CPD Lead

Stacey Williams
ECF/ AB Lead

The English Hub Team...

Funded by Department for Education

English Hubs
Witham St Hughs English Hub

Amy Wells
English Hub Lead

Carrieanne Nicolson
English Hub Administrator

Jody Robertson
English Hub Administrator

Administrative roles and finance...

Donna Plant
NPQ/CPD Administrator

Helen Thomas
Trust Administrator

Rachael Viscomi
ECF 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 2022/23?

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

SCHOOLS ENGAGED WITH THE HUB

266/365 schools

265 ECTs
207 schools

351 participants
158 schools

287 schools

ECF

21 Trust schools involved with the Early Career Framework

100% Good or better
87% Very good

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!

NPQ

52 participants across Year 1 and Year 2

100% Good or better across all programmes
76% Excellent across all programmes

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

CPD

95 CPD days delivered / 1164 participants

98% Good or better across all programmes
77% Excellent across all programmes

Very clear and relevant with ideas to take away to put into practice straight away. Very considered and professional approach.

Non Education

190 participants

93% Good or better across all programmes
71% Excellent across all programmes

As always, the facilitator is up-to-date with the research and has a wealth of knowledge! Sessions with her really get me thinking about the practice in our school in a reflective and non-assuming way.

Mentors

100% Good or better
83% Very good

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.

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

The University of Nottingham

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**

ECF Feedback

WHAT OUR SCHOOLS SAY ABOUT OUR EARLY CAREERS PROFESSIONAL DEVELOPMENT PROGRAMME PROVISION

Feedback from participants regarding the impact and quality **ECF** **96% Good +** **63% Excellent**

Year 1				Year 2			
ECT Local Group Session 1	99% good and above	**Mentor Local Group Session 1**	99% good and above	**ECT Regional Event 2**	92% good and above	**Mentor Local Group Session 2**	97% good and above
ECT Regional Event 1	95% good and above	**Mentor Regional Event**	96% good and above	**ECT Local Group Session 3**	98% good and above		
ECT Local Group Session 2	99% good and above			**ECT Local Group Session 4**	99% good and above		

It has been fantastic having the opportunity these past two years to talk to other ECTs, share practice and ideas and gain that further reassurance. The opportunity to reflect has been advantageous to my practice as too often we don't always make that time in school to have that professional dialogue with peers.

Primary ECT

The facilitators were friendly and supportive and tailored the content of the session to myself and colleagues working in SEND/ SEMH settings. This was both refreshing and reassuring. The group discussions, feedback and chance to share useful ideas and strategies was the highlight of this SEND specific training for me.

SEND/SEMH ECT

Creating an action plan, considering how I can best support my ECT as they progress into their third of teaching has been incredibly helpful this afternoon. Excellent guidance was given by both staff leading the session and further support from my mentor colleagues.

SEND/SEMH Mentor

It was incredibly useful to be shown the EDT online platform and where to find the materials to support us in our roles as Mentors from the offset. There were also opportunities built in to take the time to look at materials, reflect and ask questions for ensured clarity.

Secondary ECT Mentor

A really great session in a safe space to talk. I have gained a bank of practical ideas that I can take back and build into my classroom practice around feedback for pupils.

Secondary ECT

The explanations were clear and the facilitators were experienced and knowledgeable about mentoring, the online platform and where to find everything to support us in our role.

Primary ECT Mentor

Appropriate Body Package

L.E.A.D. Teaching School Hub is proud to offer a strong track record of AB experience, with an experienced and dedicated team and can offer:

- named contacts within the Teaching School Hub, for all parties involved in statutory induction
- 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 AB management system
- 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 half-termly AB newsletter containing important information and reminders
- advice where ECTs are at risk of failure, 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
- a collaborative QA approach with the aim to identify and share best practice and further improve systems and processes for schools
- access to up-to-date guidance documents
- a school visit, when appropriate

Costs

Appropriate Body Services	Includes	Cost per year
Option A School using a training provider to deliver ECF-based training or provider-led programme (previously known as the Full Induction Programme (FIP)	• Full induction programme of support and training package with full Appropriate Body support (see previous page for further details)	**£210 per ECT, per year of induction**
Option B School using DfE-accredited materials to deliver ECF-based training (previously Core Induction Programme (CIP)	• Fidelity check before the start of the induction period by the AB where schools can provide detailed breakdown of the ECF delivery for years 1 and 2 of induction, including mentoring support and training • AB registration • Additional observation(s)/quality assurance of ECF delivery programme throughout the two-year induction period • Additional support for ECTs not meeting Teacher/ Induction Standards • Appropriate Body support (see previous page for further details)	**£210 per ECT, per year of induction** **+ £835 per school site for the full two year induction period**
Option C School designing and delivering their own training programme based on the ECF (previously school based induction (SBI) or school induction programme (SIP)	• Fidelity check before the start of the induction period by the AB where schools can provide detailed breakdown of the ECF delivery for years 1 and 2 of induction, including mentoring support and training • The induction design covers the evidence-based statements in the ECF • AB registration • Additional observation(s)/quality assurance of ECF delivery programme throughout the two-year induction period • Additional support for ECTs not meeting Teacher/ Induction Standards • Appropriate Body support (see previous page for further details) NOTE: ABs will be expected to check in a greater level of detail where a school opts to design their own training programme, based on the ECF, 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.	**£210 per ECT, per year of induction** **+ £1060 per school site for the full two year induction period**

Currently, schools that are not section 41 approved by Ofsted are unable to access the provider-led programme of support.

Please contact Stacey Williams, ECF & AB Lead at the Teaching School Hub to discuss options: stacey@leadtshub.co.uk or via 01522 214459

National Professional Qualifications (NPQs) Developing and Investing in Leadership

NPQs will be fully funded throughout 2023-24 providing teachers and leaders with the 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 and Teacher Development Trust – TDT

Lincolnshire Hub Partners

TEACHER DEVELOPMENT TRUST

Click here

PARTICIPANTS WILL BENEFIT FROM:

- 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 venue

COMING SOON

Starting in February 2024 Specialist National Professional Qualification - NPQ in Primary Mathematics - NPQM

Starting in October 2024 Leadership National Professional Qualification - NPQ in SEND - NPQSEND

Leadership NPQs

NPQ	Who is this for?	Potential impact on participants and their school
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.	**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 **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.	**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 **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.	**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 **SCHOOL OR TRUST** • 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
National Professional Qualification in Early Years Leadership (NPQEYL)	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	**PARTICIPANTS** • 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 **SCHOOL OR TRUST** • 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

Specialist NPQs

NPQ	Who is this for?	Potential impact on participants and their school
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.	**PARTICIPANTS** Develop expertise and leadership in the art, craft and science of classroom culture, behaviour and wellbeing **SCHOOL OR TRUST** • 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 (NPQLT)	For teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase	**PARTICIPANTS** Develop expertise and leadership in school improvement through people development, understanding how to lead everything from whole school programmes to specialist areas **SCHOOL OR TRUST** • 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)	**PARTICIPANTS** Develop expertise in supporting initial teacher training, early career teachers as well as the wider development of all colleagues across the school **SCHOOL OR TRUST** • 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
National Professional Qualification in Leading Literacy (NPQLL)	For teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase.	**PARTICIPANTS** • 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 **SCHOOL OR TRUST** • 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

Additional Free CPD on Science and Technology

Our STEM Learning Partnership with DTSA and STEM Learning provides access to a wide range of CPD programmes. Scan the QR code to access an additional booklet, showcasing additional CPD opportunities for:

- **Primary Science**
- **Primary Design and Technology**

Click here

Trust-wide Networks

Trust Network Meetings

Headteacher Hub Meetings

Location	Date	Time	Location
Nottingham	Thursday 5th October 2023	1.00pm - 3.30pm	The Pavilion
	Monday 13th November 2023	1.00pm - 3.30pm	The Pavilion
	Thursday 8th February 2024	1.00pm - 3.30pm	The Pavilion
	Tuesday 19th March 2024	1.00pm - 3.30pm	The Pavilion
	Thursday 23rd May 2024	1.00pm - 3.30pm	The Pavilion
	Tuesday 2nd July 2024	1.00pm - 3.30pm	The Pavilion
Leicester	Tuesday 10th October 2023	1.00pm - 3.00pm	Uplands Junior
	Wednesday 13th December 2023	1.00pm - 3.00pm	Forest Lodge
	Wednesday 7th February 2024	1.00pm - 3.00pm	Millfield Academy
	Wednesday 20th March 2024	1.00pm - 3.00pm	Uplands Junior
	Wednesday 22nd May 2024	1.00pm - 3.00pm	Forest Lodge
	Wednesday 10th July 2024	1.00pm - 3.00pm	Millfield Academy
Sheffield	Thursday 5th October 2023	9.30am - 11.30am	Charnock Hall Primary
	Thursday 7th December 2023	9.30am - 11.30am	Birley Academy (Secondary)
	Thursday 1st February 2024	9.30am - 11.30am	Rainbow Forge Primary
	Thursday 21st March 2024	9.30am - 11.30am	Birley Primary
	Thursday 23rd May 2024	9.30am - 11.30am	Birley Spa
	Thursday 11th July 2024	9.30am - 11.30am	Charnock Hall Primary
Lincoln	Wednesday 11th October 2023	1.00pm - 3.00pm	Waddington All Saints
	Tuesday 12th December 2023	1.00pm - 3.00pm	Witham St Hughs
	Tuesday 6th February 2024	1.00pm - 3.00pm	Manor Farm
	Tuesday 19th March 2024	1.00pm - 3.00pm	Waddington All Saints
	Tuesday 21st May 2024	1.00pm - 3.00pm	Witham St Hughs
	Tuesday 9th July 2024	1.00pm - 3.00pm	Manor Farm

Deputy Headteacher Briefings (All Trust schools)

Date	Time	Venue
Thursday 16th November 2023	9.30am - 2.30pm	Forest Lodge
Thursday 14th March 2024	9.30am - 2.30pm	Jubilee Academy
Tuesday 18th June 2024	9.30am - 2.30pm	The Regatta

Pupil Premium Conference/Networks

Term	Event	Date	Time	Venue
Autumn Term	Network Conference	Thursday 2nd November 2023	10.00am - 2.00pm	TSH The Regatta
Spring Term	Network Meeting	Thursday 14th March 2024	3.30pm - 4.30pm	via Teams
Summer Term	Network Meeting	Thursday 20th June 2024	3.30pm - 4.30pm	via Teams

Executive Headteacher Meetings

Date	Time	Venue
Monday 25th September 2023	1.30pm - 3.30pm	Edna G Olds
Monday 20th November 2023	1.30pm - 3.30pm	Birley Spa
Monday 29th January 2024	1.30pm - 3.30pm	Cloudside
Monday 11th March 2024	1.30pm - 3.30pm	Jubilee Academy
Monday 29th April 2024	1.30pm - 3.30pm	Huntingdon
Monday 24th June 2024	1.30pm - 3.30pm	Warren

Secondary Headteacher Meetings:

Date	Time	Venue
Wednesday 4th October 2023	9.30am - 11.30am	Birley Academy
Thursday 22nd November 2023	9.30am - 11.30am	Da Vinci Academy
Wednesday 24th January 2024	9.30am - 11.30am	Noel Baker Academy
Thursday 13th March 2024	9.30am - 11.30am	Birley Academy
Wednesday 1st May 2024	9.30am - 11.30am	Da Vinci Academy
Thursday 19th June 24	9.30am - 11.30am	Noel Baker Academy

Site Managers' Network Meeting

Date	Time	Venue
Wednesday 15th November 2023	10.30am - 1.00pm	The Pavilion
Thursday 14th March 2024	10.30am - 1.00pm	The Pavilion
Monday 3rd July 2024	10.30am - 1.00pm	The Pavilion

Catering Managers' Network Meeting

Date	Time	Venue
Thursday 9th November 2023	9.30am - 10.30am	Online
Wednesday 6th March 2024	9.30am - 10.30am	Online
Tuesday 2nd July 2024	9.30am - 10.30am	Online

SEND Strategy Meetings

Date	Time	Venue
Monday 20th November 2023	3.45pm - 5pm	TBC in regional hubs
Monday 26th February 2024	3.45pm - 5pm	TBC in regional hubs
Tuesday 4th June 2024	3.45pm - 5pm	TBC in regional hubs

SEND Professional Forum

Date	Time	Venue
Monday 25th September 2023	3.45pm - 5.00pm	Online
Monday 22nd January 2024	3.45pm - 5.00pm	Online
Tuesday 1st May 2024	3.45pm - 5.00pm	Online

CPD for all

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 and Safety, Mental Health and Wellbeing, SEND, Teaching and Learning, Online Safety and curriculum subject areas.

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

- Unlimited access to expert knowledge and skills across all of our categories including health and safety, leadership and governance, mental health and wellbeing, online safety, safeguarding, SEND and teaching and 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.

All Staff Training

National College

CLICK ON THE COURSE TITLE OR SCAN QR CODE

ANNUAL TRAINING

- Certificate in Data Protection & GDPR for Staff (Data Influencers)
- Annual Certificate for Online Safety
- Annual Certificate in Cyber Security for Education Providers
- Certificate in Equality, Diversity and Inclusion

OR

- Annual Certificate in Cyber Security for Non-Education Providers
- Certificate in Fire Safety for Education Providers

THREE-YEARLY TRAINING

- Certificate in Health and Safety at Work
- Certificate in Display Screen Equipment for Education Providers
- Certificate in Manual Handling
- Certificate in Working at Height
- Certificate in Understanding Risk Assessments
- Certificate in Slips, Trips, and Falls at Work

Cleaning / Catering / Fire Warden Training

National College

ANNUAL TRAINING - Fire Team

Annual Certificate in the Role of a Fire Warden

CLICK ON THE COURSE TITLE OR SCAN QR CODE

THREE-YEARLY TRAINING - Catering Team

Certificate in Handling, Storing and Disposing of Hazardous Materials (COSHH)

Certificate in Food Hygiene for Education Providers

Certificate in Food Allergy Awareness and Anaphylaxis

Certificate in Infection Prevention and Control for Education Providers

THREE-YEARLY TRAINING - Cleaning Team

Certificate in Using Machinery

Certificate in Asbestos Management for Education Providers

(only if academy has asbestos)

Certificate in Handling, Storing and Disposing of Hazardous Materials (COSHH)

Certificate in Infection Prevention and Control for Education Providers

Site Team Training

National College

THREE-YEARLY TRAINING

Certificate in Legionella Awareness

Certificate in Lone Working

Certificate in Working in Confined Spaces

Certificate in Using Machinery

Certificate in Asbestos Management for Education Providers

(only if academy has asbestos)

Certificate in Accident Reporting

Certificate in Health and Safety for Education Providers (instead of the course for 'All Staff')

Certificate in Handling, Storing and Disposing of Hazardous Materials (COSHH)

Certificate in Working at Height

Certificate in Understanding Risk Assessments (included in 'All Staff')

Certificate in Infection Prevention and Control for Education Providers

CLICK ON THE COURSE TITLE OR SCAN QR CODE

ANNUAL TRAINING

Annual Certificate in the Role of a Fire Warden

Headteacher / Leadership / School Business Manager Training

The National College®

ANNUAL TRAINING

Annual Certificate in Safer Recruitment

CLICK ON THE COURSE TITLE OR SCAN QR CODE

THREE-YEARLY TRAINING

Certificate in Lone Working

Certificate in Accident Reporting

Certificate in Understanding Risk Assessments

Certificate in Health and Safety for Education Providers (instead of the course for 'All Staff')

Certificate in Organising and Managing School Trips

Certificate in Legionella Awareness

Certificate in Handling, Storing and Disposing of Hazardous Materials (COSHH)

Certificate in Asbestos Management for Education Providers

(only if academy has asbestos)

Budget Matters: An Alternative Approach to Employing and Accessing Funds

Certificate in Understanding Anti-Bribery

Microsoft Learn

Colleagues across L.E.A.D. can access online learning through the Microsoft Learn platform, allowing you and your colleagues to develop your understanding of the Microsoft 365 platform to support with learning and administration both in and beyond schools. We have curated a selection of relevant courses below. You can access these at a time that is convenient for you, working through the online learning at your own pace. Please ensure you use your work email address to sign up for these.

CLICK ON THE COURSE TITLE OR SCAN QR CODE

Create and manage teams and channels with Microsoft Teams

Aimed at: All staff

Collaborate in Teams and Channels with Microsoft Teams

Aimed at: All staff

Structure Teams through channels, tabs, files, and apps

Aimed at: All staff

Assemble learners and staff with Microsoft Teams meetings

Aimed at: All staff

Describe productivity solutions of Microsoft 365

Aimed at: School Business Professionals and administrative staff

Assign & assess learners with assignments and forms in Teams

Aimed at: Teaching staff

Hybrid learning: a new model for the future of learning

Aimed at: Teaching staff

Support reading fluency practice with Reading Progress

Aimed at: Teaching staff

Create authentic assessments with Microsoft Forms

Aimed at: Teaching staff

FAQS

What is Microsoft 365 and how can it benefit my school?

Microsoft 365 is a suite of productivity and collaboration tools provided by Microsoft. It includes familiar applications like Word, Excel, PowerPoint, Outlook, and more. Microsoft 365 offers numerous benefits for schools, such as seamless collaboration among students and staff, cloud storage for files, access to educational resources, enhanced communication channels, and the ability to work from anywhere, on any device.

What is Microsoft Teams and why is it beneficial for educators and staff working in and with schools?

Microsoft Teams is a collaborative platform that enables seamless communication and collaboration among teachers, staff, and students. It offers virtual classrooms, easy file sharing, assignment management, resource organization, and integration with other tools, enhancing teaching and learning experiences.

How can Microsoft Teams improve communication within my school?

Teams provides instant messaging, voice calls, and video conferences, allowing efficient and timely communication among teachers and staff. You can host virtual meetings, conduct live video sessions, and engage in real-time discussions with students, even in remote learning environments.

Can I use Microsoft Teams for online teaching?

As many of us already know from our experiences during the pandemic, Teams offers virtual classrooms where you can deliver online lessons, share your screen, use a digital whiteboard, and interact with students through chat features. It provides a centralised platform for teaching, facilitating engagement and collaboration among students.

How does Microsoft Teams support collaboration and file sharing?

Teams enables collaboration by allowing multiple users to work on the same document simultaneously, making it easy to co-author and edit files together. It integrates with OneDrive and SharePoint, providing secure file storage, sharing, and version control.

Can I manage assignments and grading through Microsoft Teams?

Yes, you can create and distribute assignments within Teams, and students can submit their work digitally. Teachers can review, provide feedback, and grade assignments within the platform, simplifying the grading process and reducing paperwork.

How can I organise and share educational resources with Microsoft Teams?

Teams serves as a hub for sharing and organising resources. You can create channels dedicated to specific subjects or topics, where teachers or non-teaching staff can post relevant materials, links, and files. This promotes collaboration, easy access to learning resources, and efficient content organisation.

What other apps and tools can be integrated with Microsoft Teams?

Teams integrates with various Microsoft and third-party applications, expanding its functionality. You can integrate apps like Microsoft Forms for surveys and quizzes or educational tools like Flipgrid for video discussions, enhancing engagement and assessment options.

How can Microsoft Teams facilitate communication with parents or guardians?

Teams can be used to share updates, progress reports, and important announcements with parents. It provides a transparent and accessible channel for parents to stay informed and actively participate in their child's education.

Is Microsoft Teams secure for managing student data?

Yes, Microsoft Teams prioritises security and privacy. It incorporates data encryption, secure access controls, and compliance with industry standards and regulations. This ensures the protection of sensitive information and provides a secure environment for managing student data and communication.

Can Microsoft Teams support professional development and collaboration among staff?

Absolutely! Teams supports professional development by providing channels or groups for teachers and staff to collaborate, share ideas, and support each other. It serves as a platform for ongoing professional growth and learning within your school community.

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.

9.30am – 12pm

Cost:
Trust Funded

Click here

Session 1
Thursday 12th October 2023
Hogarth Pavilion

Click here

Session 2
Thursday 7th March 2024
Charnock Hall Hub

Procurement Training

INTENDED IMPACT OF THE PROGRAMME:

Improve understanding of procurement practices and guidelines within L.E.A.D. Academy Trust and enable attendees to feel confident in undertaking joint procurement projects across a number of academies.

