



## SEPTEMBER NEWS...

### The 2025-26 CPD brochure is here!

At the end of the Summer Term, all headteachers should have received a physical copy of the L.E.A.D. Equate CPD brochure for 2025-26. You can also find a digital version, with clickable weblinks here:



School Business Professionals and Office Managers may also be interested in the following to help with the practicalities of booking and tracking your CPD with L.E.A.D. Equate:

#### • WALKTHROUGH VIDEO FOR TRACKING CPD

To support School Business Professionals/Office Managers with tracking L.E.A.D. Equate CPD, the following video might be helpful.



School Business Professionals/Office Managers can also download our updated version of the L.E.A.D. Equate CPD Tracking Template here:



Our Finance Administrator, Helen Wise ([helenwise@leadtshub.co.uk](mailto:helenwise@leadtshub.co.uk)), will continue to share a termly statement of your L.E.A.D. Equate CPD spend but this will only show the CPD that has been invoiced and has already happened. A spreadsheet like the one above will enable School Business Professionals/Office Managers/ Senior Leaders to see how much of the budget has been allocated to each term, as well as keeping track of the CPD that is scheduled but hasn't happened yet!

#### • BOOKING CPD

You or your colleagues should use the code LEADTSHUB when booking through our BookItBee weblinks to pay by invoice, which will then allow us to deduct any ticket price from your allocated L.E.A.D. Equate CPD budget. You can also search for CPD by using the keyword 'L.E.A.D.' and any relevant keywords in the search box on the BookItBee website:



For any administrative enquiries, please contact Donna on [admin@leadtshub.co.uk](mailto:admin@leadtshub.co.uk).

### NEW L.E.A.D. EQUATE AI ADVISOR!

To help navigate our extensive brochure, we have also created an AI Advisor that can answer your questions about the 2025-26 offer. We have put together a demo video here to show you how it works:



You can talk to the L.E.A.D. Equate AI Advisor using your work Office 365 account here:



Please let us know if it's useful!

# National College for 2025-26

You can find helpful resources to support with the compliance-focused National College training modules on the L.E.A.D. Equate website. Just follow this link:



The interactive posters for 2025-26 are also available here:



The National College®

The following walkthrough videos will also help you to make the most of the National College platform:

[How do I create user groups?](#)



[How to create learning plans\\*/assign training to staff](#)



[How do I edit a learning plan?](#)



[How to send reminders to staff to complete learning plans](#)



\*Learning Plans were previously called watchlists – the National College only changed the terminology this year.

## Upcoming CPD

### ATTENDANCE AND POWER BI

**Monday 15th September 2025 / 3.30pm – 4.30pm / ONLINE via Teams**

Join Trust Attendance Advisor, Sharon Bassett, for practical support on making best use of attendance data to inform strategic planning and to support with evaluating impact. During the session, Sharon will:

- support strategic approaches to attendance through effective data analysis
- provide an online overview of the attendance monitoring capabilities of Power BI
- show participants how to access DfE National data and summaries for your settings



Cost:  
Trust-funded

### EMOTION COACHING: SUPPORTING PUPILS WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH) NEEDS

**Thursday 18th September 2025 / 9.15am – 10.45am / ONLINE via Zoom**

The session will explore the psychology behind emotional regulation, provide real-world classroom strategies, and offer guidance on embedding Emotion Coaching within whole-school behaviour policies. Ideal for teachers, teaching assistants, SENCOs, and pastoral staff, this course equips educators with the skills to create a supportive, emotionally responsive learning environment where all pupils can thrive.

Cost per person: £45

Find out more on page 145 of the L.E.A.D. Equate 2025-26 CPD Brochure and book your tickets here:



### IMPROVING TEACHING PROGRAMME WITH SEND EXPERT

Teachers, HLTAAs, and TAs have an exciting opportunity to access this fantastic CPD programme, planned and delivered by Dr Nic Crossley, co-author of the bestselling Inclusion: A Principled Guide for School Leaders (2021) and the brand-new Inclusion: A Principled Guide for Early Career Teachers (2025).

Across the five twilight sessions (3.45pm – 4.45pm), participants will explore:

**Session 1 Understanding How We Learn - Thursday 2nd October 2025**

**Session 2 Pedagogy into Practice - Thursday 16th October 2025**

**Session 3 Dialogic Teaching and Oracy - Thursday 13th November 2025**

**Session 4 Executive Function & Cognitive Load - Thursday 27th November 2025**

**Session 5 The Power of Mindset - Thursday 4th December 2025**

Participants will be able to draw on Nic's extensive experience of leading high-quality teaching for pupils with additional needs. Gap tasks between sessions will help colleagues to apply their learning day-to-day.



