



DECEMBER NEWS...

As the end of term beckons, I hope that your school communities are looking forward to the festive season.

We've packed this month's newsletter full to the brim with links to exciting CPD courses that will be taking place in the first few days of the spring term. Don't miss out!

As always, please do email brittany@leadtshub.co.uk if there is anything further we can do to help. For administrative queries, please email helenthomas@leadtshub.co.uk.



Reading: Free CPD: do not miss out on the Reading Webinar

The DfE Reading Framework Webinar Dates are outlined in the flyer below. Please click the links within the dates to access a session that suits your diary.



The Witham St. Hughs English Hub has been asked to present the webinar on the 4th of December if you would like to see a familiar presenter!

This FREE webinar is for primary leaders (headteachers, senior leaders, reading leads) and will explore:

- the recently expanded Reading Framework and what has been added since it was first published in 2021
- the key messages that all primary leaders should know.

Click on the link below to reserve your place. Please note you only need to participate in one of the sessions listed below.

English Hubs



COST FREE

Friday 1st December
12pm-1pm

Thursday 7th December
3.45pm-4.45pm / 4pm-5pm

Monday 4th December
3.30pm-4.30pm

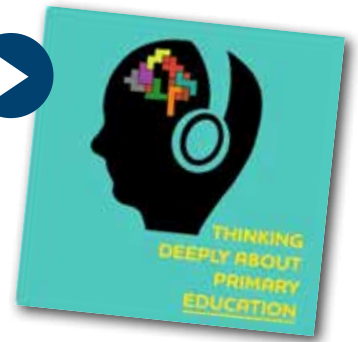
Tuesday 12th December
3.45pm-4.45pm

Wednesday 6th December
12pm-1pm / 3pm-4pm

Wednesday 13th December
2pm-3pm

NOTE: Email Admin@leadtshub.co.uk if you are a secondary practitioner and you would like the recording for the secondary webinar. All of the live dates have now passed.

How Teachers and Leaders might support CPD for Support Staff



Have you heard this podcast produced by Mary Myatt? She is joined by Neil Almond, Christopher Such and Lloyd Williams-Jones for an exploration of how teachers and leaders might support HLTAs in their schools.

What is a HLTA? How can we support the long-term professional development of HLTAs? How can we support HLTAs in on a daily basis?

Whether you are new to the profession or an experienced senior leader, you won't want to miss this one...

L.E.A.D. Equate CPD Survey for 2023-24

Although we're only a few months into the academic year, colleagues from across the trust have already taken part in more than 70 CPD events!

With so much having taken place already, we'd love to hear your feedback. You can find our survey [here](#) - we're also keen to make dreams come true in 2024-25 (it is the festive season, after all!) so please do let us know what else you'd like to see when you fill in your survey responses!

I've already sent this link to all headteachers within the trust - please feel free to share the link with your broader senior leadership team and other colleagues who have attended L.E.A.D. Equate CPD too. The more, the merrier!



Leadership Conference

What a great summary of the L.E.A.D. Leadership Conference. Thank to all who were able to attend.

Click [here](#) to see some familiar faces and colleagues in Lincolnshire!

EDI

Do not miss the latest EDI updates and resources for your school.

TO VIEW
CLICK
HERE



National College Spotlight

This month, we want to highlight a National College webinar hosted by Michael Chiles, who will be collaborating with teachers and leaders from across L.E.A.D. in our CPD session **'Next steps with formative assessment' on Thursday 11th January 2024.**

The
National
College®

An expert on feedback and formative assessment, Michael unpacks how assessment can 'feed-forward' and be 'target-driven' in this webinar.

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BOOK



Additional CPD for Teaching Assistants

Building on the popularity of the online CPD sessions for TAs this year, we're very pleased to announce that we have scheduled **three further online sessions** for the summer term. These will be available for free!

'Supporting in science for TAs'

Friday 19th April 2024
(9.15am-10.45am)

Participants will explore key strategies for providing effective classroom support in science lessons, considering the role of TAs/LSAs in helping pupils to build their subject knowledge and work scientifically in lessons.

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'Strategies for TAs supporting pupils with SEND'

Friday 26th April 2024
(9.15am-10.45am)

Students with SEND may need additional help and support in the classroom. Participants will consider some of the strategies and approaches that can work well for pupils with special educational needs and disabilities, as well as exploring the underpinning of these principles and the role of specialist knowledge in teaching these pupils.

CLICK TO BOOK

'Scaffolding strategies for TAs'

Friday 24th May 2024
(9.15am-10.45am)

Participants will deepen their understanding of scaffolding and explore how they can harness this strategy to maximise learning for all pupils.