Aimed at:
- School Business Managers
- Finance Staff

OVERVIEW OF THE PROGRAMME CONTENT:

- Introduction
- What is procurement
- Benefits of Procurement
- Procurement Toolkit
- Procurement Pathways
- Joint Procurement Projects
- Good practice tips
- Q & A

Wednesday 17th January 2024

10am - 12pm

Venue: The Pavilion, Nottingham

Cost: Trust Funded

Click here

A Guide to Premises Inspection

Aimed at:
This session is aimed at any member of staff who is required to undertake a Health & Safety Inspection of their premises (e.g. Site Managers, Business Managers, some members of SLT)

INTENDED IMPACT OF THE PROGRAMME:

To improve their knowledge of common issues and/or defects that can be found in a typical academy setting and enable staff to have more confidence when undertaking such activities.

Click here

Wednesday 6th December 2023

9.30am - 12pm

Venue: The Pavilion, Nottingham

Cost: Trust Funded

OVERVIEW OF THE PROGRAMME CONTENT:

- Introduction
- Purpose / benefits of premises inspection
- Who should be involved
- Frequency
- Recording documents
- Overview of a wide range of issues typically encountered (internal and external)
- Remedial action

Click here

Thursday 20th June 2024

9.30am - 12pm

Venue: Millfield Academy, Leicester

Cost: Trust Funded

Health and Safety Law in Education

INTENDED IMPACT OF THE PROGRAMME:

To improve their knowledge of the key health & safety legislation that is applicable to a typical academy setting. To improve understanding of the legal basis for undertaking activities and recoding compliance checks.

OVERVIEW OF THE PROGRAMME CONTENT:

- Introduction
- Development of Health & Safety Legislation
- Health & Safety at Work Act 1974
- Key Regulations and associated codes of practice
- Education specific Health & Safety Law
- Enforcement - Criminal vs Civil law
- Q & A

Aimed at:

Those members of staff who have a particular responsibility for compliance with key health & safety legislation (e.g. Site Managers, Business Managers, some members of SLT)

Click here

Wednesday 31st January 2024

9.30am - 12pm

Venue: The Pavilion, Nottingham

Cost: Trust Funded

Thursday 9th May 2024

Click here

9.30am - 12pm

Venue: L.E.A.D. Teaching School Hub The Regatta, Lincoln

Cost: Trust Funded

Customer Service Excellence in Schools

Aimed at:

- All staff

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.

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.

1 day training course

premier PARTNERSHIP

Monday 13th November 2023

9am – 4.30pm

ONLINE via TEAMS

Online

Click here

Cost: £99

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
4.30pm	Close

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.

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
4.30pm	Close

Thursday 8th February 2024

9am – 4.30pm

ONLINE via TEAMS

Cost: £99

Online

Click here

Leading Effective Meetings

INTENDED IMPACT OF THE PROGRAMME:
This course is designed to enable delegates to prepare and lead meetings that are productive and outcome focused.

Aimed at:
- All staff
- 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

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
4.30pm	Close

Wednesday 8th May 2024

9am – 4.30pm

ONLINE via TEAMS

Cost: £99

Online

Click here

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.

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

1 day training course

premier PARTNERSHIP

Aimed at:

- All staff including Team leaders, Middle and Senior Leaders

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
4.30pm	Close

Wednesday 12th June 2024

9am – 4.30pm

ONLINE via TEAMS

Cost: £99

Online

Click here

The National College®

School Business Professionals Training

National College

CLICK ON THE COURSE TITLE OR SCAN QR CODE

School Business Professionals play a vital role in the day-to-day running of a school. Their careful financial management ensures that schools can spend their budgets on what matters most. Their leadership of non-classroom based colleagues help a school to thrive as a place where everyone learns and develops.

The L.E.A.D. Equate team would like to signpost the following webinars for School Business Professionals. These are highly rated and research-informed.

Maximising Pupil Premium and Understanding Accountability to Ofsted

School Budgeting: A Guide to Managing Pressures for School Leaders

Compliance: Identifying and Addressing Gaps in Line with DfE Statutory Guidance

What Maintained Schools Must Publish Online: Updated DfE Guidance

How to Empower and Enthuse Front-of-house and Reception Staff

Certificate in Managing Difficult Conversations for Leaders

Certificate in Public Speaking in Schools

HR Training

COST: Trust Funded
(Free to Trust Schools)

CLICK ON THE COURSE TITLE OR SCAN QR CODE

EMPLOYMENT LAW ESSENTIALS

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

OVERVIEW:

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

INTENDED IMPACT:

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

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

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.

CLICK ON THE COURSE TITLE OR SCAN QR CODE

MANAGING DIFFICULT CONVERSATIONS

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

OVERVIEW:

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

SICKNESS ABSENCE MANAGEMENT TRAINING

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

OVERVIEW:

- Short and long term procedures
- Disability related absence
- Stress
- Return to work interviews

INTENDED IMPACT:

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

MATERNITY & FAMILY FRIENDLY POLICY TRAINING

AIMED AT: Business Managers

OVERVIEW:

- Procedure for support and teaching staff
- Maternity pay

INTENDED IMPACT:

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

DIVERSITY AND INCLUSION TRAINING

AIMED AT: All employees

OVERVIEW:

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

INTENDED IMPACT:

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

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.

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.

HR FOR LINE MANAGERS

AIMED AT: Staff who have line management responsibilities

OVERVIEW:

Essential HR processes including;

- Probation, appraisals and performance management
- Managing family friendly absences
- Managing sickness absence
- Managing difficult conversations
- Carrying out an investigation and handling grievances
- Overarching diversity and inclusion
- Recruitment

INTENDED IMPACT:

- To equip managers with the skills and confidence to proactively and effectively manage employees
- Empowering managers to identify poor performance, identify problems and support employees to achieve
- To recognise the importance of early intervention
- To ensure managers have an awareness and understanding of equality, diversity and inclusion.

CLICK ON THE COURSE TITLE OR SCAN QR CODE

Course	Date	Time
Probation, Appraisal and Performance Improvement	Wednesday 13th September 2023	11am - 12pm
HR for Line Managers	Thursday 21st September 2023	3pm - 4pm
Managing Sickness Absence	Monday 25th September 2023	10am - 11am
Recruitment	Monday 9th October 2023	2pm - 3pm
Investigation	Thursday 9th November 2023	11am - 12pm
Maternity and Family Friendly	Wednesday 6th December 2023	10am - 11am
SCR	Friday 12th January 2024	10am - 11am
HR for Line Managers	Tuesday 23rd January 2024	11am - 12pm
Recruitment	Thursday 1st February 2024	11am - 12pm
Diversity and Inclusion	Tuesday 6th February 2024	3pm - 4pm
Managing Sickness Absence	Wednesday 13th March 2024	11am - 12pm
Difficult Conversations	Thursday 25th April 2024	10am - 11am
Recruitment	Thursday 2nd May 2024	2pm - 3pm
Employment Law	Thursday 16th May 2024	11am - 12pm
HR for Line Managers	Friday 17th May 2023	2pm - 3pm

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. The HR Team can visit your school to provide a face-to-face tailored session, this is highly recommended for all SLT and Business Managers. 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)

Bespoke Coaching Offer

Click here

L.E.A.D. Equate can offer high-quality, bespoke coaching to support the development of your school or team. Our qualified, experienced coaches can develop a bespoke package. Alternatively, you can select from our menu below to book a one-off service.

Please scan the QR to submit your booking request.

Matt Radley Coaching with Confidence Level 5 Programme

AIMED AT

- Headteachers
- Senior leaders (DHT, AHT, School Business Professionals)
- Middle leaders
- Teachers aspiring to leadership
- Teachers involved in implementation of CPD/new approaches

Face-to-face

£1950 per person per year

This bespoke coaching programme is accredited by Matt Radley & Associates. The programme supports colleagues to develop their own coaching skills. Drawing on solution-focused coaching, positive psychology, and neuroscience, the programme features five modules. Colleagues are supported by their qualified, experienced coach throughout the programme, which usually takes place over 16 weeks.

Team coaching

AIMED AT

- Secondary: subject teams
- Primary/ secondary: whole leadership teams
- Teachers involved in implementation of CPD/new approaches
- Central team departments (e.g. HR, finance, etc.)

Face-to-face

£400 per session (3 hours) - maximum group size: 10)

Our team coaching service is designed to support schools and central services departments in developing a cohesive and effective environment. Our experienced, qualified coaches work with your team to identify areas for improvement and create actionable plans to help your team achieve their goals. By working collaboratively, your team will improve communication, collaboration, and productivity, ultimately leading to improved student or service outcomes.

MBTI Tools and Interpretive Reports

AIMED AT

- Middle and senior leaders new to role/new to school
- Headteachers
- Senior leaders (DHT, AHT, School Business Professionals)
- Central Team Heads of Department

Online/face-to-face

£300 per person per session – to take place over the course of a half day

Our Myers-Briggs Personality Type Report and interpretation provides individuals with valuable insights into their personality type, preferences, and working style. By understanding their own personality type, educators and other L.E.A.D. staff can better understand their strengths and weaknesses, communicate more effectively with colleagues, and improve their overall performance. This analysis can be used to support effective leadership by helping leaders understand their own strengths and weaknesses, as well as the strengths and weaknesses of their team members, and how to optimise their team's performance.

Group coaching

AIMED AT

- Headteachers from different schools
- Senior leaders from different schools
- A group of School Business Professionals from different schools
- Subject leaders within one school
- A group of subject leaders from different schools
- Teachers involved in implementation of CPD/new approaches
- Central team colleagues from across departments

Online/face-to-face

£150 for an hour session – maximum group size: 10)

Our group coaching service provides targeted professional development to colleagues in a group format. For example, colleagues who hold similar roles but work across different schools could request group coaching, splitting the cost of the session and providing a valuable opportunity to reflect (e.g. School Business Professionals, SENCos, headteachers, and so on). Group coaching allows colleagues to develop their skills and knowledge together. With our expert coaches, each member of the group will receive personalised guidance and support to help them achieve their goals. Group coaching is an effective way to build a sense of community and shared purpose among colleagues, while also allowing them to learn from one another's experiences and insights.

Individual coaching

AIMED AT

- Headteachers
- Senior leaders (DHT, AHT, School Business Professionals)
- Middle leaders
- Teachers aspiring to leadership
- Teachers involved in implementation of CPD/new approaches
- Central team colleagues from across departments

Online/face-to-face

Session 1: £100 for an hour long session
Subsequent sessions: £90

Our individual coaching service provides one-on-one support to colleagues who are looking to enhance their skills and advance their careers. Our experienced coaches work with each individual to identify their unique strengths and areas for growth, and provide tailored coaching to help them achieve their professional goals. Individual coaching is a highly effective way to support educators and other colleagues in developing their skills, enhancing their confidence, and achieving their full potential.

Focused group coaching: managing 'difficult conversations'

AIMED AT

- Headteachers from different schools
- Senior leaders from different schools
- A group of School Business Professionals from different schools
- Subject leaders within one school
- A group of subject leaders from different schools

£150 for an hour session – maximum group size: 10)

Our Focused Group Coaching service is designed to support leaders in developing their skills and confidence in managing difficult conversations. Our experienced coaches work with your group to identify specific scenarios or topics that may require challenging conversations, such as conflicts with parents or colleagues, performance issues, or disciplinary actions. Through personalised guidance and support, your group will develop practical strategies for effective communication and conflict resolution, while also building their confidence in managing difficult conversations. With our Focused Group Coaching service, colleagues will be better equipped to handle challenging situations, leading to improved relationships, outcomes, and overall job satisfaction.

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 24 years and as a headteacher for over 11 of those in three inner city schools in Nottingham. I have a passion for building and developing highly effective teams by playing to people's strengths, so that schools can positively impact upon the children and communities 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. This enables me to offer high quality support and coaching.

Building a coaching culture in school has been an integral component to my way of working as a leader, it has given me the tools to empower others to lead and work collaboratively. The Harvard Business Review 2019 stated, *"The role of the manager, in short, is becoming that of a coach."*

MY QUALIFICATIONS

I have considerable experience of coaching leaders at different points in their career from aspiring leaders to headteachers. My coaching experience spans personal as well as leadership coaching. I am a Level 7 trained coach and I am currently completing my Post Graduate Certificate in Coaching. I am also a trained practitioner in Team Coaching with Barefoot 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 skillful questioning, clients will have the space to reflect and expand their awareness and ideas. Coaching leaders in schools is a highly effective investment and I believe it becomes even more powerful when this is aligned to a coaching culture that will enrich the way everyone works in school. I particularly enjoy devising bespoke programmes for leadership teams and then bringing the team together in Team Coaching sessions, which is an impactful way of building on the individual sessions.

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 or team being coached.

I can offer:

- Bespoke leadership coaching programmes, that usually run for 6 sessions over a year
- 1:1 coaching for all leaders
- Team coaching sessions for leadership teams/ different staff teams
- Group coaching
- Neuroscience informed coaching
- Coaching to develop subject leadership
- Tools to develop coaching culture

MY BACKGROUND

I am a professional management coach, with 10 years experience of delivering coaching within the education sector and public sector, as well as being skilled in the practice of fully embedding a coaching culture philosophy approach within organisations. Drawing upon 25+ years experience in education and numerous leadership and senior management roles including 8 years operating as an Executive Headteacher at two schools simultaneously in different cities, I bring a unique set of skills and perspective to my management coaching. With my long experience, I have developed a real passion for how dynamic coaching acts as a catalyst to ignite management thinking, optimise team well-being and unlock organisational potential. Using coaching as a key driver, I am experienced in delivering turnaround agendas for organisations, developing leaders and securing highly successful team 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
- Barefoot trained Professional Coach
- Qualified MBTI Practitioner in Step I and Step II Certification (Myers-Briggs Type Indicator)
- The Berne Institute, Transactional Analysis 101 certificate, additionally undertaking Foundation in TA theory
- Upskilled to deliver accredited MRA Education Leadership Confidence professional programme
- Adhere to the professionalisation of the coaches - access high quality leadership 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 management 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 confidence and trusting relationships with clients. I authentically hold the space for clients to really connect and reflect within a calm, safe and confidence building environment

MY VALUES:

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

"Nothing has been more beneficial to my leadership than the coaching I have received from Melany. The way that the coaching is linked to my personal drivers and goals as well as values enables me to understand how important culture and vision are to building a successful school community."

WHAT I CAN OFFER?

- Group Coaching for senior management and also aspiring leaders
- Deliver MRA Education Leadership Confidence Coaching Programme 1:1 for SLTs
- Team Building Dynamics and Coach Skills Training for groups, with provision of action learning sets
- MBTI Tools and interpretive reports to unlock greater potential amongst teams

MY SPECIALIST SKILLS:

- Practical approach to teamwork
- Understanding of today's challenges regarding diversity, inclusion and well-being challenges
- Assisting leaders in securing dynamic and high performing teams
- Harnessing the individual dynamics within a team to affect greater collaboration

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 these coaching sessions feeling refreshed, inspired and excited for the next part of the journey."

"I am a reflective person but the challenge offered by the coaching makes me reflect at a deeper level to affect real change from within. I'd highly recommend the coaching programme to anyone at any stage of their career."

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

Level 5 Education Management Programme

AIMED AT:

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

NATIONAL COLLEGE of EDUCATION

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**

Teaching and Learning

The Power of Formative Assessment

Aimed at:
- Primary teachers
- Secondary teachers
- School leaders

INTENDED IMPACT OF THE PROGRAMME:

To showcase the power of formative assessment in transforming pupil learning.

OVERVIEW OF THE PROGRAMME CONTENT:

International expert and best-selling author, Shirley Clarke, will personally signpost the evidence that demonstrates what formative assessment can do in your classroom or school. She will signpost practical strategies for building pupil self-efficacy, promoting effective talk, deciding on learning intentions, and co-constructing success criteria. She will also support participants in developing a repertoire of strategies for sharing feedback during and after a session.

Course Leader
Shirley Clarke

Wednesday 27th September 2023

9.30am - 12.30pm

ONLINE

Cost: £65 per person

Click here

Next Steps with Formative Assessment

INTENDED IMPACT OF THE PROGRAMME:

This session is designed to follow on from key ideas shared in Shirley Clarke's 'The Power of Formative Assessment' (Wednesday 27th September 2023) but can be booked as a standalone session too.

OVERVIEW OF THE PROGRAMME CONTENT:

Hosted online by Michael Chiles, author of The Feedback Pendulum and The CRAFT of Assessment, this session will enable primary and secondary colleagues to reflect on their approaches to formative assessment with an expert. Participants will be expected to share examples of formative assessment and to engage with pre-session tasks to ensure that the event is relevant and has a direct impact on classroom practice. The interactive nature of the session means that tickets are likely to sell out - book early to avoid disappointment!

Course Leader
Michael Chiles

Thursday 11th January 2024

1pm – 4pm

ONLINE

Cost: £45 per person

Click here

Aimed at:
- Primary and secondary school teachers, leaders with responsibility for teaching and learning

Formative Assessment Skills

Aimed at:

- All primary school teachers and leaders

INTENDED IMPACT OF THE PROGRAMME:

Participants will develop their skills in formative assessment, which is key to improving learning outcomes for all pupils.

OVERVIEW OF THE PROGRAMME CONTENT:

Participants will learn about the principles of formative assessment and how to use assessment data to plan and adapt instruction. They will also explore strategies for providing effective feedback.

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

Click here

Tuesday 21st November 2023

9am – 3pm

Venue: The Pavilion, Nottingham

Cost: FREE

Assessment Across the Wider Curriculum

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:

Day 1: The curriculum as a progression model

Common approaches to assessment include the labelling (emerging, expected, exceeding) of attainment or its quantification (3 points of progress). This quantitative approach to assessment has very little value beyond national evaluations. Chris will present the case for and demonstrate how schools can create a qualitative progression model. He will also show how such a model gives schools genuine evidence of student progress.

Learn about:

- How to clearly define learning and progress
- Threshold concepts
- Broad curriculum goals
- Unpacking curriculum goals with specific knowledge
- How to create Portrayal of Progress (POP) Tasks
- The difference between curriculum goals and the route to them.

Gap Task: Create POP Tasks

Day 2: The curriculum as a progression model in action

This session will focus on the use of a curriculum progression model to secure and assess progress. It will explore practical strategies for using the model for:

- Assessment for learning
- Formative assessment
- Summative assessment.

Day 1 Thursday 12th October 2023

Day 2 Thursday 23rd November 2023

9.30am – 3pm

ONLINE

Cost: £135

Online

Click here

ChrisQuigley Education

Chris Quigley is a specialist in primary education. He has been a Teacher, Head Teacher, Lead Inspector and Trainer of School Inspectors. He is best known for his inspiring talks and his clear, easy to use support materials. He is also a publisher and a Director of Chris Quigley Education, where he leads a team of specialists, delivering inspirational training and talks all over the world.

Unpicking Assessment in the Foundation Subject Primary Curriculum

INTENDED IMPACT OF THE PROGRAMME:

As teachers and leaders, it is important we are able to evaluate what knowledge and skills pupils have acquired and developed 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.

Aimed at:
- Primary Foundation Subject Leaders
- Senior Leaders
- Classroom Teachers

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

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

Friday 13th October 2023
9.15am – 12.30pm
ONLINE
Cost: £95 per person

Online

Click here

Course Leader
Paul Longden

Dual Coding, Rosenshine's Principles and Active Learning Strategies: Are They Evident in Teaching Pedagogy?

Aimed at:
- Headteachers
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders
- Teachers
- Teaching Assistants

INTENDED IMPACT OF THE PROGRAMME:

This course will provide participants with the opportunity to look in greater depth at key ingredients that contribute to highly effective teaching.

Research and inspection evidence suggest the most important factors in how, and how effectively the curriculum is taught. These are incorporated into the 'implementation' part of the Quality of Education section in the current Inspection Framework. Participants will explore the role that dual coding, graphic organisers, Rosenshine's Principles and Active learning strategies can play in achieving this.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

- the extent to which teachers help pupils to understand key concepts, by presenting information clearly and encouraging appropriate discussion
- how effectively adults check pupils' understanding effectively, and identify and correct misunderstandings
- how teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently
- the theory of dual coding and Rosenshine's Principles and how they can be incorporated into the teaching and learning process
- opportunities to use graphic organisers to support pupils in processing and demonstrating their understanding
- a range of 'active learning' strategies that adults could use in lessons and interventions

Tuesday 14th November 2023
9.30am – 3pm
ONLINE
Cost: £135 per person

Online

Click here

Course Leader
Paul Longden

Pupil Articulation: The Key to Developing Understanding and Evaluating the Impact of your Curriculum

This course will explore the overwhelming benefits of ensuring your pupils are able and confident to articulate their learning and understanding.