£25 per person OR £100 whole-school rate (all schools booking this option MUST email [admin@leadshub.co.uk](mailto:admin@leadshub.co.uk) with a full list of all the staff attending and their email addresses).

Find out more and book your place here:



# Review in Action: Book Your Tickets They Sell Out!

Two Review in Action days are taking place in the upcoming weeks:



## LEADING CULTURE AND CLIMATE AT HUNTINGDON ACADEMY

**Thursday 2nd October 2025 / 10am – 2pm**

Find out more about Huntingdon's leadership principles and practices through this opportunity to go behind the scenes with Head of School, Becky Riley, and the fantastic team. Throughout the day, participants will have the chance to reflect on their own school's culture and climate, engaging in stimulating and thought-provoking discussion, as well as seeing the Huntingdon team's approaches in action!

[BOOK HERE](#)

Tickets cost just £99 per person.

## LEADING KS2 HISTORY AT CLOUDSIDE ACADEMY

**Tuesday 11th November 2025 / 10am – 2pm**

Join Leader of Excellence, Ben Buxton, and Cloudside's History Lead, Caroline Quigg, for this interactive and thought-provoking day which will give participants the opportunity to unpick their subject and aspects of subject leadership in detail, as well as seeing great practice at Cloudside.

[BOOK HERE](#)

Tickets cost just £99 per person.

## Celebrating fantastic CPD delivered by colleagues from across L.E.A.D. Academy Trust

### STARLING VR: SECONDARY

On Friday 27th June 2025, colleagues from the Birley Academy, Da Vinci Academy, and Noel-Baker Academy travelled to Millfield L.E.A.D. Academy in Leicester for the first day of their Starling VR training. This innovative approach to teaching vocabulary in primary schools has been developed by Millfield's Assistant Headteacher, Aaron Jordan, and Senior Lecturer from Nottingham Trent University, Emma Vardy.



With a successful pilot having shown impact in L.E.A.D. primary schools, Emma and Aaron have been working closely with Director of Secondary, Alyson Middlemass, and other key colleagues to implement the programme for secondary schools.

Year 7 form tutors at Da Vinci Academy and the Birley Academy will be leading Starling VR sessions throughout this term, with Noel-Baker Academy staff rolling out the programme in the spring term.

## CPD for Teaching Assistants

We have a fantastic range of CPD opportunities for HLTAAs and TAs for 2025-26.

**DON'T MISS THE IMPROVING TEACHING PROGRAMME!**

[BOOK HERE](#)

## The Graduated Approach to Supporting Children: Cognition and Learning for TAs

**Thursday 25th September 2025 / 1.30pm – 3pm / ONLINE via Zoom**

Designed for those working with pupils who have difficulties such as dyslexia, dyspraxia, or general learning delays, this session will provide practical strategies for scaffolding learning, adapting tasks, and building pupils' confidence in core areas like reading, writing, and mathematics.

Cost: £15 per person

[BOOK HERE](#)



## Early Years

### Giving Every Child the Best Start in Life

Have you seen the DfE document around this? See the proposals moving forwards.

The foundations of success are laid in early childhood. Ensuring every child has the best start in life - the chance to achieve and to thrive - is the foundation stones of the Government's Opportunity Mission. A positive start can ensure that a child's background does not determine their future success, enabling them to develop well, learn to communicate, build relationships, manage their emotions, play, and learn. This goes beyond school, having far-reaching consequences for their lives. The Plan for Change sets a target for a record proportion of children to be school-ready by 2028.



### The Early Years Conference

The DfE held an Early Years conference in the Summer Term. The content received positive feedback and really identifies the key aspects of focus for leaders and early years practitioners. We are sharing the Powerpoint that was shared at the event. Please find the materials connected to the event, we highly recommend that this is viewed by leaders.



### Emotional Literacy in the Early Years

Developing the language of emotions in the Early Years is critical. Please feel free to access this podcast with Jayne Carter to find out more.



In this episode, Izzy and early years specialist Jayne Carter discuss developing the language of emotions in the early years – looking at different approaches and the importance of focusing on helping children improve their ability to express themselves.