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Making the difference: pastoral care

We all know that high-quality pastoral care can make the difference when children and young people need it most. In this online CPD programme, Paul Longden – an experienced former headteacher and inspector – will provide a range of practical strategies to support colleagues in:



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- Identifying pupil needs
- Identifying evidence-based approaches to pastoral support
- Evaluating impact
- Leading pastoral provision

This programme is suitable for Student Managers, Behaviour Mentors, Pastoral Mentors, Pastoral Leads, and SLT with responsibility for personal development across primary or secondary schools.

The event will take place on **Tuesday 6th February 2024 from 9.30am-3pm**. Tickets cost just £135 per person – use the **voucher code LEADTSHUB** to pay with your ringfenced L.E.A.D. Equate CPD budget

Next Steps in Formative Assessment

Thursday 11th January 2024 - 1pm-4pm

Following our series of CPD sessions focused on formative assessment, we're very pleased to share further details of an exciting session that will take place in the Spring term.

Hosted **online** by Michael Chiles, author of *The Feedback Pendulum* and *The CRAFT of Assessment*, 'Next Steps with Formative Assessment' 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! Use the **code LEADTSHUB** to book your ticket with your L.E.A.D. Equate CPD budget.



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Nottingham City Moderation Dates: DfE Priority Literacy Project

As you know, the trust took the decision to pause trust-wide moderation sessions this year in light of the DfE's Priority Literacy project focusing on this across Nottingham City and Derby City. All schools are encouraged to engage with local moderation sessions – please do share your feedback on this with the L.E.A.D. Equate team to support us with planning for next year.

Schools in Nottingham can access free moderation for 2023-24 through Priority Literacy on the following dates:

MODERATION CPD

Y2 Moderation CPD session
Friday 26th January 1.15pm-4pm

[CLICK TO BOOK](#)

Y6 Moderation CPD session
Monday 29th January 1.15pm-4pm

[CLICK TO BOOK](#)

MODERATION WORKSHOPS

Y2 Moderation Workshop
Friday 22nd March
1.15pm-4pm

Y3 Moderation Workshop
Thursday 25th April
1.15pm-4pm

Y1 Moderation Workshop
Thursday 2nd May
1.15pm-4pm

Y6 Moderation Workshop
Monday 25th March
1.15pm-4pm
OR:
Thursday 28th March
1.15pm-4pm

Y4 Moderation Workshop
Friday 26th April
1.15pm-4pm

Y5 Moderation Workshop
Friday 3rd May
1.15pm-4pm

Please click on your chosen workshop date to book your place.



Evidence against the Teachers' Standards

Following the statutory induction information event, we received several enquiries around in relation to evidence collation/expectations whilst serving the statutory induction period.

The statutory guidance states under the Induction Tutor's role and responsibilities that they should ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

Furthermore, under progress review it states that.

2.50. Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

2.51. Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

Under assessment reviews it states that:

2.57. Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new

for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF. We recommend that the ECT and Induction Tutor firstly have a look through the paperwork templates that have been uploaded into the 'resources' folder on ECT Manager. There are templates for ECTs to record training that they have had, particular pieces of evidence that you have through teaching etc.

As an Appropriate Body, we recommend that ECTs and Induction Tutors look at the paperwork templates on ECT Manager and agree what the expectations for collating evidence are in that particular educational institution. It is important that these expectations are transparent between both parties so that when it comes to a progress review meeting (formal or informal) there is a shared expectation of what will be presented.

There is no expectation to keep a separate file of evidence but as an AB we do recommend that it is good practice to keep track of training you have received (see ECT Manager, Resource D-Professional Learning Log).

What should I do if my ECT has resigned?

Contact your L.E.A.D. Delivery Partner as soon as possible. Include the following information:

- ECT initials and ECT's school
- The ECT's last working day

You will be required to complete an interim assessment prior to the ECT's final working day. As per the statutory guidance: 'Interim assessments should be completed by the induction tutor or headteacher when an ECT leaves post after completing one term or more in an institution but before the next formal assessment would take place. It is expected that an interim assessment takes place before the ECT leaves post. In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example, in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher are still expected to complete an interim assessment report and provide a copy to the appropriate body and the ECT.'

Concerns about the performance of an ECT who is not performing against the Teachers' Standards

The Teaching School Hub has a robust escalation process in relation to the Appropriate Body actions which are undertaken when a school has concerns around an ECT's performance. To support schools further, we are currently developing a clear toolkit for greater clarity in relation to the actions undertaken by the school to ensure a fair and objective process for all involved. We will share this with you once it is finalised. In the meantime, please do not wait for assessment points to occur and raise any concerns immediately with the Teaching School Hub AB lead Sophie Lougher.