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.

Course Leader
Paul Longden

PARTICIPANTS WILL:

- Appreciate the relationship between 'talking' and 'understanding'
- Explore the role of developing oracy across the curriculum
- Consider a wider range of strategies that teachers can build into their pedagogy – including exploring in detail the Dialogic Approach
- 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.

Aimed at:

- Headteachers
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders
- Teachers
- Teaching Assistants

Click here

Session 1 **Tuesday 28th November 2023** **9.30am – 3pm**
Session 2 **Monday 10th June 2024** **9.15am – 12.30pm**

Online

ONLINE
Cost: £220 per person

Exploring the Benefits of Mind Mapping to Support Long-term Memory

Course Leader
Paul Longden

Mind maps can be used in a range of ways to develop pupils' long-term memory. This course unpicks the process of creating and using mind maps within and across lessons and the power they have to help all pupils deepen their understanding and remember key concepts and information longer term.

PARTICIPANTS WILL:

- Explore the theory around mind mapping
- Explore the important features of mind maps
- Be taken through the step by step approach to creating a mind map
- Identify where and how mind maps can be incorporated in their teaching practice and the design of the curriculum

Aimed at:

- Headteachers
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders
- Subject Leaders
- Teachers

Friday 19th January 2024
9.15am – 12.30pm
ONLINE
Cost: £95 per person

Online

Click here

Teaching Assistants

High Quality Teaching

Aimed at:
- Teaching assistants
- Learning support assistants, and other classroom-focused support staff

INTENDED IMPACT OF THE PROGRAMME:

To develop understanding of high quality teaching.

OVERVIEW OF THE PROGRAMME CONTENT:

Exploring some of the findings from research about the ingredients of high-quality teaching. TAs will reflect on the extent these are evident in their own practice.

For the 2023-24 academic year, we are delighted to offer a suite of CPD sessions for Teaching Assistants and other classroom-based support.

These sessions will be facilitated by Paul Longden, former headteacher, Ofsted inspector, and expert educational consultant. Colleagues can take advantage of the 'pick and mix' approach by choosing sessions that tie to their passions, interests, or areas for development. Alternatively, all 11 sessions can be booked at once as a full programme.

Friday 22nd September 2023

9.15am – 10.45am

ONLINE

Cost: £15 per person per session

Online

Click here

Course Leader
Paul Longden

Adaptive Teaching Part A

Aimed at:
- Teaching assistants
- Learning support assistants, and other classroom-focused support staff

INTENDED IMPACT OF THE PROGRAMME:

To develop further strategies to support adaptive teaching.

OVERVIEW OF THE PROGRAMME CONTENT:

Unpicking 12 different dimensions when representing information/ tasks to pupils with different needs as part of a broader framework for learning. TAs will look at each dimension and reflect on their own practice and identify new methods to use with pupils.

For the 2023-24 academic year, we are delighted to offer a suite of CPD sessions for Teaching Assistants and other classroom-based support. These sessions will be facilitated by Paul Longden, former headteacher, Ofsted inspector, and expert educational consultant. Colleagues can take advantage of the 'pick and mix' approach by choosing sessions that tie to their passions, interests, or areas for development. Alternatively, all 11 sessions can be booked at once as a full programme.

Tuesday 3rd October 2023

9.15am – 10.45am

ONLINE

Cost: £15 per person per session

Online

Click here

Course Leader
Paul Longden

Adaptive Teaching Part B

For the 2023-24 academic year, we are delighted to offer a suite of CPD sessions for Teaching Assistants and other classroom-based support. These sessions will be facilitated by Paul Longden, former headteacher, Ofsted inspector, and expert educational consultant. Colleagues can take advantage of the 'pick and mix' approach by choosing sessions that tie to their passions, interests, or areas for development. Alternatively, all 11 sessions can be booked at once as a full programme.

Course Leader
Paul Longden

Aimed at:

- Teaching assistants
- Learning support assistants, and other classroom-focused support staff

INTENDED IMPACT OF THE PROGRAMME:

To develop further strategies to support adaptive teaching.

OVERVIEW OF THE PROGRAMME CONTENT:

This session will build on prior learning about the 12 different dimensions of support that were introduced in the 'Adaptive Teaching A' session. By revisiting prior learning, participants will have the opportunity to further reflect on their support strategies, developing a repertoire of adaptive teaching strategies to use in the classroom.

Friday 13th October 2023

9.15am – 10.45am

ONLINE

Cost: £15 per person per session

Online

Click here

Enhancing Pupil Articulation

Aimed at:

- Teaching assistants
- Learning support assistants, and other classroom-focused support staff

INTENDED IMPACT OF THE PROGRAMME:

To develop confidence and expertise in encouraging high-quality pupil talk.

OVERVIEW OF THE PROGRAMME CONTENT:

Exploring a range of ways that pupils can be encouraged to articulate their thinking to deepen their understanding about key concepts.

For the 2023-24 academic year, we are delighted to offer a suite of CPD sessions for Teaching Assistants and other classroom-based support.

These sessions will be facilitated by Paul Longden, former headteacher, Ofsted inspector, and expert educational consultant. Colleagues can take advantage of the 'pick and mix' approach by choosing sessions that tie to their passions, interests, or areas for development. Alternatively, all 11 sessions can be booked at once as a full programme.

Friday 10th November 2023

9.15am – 10.45am

ONLINE

Cost: £15 per person per session

Online

Click here

Course Leader
Paul Longden

Mathematics

Aimed at:
- Teaching assistants
- Learning support assistants, and other classroom-focused support staff

INTENDED IMPACT OF THE PROGRAMME:

To deepen subject knowledge and develop practical approaches to supporting learners in maths.

OVERVIEW OF THE PROGRAMME CONTENT:

Exploring the National Curriculum aims and programmes of study and how these are translated into the school's planning. TAs will look at aspects of the Maths curriculum that are often underdeveloped in primary schools and what their role is in supporting pupils.

For the 2023-24 academic year, we are delighted to offer a suite of CPD sessions for Teaching Assistants and other classroom-based support.

These sessions will be facilitated by Paul Longden, former headteacher, Ofsted inspector, and expert educational consultant. Colleagues can take advantage of the 'pick and mix' approach by choosing sessions that tie to their passions, interests, or areas for development. Alternatively, all 11 sessions can be booked at once as a full programme.

Friday 17th November 2023

9.15am – 10.45am

ONLINE

Cost: £15 per person per session

Online

Click here

Course Leader
Paul Longden

Improving Pupils' Behaviour 1

Aimed at:
- Teaching assistants
- Learning support assistants, and other classroom-focused support staff

INTENDED IMPACT OF THE PROGRAMME:

To develop a positive approach to managing pupil behaviour.

OVERVIEW OF THE PROGRAMME CONTENT:

Exploring some of the key considerations identified in the award-winning work of Paul Dix: When the Adults Change – Everything Changes.

For the 2023-24 academic year, we are delighted to offer a suite of CPD sessions for Teaching Assistants and other classroom-based support.

These sessions will be facilitated by Paul Longden, former headteacher, Ofsted inspector, and expert educational consultant. Colleagues can take advantage of the 'pick and mix' approach by choosing sessions that tie to their passions, interests, or areas for development. Alternatively, all 11 sessions can be booked at once as a full programme.

Friday 1st December 2023

9.15am – 10.45am

ONLINE

Cost: £15 per person per session

Online

Click here

Course Leader
Paul Longden

English

Aimed at:
- Teaching assistants
- Learning support assistants, and other classroom-focused support staff

INTENDED IMPACT OF THE PROGRAMME:

To deepen subject knowledge and develop practical approaches to supporting learners in English.

OVERVIEW OF THE PROGRAMME CONTENT:

Exploring the National Curriculum aims and programmes of study and how these are translated into the school's planning. TAs will look at aspects of the English curriculum that are often underdeveloped in primary schools and what their role is in supporting pupils.

For the 2023-24 academic year, we are delighted to offer a suite of CPD sessions for Teaching Assistants and other classroom-based support.

These sessions will be facilitated by Paul Longden, former headteacher, Ofsted inspector, and expert educational consultant. Colleagues can take advantage of the 'pick and mix' approach by choosing sessions that tie to their passions, interests, or areas for development. Alternatively, all 11 sessions can be booked at once as a full programme.

Monday 4th December 2023

9.15am – 10.45am

ONLINE

Cost: £15 per person per session

Online

Click here

Course Leader
Paul Longden

Supporting Pupils with Autism

Aimed at:
- Teaching assistants
- Learning support assistants, and other classroom-focused support staff

INTENDED IMPACT OF THE PROGRAMME:

To develop confidence and expertise in supporting learners with autism.

OVERVIEW OF THE PROGRAMME CONTENT:

Reflecting on a range of strategies and techniques to support the successful inclusion of pupils with autism in the primary classroom.

For the 2023-24 academic year, we are delighted to offer a suite of CPD sessions for Teaching Assistants and other classroom-based support.

These sessions will be facilitated by Paul Longden, former headteacher, Ofsted inspector, and expert educational consultant. Colleagues can take advantage of the 'pick and mix' approach by choosing sessions that tie to their passions, interests, or areas for development. Alternatively, all 11 sessions can be booked at once as a full programme.

Friday 26th January 2024

9.15am – 10.45am

ONLINE

Cost: £15 per person per session

Click here

Course Leader
Paul Longden

Improving Pupils' Behaviour 2

For the 2023-24 academic year, we are delighted to offer a suite of CPD sessions for Teaching Assistants and other classroom-based support.

These sessions will be facilitated by Paul Longden, former headteacher, Ofsted inspector, and expert educational consultant. Colleagues can take advantage of the 'pick and mix' approach by choosing sessions that tie to their passions, interests, or areas for development. Alternatively, all 11 sessions can be booked at once as a full programme.

Course Leader
Paul Longden

INTENDED IMPACT OF THE PROGRAMME:

To deepen understanding of approaches to managing behaviour.

OVERVIEW OF THE PROGRAMME CONTENT

Exploring further considerations identified in the award-winning work of Paul Dix: When Adults Change – Everything Changes.

Thursday 8th February 2024

9.15am – 10.45am

ONLINE

Cost: £15 per person per session

Online

Click here

Aimed at:

- Teaching assistants
- Learning support assistants, and other classroom-focused support staff

Linking Interventions

Aimed at:

- Teaching assistants
- Learning support assistants, and other classroom-focused support staff

INTENDED IMPACT OF THE PROGRAMME:

To consider how links can be made between interventions and the classroom.

OVERVIEW OF THE PROGRAMME CONTENT:

Looking at the importance of ensuring both teachers and TAs make concrete links between any support pupils have as part of interventions and how they can be built on in the classroom environment.

For the 2023-24 academic year, we are delighted to offer a suite of CPD sessions for Teaching Assistants and other classroom-based support.

These sessions will be facilitated by Paul Longden, former headteacher, Ofsted inspector, and expert educational consultant. Colleagues can take advantage of the 'pick and mix' approach by choosing sessions that tie to their passions, interests, or areas for development. Alternatively, all 11 sessions can be booked at once as a full programme.

Friday 1st March 2024

9.15am – 10.45am

ONLINE

Cost: £15 per person per session

Online

Click here

Course Leader
Paul Longden

Supporting EAL Learners

Aimed at:
- Teaching assistants
- Learning support assistants, and other classroom-focused support staff

INTENDED IMPACT OF THE PROGRAMME:

To develop confidence and expertise in supporting learners for whom English is an Additional Language (EAL).

OVERVIEW OF THE PROGRAMME CONTENT:

Reflecting on a range of strategies and techniques to support the successful inclusion of pupils where English is an Additional Language in the primary classroom.

For the 2023-24 academic year, we are delighted to offer a suite of CPD sessions for Teaching Assistants and other classroom-based support.

These sessions will be facilitated by Paul Longden, former headteacher, Ofsted inspector, and expert educational consultant. Colleagues can take advantage of the 'pick and mix' approach by choosing sessions that tie to their passions, interests, or areas for development. Alternatively, all 11 sessions can be booked at once as a full programme.

Friday 14th June 2024

9.15am – 10.45am

ONLINE

Cost: £15 per person per session

Online

Click here

Course Leader
Paul Longden

The Full Professional Development Programme

For the 2023-24 academic year, we are delighted to offer a suite of CPD sessions for Teaching Assistants and other classroom-based support.

These sessions will be facilitated by Paul Longden, former headteacher, Ofsted inspector, and expert educational consultant. Colleagues can take advantage of the 'pick and mix' approach by choosing sessions that tie to their passions, interests, or areas for development. Alternatively, all 11 sessions can be booked at once as a full programme.

Course Leader
Paul Longden

INTENDED IMPACT OF THE PROGRAMME:

To support teaching assistants and other support staff in developing knowledge, expertise, and confidence across a range of key areas.

OVERVIEW OF THE PROGRAMME CONTENT

Colleagues can book a place on all 11 of the CPD sessions for teaching assistants. Sessions take place online at 9.15-10.45am on the dates listed. They are scheduled from September 2023 to June 2024, providing a high-quality CPD offer for support staff who are interested in the full range of sessions on offer

Aimed at:
- Teaching assistants
- Learning support assistants, and other classroom-focused support staff

Dates/Times:

See individual session listings for all dates

ONLINE

Cost: £165

Online

Click here

Professional Development for Teaching Assistants

National College

The National College®

Teaching assistants play a vital role in pupils' learning. The right question at the right time can help check a pupil's understanding. Targeted one-to-one support can help close gaps. The strong relationships that TAs build can provide a firm foundation for accelerating pupil progress.

The L.E.A.D. Equate team would like to recommend the following webinars for Teaching Assistants. These are highly rated and research-informed.

"It's your role to be aspirational and inspirational"

Karen Pilling, Deputy Headteacher and National College Expert

CLICK ON THE COURSE TITLE OR SCAN QR CODE

Supporting Pupils to Develop Independent Learning Skills

High-Quality One-to-One and Small Group Interventions

A Coordinated Approach to Support Low-Attaining Pupils

Strategies to Support Maths Lessons with Confidence | Primary

Strategies to Support English Lessons with Confidence | Primary

Help Unlock the Potential of Pupils with SEND | Primary

Level 3 Teaching Assistant Apprenticeship with LMP

INTENDED IMPACT OF THE PROGRAMME:

Apprenticeships are not just for staff who are new to role! They also offer an exciting opportunity for existing colleagues to study for a qualification on-the-job, with content tailored to their day-to-day responsibilities and areas of interest.

The Level 3 Teaching Assistant Apprenticeship involves significant commitment from colleagues. Colleagues should discuss their interest in this programme with their line manager/ headteacher, who can then liaise with brittany@leadtshub.co.uk to discuss next steps.

Marianne Fareham can advise on apprenticeship levy funding and practical aspects of engaging with apprenticeships. Please email marianne.fareham@leadacademytrust.co.uk.

OVERVIEW OF THE PROGRAMME CONTENT:

The Level 3 Teaching Assistant Apprenticeship is organised into blocks (called milestones) such as 'Child Development and Behaviour' and 'Curriculum and Technology'. The content is spread across the full programme, with participants producing a portfolio of evidence for their end-point assessment at the end.

Aimed at:

- Teaching assistants, learning support assistants, and other classroom-focused support staff

LMP EDUCATION

The programme usually takes 16 months. Dates and times of specific learning events are scheduled by LMP following enrolment.

Format: Blended

Cost: £7,000
(which can be funded by the Apprenticeship Levy)

Subject and Phase Leadership

Primary

Post ECF - Golden Thread

Department for Education

How to Implement Subject Knowledge Expertise and an Understanding of Developing the Curriculum within a Particular School Setting

Aimed at:

- Teachers early in their career (post-ECF – teachers in their 3rd year of teaching)

SESSIONS WILL INCLUDE:

Whole School strategic lens

- Widen the lens to focus beyond a classroom to awareness of the whole school in terms of pupil progress and development
- Refine and build upon the participants understanding of quality-first teaching – what does this look like in each phase and within the different subject areas?

Effective Implementation

- Creating a plan: goals/milestones; analysis of team; long/medium/short-term
- How to carry out an effective subject review: Data; Outcomes; Staff knowledge; Curriculum

Curriculum

- What the 'curriculum as a progression model' really means, and the implications this has for planning and assessment
- How to build, sustain and renew a culture of rigorous curriculum thinking in a subject
- How can we make sure that our curriculum is ambitious?
- What are the key features of a well thought-through & personalised curriculum?

How to lead a subject

- Develop teachers' understanding of the difference between monitoring and evaluation
- Leadership skills – a culture of developing others
- How do you ensure a subject is progressive?
- How do you identify next steps?

3 day course

Shadow a subject leader and begin to identify key aspects of a subject leader role to develop an understanding of the difference between operational aspects and more strategic work in a school. A range of case studies will be shared to support delegates' understanding.

Session 1 **Monday 20th November 2023**
Session 2 **Tuesday 27th Feb 2024**
Session 3 **Monday 22nd April 2024**

Click here

9am - 2pm
Venue: L.E.A.D. Teaching School Hub
Cost: £195 per participant for all 3 sessions

English Leaders' Professional Forum

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

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

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

There will also be a secondary focus on developing handwriting.

Session 2: Focus to be determined at the previous meeting

Session 3: Focus to be determined at the previous meeting

Course Leader:
Sharon Geater

Online | Click here

Cost:
Trust Funded

GROUP A **2pm - 3.15pm** ONLINE
Wednesday 29th November 2023
Wednesday 28th February 2024
Wednesday 26th June 2024

Online | Click here

Cost:
Trust Funded

GROUP B **3.45pm - 5pm** ONLINE
Tuesday 21st November 2023
Tuesday 27th February 2024
Tuesday 2nd July 2024

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

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, 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

Aimed at:
- Maths Leaders

Online

Click here

Cost:
Trust Funded

GROUP A **2pm - 3.15pm** ONLINE

Wednesday 22nd November 2023
Wednesday 7th February 2024
Wednesday 3rd July 2024

Online

Click here

Cost:
Trust Funded

GROUP B **3.45pm - 5pm** ONLINE

Thursday 23rd November 2023
Thursday 8th February 2024
Thursday 4th July 2024

SENDCo Professional Forum

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 1 **Autumn 2023**
Monday 25th September 2023

Term 2 **Spring 2024**
Monday 22nd January 2024

Term 3 **Summer 2024**
Tuesday 1st May 2024

3.45pm - 5pm

ONLINE via TEAMs

Online

Cost: Trust Funded

Click here

Aimed at:
- All SENDCos

SEND Strategy Meetings

		WEEK BEGINNING
Term 1	**Autumn 2023**	**Monday 20th November 2023**
Term 2	**Spring 2024**	**Tuesday 27th February 2024**
Term 3	**Summer 2024**	**Monday 4th June 2024**

3.45pm - 5pm

Face-to-face

Face-to-face

Cost: Trust Funded

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.

Leadership Development Group
Science

INTENDED IMPACT OF THE PROGRAMME:

To equip science subject leaders with the necessary skills, knowledge and understanding to lead science effectively, in the light of external and internal priorities and requirements. Each session will be built around current research and resources of relevance to schools and the programme will be responsive in order to accommodate this. The format will also provide plentiful opportunities for SLs to share their experience and co-develop strategies and resources that might successfully transfer across schools within the network.

Aimed at:
- Primary science subject leaders

Course Leader:
Nicola Beverley

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Session 1: Developing leadership

- Crucial updates and priorities for consideration
- Assessing science – tools to use to enable effective formative assessment, ensuring consistency across year groups.
- Science in Foundation stage – key features of effective practice and ensuring progression into KS1 and beyond.
- Practice sharing and CPD development.

Session 2: Building subject knowledge

- Crucial updates and priorities for consideration
- Subject knowledge – avoiding misconceptions and ensuring appropriate teacher explanations that support learning.
- Assessing science – establishing expectations of learners that indicate subject security. Moderating outcomes, considering recorded outcomes in books as well as other responses (e.g. use of scientific language in communicating, drama and presentation skills).
- Practice sharing and CPD development.

Session 3: Working scientifically, inside and outside the classroom

- Crucial updates and priorities for consideration
- Developing disciplinary knowledge – ensuring progression and the assembly of a 'working scientifically' toolkit over time
- Outdoor learning in science – opportunities for purposeful learning that engages children across year groups in the natural world.
- Assessing science – Moderating working scientifically, considering recorded outcomes in books as well as other responses (e.g. use of scientific language in communicating, drama and presentation skills).
- Practice sharing and CPD development.