They discuss:

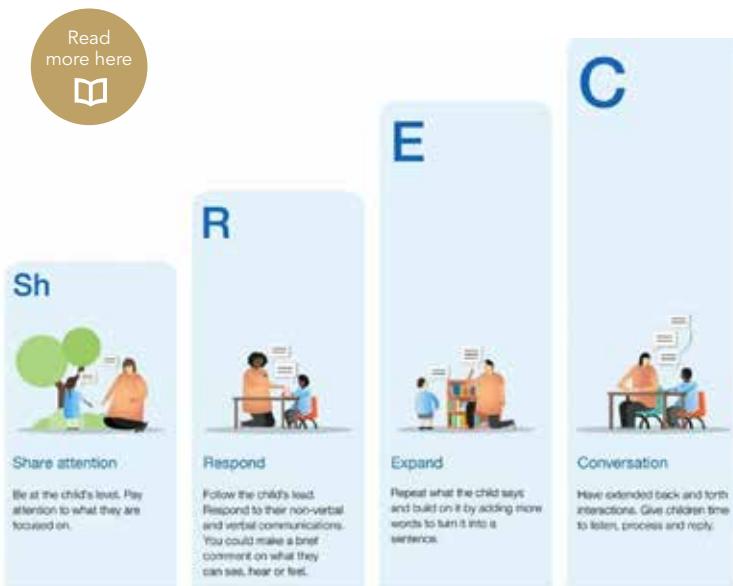
- The EEF's '5 a day principle'
- The 'little and often' approach
- The significance of 'hooks'



### High Quality interactions in the Early Years



The SHREC approach to high quality interaction is a vital component for all adults in the early years.



A video demonstrating this approach can be found here:

### Ofsted Resources for Early Years



## FURTHER RESOURCES

### EEF Blog

Five evidence-based strategies to support high-quality teaching for pupils with SEND.



### Reception Improvement

The DfE have released a link to support improvement in the Reception Year

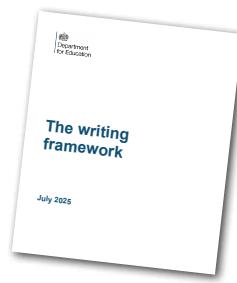


# Quality of Education - The Writing Framework:

The Writing Framework has been published today, and we're keen to share the key points with you.

HERE ARE OUR KEY TAKE-AWAYS:

- There is a very strong focus on securing transcription, with guidance on how to break this down into small steps. Handwriting, spelling, sentence level work and dictation are the absolute bedrock of writing. It is vital that this is established in EYFS.
- These early stages must be secure to develop automaticity.
- The importance of Oracy as part of the writing process is highlighted.
- Spelling: we're delighted to see references to the importance of orthography, etymology and morphology. These are all central tenets of our Active Spelling approach.
- Grammar is taught most effectively when it is a tool for writing, and children see how they can manipulate it to help them express what they want to say.
- Composition should not be over-complicated until sentence level work is secure.
- Motivation for writing is key: children must be encouraged to develop a love of writing. This comes from high-quality teaching which is underpinned by deep subject knowledge, strong leadership of writing and opportunities for professional development.
- A whole-school overview of the writing process is important. Careful planning must be in place which builds on prior knowledge.
- Teacher modelling lies at the heart of effective writing instruction: the word 'model' appears nearly 100 times in the new framework.



This framework heralds an exciting time for the teaching of writing - do have a look at our CPD offer to see how we can help and support you in your writing journey.

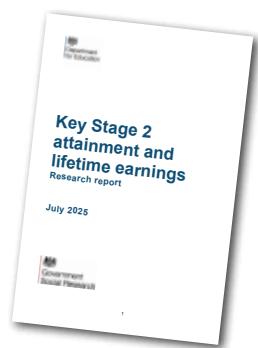


## Key Stage 2 Attainment and Lifetime Earnings

According to the latest DfE research, a one standard deviation improvement in KS2 English and maths is linked to £63,700 more in lifetime earnings. That's a 13.8% boost...beginning with what children learn at age 10 or 11.

Better KS2 outcomes are strongly tied to better GCSEs, further study and long-term life chances.