If there is anything specific that you require an answer to, please do not hesitate to contact:



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ECF & AB Administrator
rachael@leadtshub.co.uk

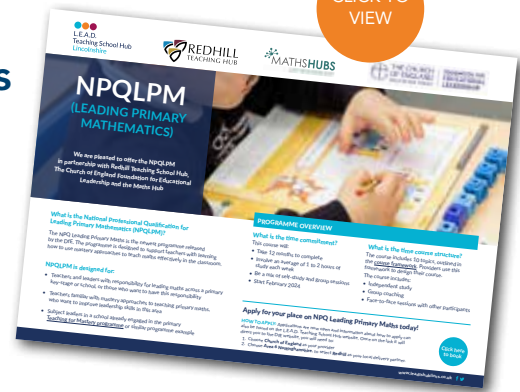
Telephone:
01522 214459



We are now accepting applications for the 2024 Spring cohort of NPOQ Leading Primary Maths



We are working in partnership with the Maths Hub, Redhill Teaching School Hub and the Church of England.



Applications are also open for the three **LEADERSHIP PROGRAMMES** –
NPQH (Headship)
NPQSL (Senior Leadership)
NPQEYL (Early Years Leadership)

Applications are also open for the **SPECIALIST PROGRAMMES** –
NPQLT (Leading Teaching)
NPQLTD (Leading Teacher Development)
NPQBC (Behaviour and Culture)
NPQLL (Leading Literacy).

We also have places available on the **Early Headship Coaching Offer**.

To sign up for one of the above mentioned programmes click [here](#).

Participants for Cohort 5 Leadership and Specialist programmes have been busy this week accessing their first National Seminar with colleagues from across the country accessing the same programmes. It has been fantastic for us all to see how motivated and engaged participants are already, with many completing their on boarding materials within the first few days of these being released.

November has been a really exciting month with the start of the NPOQ Graduate Seminar Series launching later this month. The NPOQ Graduate Seminar series is an exciting additional offer to all our former participants in the same way as an Alumni group would work.



Stronger Practice Hub status

The Pen Green Centre in Corby has been awarded Stronger Practice Hub status. In relation to Curriculum Hub partnerships, L.E.A.D. Teaching School Hub will be working in partnership with Pen Green to support professional development in the Early years.

Funded by the Department for Education and delivered by National Children’s Bureau and the Education Endowment Foundation, Stronger Practice Hubs aim to support early years settings and childminders to improve outcomes for children in their local area across the Early Years Foundation Stage, but specifically focusing on areas of development that research states have been most impacted by COVID-19: personal social and emotional development (PSED); communication and language, and early literacy and maths.



East Midlands Early Years Stronger Practice Hub

Curriculum Hubs

Please visit the offer from the range of Curriculum Hubs:





Upcoming CPD



**SEND Huh
Conference**
Tuesday 5th
December



**First Aid at Work
(Derby)**
Wednesday 6th
- Friday 8th
December



**A Guide to Premises
Inspections**
Wednesday
6th December



**Maternity and
Family Friendly
Policy**
Wednesday
6th December



**Unpicking and
Evaluating Your
School Inspection
Data Summary**
Tuesday 12th
December



Paediatric First Aid
Various Dates
and Venues



H4L Education KS2 Fluency Project
Session 1 to be completed
Tuesday 12th December -
Tuesday 9th January 2024
Launch on Tuesday 9th January 2024



H4L Education KS3 Fluency Project
Session 1 to be completed
Tuesday 12th December -
Tuesday 9th January 2024
Launch on Tuesday 9th January 2024



**Next Steps
with Formative
Assessment**
Thursday 11th
January 2024



**Single Centre
Record Training**
Friday 12th
January 2024



**Procurement
Training**
Wednesday 17th
January 2024



**Exploring the
Benefits of Mind
Mapping to
Support Long
Term Memory Age**
Fri 19th Jan 2024



**HR for Line
Managers**
Tuesday 23rd
January 2024



**Teaching
About Healthy
Relationships
(Primary)**
Wednesday 24th
January 2024



**Supporting Pupils
with Autism**
Friday 26th
January 2024



**Health and
Safety Law in
Education**
Wednesday 31st
January 2024



**Teaching
About Healthy
Relationships
(Secondary)**
Wednesday 31st
January 2024

Click on your chosen programme to book