Click here

Tuesday 14th November 2023
Tuesday 12th March 2024
Tuesday 21st May 2024

9.30am - 3.30pm
Venue: The Pavilion, Nottingham,
Cost: £150 for 3 sessions

Collaborative Deep Dive
Millfield L.E.A.D. Academy

Aimed at:
- Primary science leads

INTENDED IMPACT OF THE PROGRAMME:

Science leads will have the opportunity to unpick science curriculum, assessment, and classroom practice in a L.E.A.D. school. Science leads will be able to collaboratively take part in the 'deep dive' process, seeing high-quality science education in action!

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Would you love the opportunity to meet with other science leads and to experience a 'deep dive' of science in another L.E.A.D. school, led by a STEM Learning Expert? See 'behind the scenes' at another trust school and deepen your understanding of high-quality science and leadership.

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

Click here

Thursday 28th September 2023

9.30am – 3.30pm

Venue: Millfield L.E.A.D. Academy, Hat Road, Braunstone Town, Leicester LE3 2WF

Cost: FREE

Collaborative Deep Dive

Jubilee L.E.A.D. Academy

Aimed at:
- Primary science leads

INTENDED IMPACT OF THE PROGRAMME:

Science leads will have the opportunity to unpick science curriculum, assessment, and classroom practice in a L.E.A.D. school. Science leads will be able to collaboratively take part in the 'deep dive' process, seeing high-quality science education in action!

OVERVIEW OF THE PROGRAMME CONTENT:

Would you love the opportunity to meet with other science leads and to experience a 'deep dive' of science in another L.E.A.D. school, led by a STEM Learning Expert? See 'behind the scenes' at another trust school and deepen your understanding of high-quality science and leadership.

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

Thursday 29th February 2024

Click here

9.30am – 3.30pm

Venue: Jubilee L.E.A.D. Academy, Highwood Avenue, Nottingham NG8 3AF

Cost: FREE

Help! I'm Leading Science

INTENDED IMPACT OF THE PROGRAMME:

To develop aspiring and current science leads' understanding, expertise, and leadership approaches.

OVERVIEW OF THE PROGRAMME CONTENT:

This innovative programme is designed for aspiring and current science leads. Ideally, schools will book places for two colleagues: their current science lead and then another colleague who may be interested in leading on science in the future.

This will provide a valuable and unusual opportunity to collaboratively reflect on science curriculum, assessment, pedagogy, and leadership in school, as well as ensuring high-quality leadership of science now and in the future. Participants are expected to attend every session over the course of the programme.

Aimed at:
- Aspiring and current science leads

4pm – 5.30pm

ONLINE

Online

Cost: FREE

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

CLICK ON THE COURSE TITLE OR SCAN QR CODE

Tuesday 12th September 2023

Tuesday 26th September 2023

Tuesday 7th November 2023

Tuesday 5th December 2023

Tuesday 9th January 2024

Tuesday 27th February 2024

Tuesday 26th March 2024

Tuesday 16th April 2024

Tuesday 7th May 2024

Tuesday 11th June 2024

Leadership Development Group
Computing

Aimed at:
- Aspiring and current computing leaders

INTENDED IMPACT OF THE PROGRAMME:

To develop a community of computing leaders across the trust, sharing expertise and engaging in professional learning to drive forward improvements in school.

OVERVIEW OF THE PROGRAMME CONTENT:

In Session 1, colleagues will get to know one another, sharing their expertise by bringing an example of good practice from their school. During the first session, the group will decide on the focus for the subsequent session, based on the needs of the group. The same approach will be taken to inform planning of the final session.

Session 1: Introductions and 'bring and brag' session

Session 2: TBC

Session 3: TBC

Course Leader
Vinny Jigotia

#leadcomputing

Click here

Session 1 Monday 6th November 2023
Session 2 Monday 22nd January 2024
Session 3 Monday 10th June 2024

3.45pm – 5pm

Online

ONLINE
Cost: £150 for all three sessions

Leadership Development Group
Early Years

Aimed at:
- Early Years Leaders

Course Leader
Sarah Quinn

@QuinnEdDev
@QuinnEducationDevelopment

INTENDED IMPACT OF THE PROGRAMME:

This is an opportunity for Early years leaders and staff across the L.E.A.D. MAT who come together and discuss current issues, updates, and best practice from Ofsted, the Dfe, and recent research.

This is good opportunity for leaders to share good practice with their colleagues.

OVERVIEW OF THE PROGRAMME CONTENT:

Session 1
Discussions about the updated L.E.A.D. assessment materials.
- The continued development of exemplification portfolios.
- The most up to date information from current research.

Session 2
Discussions about the updated L.E.A.D. assessment materials.
- The continued development of exemplification portfolios.
- The most up to date information from current research.

Session 3
Discussions about the updated L.E.A.D. assessment materials.
- The continued development of exemplification portfolios.
- The most up to date information from current research.

Click here

Session 1 Friday 13th October 2023
Session 2 Monday 15th January 2024
Session 3 Friday 24th May 2024

3.45pm – 5pm

Online

ONLINE
Cost: £150 for all three sessions

Leadership Development Group
Geography

Aimed at:
- Aspiring and current geography leaders

INTENDED IMPACT OF THE PROGRAMME:

To develop a community of geography leaders across the trust, sharing expertise and engaging in professional learning to drive forward improvements in school.

Course Leader
Emily Broadley

#leadgeography

OVERVIEW OF THE PROGRAMME CONTENT:

In Session 1, colleagues will get to know one another, sharing their expertise by bringing an example of good practice from their school. During the first session, the group will decide on the focus for the subsequent session, based on the needs of the group. The same approach will be taken to inform planning of the final session.

Session 1: Introductions and 'bring and brag' session

Session 2: TBC

Session 3: TBC

Click here

Session 1 Tuesday 21st November 2023
Session 2 Tuesday 6th February 2024
Session 3 Monday 1st July 2024

3.45pm – 5pm

Online

ONLINE
Cost: £150 for all three sessions

Leadership Development Group
History

Aimed at:
- Aspiring and current history leaders

INTENDED IMPACT OF THE PROGRAMME:

To develop a community of history leaders across the trust, sharing expertise and engaging in professional learning to drive forward improvements in school.

Course Leader
Benjamin Buxton

OVERVIEW OF THE PROGRAMME CONTENT:

In Session 1, colleagues will get to know one another, sharing their expertise by bringing an example of good practice from their school. During the first session, the group will decide on the focus for the subsequent session, based on the needs of the group. The same approach will be taken to inform planning of the final session.

Click here

Session 1 Wednesday 11th October 2023
Session 2 Thursday 18th January 2024
Session 3 Monday 10th June 2024

3.45pm – 5pm

Online

ONLINE
Cost: £150 for all three sessions

Leadership Development Group
Music

INTENDED IMPACT OF THE PROGRAMME:

To support subject leaders in designing, developing and analysing their curriculum plans and leadership

Aimed at:
- Music Leaders

OVERVIEW OF THE PROGRAMME CONTENT:

TT Education
The School Improvement Company

@TT_Education

Session 1 sets out the expectations, inspection guidance, and overarching views of excellent curriculum design. It will cover:
- OFSTED's view of curriculum quality;
- How to articulate your vision and values;
- How to make your curriculum pupil-focused and school-centric;
- Ways to raise the profile of your subject, and standards within it.
- Assessment
- Core concepts within the subject area and the progression of these from EYFS through to Year 6
- What does your subject look like in year 6? What are the milestones of development, where appropriate?
- Research and innovation within your subject area
- Gap tasks to ensure the learning continues and aspects are taken back into school and shared / implemented
- Pedagogy and how this changes according to the subject area you are working within

Session 2 looks at how you might implement your vision for your subject. It will cover:
- What it means to lead your subject 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.
- Assessment
- Core concepts within the subject area and the progression of these from EYFS through to Year 6
- What does your subject look like in year 6? What are the milestones of development, where appropriate?
- Research and innovation within your subject area
- Gap tasks to ensure the learning continues and aspects are taken back into school and shared / implemented
- Pedagogy and how this changes according to the subject area you are working within

Session 3 looks at ways to judge the impact of your subject's curriculum within your school. It will cover:
- Establishing and evidencing Impact;
- Creating challenge;
- Maintaining consistency;
- Planning for the future, supporting staff, and CPD.
- Assessment
- Core concepts within the subject area and the progression of these from EYFS through to Year 6
- What does your subject look like in year 6? What are the milestones of development, where appropriate?
- Research and innovation within your subject area
- Gap tasks to ensure the learning continues and aspects are taken back into school and shared / implemented
- Pedagogy and how this changes according to the subject area you are working within

Monday 20th November 2023
Monday 4th March 2024
Tuesday 11th June 2024

3.45pm - 5pm
ONLINE
Cost: £150

Online

Click here

Leadership Development Group
P.E.

INTENDED IMPACT OF THE PROGRAMME:

To support subject leaders in designing, developing and analysing their curriculum plans and leadership.

Aimed at:
- PE Leaders

OVERVIEW OF THE PROGRAMME CONTENT:

TT Education
The School Improvement Company

@TT_Education

Session 1 Session 1 sets out the expectations, inspection guidance, and overarching views of excellentcurriculum design in PE. It will cover:
- OFSTED's view of curriculum quality;
- How to articulate your vision and values;
- How to make your curriculum pupil-focused and school-centric;
- Ways to raise the profile of your subject, and standards within it.
- Assessment
- Core concepts within the subject area and the progression of these from EYFS through to Year 6
- What does your subject look like in year 6? What are the milestones of development, where appropriate?
- Research and innovation within your subject area
- Gap tasks to ensure the learning continues and aspects are taken back into school and shared / implemented
- Pedagogy and how this changes according to the subject area you are working within

Session 2 llooks at how you might implement your vision for your subject. It will cover:
- What it means to lead your subject in the new Framework;
- What to expect from a PE '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.
- Assessment
- Core concepts within the subject area and the progression of these from EYFS through to Year 6
- What does your subject look like in year 6? What are the milestones of development, where appropriate?
- Research and innovation within your subject area
- Gap tasks to ensure the learning continues and aspects are taken back into school and shared / implemented
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- Establishing and evidencing Impact;
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- Research and innovation within your subject area
- Gap tasks to ensure the learning continues and aspects are taken back into school and shared / implemented
- Pedagogy and how this changes according to the subject area you are working within

Session 1 **Monday 9th October 2023**
Session 2 **Monday 22nd January 2024**
Session 3 **Monday 13th May 2024**

3.45pm - 5pm
ONLINE
Cost: £150

Online

Click here

Leadership Development Group

Primary MFL

Aimed at:

- All colleagues involved in the delivery of Languages in a primary setting, including teaching assistants and specialist teachers.

INTENDED IMPACT OF THE PROGRAMME:

To keep colleagues up to date with news and opportunities relating to the delivery of Primary Languages and to facilitate discussion on a "hot topic" each term.

OVERVIEW OF THE PROGRAMME CONTENT:

At each termly meeting, colleagues will have the chance to discuss a topic of interest relating to their delivery of Languages in a primary setting.

@LeadLanguages

Thursday 9th November 2023
Wednesday 7th February 2024
Tuesday 21st May 2024

3.45pm – 4.45pm
ONLINE
Cost: £99

Online

Click here

Primary Languages Online Seminar

Aimed at:

- All colleagues involved in the delivery of Languages in a primary setting, including teaching assistants and specialist teachers.

INTENDED IMPACT OF THE PROGRAMME:

To enhance the delivery of Languages within your primary setting.

OVERVIEW OF THE PROGRAMME CONTENT:

The day will take place online and will include a range of inspiring national and local speakers who will all provide you with a variety of ideas to take away and use in your classrooms the very next day.

Wednesday 26th June 2024

9am – 3pm
ONLINE
Cost: £50

Online

@LeadLanguages

Click here

Leadership Development Group
Art

INTENDED IMPACT OF THE PROGRAMME:

To support subject leaders in designing, developing and analysing their curriculum plans and leadership

Aimed at:
- Art Leaders

OVERVIEW OF THE PROGRAMME CONTENT:

TT Education
The School Improvement Company

@TT_Education

Session 1 sets out the expectations, inspection guidance, and overarching views of excellent curriculum design. It will cover:
- OFSTED's view of curriculum quality;
- How to articulate your vision and values;
- How to make your curriculum pupil-focused and school-centric;
- Ways to raise the profile of your subject, and standards within it.
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- Core concepts within the subject area and the progression of these from EYFS through to Year 6
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- Gap tasks to ensure the learning continues and aspects are taken back into school and shared / implemented
- Pedagogy and how this changes according to the subject area you are working within

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- What it means to lead your subject 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.
- Assessment
- Core concepts within the subject area and the progression of these from EYFS through to Year 6
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- Research and innovation within your subject area
- Gap tasks to ensure the learning continues and aspects are taken back into school and shared / implemented
- Pedagogy and how this changes according to the subject area you are working within

Session 3 looks at ways to judge the impact of your subject's curriculum within your school. It will cover:
- Establishing and evidencing Impact;
- Creating challenge;
- Maintaining consistency;
- Planning for the future, supporting staff, and CPD.
- Assessment
- Core concepts within the subject area and the progression of these from EYFS through to Year 6
- What does your subject look like in year 6? What are the milestones of development, where appropriate?
- Research and innovation within your subject area
- Gap tasks to ensure the learning continues and aspects are taken back into school and shared / implemented
- Pedagogy and how this changes according to the subject area you are working within

Thursday 12th October 2023
Monday 29th January 2024
Tuesday 14th May 2024

3.45pm - 5pm
ONLINE
Cost: £150

Online

Click here

Leadership Development Group
Primary Design and Technology

OVERVIEW OF THE PROGRAMME CONTENT:

Session 1: How to prepare for a Deep Dive in Design and Technology

Session 2: Implementation – IEAs, FTs and DMEAs – a closer look at the methods of delivering Design and Technology and unit ideas

Session 3: How to use TinkerCAD in your teaching.

Aimed at:
- Primary DT Leads

Click here

Session 1 **Monday 6th November 2023**
Session 2 **Monday 11th March 2024**
Session 3 **Monday 20th May 2024**

3.45pm-4.45pm
ONLINE
Cost: £99 per participant for all 3 sessions

Online

EAL Subject Leader Specialist Group

AIMED AT:

- Senior leadership
- EAL coordinators and leaders
- Teaching staff
- Teaching assistants

INTENDED IMPACT OF THE PROGRAMME:

- A forum for the sharing of best practice, resources and emerging ideas.
- It is intended that the content of the meetings will be responsive to the needs of participants and their schools as questions arise.

THE PROGRAMME AIMS TO:

- To foster a school ethos that celebrates multilingualism and multiculturalism.
- To improve communication and engagement with families with EAL.
- To improve academic outcomes for children with English as an Additional Language and the wider school.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Session 1: Assessment

- Bilingual Assessment at admission meetings: confidence, self-esteem and parental trust.
- Early Days: Initial Assessment activities and what they mean
- A comparison of Assessment Schemes: Proficiency Levels, Nottingham's Framework, The Bell Foundation, NASSEA and STAR EAL
- The Bell Foundation: A manageable system of assessment for learning and summative assessment, including a look at recommended strategies.

Session 2: Building vocabulary for all

- From first steps to advanced EAL.
- What vocabulary to teach, when.
- How to teach vocabulary through intervention and whole class teaching: Pre-teaching, drill, track games, Wordaware, disappearing cloze, trapdoor…
- Avoiding errors with phrasal verbs, verb tenses and language chunks.

Session 3: Reading for children with EAL

- Bilingual books: Unite for Literacy and other online sources, the Education Library Service, Mantra Lingua and Penpals. A review of the availability of bilingual books, their uses and their value.
- Building comprehension from early stages.
- A Peer Reading Scheme: Training children to teach children to read.
- Using comprehension to develop writing skills.

Thursday 5th October 2023
Thursday 18th January 2024
Thursday 18th April 2024

3.45pm – 4.45pm
ONLINE
Cost: £99 per person

Online

Click here

Effective Leadership of RSHE/PSHE

INTENDED IMPACT OF THE PROGRAMME:

- Attendees feel confident and skilled to lead RSHE/PSHE effectively
- Pupils receive quality needs-led RSHE/PSHE

Course Leader
Catherine Kirk

@ckirkRSE

Aimed at:

- PSHE/RSHE leads in primary and secondary

Click here

OVERVIEW OF THE PROGRAMME CONTENT:

The course will be spread over 3 twilight 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 1 **Tuesday 3rd October 2023**
Session 2 **Wednesday 8th November 2023**
Session 3 **Tuesday 12th December 2023**

4pm - 5.30pm
ONLINE
Cost: £99

Online

Primary PSHE Subject Leader Specialist Group

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 CONTENT:

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.

Course Leader
Catherine Kirk

@ckirkRSE

Tuesday 10th October 2023
Tuesday 6th February 2024
Wednesday 5th June 2024

3.45pm – 4.45pm
ONLINE
Cost: £99

Online

Click here

Leadership Development Group
Educational Research

INTENDED IMPACT OF THE PROGRAMME:

To develop a community of research-informed practitioners across the trust, sharing expertise and engaging in professional learning to drive forward improvements in school.

OVERVIEW OF THE PROGRAMME CONTENT:

Are you interested in what research evidence could offer your school? Would you like the opportunity to read and discuss high-quality educational research with outward-looking teachers and leaders? This programme builds on the success of the 2022-2023 Research Group, which explored research evidence relating to assessment and feedback. Colleagues will have access to a curated selection of high-quality educational research related to the agreed focus, which will be collaboratively agreed during Session 1. Alternative options will also be available to ensure relevance to your AIP/SDP.

Aimed at:
- Teachers and leaders who are interested in engaging with research literature to inform their practice

Course Leader
Brittany Wright

Click here

Monday 27th November 2023
Wednesday 24th April 2024
Wednesday 19th June 2024

1pm – 3.30pm
Venue: The Pavilion, Nottingham
Cost: £200 for all three sessions

RE Subject Leader Specialist Group

INTENDED IMPACT OF THE PROGRAMME:

An opportunity for RE teachers and subject leaders to network and develop their confidence in subject knowledge, pedagogy and curriculum thinking, including engagement with the latest research, resources and examples of good practice.

These meetings are affiliated with the National Association of Teachers of RE (NATRE).

Aimed at:

- Primary teachers
- Secondary teachers
- Leaders of RE

Click here

Thursday 28th September 2023

Thursday 1st February 2024

Tuesday 23rd April 2024

1.30pm – 3pm

ONLINE

Online

Cost: FREE

Course Leader
Gill Georgiou

Subject Leadership

Secondary

Leadership Development Group
Secondary MFL

INTENDED IMPACT OF THE PROGRAMME:

To keep colleagues up to date with news and opportunities relating to the delivery of Secondary Languages and to facilitate discussion on a "hot topic" each term.

OVERVIEW OF THE PROGRAMME CONTENT:

At each termly meeting, colleagues will have the chance to discuss a topic of interest relating to their delivery of Languages in a secondary setting.

Aimed at:

- All colleagues involved in the delivery of Languages in a secondary setting, including teaching assistants and specialist teachers.

@LeadLanguages

Thursday 16th November 2023
Tuesday 5th March 2024
Wednesday 22nd May 2024

3.45pm – 4.45pm
ONLINE
Cost: £99

Online

Click here

Secondary Languages Online Seminar

INTENDED IMPACT OF THE PROGRAMME:

To enhance the delivery of Languages within your secondary setting.

OVERVIEW OF THE PROGRAMME CONTENT:

The day will take place online and will include a range of inspiring national and local speakers who will all provide you with a variety of ideas to take away and use in your classrooms the very next day.

Aimed at:

- All colleagues involved in the delivery of Languages in a secondary setting, including teaching assistants and specialist teachers.

@LeadLanguages

Wednsday 13th March 2024

9am – 3pm
ONLINE
Cost: £50

Online

Click here

Secondary English Subject Leader Specialist Group

Aimed at:

- Secondary English teachers
- Secondary English heads of department
- Secondary English lead practitioners

INTENDED IMPACT OF THE PROGRAMME:

- Drive subject-specific improvement forwards
- Bring subject practitioners together, sharing challenges and expertise
- Raise awareness of new research and facilitate professional dialogue

OVERVIEW OF THE PROGRAMME CONTENT:

The session, in the first instance, will focus on Key Stage 3 and reading. With the soon to be released publication of the Reading Framework Part 2, from the Department of Education, we will discuss what implications this has for a secondary school exploring strategies to support students with developing their fluency.