- Returns are greater in maths than English
- Higher gains for girls than boys
- A similar % uplift for pupils from all background



## Clips from the Classroom

The EEF have produced a range of clips of classroom practice. This spans all age groups. They are a really valuable tool for teacher development and reflection. Please feel free to access the full range of clips [here](#):



## Pupil Interaction



Successful TAs/give the support pupils need, but not more than they need. This means teachers and TAs should follow the principle of giving the least additional support first, informed by a deep knowledge of their pupils and what they might need for a specific task. The scaffolds that are provided to pupils might be visual, verbal or written. This framework aims to show what this might mean for TAs' work with pupils, and offers examples to demonstrate how scaffolds can be used to gradually increase pupils' independence over time. This framework can be used by TAs reflecting on their practice, teachers considering how they work alongside a TA, and by leaders who are commissioning how to support colleagues.

**Self-identifying**  
Visual scaffolds: Definition, Visual self-identifier  
Verbal scaffolds: Visual self-identifier  
Written scaffolds: Visual self-identifier

**Promoting**  
Visual scaffolds: Promoting pupils' independence, Promoting pupils' independence, Promoting pupils' independence  
Verbal scaffolds: Promoting pupils' independence, Promoting pupils' independence, Promoting pupils' independence  
Written scaffolds: Promoting pupils' independence

**Shaping**  
Visual scaffolds: Shaping pupils' independence, Shaping pupils' independence, Shaping pupils' independence  
Verbal scaffolds: Shaping pupils' independence, Shaping pupils' independence, Shaping pupils' independence  
Written scaffolds: Shaping pupils' independence

**Modeling**  
Visual scaffolds: Modeling pupils' independence, Modeling pupils' independence, Modeling pupils' independence  
Verbal scaffolds: Modeling pupils' independence, Modeling pupils' independence, Modeling pupils' independence  
Written scaffolds: Modeling pupils' independence

Successful interactions provide the support pupils need, but not more than they need. This means teachers and TAs should follow the principle of giving the least additional support first, informed by a deep knowledge of their pupils and what they might need for a specific task. The scaffolds that are provided to pupils might be visual, verbal or written.

This framework aims to show what this might mean for TAs' work with pupils, and offers examples to demonstrate how scaffolds can be used to gradually increase pupils' independence over time.

The full document can be found here: [\[book icon\]](#)



## Using AI

### Using AI in Settings: Support Materials

The DfE have released support materials to help schools and colleges use AI (artificial intelligence) safely and effectively. Please find the link here

 Department for Education



### What schools need to know about using AI

An article outlining what schools need to know about using AI: [\[book icon\]](#)



## Reading

The Education Secretary is calling on parents to lead by example and make reading a daily habit to help reverse the decline in reading for pleasure, to help give kids the best start in life as part of the Plan for Change.



## Why students forget and what you can do about it

Our brains are wired to forget, but there are research-backed strategies you can use to make your teaching stick.

Read on to find out more: [\[book icon\]](#)



## The DfE Music Development Plan

All schools should have a music development plan, as set out in the [national plan for music education](#).



Find out more about this here: [\[book icon\]](#)

The Lincolnshire Music Hub is also a source of support around this.



## Improving Wellbeing

Improve workload and wellbeing for school staff service: [\[book icon\]](#)



The DfE's Improve Workload and Wellbeing for School Staff Service, developed alongside school leaders, contains a range of supportive resources for schools to review and reduce workload, and improve staff wellbeing. The Department has recently worked with school leaders to create new resources for the service, including:

- [A case study on improving school attendance](#)
- [A case study on reducing complaints](#)
- [Tips for using senior leadership meeting time more effectively](#)
- [A guide for planning a yearly safeguarding calendar](#)
- [Advice on setting expectations with parents and carers](#)

The service contains approaches shared by senior leaders which improve workload and wellbeing in their school. We would be grateful if you could share this with schools and leaders in your area and encourage them to view the service. If you or anyone you work with has an idea that can be developed further for future update rounds, you can share ideas with the Department through the service.

Share your ideas 

The DfE wants to ensure the service works for users so we are looking for feedback from the sector, and we would appreciate your support with this in your local networks. Feedback can be provided using this feedback form.

Feedback form 

# Careers and Financial Education

## Career Development

Have you seen this document about phases in children's career development?

Do not miss the opportunity to find out more.



## Oak National Academy have launched financial education resources.

Oak National Academy has launched over 80 new financial education resources to support teachers to deliver high-quality lessons and prepare children for life and employment in the modern world.

The resources, which cover both primary and secondary, explore core financial concepts (such as budgeting, saving and taxation) as well as more contemporary areas such as keeping money safe from scams, virtual spending whilst online gaming, and assessing claims made by influencers.