Click here

Monday 6th November 2023
Monday 29th April 2024
Monday 17th June 2024

1.30pm - 4.30pm
Venue: L.E.A.D. Teaching School Hub, Henley Way, Lincoln LN6 3QR
Cost: **£99**

Secondary PSHE Subject Leader Specialist Group

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:

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.

Course Leader
Catherine Kirk

@ckirkRSE

Click here

Thursday 19th October 2023
Thursday 29th February 2024
Tuesday 11th June 2024

3.45pm – 4.45pm
ONLINE
Cost: £99

Online

Secondary Maths Subject Leader Specialist Group

Aimed at:

- Leaders of mathematics
- Staff who are leading teaching and learning in their maths department
- Teachers developing to become middle leaders

INTENDED IMPACT OF THE PROGRAMME:

- To provide a network where leaders of maths can collaborate.
- To provide the opportunity to learn about developments in maths education.
- To share best practice and research for leadership development.
- To share best practice and research to develop teaching and learning.

OVERVIEW OF THE PROGRAMME CONTENT:

There are 3 face-to-face sessions

Session 1 includes a review of the summer examinations, the lessons learnt, combined best practice, and how to structure improvement changes. It will provide time to discuss key leadership issues.

Session 2 focusses on T&L. Discussions and best practice will include a focus on preparation for forthcoming examinations.

Session 3 has a strong leadership and ongoing improvement focus, reflecting on the current academic year and preparations for the forthcoming year.

Two recorded online sessions support the programme and provide additional insight into key ideas. Participants can access these sessions at a time convenient to them.

MATHSHUBS EAST MIDLANDS EAST

Click here

Session 1 **Monday 27th November 2023**
Session 2 **Monday 25th March 2024**
Session 3 **Monday 1st July 2024**

9.30am - 3.30pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: FREE to Schools - workgroup funded by the DfE

Secondary Geography Conference

High Quality Secondary Geography Provision

INTENDED IMPACT OF THE PROGRAMME:

- To enable improved planning and implement of well-sequenced and coherent curriculum that will have the maximum impact on students' geographical learning.
- To explore activities that will encourage students to think like geographers.
- To explore what high-quality geography fieldwork looks like and how it can be embedded into the curriculum.

@The_GA
@beckykitchen

Aimed at:

- All secondary phase Geography teachers
- Leaders of Geography

OVERVIEW OF THE PROGRAMME CONTENT:

Session 1

We will begin the day by understanding the importance of a well-sequenced and coherent curriculum before applying some planning tools which can help build in progression and have maximum impact on students' geographical learning.

Session 2

The second session will take the concept of students 'thinking like a geographer' to explore what this really means and how students can develop knowledge and skills through a range of activities.

Session 3

This session will begin by exploring what high-quality geography fieldwork looks like using criteria from the Geography Quality Mark Centre of Excellence. Ideas for embedding fieldwork within the curriculum will be explored along with 'quick wins' for supporting Year 11s with the fieldwork element of the GCSE paper.

Thursday 7th March 2024

Click here

All day

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR
Cost: £99

Geographical Association

Foundation Subjects

Primary

Geography: Mapping

Aimed at:
- All primary school teachers
- Geography leads

INTENDED IMPACT OF THE PROGRAMME:

This course will support teachers and geography leads in developing their subject and pedagogical content knowledge related to mapping.

OVERVIEW OF THE PROGRAMME CONTENT:

Learn how the many types of maps in use all around us communicate information, spatially and pictorially, about a particular area, from a theme park to a country and even the entire universe. Build your understanding of direction and compass points, distance and scale, features, symbols and grid references.

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

Click here

Tuesday 26th September 2023

4pm – 5.30pm

ONLINE

Cost: FREE

Online

Course Leader
Jon Cannell

Geography: Volcanoes and Earthquakes

Aimed at:
- All primary school teachers and leaders

INTENDED IMPACT OF THE PROGRAMME:

This course will support teachers and geography leads in developing their subject and pedagogical content knowledge related to volcanoes and earthquakes.

OVERVIEW OF THE PROGRAMME CONTENT:

Learn how the destructive power of volcanic eruptions and earthquakes shapes the planet and with it the lives and livelihoods of the people who inhabit active tectonic zones and beyond. Explore what causes tectonic activity and the effects these awe-inspiring events have on people and places.

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

Click here

Tuesday 17th October 2023

4pm – 5.30pm

ONLINE

Cost: FREE

Online

Course Leader
Jon Cannell

Geography: Trade and Resources

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

Aimed at:
- All primary school teachers and leaders

INTENDED IMPACT OF THE PROGRAMME:

This course will support teachers and geography leads in developing their subject and pedagogical content knowledge related to trade and resources.

OVERVIEW OF THE PROGRAMME CONTENT:

Every resource (whether naturally occurring, such as water or coal, or human-made, such as food crops or livestock) has its own importance in our daily lives. However, resources are unequally distributed globally; their availability depends upon their geographic location and the financial wherewithal to exploit, transport and sell them.

Click here

Tuesday 14th November 2023

4pm – 5.30pm

ONLINE

Online

Cost: FREE

Course Leader
Jon Cannell

Primary Geography Conference

High Quality Primary Geography Provision

INTENDED IMPACT OF THE PROGRAMME:

- To better understand substantive and disciplinary knowledge within the context of the national curriculum and the 'real world'.
- To enable improved planning and implementation of well sequenced and coherent curriculum that will have the maximum impact on pupil's geographical learning.
- To recognise and mitigate some common misconceptions around the subject.
- To explore and develop a range of practical ideas for teaching high-quality geography, including fieldwork opportunities.

Aimed at:
- Primary phase teachers
- Leaders of Geography

OVERVIEW OF THE PROGRAMME CONTENT:

Session 1

The first part of the day will concentrate on exploring the golden threads of geographical learning and how these inform curriculum content and learning intentions.

Session 2

The second part of the day will consider how to implement relevant and authentic delivery of the subject's content and how to continuously monitor the impact of the curriculum on pupils.

Session 3

The final session of the day will focus on geography fieldwork. Geography is an active and dynamic subject and fieldwork plays a pivotal role in making the content memorable, engaging and enjoyable by connecting it to the world outside the classroom window. We will consider what great fieldwork looks like and how it can be woven through the curriculum.

Click here

Monday 11th March 2024

All day

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £99

Primary History Conference

Aimed at:
- History Subject Leads
- Aspiring Primary History Leads
- Humanities Leads

Local history is an important part of the curriculum and presents unique challenges and opportunities! This conference gives you what you could cover, resources you can utilise, and case studies to show you how it can be implemented successfully in school settings.

OVERVIEW OF THE PROGRAMME CONTENT:

Session 1: Local History - Alison Hales

Alison Hales is Senior Lecturer in Primary Education, History and Early Years at the University of Greenwich, UK.

Session 2: Connections between the local and national stories!

In this session, Stuart Tiffany and Sarah Longair will explore how teachers can embed local history within a wider study to provide meaningful and tangible examples that show history is literally all around us and not merely the big sites found elsewhere. The aim of the session is to show how the National Curriculum facilitates a wealth of opportunities and how we can tap into that.

WORKSHOPS TO INCLUDE:

- Lincolnshire archives
- Kate Argyle - The Heritage Schools manager for the county
- Case Studies including KS2 - Lincoln through time as a Post-1066

Monday 26th February 2024

9.30am – 3pm

ONLINE

Cost: £99 per person

Online

Click here

Mr T Does Primary History

Mr T does Primary History

@Mr_S_Tiffany

Primary Languages Online Seminar

Aimed at:
- All colleagues involved in the delivery of Languages in a primary setting, including teaching assistants and specialist teachers.

INTENDED IMPACT OF THE PROGRAMME:

To enhance the delivery of Languages within your primary setting.

OVERVIEW OF THE PROGRAMME CONTENT:

The day will take place online and will include a range of inspiring national and local speakers who will all provide you with a variety of ideas to take away and use in your classrooms the very next day.

Wednsday 26th June 2024

9am – 3pm

ONLINE

Cost: £50

Online

@LeadLanguages

Click here

Myatt and Co:
CPD Films for Teachers, Leaders and Education Professionals

DON'T MISS OUT

Limited discount offer

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

Click here

Click here

LIMITED LICENCES

If you are interested in signing up for this, scan the QR to register your interest.

We only have 100 licences in total.

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

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

English and Whole-School Literacy

Developing the Expertise of Teachers in the Quality First Teaching of Writing

Cohort 2 2023-2024 / Year 1

INTENDED IMPACT OF THE PROGRAMME:

Writing is an important life skill that helps children make more sense of themselves and their world, and one that helps them communicate effectively rather than a task focused on 'getting words right', or writing to teacher-prescribed tasks. Develop an understanding of transcription and composition, recognising the need to develop fluency in transcription to support pupils with the development of a positive approach to writing as well as building writing stamina and resilience during the compositional stages of writing.

Department for Education

Conference Leader
James Durran

James Durran is a Senior Education Adviser in North Yorkshire, where he moved after teaching for 24 years in Cambridgeshire. An experienced trainer, James has delivered seminars, lectures and practical workshops across the UK and abroad on the teaching of English, media and literacy, for both secondary and primary colleagues. He has published a number of books for teachers and students, including (with Andrew Burn) Media Literacy in Schools.

OVERVIEW OF THE PROGRAMME CONTENT:

Session 1: CONFERENCE: James Durran

Colleagues will work closely with James Durran to explore the key fundamental areas of an effective writing curriculum. James will discuss the barriers that lead to some pupils taking longer to master writing skills, offering practical advice to schools.

Session 2 and Session 3:

The following two sessions will explore the key principles discussed within James Durran 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:

- 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 we enhance pupils' ability to edit and revise their writing?
- 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?
- Why is it important to explicitly teach and model the different stages of a writing journey?
- How can our curriculum design highlight the importance of the relationship between reading and writing?
- How can our curriculum and learning sequences focus on the craft of sentence construction and composition?

Aimed at: • Class teachers • Writing leaders • Leadership

Conference: **Wednesday 8th November 2023** **10am – 3pm**
Session 2: **Wednesday 6th December 2023** **9am – 3pm**
Session 3: **Wednesday 7th February 2024** **9am – 3pm**

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Click here

Cost: £199 3 day course

Optional additional support

Click here

Writing audit

Conducted by one of our Writing Specialists
Reduced rate of £300

Handwriting: a missing piece in the writing puzzle?

Friday 21st June 2024

1pm – 3.30pm
Venue: L.E.A.D. Teaching School Hub
Cost: **£45**

Click here

For many years, handwriting had a low status and profile in England (Medwell and Wray, 2007). However, the National Curriculum (2013) and – more recently - the Ofsted Research Review for English (2022) have signposted how crucial handwriting is to pupils' success in writing. This CPD session will demystify the teaching of handwriting, setting out research-informed principles and practical suggestions to support students in your school.

THE SESSION WILL EXPLORE:

- Cognitive load
- Ensuring legibility
- Principles for effective handwriting teaching
- Putting handwriting in context
- Building automaticity

The Importance of Narrative Language

Collecting stories dictated from children is a powerful way of understanding what they can produce. The story, once recorded, can be used holistically to give an impression of children's language development over time. An online recorded training session will be provided to participants, which aims to support teachers to forensically analyse a child's narrative language production and identify next steps.

Online recording £35

Understanding and Teaching Cohesive Writing - Keystone

7th February 2024

9.15am – 12.15pm
Online / **Cost: £40**

Click here

Developing the Expertise of Teachers in the Quality First Teaching of Writing

2022-2023 Cohort / Year 2

Aimed at:

- Schools who attended year one of Developing the Expertise in the teaching of Writing.
- Other schools can also access this training.

Conference Leader
James Durran

Colleagues will work closely with James Durran to explore the key fundamental areas of an effective writing curriculum. James will discuss the barriers that lead to some pupils taking longer to master writing skills, offering practical advice to schools.

Conference: Wednesday 8th November 2023

10am - 3pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £99 for schools who attended last year's DfE Writing training

Click here

James Durran is a Senior Education Adviser in North Yorkshire, where he moved after teaching for 24 years in Cambridgeshire. An experienced trainer, James has delivered seminars, lectures and practical workshops across the UK and abroad on the teaching of English, media and literacy, for both secondary and primary colleagues. He has published a number of books for teachers and students, including (with Andrew Burn) Media Literacy in Schools.

Writing audit

Conducted by one of our Writing Specialists £400
(Reduced rate of £300 for schools who attended the 2022/23 cohort)

Department for Education

Click here

Handwriting: a missing piece in the writing puzzle?

Friday 21st June 2024

1pm – 3.30pm
Venue: L.E.A.D. Teaching School Hub
Cost: £45

For many years, handwriting had a low status and profile in England (Medwell and Wray, 2007). However, the National Curriculum (2013) and – more recently - the Ofsted Research Review for English (2022) have signposted how crucial handwriting is to pupils' success in writing. This CPD session will demystify the teaching of handwriting, setting out research-informed principles and practical suggestions to support students in your school.

THE SESSION WILL EXPLORE:

- Cognitive load
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The Importance of Narrative Language

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Online recording £35

Click here

Effective Moderation Practices - Keystone

Monday 2nd October 2023

3.45pm – 5.30pm
Online **Cost: £40**

Click here

Achieving GDS at KS2 in Writing - Keystone

Tuesday 12th March 2024

9.15am – 12.15pm
Online **Cost: £50**

Click here

Year 1 Writing Moderation Workshop	Tuesday 19th March 2024	9.15am – 12.15pm
Year 3 Writing Moderation Workshop	Tuesday 19th March 2024	1.15pm – 4.15pm
Year 4 Writing Moderation Workshop	Wednesday 20th March 2024	9.15am – 12.15pm
Year 5 Writing Moderation Workshop	Wednesday 20th March 2024	1.15pm – 4.15pm

Venue: Keystone, New Life Centre, Sleaford Cost: £70

Click here

Supporting KS2 and KS3 Teachers with Developing Reading Fluency

INTENDED IMPACT OF THE PROGRAMME:

Teachers will have gained greater knowledge and understanding of how to identify pupil's barriers in reading and how to use fluency strategies to support pupils with becoming fluent and independent readers, therefore being able to access the curriculum.

Aimed at:
- Upper Key Stage 2 Teachers
- Key Stage 3 Teachers
- English Subject Leaders
- Literacy Leaders

'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status' OECD 2002

Course Leader
James Durran

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

We aim to support teachers to enable their pupils 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 pupils who read independently and their academic outcomes.

By opening the programme up to Upper Key Stage 2 teachers, as well as teachers within Key Stage 3, we aim to support the communication between both phases, impacting on transition and a greater understanding of pupil's stages of development.

Session 1: Launch Conference
KS2 and KS3 colleagues will work closely with James Durran to explore the barriers that lead to some pupils 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.

Session 2: Teachers will be trained in the strategies of modelled expressive reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelled comprehension skills, to ensure that pupils are able to read fluently and independently and therefore able to access the curriculum.

Session 3: Teachers will be trained to identify pupil's barriers with reading fluency and how to use these assessments to inform how to successfully support pupils. Effective intervention strategies will be explored to support with improving the trajectory of pupils towards the expected standard in reading in KS2 and KS3.

James Durran is a Senior Education Adviser in North Yorkshire, where he moved after teaching for 24 years in Cambridgeshire. An experienced trainer, James has delivered seminars, lectures and practical workshops across the UK and abroad on the teaching of English, media and literacy, for both secondary and primary colleagues. He has published a number of books for teachers and students, including (with Andrew Burn) Media Literacy in Schools.

Session 1 Wednesday 24th January 2024, 10am – 3pm
Session 2 Wednesday 28th February 2024, 1.30pm – 4pm
Session 3 Wednesday 17th April 2024, 1.30pm – 4pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £199

For those participants who attended the Developing Reading Fluency Course in 2022-2023, Session One, with James Durran, can be accessed at a reduced rate of £99.

Click here

Disciplinary Literacy

INTENDED IMPACT OF THE PROGRAMME:

Head teachers and English Leads recognise the importance of 'disciplinary literacy', an approach to improving literacy across the curriculum. Disciplinary Literacy recognises that literacy skills are both general and subject specific, underlining the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.

During the day, Alex will share some worked up some disciplinary literacy planning, as well as integrating some local approaches.

Aimed at:
- English Subject Leads
- Heads of Department
- Teachers
- Headteachers

Click here

Thursday 30th November 2023

10am - 3pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £125

Course Leader
Alex Quigley

@AlexJQuigley

HFL Education KS2 Reading Fluency Project

Delivered in collaboration with L.E.A.D. Teaching School Hub

Aimed at:
- Senior Leaders
- English Leaders
- Reading Leaders

INTENDED IMPACT OF THE PROGRAMME:

HfL Education have found that pupils who have participated in their KS2 Fluency Project have made exceptional progress in a short space of time. On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age and have gained an increase in accuracy of 13 months.*

**as measured by the YARC assessment tool.*

Pupils typically demonstrated improvements in reading behaviour in terms of:

- stamina – able to read more text for a longer period whilst retaining understanding
- accuracy – students make fewer substitutions, omissions, mispronunciations and additions when reading a 'cold' text
- enjoyment – students read more and are more willing to explore a wider range of literature
- confidence – students tackle challenging texts with greater willingness and show improved tenacity in teasing out meaning
- engagement – students offer more extended contributions in group discussions about challenging text

OVERVIEW OF THE PROGRAMME CONTENT:

The KS2 Fluency Project aims to accelerate achievement in reading fluency and comprehension in a short space of time. Strategies used on the project include:

- modelled expressive reading
- skilled questioning
- echo reading
- challenging text selection
- repeated re-reading
- modelled comprehension skills

In collaboration with HfL Education, participants will receive the project CPD through:

- a project launch from HfL Education, incorporating 3 sessions
  - Session 1 is an e-learning module and can be accessed 1 week prior to the launch day
  - Session 2: will be delivered via two live webinars over the course of one day
- a paired online session with another participating school led by a reading specialist
- a twilight session (delivered as a live webinar)
- a final review (delivered as a live webinar)

In addition, schools will use assessment materials to support in judging the impact of the project. Specialists will support with how to use the assessment materials diagnostically, and will draw together pre and post intervention data outcomes for the cohort.

The project cost covers the inclusion of one or two teacher(s) (who will deliver the sessions) and a project lead (this may be the English Leader).

ONLINE

Cost: £225

Online

Click here

Project Launch:

- **Session 1 – Completed before Session 2. Access from Tues 12th Dec – Tues 9th Jan 2024**
- **Session 2 - Tuesday 9th January 2024** 1pm – 4.15pm

Paired Online Session: **Between 29th January - 5th February 2024** (times TBC)

Twilight Session: **Thursday 22nd February 2024** 2pm – 4pm

Final Review: **Thursday 18th April 2024** 2pm – 4pm

HFL Education KS3 Reading Fluency Project

Delivered in collaboration with L.E.A.D. Teaching School Hub

Aimed at:
- Senior Leaders
- Literacy Leaders
- Reading Leaders

INTENDED IMPACT OF THE PROGRAMME:

HfL Education have found that pupils who have participated in KS3 Fluency Project have made an average of 18 months progress in reading comprehension age over the 8-week project*.

**as measured by the YARC assessment tool based on 150 students.*

Pupils typically demonstrated improvements in reading behaviour in terms of:

- stamina – able to read more text for a longer period whilst retaining understanding
- accuracy – students make fewer substitutions, omissions, mispronunciations and additions when reading a 'cold' text
- enjoyment – students read more and are more willing to explore a wider range of literature
- confidence – students tackle challenging texts with greater willingness and show improved tenacity in teasing out meaning
- engagement – students offer more extended contributions in group discussions about challenging text

OVERVIEW OF THE PROGRAMME CONTENT:

The KS2 Fluency Project aims to accelerate achievement in reading fluency and comprehension in a short space of time. Strategies used on the project include:

- modelled expressive reading
- skilled questioning
- echo reading
- challenging text selection
- repeated re-reading
- modelled comprehension skills

In collaboration with HfL Education, participants will receive the project CPD through:

- a project launch from HfL Education, incorporating 3 sessions
  - Session 1 is an e-learning module and can be accessed 1 week prior to the launch day
  - Session 2: will be delivered via two live webinars over the course of one day
- a paired online session with another participating school led by a reading specialist
- a twilight session (delivered as a live webinar)
- a final review (delivered as a live webinar)

Click here

In addition, schools will use assessment materials to support in judging the impact of the project. Specialists will support with how to use the assessment materials diagnostically, and will draw together pre and post intervention data outcomes for the cohort.

The project cost covers the inclusion of one or two teacher(s) (who will deliver the sessions) and a project lead (this may be the Head of English).

ONLINE

Cost: £225

Online

Project Launch:

- **Session 1 – Completed before Session 2. Access from Tues 12th Dec – Tues 9th Jan 2024**
- **Session 2 - Tuesday 9th January 2024** 1pm – 4.15pm

Paired Online Session: **Between 29th January - 5th February 2024** (times TBC)

Twilight Session: **Thursday 22nd February 2024** 2pm – 4pm

Final Review: **Thursday 18th April 2024** 2pm – 4pm

Interested in developing approaches to Reading at KS4?

If schools would like to take part in the HfL Education KS4 Reading Project, which will be delivered in collaboration with L.E.A.D. Teaching School Hub in Autumn Term 2024, please register your interest by scanning the QR Code.

Bespoke English CPD Offer

Course Leader:
Sharon Geater

For the first time ever, trust schools can arrange bespoke in-school CPD from our fantastic Primary Lead Practitioner for English, Sharon Geater, throughout the 2023-24 academic year. With over 25 years of experience in schools – as well as being a former headteacher – Sharon has worked successfully with primary schools across the country in developing teaching and learning of English. Please note, Sharon's availability is limited due to her significant school improvement responsibilities. Colleagues are encouraged to submit booking requests early to avoid disappointment. Please use the QR to submit your bespoke booking request.

Click here

Full day INSET

EXAMPLES:

- Planning for writing: progression in genre
- Reading assessment
- From phonics to reading

Is your school focusing on a key aspect of English curriculum, assessment or teaching for 2023-24? With 25 schools across the trust, INSET days can be booked on a 'first come, first served' basis.

Face-to-face / £500 + mileage

Half day INSET

EXAMPLES:

- Teaching reading comprehension

We understand that you might not want a full INSET day devoted to a particular subject – that's why we offer half-day sessions to support your school improvement goals in school. Again, availability is limited so please make your booking request early in order to avoid disappointment.

Face-to-face / £250 + mileage

Full day CPD

EXAMPLES:

- Planning for writing: progression in genre
- Reading assessment
- From phonics to reading

Do you have a group of colleagues who would benefit from a full day with Sharon? This immersive option can support colleagues in developing their subject and pedagogical knowledge quickly.

Face-to-face / ONLINE / £500 + mileage

Half day CPD

EXAMPLES:

- Full day courses can be adapted to take place over two half-day sessions

Book a half-day CPD session with Sharon to save on staff cover costs whilst still giving colleagues the time and space to get to grips with a focus area in English.

Face-to-face / ONLINE / £250 + mileage

Twilight CPD (min 90mins-2hrs)

EXAMPLES:

- Subject knowledge twilight: grammar in KS2
- Subject knowledge twilight: narrative writing
- Teaching & learning twilight: approaches to reading intervention

Twilight CPD sessions enable you to draw on Sharon's expertise (subject to availability) after school, ensuring as many colleagues as possible can access your bespoke, in-school CPD session.

Face-to-face / ONLINE / £250 + mileage

Active Development Days

If you have any of the following approaches in your school, we can offer tailored and personalised support to help to ensure fidelity to the scheme and a sustained impact within your setting:

- ACTIVE ENGLISH
- ACTIVE NUMBER
- ACTIVE SPELLING

COST: To be decided on a school by school basis (depending on a school's size and needs)

For more information please contact **admin@leadtshub.co.uk**

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

OVERVIEW OF THE PROGRAMME CONTENT & SESSIONS:

An Active Development Day would include the following elements:

- A phone call prior to the visit to arrange timings and assign a focus for the visit;
- School data and anecdotal evidence will be looked at alongside the school leaders to help to identify key focus groups and to inform potential next steps;
- Paired learning walks with the subject leaders/senior leadership;
- The option for team teaching;
- The option to look at planning (long term, medium or short term depending on the needs of the school);
- The option for focussed training with specific individuals or groups;
- A detailed report will be produced to provide leaders with strengths and suggested next steps;
- Access to an online portal of training materials and videos.

Active English Open Morning

Aimed at:
- School leadership

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

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 and its application within writing 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.

Click here

Session 1 **Tuesday 26th September 2023**
Session 2 **Tuesday 28th November 2023**
Session 3 **Tuesday 30th January 2024**
Session 4 **Tuesday 19th March 2024**
Session 5 **Tuesday 21st May 2024**
Session 6 **Tuesday 2nd July 2024**

9.15am – 11am

VENUE: St Mary's C of E Primary School, Welton, Lincoln LN2 3LA

Cost: FREE

Active Spelling Open Morning

Aimed at:
- School leadership

Agenda

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

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.

Click here

Session 1 **Monday 2nd October 2023**
Session 2 **Monday 20th November 2023**
Session 3 **Tuesday 30th January 2024**
Session 4 **Tuesday 19th March 2024**
Session 5 **Tuesday 21st May 2024**
Session 6 **Tuesday 18th June 2024**

9.15am – 11am

VENUE: St Peter at Gowts Primary School Lincoln LN5 7TA

Cost: FREE

Storytelling Through the Curriculum

Aimed at:
- Literacy Leads
- Early Years Lead
- Practitioners
- Creative Development Leads
- ECT
- ITT students
- Teachers in SEND/AP provision

INTENDED IMPACT OF THE PROGRAMME:

- To consider the role of storytelling as a tool for learning.
- To plan for high quality storytelling experiences which support & challenge.
- To increase knowledge & pedagogy of storytelling.
- To use the key aspects of storytelling to promote learning in other areas of learning.

Course Leader
Jayne Carter

@JayneCarter20

OVERVIEW OF THE PROGRAMME SESSIONS

Session 1: The power of storytelling

Session 2: Using storytelling to enhance all areas of the curriculum

Session 3: Becoming a confident storyteller

Session 4: Ideas & resources for storytelling

Monday 25th September 2023

9.30am – 3.30pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £40

Click here

Maths

Bespoke Maths CPD Offer

Course Leader:
Cat Stone

Trust schools can arrange bespoke in-school CPD from our fantastic Primary Lead Practitioner for maths, Cat Stone. With over 20 years of experience in schools, 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. Cat's availability is limited due to her trust-wide responsibilities. We encourage colleagues to make their requests as early as possible in the academic year to avoid disappointment. Please use the QR to submit your bespoke booking request.

Click here

Full day INSET

EXAMPLES:

- Representation and structure - how to use manipulatives and pictorial representations to support maths learning.

Is the improvement of maths a key focus area for your academy improvement plan? Cat can help provide whole-school CPD! Just submit your booking request - outlining the date of your INSET day and your focus area – and we'll be in touch to organise a bespoke INSET day that meets your needs. Please submit your request as soon as possible to avoid disappointment.

Face-to-face / £500 + mileage

Half day INSET

EXAMPLES:

- Word problems - helping children to break down maths word questions
- Misconceptions - how to spot them and how to turn them into learning opportunities
- Subject-specific training - if staff or pupils find a particular area of maths difficult, a session can be tailored to develop understanding of that area

Do you want to balance a focus on driving forward improvements in maths with other key priorities for your INSET day? You can book a half-day INSET session on maths, focusing on an area of your choice. Again, availability is limited, so please book early to avoid disappointment.

Face-to-face / £250 + mileage

Full day CPD

EXAMPLES:

- SLAM - Speak Like A Mathematician
- Power Maths - introducing the scheme in your school
- The Four Operations - gaining a deeper understanding of the structure behind addition, subtraction, division and multiplication

Do you want high-quality maths CPD delivered in your school, reducing staff travel time and ensuring consistent messages are shared with all colleagues? You could arrange a full day of CPD with Cat. The programme will be tailored to your needs. For example, Cat could work with your Maths Lead in the morning, before delivering targeted CPD sessions to teachers of different key stages, and finishing the day with a session for TAs on supporting learning in mathematics. This kind of bespoke CPD can support you in raising the profile of maths in your school quickly and efficiently.

Face-to-face / ONLINE / £500 + mileage

Half day CPD

EXAMPLES:

- How to mark a SATs paper - understanding the mark scheme, aimed at Year 6 teachers
- Geometry - developing a deeper understanding of the Geometry curriculum
- Algebra - developing a deeper understanding of algebra in the curriculum

We understand that it can be a logistical challenge to release colleagues across a full day. To help with this, you can request a half-day CPD session with Cat.

Face-to-face / ONLINE / £250 + mileage

Twilight CPD

(min 90mins-2hrs)

EXAMPLES:

- Bar modelling - how to develop the use of the bar model to support calculating
- Talk - strategies for developing talk in class
- Arithmetic and fluency - a series of twilight CPD sessions based on different aspects of arithmetic and fluency
- Number Talks - introducing a daily 10 minute activity into classes to improve arithmetic skills

Twilight CPD sessions can help you to reinforce key principles of effective maths teaching, curriculum planning and implementation, and assessment over time. You could book a one-off twilight CPD session to address a challenging area or a whole series of twilights to develop staff subject and pedagogical understanding.

Face-to-face / ONLINE / £250 + mileage

Accurately Marking Year 6 Maths SATs Papers

Aimed at:
- Year 6 teachers
- Maths leaders

INTENDED IMPACT OF THE PROGRAMME:

Enabling teachers to mark SATs papers accurately in order to ensure that question level analysis can effectively inform target setting in Year 6.

Course Leader
Cat Stone

OVERVIEW OF THE PROGRAMME CONTENT:

This half-day session will focus on the 2 and 3-mark questions in both the reasoning and arithmetic SATs papers. We will study the mark scheme and learn more about what to look out for when marking these types of questions. By the end of the session, teachers will be more familiar with what would be accepted as one mark if the answer was incorrect and what is not accepted. Teachers will have the opportunity to mark example SATs questions in order to put this new learning into practice.

Tuesday 3rd October 2023

9am – 12pm

ONLINE
Cost: £35

Online

Click here

Early Years

Making the Most of Continuous Provision to Support Scientific Understanding

Aimed at:
- Teachers and leaders of EYFS

INTENDED IMPACT OF THE PROGRAMME:

Participants will learn how continuous provision can support children's scientific understanding and develop their scientific skills. Participants will learn how to use continuous provision to provide rich and varied opportunities for exploration, experimentation, and discovery, which will support children's scientific learning and development.

OVERVIEW OF THE PROGRAMME CONTENT:

Participants will learn about the principles of continuous provision and how to use it to support scientific understanding in the EYFS. They will explore practical examples of how to set up continuous provision areas that support scientific learning, including exploration, investigation, and experimentation. Participants will also learn how to observe and assess children's learning in continuous provision areas and how to use this information to plan and adapt future activities.

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

Wednesday 13th September 2023

3.30pm – 5pm

ONLINE

Cost: FREE

Online

Click here

Getting the Balance Right Between Adult-led and Child-initiated Activities

Aimed at:
- Teachers and leaders of EYFS

INTENDED IMPACT OF THE PROGRAMME:

This programme will show how to strike the right balance between adult-led and child-initiated activities in the EYFS. Participants will learn how to plan and implement a curriculum that provides children with a balance of structured learning experiences and opportunities for exploration and discovery.

OVERVIEW OF THE PROGRAMME CONTENT:

Participants will learn about the principles of adult-led and child-initiated learning and how to plan and implement a curriculum that provides a balance of both. They will explore practical examples of adult-led and child-initiated activities in the EYFS and learn how to assess and evaluate the effectiveness of their planning.

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

Tuesday 17th October 2023

3.30pm – 5pm

ONLINE

Cost: FREE

Online

Click here

Developing Young Scientists to Develop Firm Foundations for KS1/KS2 and the Rest of Their Lives

Aimed at:
- Teachers and leaders of EYFS

INTENDED IMPACT OF THE PROGRAMME:

This programme will help teachers to develop children's scientific skills and understanding in the EYFS, which will provide them with a firm foundation for KS1/KS2 and beyond. Participants will learn how to promote children's curiosity, exploration, and experimentation, supporting their scientific learning and development.

OVERVIEW OF THE PROGRAMME CONTENT:

Participants will learn about the principles of scientific learning and how to promote children's curiosity, exploration, and experimentation through play-based learning and other activities. They will explore practical examples of how to develop children's scientific skills and understanding, including observing, questioning, predicting, and experimenting.

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

Click here

Tuesday 14th November 2023

3.30pm – 5pm

ONLINE

Cost: FREE

Online

How to Make the Most of Science Opportunities in EYFS While Developing Speech and Language

Aimed at:
- Teachers and leaders of EYFS

INTENDED IMPACT OF THE PROGRAMME:

This programme will enable teachers to use science activities to develop children's speech and language skills in the EYFS. Participants will learn how to promote language development through scientific exploration, questioning, and discussion.

OVERVIEW OF THE PROGRAMME CONTENT:

Participants will learn about the link between science education and speech and language development, and explore practical examples of how to promote language development through science activities. They will learn how to encourage children to use scientific vocabulary, ask questions, and engage in scientific discussions.

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

Thursday 29th February 2024

3.30pm – 5pm

ONLINE

Cost: FREE

Online

Click here

Effective Early Years Provision, Curriculum and Assessment

The aim is to develop effective provision in line with the EYFS framework, support further understanding of the approach to assessment as well as reviewing, auditing and assessing how current practice is impacting on the progress of children within EYFS.

This programme will support Leaders of Foundation Stage, Foundation Stage teachers, teachers new to EYFS and support staff.

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Session 1

- Ofsted - HMI What are Ofsted looking for in terms of effective Foundation Stage Provision?

Session 2

- How strong is your Early Years Learning Environment indoors?
- Gap task – Indoor Provision Audit

Session 3

- How strong is your Early Years Learning Environment outdoors?
- Gap task – Outdoor Provision Audit & Self-efficacy Questionnaire

Session 4

- Quality interactions in provision
- Gap task – implementation of interaction tools

Session 5

- Planning the curriculum - optional workshop supporting adaptation/writing an EYFS curriculum policy

Session 6

- Effective assessment

Click here

Session 1 **Recorded Ofsted session**
Session 2 **Tuesday 3rd October 2023**
Session 3 **Tuesday 7th November 2023**
Session 4 **Tuesday 5th December 2023**
Session 5 **Tuesday 30th January 2024**
Session 6 **Tuesday 27th February 2024**

3.45pm-4.45pm
ONLINE
Cost: £99

Online

Inclusive Teaching

SEND Leadership – A Tiered Approach

This tiered training programme is aimed at supporting school leaders to understand their individual responsibilities within the leadership of SEND. It will address statutory requirements, schemes of delegation, curriculum adaptation and the monitoring of provision. The aim is that leaders have clarity of their roles within schools and their responsibility in supporting the wider team in meeting pupil need and monitoring the impact of their provision. This programme will prepare leaders for the changes cited within the March 2023 Department of Education SEND and Alternative Provision (AP) Implementation Plan.

LEARN SEND HUB

Department for Education

Tier 1: Leadership

Aimed at senior leaders in schools to clarify what strategic leadership of SEND is and develop a SEND focused scheme of delegation. It will support schools in using an audit of provision to be reviewed over time. This audit will focus on leadership of SEND, quality of teaching and learning and the use of resources.

Thursday 28th September 2023

9.15am – 3.30pm

Venue: LEARN SEND Hub, Newark NG23 5JR

Cost: £95

Click here

Tier 2: SENCos

Aimed at SENCos, to support them in being strategic leaders, linking closely with the senior leadership team to cascade information and training throughout the school. It will address new research and government-led recommendations and initiatives, identify and signpost support organisations eg. Whole school SEND and will include EEF SEND in the Mainstream guidance. The trainers will support and challenge the delegates to consider the next steps required to meet the recommendations from the various evidence sources, enabling them to link theory and practice in their own provision, leading to future-proofing inclusive education.

Day 1 **Thursday 13th November 2023**

- **Strategic leadership of SEND**
- **Working effectively with parents**
- **Your school through a SEND lens**

Click here

Day 2 **Tuesday 6th February 2024**

- **High quality teaching**
- **Managing your provision-CPD/Finance/ Deployment of outside agencies**

9.15am – 3.30pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £190

Tier 3: Middle leaders

Aimed at Middle Leaders (MLs). It will ensure that ML's have a clear understanding of statutory requirements in relation to SEND. It will enable them to review their curriculum offer, check that it meets the needs of all learners and consider how it can be adapted to do so. MLs will consider how to support teachers in implementing this, and monitor effectiveness through a SEND lens using the EEFs implementation cycle.

Day 1 **Wednesday 17th January 2024**

- **Policy to Practice**
- **Curriculum offer for SEND**
- **Implementation as a process**

Click here

Day 2 **Thursday 14th March 2024**

- **High quality teaching**
- **Monitoring of provision though a SEND lens**

9.15am – 3.30pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £190

Tier 4: Teachers

Click here

This is a modular toolkit which can be accessed by all teachers depending on their individual CPD requirements. The twelve modules complement the ECT and NPQ packages by providing practical guidance. They will address research and common themes affecting learners and schools within the County. Each session will be held as a series of webinars 1.5 hrs in length.

LEARN SEND HUB

Department for Education

These modules can be purchased at three different levels.

Study Level: BRONZE
6 modules / £90 per person

Study Level: SILVER
9 modules / £135 per person

Study Level: GOLD
12 modules / £165 per person

ALL MODULES BELOW ARE WEBINARS BETWEEN 3.30-5PM

MODULE 1 Thursday 5th October 2023

High Quality Teaching - the Inclusive Teacher

High quality teaching is firmly based on strategies that every mainstream teacher will have in their toolboxes or that can be easily added to (EEF 2021). High quality teaching in lessons reduces the need for extra support for all pupils. This session will promote the use of strategies researched by the Education Endowment Fund.

MODULE 2 Thursday 2nd November 2023

Working with support staff

The increase in support staff has trebled since 2000, but do we always use them effectively? This module will let you reflect on your own settings and consider next steps on how to potentially develop the role and deployment of the teaching assistant.

MODULE 3 Thursday 16th November 2023

Scaffolding

This module looks at the area of scaffolding, a key strategy for improving learning, particularly in support of pupils with SEND.

MODULE 4 Thursday 30th November 2023

Teachers' toolkit for meeting Cognition and Learning Needs

This module will focus on recognition of those pupils that have cognition and learning needs. It will look at the common conditions that are included in this area and will consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum We will also discuss intervention strategies and the support organisations that can be accessed in the setting.

MODULE 5 Thursday 7th December 2023

Teachers' toolkit for meeting Communication and Interaction needs

This module will focus on recognition of those pupils that have communication and interaction needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.

MODULE 6 Thursday 18th January 2024

Teachers' toolkit for meeting Social, Emotional and Mental Health Needs

This module will focus on recognition of those pupils that have social, emotional and mental health needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.

MODULE 7 **Thursday 1st February 2024**

Teachers' toolkit for meeting Physical and Sensory Needs

This module will focus on recognition of those pupils that have physical and sensory needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.

MODULE 8 **Thursday 29th February 2024**

Behaviour and Engagement

Behaviour IS communication. This module develops an understanding that both positive and negative behaviours reflect how a pupil is feeling. Until those negative behaviours are managed, the pupil will find it difficult to be engaged with learning. This module will provide strategies to manage those more challenging behaviours and therefore enable learning and progress.

MODULE 9 **Thursday 14th March 2024**

IEP - Plan through to implementation

This module will look at writing an effective IEP, making it a working document to enable progress and drive forward learning with our pupils with SEND.

MODULE 10 **Thursday 25th April 2024**

Learning environments

This module will cover the physical, emotional, and social considerations for your learning environment, focussing on communication-friendly solutions.

MODULE 11 **Thursday 23rd May 2024**

Working in Partnership

There are a range of other stakeholders in schools that need to be part of the collaborative approach in supporting pupils with SEND. This module will look at these working partners and work on how we can solidify relationships so that all pupils with SEND will benefit.

MODULE 12 **Thursday 13th June 2024**

Successful SEND support-graduated approach cycle

This module will work through the four elements of the graduated approach, improving the teacher's responsiveness to the pupil's needs.

Primary Specific SEND needs

Autism, Moderate Learning Difficulties, and More

Aimed at:

- All primary school teachers and leaders

INTENDED IMPACT OF THE PROGRAMME:

Participants will develop their skills in supporting students with special educational needs and disabilities (SEND) in science education.

OVERVIEW OF THE PROGRAMME CONTENT:

Participants will learn about the principles of SEND education and how to support students with a range of specific needs, including autism and moderate learning difficulties, in the context of science education. They will explore effective pedagogy and assessment strategies, as well as practical considerations such as health and safety and risk assessment.

Participants will also learn how to work collaboratively with other professionals and how to create a supportive learning environment for all students, including those with SEND needs.

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

DTSA

SCIENCE LEARNING PARTNERSHIP

Click here

Tuesday 5th December 2023

3.30pm – 5pm

ONLINE

Online

Cost: FREE

Course Leader
Rob Butler

Primary Teaching Assistants Supporting Learning

Aimed at:

- Teaching assistants
- Trainee teachers
- ECTs
- Classroom teachers

INTENDED IMPACT OF THE PROGRAMME:

This programme will focus on how teaching assistants can support learning in primary science.

OVERVIEW OF THE PROGRAMME CONTENT:

Participants will explore good practice for making use of additional adults in the classroom. Teaching assistants will be able to broaden their repertoire of strategies for maximising progress for all learners. Teachers will be able to reflect on how they collaborate with additional adults in the classroom currently, refining their expertise further.

This course is funded through our STEM Learning Partnership with DTSA and STEM Learning. Leaders, teachers, teaching assistants, learning support assistants, and trainee teachers in L.E.A.D. schools can sign up for their STEM Learning accounts here: **www.stem.org.uk/register**

If you have any issues with registering for a course, please email finance@dtsa.org.uk to draw on support from Anna, our linked contact at DTSA.

Click here

Wednesday 7th February 2024

3.30pm – 5pm

ONLINE

Online

Cost: FREE

Course Leader
Rob Butler

SEND Huh

Curriculum conversations with SEND leaders

INTENDED IMPACT OF THE PROGRAMME:

- To explore the recently published book "SEND Huh" with one of the authors
- To develop an approach of looking at children for what they can do rather than what they can't do
- To explore what provision looks like in your own setting – what are the barriers for implementation?

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:

Huh is the Egyptian god of endlessness, creativity, fertility and regeneration. He is the deity Mary Myatt and John Tomsett have adopted as their god of the curriculum. Their Huh series of books focuses on how practitioners design the curriculum for the young people in their schools.

The Huh project is founded on conversations with colleagues doing great work across the education sector. In SEND Huh, Mary Myatt and John Tomsett discuss curriculum provision for pupils with additional needs with some of the leading experts in the field.

Mary and John interviewed pupils, parents, teachers, headteachers, CEOs, educational consultants and lecturers. They then edited the transcriptions of those interviews to provide an ambitious, thoughtful, nuanced and challenging vision of what the best possible provision looks like for children with additional learning needs.

The challenging conversations which comprise SEND Huh paint an inspiring picture that is hugely hopeful for the future of SEND curriculum provision in our schools.

"I simply adore this book. It rams home that being inclusive is not an excuse for low expectations. Instead of being an afterthought when it comes to curriculum, children with additional needs become drivers for what a well-rounded curriculum is for all young people. Curriculum decisions are about building and accelerating learning and the years of the deficit model of SEND should be put to bed by one reading of this latest book in Myatt and Tomsett's powerful Huh series."

Vic Goddard, Co-Principal, Passmores Academy & CEO of Passmores Cooperative Learning Community

"SEND Huh weaves together a sophisticated and thoughtful narrative of lived experiences from a wide range of contributors from every corner of the sector. It's not often that a non-fiction book has such a profound effect on me. I found myself thinking about it days after, contemplating the nuance, mulling over the complexity, grappling with the challenges and acknowledging the rallying cry to ensure our pupils with additional needs receive an ambitious education that enables them to thrive."

Kathryn Morgan, Senior Capacity Improvement Advisor, TSHC

Tuesday 5th December 2023

10am – 3pm

Venue: L.E.A.D. Teaching School Hub, Lincoln LN6 3QR

Cost: £99

Click here

AIMED AT:

- Class teachers
- SENDCOs
- Headteachers
- Heads of Departments

John Tomsett taught for 33 years in state schools and was a headteacher for 18 years.

His books include: *Love Over Fear: Creating a Culture for Truly Great Teaching; Putting Staff First: A Blueprint for Revitalising our Schools (with Jonny Uttley); Cognitive Apprenticeship in Action (editor); Huh: Curriculum conversations between subject and senior leaders; Primary Huh: Curriculum conversations with subject leaders in primary schools; Primary Huh 2: Primary curriculum leadership conversations & SEND Huh: curriculum conversations with SEND leaders (all Huh books are co-authored with Mary Myatt).*

John is currently working on his next book with Mary, called AP Huh: curriculum conversations with Alternative Provision leaders.

@johntomsett

Successfully Identifying and Tackling Barriers to Learning

Course Leader
Paul Longden

Identifying barriers to learning can be difficult because they come in all shapes and sizes, and are often particular to each pupil.

This course unpicks a range of barriers pupils may face and how we can successfully identify and mitigate the impact they have on pupils' success.

PARTICIPANTS WILL CONSIDER:

- A range of ways that school practitioners can identify pupil barriers
- The findings from social research
- Ways to break down the barriers
- Implications for teaching, the curriculum and the classroom environment
- Interventions and approaches that can be taken to minimise the impact of such barriers
- Ways we can evaluate our success

Aimed at:
- Headteachers
- SENCOs
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders
- Teachers
- Teaching Assistants

Monday 9th October 2023
9.15am – 12.30pm
ONLINE
Cost: £95 per person

Online

Click here

How Inclusive is your Classroom?

This session will explore a range of time-efficient practical approaches that will help schools ensure that classrooms and lessons are inclusive and supportive of pupils with Special Educational Needs and Disabilities.

Course Leader
Paul Longden

PARTICIPANTS WILL EXPLORE AND REFLECT ON:

- more what an inclusive environment needs
- ways to create anxiety free routines
- ensuring teaching methods are fully inclusive demonstrating high expectations for all
- the language that we use in an inclusive classroom
- the importance of the physical layout of the classroom
- the theory of relational practice and its importance when working with pupils with SEND
- the behaviour for learning classroom environment

Aimed at:
- Headteachers
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders
- Teachers
- Teaching Assistants

Monday 20th November 2023
9.15am – 12.30pm
ONLINE
Cost: £95 per person

Online

Click here

Universal SEND Services is an ambitious programme, funded until 2025 by the Department for Education (DfE) to develop the education workforce so that more children and young people have their needs identified and met effectively, resulting in successful learning in schools and further education (FE) settings, and leading to improved Preparation for Adulthood, including pathways to employment.

It is delivered by nasen, through the Whole School SEND consortium, in strategic partnership with the Education and Training Foundation, and the Autism Education Trust along with key delivery partners in the education community.

Much of our offer is suitable for professionals both in schools and in FE. We hope that people who use our services will start to think about how we can all work together for the benefit of our learners with SEND, from school to FE and beyond.

Keep in touch!

Register with Whole School SEND and opt in to receive regular e-newsletters. We'll signpost the latest Universal SEND Services resources, and share ideas for how you can help to make sure all children and young people – including those with SEND – get the best support.

SCAN ME TO REGISTER

Find out more and sign up: **wholeschoolsend.org.uk**

National provision, regional context

Understanding the local context is crucial to improving national SEND provision. The Whole School SEND regional leaders and ETF's Centres for Excellence in SEND bring together school and college-based practitioners to support prioritisation of SEND within their own settings.

Events

We offer CPD on a wide range of topics, hosted by our regional teams in partnership with highly respected guest speakers from the world of education. All our CPD is fully funded by the Department for Education and free to attend.

Resources

We regularly publish free resources to support our members with all aspects of SEND provision. See overleaf for details of some of the key resources from our strategic partners.

Funded by

Department for Education

EDUCATION & TRAINING FOUNDATION

Autism Education Trust

nasen Helping Everyone Achieve

WholeSchool SEND

How can Universal SEND Services support me?

Online CPD Units

Bite-sized units addressing the barriers most commonly observed in classrooms and other learning environments, regardless of age, label or area of need.

Live Online Networking

Complementing the themes explored in the online CPD units, this is a chance to contextualise learning, share experiences and learn from colleagues across the country.

Professional Development Groups

Lead your own SEND-focused school development project with support from a Regional SEND Lead.

ETF Excellence Gateway

Online sessions for anyone working in the education sector with an interest in improving experiences for learners with an inclusion need.

Responsive Webinars

Live webinars reflecting the priorities of the sector at the time of delivery.

Peer Mentoring for School Leaders

Support for school leaders in schools deemed by Ofsted to require improvement (where SEND is an area for development).

Action Research and Lesson Study

Led by the University of Derby ISEND Cluster to support schools, colleges and FE staff to develop small scale research projects.

Innovation for SEND

In partnership with the SEA View Trust, share your BIG IDEAs as part of the development of a national database of good practice.

Find out more! Visit our website to explore the full range of support and CPD opportunities available through the Universal SEND Services programme

Key Resources from our Strategic Partners

Whole School SEND's Teacher Handbook: SEND

Designed to help teachers embed inclusive practice in their classrooms, brimming with wholeschool and whole-class approaches as well as subject-specific and condition-specific guidance.

The AET Good Autism Practice Guidance

This report and practitioner guide summarises the ethos, values and practice that should inform inclusive education for all children and young people whilst specifying the distinctive knowledge and teaching approaches required.

ETF's 'Putting learners with SEND at the centre of FE provision: A partnership approach'

This publication highlights the benefits to learners with SEND and their teacher and tutors of closer working between specialist and general FE colleges.

Professional Development on SEND

National College

The National College

The National College is a fantastic resource to support professional development. You can login to your account through the National College website (www.nationalcollege.com) or you can download the app for your Apple or Android phone.

We all want the best for all of the learners in our schools. Professional development is a valuable tool in helping us to support pupils with special educational needs and disabilities (SEND). The government's SEND and Alternative Provision (AP) Improvement Plan (2023) sets out a number of aspirations, from electronic recording of Education Health and Care Plans (EHCPs) to new national standards for what good SEND provision looks like for young people from birth to the age of 25. The content showcased here will help us to engage with these aspirations and ensure we have the knowledge, understanding and expertise to support learners with SEND.

"When we have an increasingly large number of students that fit into that [SEND] criteria, it's time we started looking at what we provide to everybody"
- Dr Jamie Galpin, Developmental Psychologist and Education Officer at Nasen.

"The evidence tells us that teachers should…prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND. This means understanding the needs of individual pupils and weaving specific approaches into everyday, high-quality classroom teaching—being inclusive by design not as an afterthought"
– Professor Becky Francis, EEF (2020)

SEND POLICY

CLICK ON THE COURSE TITLE OR SCAN QR CODE

- An Expert Review of the SEND and AP Improvement Plan - Primary
- The Graduated Response to SEND, Wave 1: Quality First Teaching
- How Ofsted Will Inspect Your SEND Provision Under The New EIF

SUPPORTING SEND WITHIN CURRICULUM SUBJECTS

- Primary English: Adapting Provision for Pupils with SEND
- Primary Science: Adapting Provision for Pupils with SEND

IDENTIFYING NEEDS AND SUPPORTING PUPILS WITH SEND

CLICK ON THE COURSE TITLE OR SCAN QR CODE

- Innovative Strategies to Address Complex SEND
- Developing Effective Pedagogical Practice for Pupils with SEND
- An Evidence-based Approach to Supporting and Teaching Autistic Pupils – Primary
- Recognising and Supporting Pupils with ADHD -Primary
- Understanding and Supporting Pupils with Tourette's Syndrome and Tics - Primary
- Creating Learning Environments Where Deaf Pupils Can Thrive - Primary
- Understanding and Supporting Pupils with Down's Syndrome - Primary
- Identifying and Supporting Children with Hidden SEND - Primary
- Understanding and Managing the Behaviour of Pupils with SEND - Primary
- Neurodiversity in Early Years: Recognising Signs and Enhancing Support

Pupil Premium

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

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.

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

- consider how 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
- evaluating impact

Course Leader
Paul Longden

Click here

Tuesday 20th February 2024
9.30am – 3pm
ONLINE
Cost: £135 per person

Online

Aimed at:
- Headteachers
- Senior Leaders
- Middle veaders
- Govenors
- Staff responsible for co-ordinating PP funding

Personal Development/ Wellbeing and Welfare

Pastoral Care

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

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

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 evidence from other schools.

Aimed at:

- Headteachers
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders
- Subject Leaders
- Teachers
- Teaching Assistants
- Pastoral Leaders/ team members

Course Leader
Paul Longden

Click here

Tuesday 6th February 2024

9.30am – 3pm

ONLINE

Online

Cost: £135 per person

Teaching about Child-on-Child Abuse and Sexual Harassment

Primary

Aimed at:

- PSHE/RSHE leads in Primary

INTENDED IMPACT OF THE PROGRAMME:

- Attendees feel confident and skilled to implement teaching around child-on-child abuse and sexual harassment
- Pupils receive quality education around child-on-child abuse and sexual harassment

OVERVIEW OF THE PROGRAMME CONTENT:

The half-day virtual session will explore the rationale for teaching children about child-on-child abuse and sexual harassment alongside practical strategies, activities and resources to make this learning meaningful. Delegates will reflect on their current practice and identify areas for development.

Course Leader
Catherine Kirk

@ckirkRSE

Tuesday 21st November 2023

1pm – 4pm

ONLINE

Online

Click here

Cost: £99

Teaching about Child-on-Child Abuse and Sexual Harassment

Secondary

Aimed at:

- PSHE/RSHE leads in Secondary

Course Leader
Catherine Kirk

@ckirkRSE

INTENDED IMPACT OF THE PROGRAMME:

- Attendees feel confident and skilled to implement teaching around child-on-child abuse and sexual harassment
- Pupils receive quality education around child-on-child abuse and sexual harassment

OVERVIEW OF THE PROGRAMME:

The half-day virtual session will explore the rationale for teaching children about child-on-child abuse and sexual harassment alongside practical strategies, activities and resources to make this learning meaningful. Delegates will reflect on their current practice and identify areas for development.

Click here

Tuesday 14th November 2023

1pm – 4pm

ONLINE

Online

Cost: £99

Teaching about Healthy Relationships

Primary

Aimed at:

- PSHE/RSHE leads in Primary

INTENDED IMPACT OF THE PROGRAMME:

- Attendees feel confident and skilled to implement teaching around healthy relationships
- Pupils receive quality education around healthy relationships

OVERVIEW OF THE PROGRAMME CONTENT:

The half-day virtual session will explore practical strategies, activities and resources to teach secondary age children about healthy relationships. Delegates will reflect on their current practice and identify areas for development.

Wednesday 24th January 2024

1pm – 4pm

ONLINE

Online

Click here

Cost: £99

Course Leader
Catherine Kirk

@ckirkRSE

Teaching about Healthy Relationships

Secondary

Aimed at:

- PSHE/RSHE leads in Secondary

INTENDED IMPACT OF THE PROGRAMME:

- Attendees feel confident and skilled to implement teaching around healthy relationships
- Pupils receive quality education around healthy relationships

OVERVIEW OF THE PROGRAMME CONTENT:

The half-day virtual session will explore practical strategies, activities and resources to teach secondary age children about healthy relationships. Delegates will reflect on their current practice and identify areas for development.

Wednesday 31st January 2024

1pm – 4pm

ONLINE

Online

Click here

Cost: £99

Course Leader
Catherine Kirk

@ckirkRSE

Paediatric First Aid Training

Dates	Location
Wed 13th - Thur 14th Dec 2023	Nottingham
Wed 10th - Thur 11th Jan 2024	Sheffield
Wed 17th - Thur 18th Jan 2024	Lincoln
Wed 24 - Thur 25th Jan 2024	Leicester
Wed 28th - Thur 29th Feb 2024	Sheffield
Thur 4th - Fri 5th July 2024	Nottingham
Wed 10th- Thur 11th July 2024	Leicester
Wed 17th - Thur 18th July 2024	Lincoln

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.

Click here

2 day training course

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

COST: Trust Funded (Free to Trust Schools)

Emergency Paediatric First Aid Training

Dates	Location
Wed 11th Oct 2023	Nottingham
Thur 12th Oct 2023	Lincoln
Fri 13th Oct 2023	Leicester
Wed 18th Oct 2023	Sheffield
Wed 6th Mar 2023	Lincoln
Wed 13th Mar 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
Attendees to bring own lunch

COST: Trust Funded (Free to Trust Schools)

1 day training course

Click here

First Aid at Work

Dates	Location
Wed 8th - Fri 10th Nov 2023	Nottingham
Wed 15th - Fri 17th Nov 2023	Lincoln
Wed 22nd - Fri 24th Nov 2023	Sheffield
Wed 29th Nov - Fri 1st Dec 2023	Leicester
Wed 6th - Fri 8th Dec 2023	Derby
Wed 20th - Fri 22nd March 2023	Nottingham
Wed 17th - Fri 19th April 2023	Lincoln
Wed 1st - Fri 3rd May 2024	Derby
Wed 8th - Fri 10th May 2023	Sheffield
Wed 15th - Fri 17th May 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 Derby sessions will be scheduled at Noel-Baker Academy dates and times TBC.

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

COST: Trust Funded (Free to Trust Schools)

3 day training course

Click here

Emergency First Aid at Work

This course covers adults

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

All sessions will be 9am-4pm

Attendees to bring own lunch

1 day training course

Click here

COST: Trust Funded (Free to Trust Schools)

All Derby sessions will be scheduled at Noel-Baker Academy dates and times TBC.

Dates	Location
Thur 28th Sept 2023	Lincoln
Fri 29th Sept 2023	Nottingham
Wed 4th Oct 2023	Leicester
Thur 5th Oct 2023	Sheffield
TBC	Derby
Thur 1st Feb 2024	Nottingham
Fri 2nd Feb 2024	Lincoln
Wed 7th Feb 2024	Leicester
Thur 8th Feb 2024	Sheffield
Fri 9th Feb 2024	Derby
Wed 5th June 2024	Lincoln
Thur 6th June 2024	Nottingham
Fri 7th June 2024	Sheffield
Wed 12th June 2024	Leicester
TBC	Derby

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.

Click here

Thursday 16th November 2023

9.30am - 4.30pm

Venue: The Pavilion

Cost: £50 per person for Trust schools

Click here

Thursday 18th April 2024

9.30am - 4.30pm

Venue: The Pavilion

Cost: £50 per person for Trust schools

Safeguarding Conference

OVERVIEW OF THE PROGRAMME CONTENT

The focus this year will be on mental health and emotional wellbeing. There is input from Young Minds the children's mental health charity and workshops on different aspects on the impact of poor mental health on pupils for example Anxiety.

YOUNGMiNDS

Monday 2nd October 2023

9.30am - 4.30pm

Venue: Nottingham Racecourse.

Cost: TBC

There will be places for two staff per school ideally the DSL and SENDCo

Click here

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.

Wednesday 21st February 2024

Thursday 20th June 2024

9.30am - 12pm

Venue: The Pavilion

Cost: Free to Trust schools

Click here

Team Teach (1 day)

TeamTeach

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

1 day training course

Foundation 6-hour

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

INTENDED IMPACT OF THE PROGRAMME:

It equips individuals with simple de-escalation strategies and basic positive handling techniques to deal with challenging behaviour.

OVERVIEW OF THE PROGRAMME CONTENT:

This course covers:

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

9am – 4pm

Venue: The Pavilion, Nottingham

Cost: £90

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

Friday 6th October 2023

Click here

Friday 23rd February 2024

Click here

Monday 20th May 2024

Click here

Leadership

Harnessing your School Website for Inspection

Aimed at:
- Headteachers
- School Business Professionals
- Deputy Headteachers
- Assistant Headteachers
- Anyone responsible for leading on a school website

INTENDED IMPACT OF THE PROGRAMME:

To support school leaders in reflecting on and refining school websites

Course Leaders
Karole Sargent and Alyson Middlemass

Click here

OVERVIEW OF THE PROGRAMME CONTENT:

Director of Secondary, Alyson Middlemass, and Director of Primary, Karole Sargent, will share insights into the power of your website. A valuable tool for celebrating your school day-to-day, Alyson and Karole will explore how you can celebrate your school's achievements and how your website will be used to inform your school's Ofsted inspection.

Monday 9th October 2023

9.30am – 3pm

Venue: Charnock Hall Hub, Sheffield

Cost: £65

9.30am-12pm - How to best showcase your school using your school website

12.30pm-3pm - How to ensure your school website is compliant & OFSTED ready with a break in between.

Unpicking and Evaluating your School Inspection Data Summary Report (IDSR) – Primary Age

Aimed at:
- Headteachers
- Senior Leaders
- Middle Leaders
- Department Leaders
- Phase Leaders

This half day session will explore the school Inspection Data Summary Report (IDSR) helping leaders gain a better understanding of each section and how it may be analysed by inspectors in preparation for inspection.

Each section will be explored in detail, enabling participants to gain an insight into how the document is used in preparation for inspection

PARTICIPANTS WILL:

Click here

- Explore each section in turn, reflecting on the key information presented
- Further develop an understanding of their own school contextual data
- Evaluate the extent to which their own indicators are reflective of school strengths or a cause for concern
- Have the opportunity to link data contained in the IDSR to current indicators
- Gain an insight into how inspectors may explore areas of concern

THIS SESSION USES THE DOWNLOADABLE VERSION NOT THE LIVE WEBSITE VERSION.

Tuesday 12th December 2023

9.15am – 12.30pm

ONLINE

Online

Cost: £95 per person

Course Leader
Paul Longden

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

Department
for Education

DO NOT MISS LINCOLNSHIRE'S

LEADERSHIP CONFERENCE

Leading in Post-Covid Times

'Different challenges require different solutions'

Reconnect

Reinspire

Recharge

FRIDAY 13TH OCTOBER 2023

EPIC CENTRE, LINCOLNSHIRE SHOWGROUND, LINCOLN LN2 2NA

FROM 8.30AM - 3.30PM

KEYNOTE SPEAKERS

RICHARD GILL CBE

Richard is the Chair of the Teaching School Hubs Council. Richard sits on a number of expert advisory groups for the Department for Education, working closely with Government Ministers and policy advisors. Richard is also currently the CEO of the Arthur Terry Learning Partnership, respected National Leader of Education and Trust Leader. Richard's work is widely recognised locally and nationally and is in much demand to support school and MAT-wide school improvement.

JAZ AMPAW-FARR

L.E.A.D. Teaching School Hub is delighted to work with Jaz Ampaw-Farr, who is a national and internationally recognised figure, speaking around the topics of Human First leadership, future-proofed wellbeing and mental resilience. Her authentic approach consistently empowers people to think differently about leading themselves and others.

SEMINAR SPEAKERS

BENNIE KARA

The leadership of equality and diversity in today's schools

Bennie is a Deputy Headteacher in Derby, specialising in curriculum, teaching and learning. She Co-Founded #DiverseEd during her Deputy Headship at a start-up school in Oxfordshire. She is a speaker, trainer and writer on topics such as diversity, language, literature, and the curriculum.

AIMEE TINKLER

Leading small schools in the current climate

Aimée has become an advocate for small and rural schools after spending 10 years teaching and leading in very small schools in rural Derbyshire. Aimée has worked with many organisations across the wider sector in an advisory capacity as well as sitting on the Ofsted Small Schools working party. She is closely involved with the work of the Chartered College of Teaching where she is President-elect and a Founding Fellow and is part of the leadership group of the Foundation for Education Development. Aimée is engaged in doctoral research at UCL Institute of Education and has published research with a number of organisations including The British Council.

ALISTAIR SHAW

Teaching over time, evaluating, monitoring and challenging effectively

As a former Primary Head Teacher of three substantive posts and one interim headship, Alistair is providing independent consultancy support and challenge to leaders at all levels in a wide range of contexts. Alistair was a School Improvement Partner (SIP) across four Local Authority areas, and an Ofsted and Diocesan Inspector.

SEMINAR SPEAKERS

BELINDA HEAVEN

Mental Health and resilience: what does this mean for schools currently?

Belinda is an international consultant trainer with many years' experience at MHFA England and a lead teacher for Gloucestershire Healthy Living and Learning. She is a published author and has developed many resources to support mental and emotional wellbeing for staff, students and parents in schools and other settings.

DOMINIC MCKEON

Leading an ambitious Curriculum in a secondary context

Dominic is a National Leader of Education. With a strong track record of rapid and sustained school improvement, he has supported schools across the North West. Previously as the Senior Leader for PiXL in the North West he was part of the government's Talented Leaders programme from September 2017 through to September 2020. Currently Dominic is the Principal at Little Lever School in Bolton. The school was one of the most improved schools in the country in 2019 with a rapid rise in outcomes across all measures for all groups of students. Dominic is also currently Chair of the Bolton Learning Alliance and the Bolton Secondary Head's executive board as well as chairing Bolton Local Authority's School Forum. Dominic is passionate about creating sustainable change via collaborative and developmental cultures.

NICOLA MCINTYRE

Subject Leader and Teacher on Page

Nicola is currently an Executive Headteacher, based in Nottingham. She has a proven track record of leading a number of schools in their journey from 'Requires Improvement to Good'. She can demonstrate how high-quality CPD can lead change for all.

ED AMPUR FARR

Creating a Culture in the current chapter of education

Ed has 25 years of proven success as a human-first leader in scales and marking, leading globally in corporate businesses covering both the private and public health sectors, and managing £50 million+ portfolios whilst mentoring and coaching hundreds of individuals & teams. As a seasoned professional, Ed's expertise and zeal have an impact on all levels of an organisation. Ed applies his skills in performance coaching and consultancy with C Suite executives, helping them to create invincible teams.

DAVID BARTRUM OBE

The Strategic Leadership of SEND, Post Pandemic

David was Director for SEND at the London Leadership Strategy, advisor to the Mayor of London's education team, and currently provides support on the strategic development of SEND provision.

David is author of the SEND Review Guide, a national peer-review framework that has now been downloaded by over 5000 schools. He is also editor of *Great Expectations: leading an effective SEND strategy in school*, published by John Catt Educational.

Learn continually. There's always "one more thing" to learn.

YOU WILL LEAVE THE DAY WITH:

- 31 days access to the Human First Academy
- Access to a leadership portal with resources
- An opportunity to network with other leaders across Lincolnshire
- An opportunity to access workshops to further develop thinking around current challenges in leadership

Department for Education

Time	Content
8.30am-9.15am	**Coffee/ arrival**
9.15am-9.30am	Welcome to the Day: Richard Gill
9.30am-10.30am	KEYNOTE 1: Jaz Ampaw-Farr
10.30am-11.00am	**Break**
11.00am-12.00pm	KEYNOTE 2: Jaz Ampaw-Farr
12.00pm-1.00pm	**Lunch**
1.00pm-1.40pm	Select Workshop 1
1.40pm-2.00pm	Change to the next workshop
2.00pm-2.40pm	Select Workshop 2
2.45pm-3.30pm	Closing Input: Jaz Ampaw-Farr What does that mean to you? What will life look like if you make this change?

'THE POWER OF 365'

Click here

Friday 13th October 2023

8.30am – 3.30pm

Venue: Epic Centre, Lincolnshire Showground, Lincoln LN2 2NA

Cost: **£99**

Research Workgroup

Diversity in Schools by Bennie Kara

Aimed at:
This work group is open to all practitioners with a responsibility/ interest in diversity.

Bennie Kara will be leading a workshop at the Leadership Conference on Friday 13th October 2023

INTENDED IMPACT OF THE PROGRAMME:

- To use research & literature as a tool for school improvement
- To develop a culture of peer-to-peer support & critical analysis
- To implement key strategies & approaches at a whole school level

OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS

- This work group provides the opportunity to reflect on the key messages explored in Bennie's book and consider together how to include them in provision.
- It is intended to be a reflective & analytical group where a coaching model is used to facilitate discussion.
- Sessions will take the form of pre-reading, professional discussion & next steps gap task.

Session 1: Chapter 1: Why is language important in creating diverse schools?
Session 2: Chapter 2: How can we model respect for diversity or identity in schools?
Session 3: Chapter 3: How can we create a diverse classroom?
Session 4: Chapter 4: What does a diverse curriculum look like?
Session 5: Chapter 5: How can we create global citizens?
Session 6: Chapter 6: How can I help to create a diverse culture at school?
Session 7: Chapter 7: Where can I find sources of information & support?

Course Leader
Jayne Carter

@JayneCarter20

Wednesday 1st November 2023
Wednesday 6th December 2023
Wednesday 24th January 2024
Wednesday 21st February 2024
Wednesday 27th March 2024
Wednesday 22nd May 2024
Wednesday 26th June 2024

Click here

Online

1pm – 3pm
ONLINE
Cost: £80

Bespoke Support

Leaders of Excellence
Bespoke CPD Offer Examples

Trust schools can arrange bespoke in-school CPD from our fantastic Leaders of Excellence. The colleagues here have devised a menu of activities to provide inspiration. You can book any of these menu activities or request something that is even more tailored to your needs through our easy-to-use, online booking system. Please scan the QR to submit your bespoke booking request. The following profiles demonstrate just some of the expertise available from Leaders of Excellence across the trust and provide examples of how colleagues can draw on this. Further Leaders of Excellence are being appointed for the 2023-24 academic year.

CPD FORMAT

Click here

Your bespoke CPD can be tailored to meet the needs of your school. It can be delivered online or face-to-face in school. Choose from the following formats:

Full day INSET

Booking a full INSET day enables you to launch or revitalise your chosen focus area, ensuring all staff develop their understanding and expertise. Please note, availability for INSET days is limited. Please submit your booking request as early as possible to avoid disappointment.

Full day CPD

You can book a full day of CPD to achieve maximum impact. Our Leaders of Excellence can work with different colleagues at different times of the day to reduce cover needs. For example, a Leader of Excellence could review individual teachers' plans and pupil outcomes in hour long meetings across a day. Alternatively, a Leader of Excellence could deliver specific CPD sessions to different key stage teams across the course of the day (e.g. KS1 in the morning, KS2 in the afternoon).

Half day CPD

Half day CPD is appropriate for certain topics or focus areas, enabling you to draw on our Leaders of Excellence at a time that works for you and your pupils.

Standalone twilight CPD session

Booking a standalone twilight CPD session is a great way to refresh staff knowledge or to revisit prior CPD.

A series of CPD sessions

You can book a series of CPD sessions that drive forward improvement in a key area. You might want to book a full day of CPD focusing on the fundamentals of a particular curriculum subject in the autumn term, followed by a series of twilight sessions across the spring and summer terms that support implementation

Regular in-school support (e.g. one day per fortnight)

Our Leaders of Excellence can work with individual colleagues or groups of colleagues on a regular basis to drive forward a focus area in your school. This intensive form of support can help schools to maintain high-quality subject leadership and quality of education in the face of staffing challenges.

Please note, availability for this is limited due to the in-school teaching and leadership commitments of our Leaders of Excellence. Please make your request as early as possible to avoid disappointment.

PHYSICAL EDUCATION

Course Leader
Sam Gorman

Sam is an SLE with 33 years of teaching experience across a range of schools. She has previously worked for the Youth Sports Trust and the local authority, delivering both practical and theory courses to teachers across the city and county. Sam has also worked nationally for the Youth Sport Trust, again delivering theory modules within the SSCo programme. Sam is a published author, having written the Leicestershire Scheme of Work and co-authoring a support CD for the Teaching of Games (LCP). Sam has worked internationally and supported the delivery of differentiation within teaching to schools in Malta. Alongside her current role as Lead Teacher in P.E at Millfield, she works for Leicester University and delivers the P.E sessions for PGCE students. She also undertook work on behalf of the university, assessing proposed support materials for a project in Saudi Arabia to help teach girls P.E.

At Millfield L.E.A.D. Academy, Sam has transformed physical education – the school is the only school in Leicestershire to be awarded the AfPE Quality Mark twice, currently with distinction. 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.

MENU OF POSSIBLE BESPOKE ACTIVITIES

- Support with curriculum design
- Support with assessment
- Support with the teaching of gymnastics
- Support with the teaching of dance
- Support with the development of active learning
- Support with AfPE award applications
- Support with conducting lesson observations
- Support with policy intent and implementation

COMPUTING AND ICT

Course Leader
Vinny Jigotia

Vinny is an experienced teacher who has led computing at Forest Lodge Academy for 20 years. He has overseen the development of the computing curriculum successfully, responding to changes in Department for Education policy as well as the rapid technological advancements that have taken place. Vinny inspires colleagues with his enthusiasm, ensuring successful curriculum implementation through providing staff CPD, 1-2-1 coaching and making resources that assist them.

Vinny earned the prestigious Master Teacher Diploma in Computer Science at Newman University as part of the Computing At Schools (CAS) project in 2013. He also teaches the computing elements of the PGCE primary course at the University of Leicester. As technology evolves so quickly, Vinny keeps up-to-date with the latest developments through blogs and social media, sharing innovative ideas and practical advice with colleagues within and beyond the trust.

MENU OF POSSIBLE BESPOKE ACTIVITIES

- Primary computing Curriculum
- Computing progression of skills
- Computing Assessment
- Computer Science unplugged
- Training on the use of Scratch for developing pupils' coding skills
- Cross-curricular computing
- Using computing for retrieval skills
- Motivating staff and helping them to create WOW moments.
- Leadership coaching including monitoring
- Signposting for additional help

ENGLISH/TEACHING AND LEARNING/ SUBJECT LEADERSHIP

Course Leader
Sophie Hirst

Sophie Hirst works at L.E.A.D. Teaching School Hub as the Teaching and Learning Leader. As well as leading on the DfE approved writing programme, Sophie has served as an external KS2 moderator in Lincolnshire for the past 6 years, created and delivered a whole-school approach to subject leadership and the curriculum and worked as an ELE (Evidence Lead in Education) for a Research School. Through her role, Sophie works closely with schools on school improvement, coaching, action planning, and effective implementation.

Sophie has previously led English and assessment across a federation of schools, leading and implementing initiatives across schools with contrasting demographics. She also worked alongside Bishop Grosseteste University on their ITT (Schools Direct) programme, leading a cluster of local schools.

MENU OF POSSIBLE BESPOKE ACTIVITIES

- Subject leadership
- Effective teaching and learning
- Assessment and feedback
- English - reading and writing
- Effective implementation and action planning

ENGLISH/QUALITY OF EDUCATION/RESEARCH-INFORMED PRACTICE/ADAPTIVE TEACHING

Course Leader
Brittany Wright

Brittany Wright is Trust CPD Lead for L.E.A.D. Academy Trust. She is in the final stages of her PhD in Education at the University of Nottingham. Her research explores how education can contribute to social mobility in a former coalmining town. She also serves as Regional Representative for the Midlands on the British Educational Research Association's ECR Network.

Brittany has previously taught across PGCE Primary and PGCE Secondary programmes as a Senior Teaching Fellow at the University of Warwick. She has also taught on both the Open University's BA Primary Education and MA Education (Learning and Teaching). Alongside this, she has worked as an educational consultant for primary, secondary and special schools in London and Leicestershire, leading professional development and school improvement at a senior level. In 2019, she co-authored Engaging, Motivating, and Empowering Learners in Schools, published by SAGE. Prior to this, she served as Head of English, Coordinator of More and Most Able, and Coordinator of Widening Participation in a secondary school.

MENU OF POSSIBLE BESPOKE ACTIVITIES

- Primary English curriculum
- Secondary English curriculum, assessment and teaching and learning
- Adaptive teaching for high potential learners/high attaining pupils
- Enhancing professional development in schools
- Motivating staff or students
- Developing a whole-school reading culture

CURRICULUM/BEHAVIOUR/GEOGRAPHY/SOCIAL MEDIA AND WEBSITES/TEACHING AND LEARNING

Course Leader
Emily Broadley

Emily Broadley is a Deputy Headteacher at Witham St Hughs Academy. She has taught and led across both Key Stage 1 and Key Stage 2, with a particular passion for Years 3 and 4. Emily currently leads on teaching and learning, curriculum and assessment as well as having responsibility for pupil premium pupils across her Academy. Emily also leads her Academy's CPD and ECT programmes.

She has a passion for geography and the importance this plays in educating children for the 21st century, as well as a keen interest in developing how schools portray themselves on their websites and through their social media channels. Emily has been part of the DfE 'Behaviour Hubs' programme as a lead school since its conception over 2 years ago and works alongside leadership teams to develop exemplary behaviours across a wide range of settings.

MENU OF POSSIBLE BESPOKE ACTIVITIES

Face-to-face twilights or full day CPD on:

- Outstanding teaching and learning
- Curriculum
- Geography
- Behaviour
- Websites/social media

SEND

Course Leader
Katy Aggus

Katy Aggus is one of the Advanced SENCOs for L.E.A.D. Academy Trust. She leads on the Nottingham City network group and also supports other SENCOs in the trust. She is also one of only three Advanced SENCOs for Nottingham City local authority and represents the trust at this level. She has sat on the panel for HLN funding decisions and is currently supporting a new SENCO in developing their expertise.

She has a full Masters degree in Inclusive Education as well as holding the National SENCO award. She researched into children with attachment difficulties as well as the use of apprentice teaching assistants to support children with autism.

She has worked as a SENCO for the past 9 years across two schools and two different local authorities. She has led on a whole-trust focus on assessment for SEN children and spearheaded a project to create a full resource set for children working below Year 1 levels. Alongside being a SENCO, she also has expertise in safeguarding, behaviour, PSHE and mental health.

MENU OF POSSIBLE BESPOKE ACTIVITIES

- Effective SEN provision in the classroom
- Effective SEN leadership
- Supporting children with complex needs
- SEN assessment
- Supporting class teachers and teaching assistants with SEN
- Paperwork and SEN administration

Leaders of Excellence Case Study

Developing Formative Assessment

"Whilst we have worked to upskill teachers with a range of assessment strategies, we felt that these could have been used to greater effect to improve assessment accuracy and aid pupil progress/attainment. We identified appropriate CPD through the Trust CPD brochure, made a bespoke CPD request, and worked alongside the Leader of Excellence to tailor this to our school needs. The facilitator personalised the CPD programme, delivering across two twilight sessions with a mid-point gap task set for staff.

The CPD highlighted and cemented the need for continual 'live' assessment and reflection within each lesson to ensure that challenge and support are appropriate and feed forward into future planning and delivery."

Paul Burgess
Headteacher, Charnock Hall Primary Academy

Charnock Hall Primary Academy
A L.E.A.D. Academy

Client Headteacher
Paul Burgess

"I delivered two sessions of bespoke training for CHPA on formative assessment. To ensure this was relevant, I met with both the Headteacher and members of SLT, tailoring the sessions to their school needs and ensuring coherence with their current training and policies around marking and feedback.

Both sessions were loosely based around Dylan Wiliam's model of formative assessment – research I had previously explored as part of a L.E.A.D. Equate Research Group.

In the first session, we explored clarifying and sharing learning intentions and how to elicit high-quality feedback. The second session focused on the qualities of effective feedback. Staff were given a gap task based on Harry Fletcher-Wood's decision tree on research around responsive teaching and feedback. We also conducted a menti-meter survey to gather personal opinions on feedback, which was shared with the school's SLT to inform their revised policies.

I enjoyed sharing my knowledge with another school and feel we covered lots of useful ground in the sessions."

Claire Shearer
Leader of Excellence and Assistant Headteacher, Forest Lodge Academy

Leader of Excellence
Claire Shearer

CLAIRE'S RECOMMENDED RESOURCES

The Evidence on Feedback: A Decision Tree – Improving Teaching

Click here

THREE KEY TAKEAWAYS

1. Headteachers can arrange high-quality CPD that takes place at a time and place that works for them and their teams
2. Leaders of Excellence can share their expertise across the trust, supporting their own professional development and helping them to have impact on the outcomes of children beyond their own schools
3. CPD delivered by Leaders of Excellence can be personalised to any individual setting's needs

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

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

Amala Gibson-Smith
English - EYFS

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

Emily Broadley
English

Lynne Rocks
Teaching & Learning

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

Hazel Vaughan
ITT Mentoring

Lisa Sellers
ITT

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

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

Alistair Mann
School Business Manager

STAY CONNECTED

L.E.A.D. Equate
The Regatta, Henley Way, Lincoln LN6 3QR
Telephone: 01522 214459

L.E.A.D. Equate

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

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

Finance enquiries: **helenwise@leadtshub.co.uk**

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Twitter: **@LEAD_Equate**

ENGLISH HUB ONLINE:

Website: **www.wshenglishhub.co.uk**

Twitter: **@WSHEnglishHub**