Financial education resources for:

Key Stage 1

Key Stage 2

Key Stage 3

Key Stage 4

Read more here

## Leadership

### We need to talk about... senior leadership: the right move, not just the next one

Read on to find out more:



## Teacher Appraisal

TDT share their thoughts on how teacher appraisal can meaningfully support teacher development.

Find out more here:

## Relationships Education - the key changes for 2026

The government has published updated Statutory guidance around Relationships and sex education (RSE) and health education

Please do read this article to summarise the key changes.

### Need help Navigating the key changes?

We have expert Catherine Kirk offering an excellent CPD session for primary and secondary colleagues.

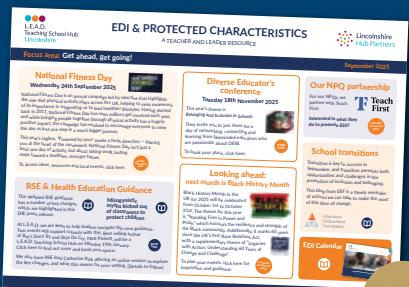
Click here to book:



CLICK HERE

## EQUALITY, DIVERSITY AND INCLUSION

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



Sept EDI newsletter

CLICK HERE



## ECF team update

We are pleased to welcome Sophie Louher back to the AB/ECF team after completing her maternity leave.



## ECPDP

ECTs and Mentors that are currently working through their training on the Early Career Framework



All dates for facilitated sessions for ECTs and mentors that are part way through their training can be found on the following link to support schools with ensuring these dates are booked into the school calendar and your ECT's Mentor's diaries.

## ECF and NPQ statistics

On Thursday 10 July 2025 DfE have published the latest Early Career Framework (ECF) and National Professional Qualifications (NPQs) statistics.

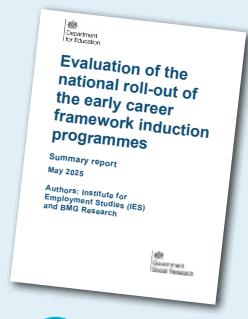


This contains information on the number of Early Career Teachers (ECTs) and Mentors participating in the provider-led ECF induction programme and the latest NPQs started in the academic year 2024 to 2025.

### SOME OF THE KEY FINDINGS ARE:

- **22,536 ECTs** started ECF-based induction training in 2024/25. Of these, **94.4%** started a **provider-led** induction and **4.3%** started a **school-led** induction. In addition, **15,593 new Mentors** were trained for provider led induction.
- **89.7% of ECTs** who started ECF-based induction in 2023/24 were **retained in state schools the following year**, an increase of 0.8 percentage points compared with the 2022/23 ECF cohort.
- **80.5% of ECTs** who started ECF-based induction in 2022/23 were **retained in state schools after two years**, an increase of 1.2 percentage points compared with the 2021/22 ECF cohort.
- In 2024, **15.8%** of the state school teaching workforce had started or completed an ECF-based induction since roll-out in the 2021.
- **22,536 ECTs** started ECF-based induction training in 2024/25. Of these, **94.4%** started a **provider-led** induction and **4.3%** started a **school-led** induction. In addition, **15,593 new Mentors** were trained for provider led induction.

The DfE released The Evaluation of the national roll-out of the **Early Career Framework induction programmes** in May 2025 identifying positive impact with regards to the ECF so far. To read the report please use the following link:



As we begin the next academic year, we are moving into a period where we will be running the original programme for the Early Career Framework (ECPDP) alongside the new Early Career Teaching Programme (ECTP) for all ECTs that register from September 2025 onwards.

### ECPDP- ECTs and Mentors that are currently working through their training on the Early Career Framework:

All dates for facilitated sessions for ECTs and mentors that are part way through their training can be found on the following link to support schools with ensuring these dates are booked into the school calendar and your ECT's Mentor's diaries:



## ECTP - Revised ECF programme

As you are aware the Early Career Framework has been revised to **ITTECF** and will come into effect from September 2025. The **Initial Teacher Training and Early Career Framework (ITTECF)** covers the training and induction periods at the start of a teacher's career, combining and replacing the previously separate Initial Teacher Training (ITT) Core Content Framework (CCF) and Early Career Framework (ECF).

For the first time in autumn 2025, L.E.A.D. Academy Trust Year 1 ECTs from **primary and secondary schools** will be able to access trust-specific sessions for the **whole programme face-to-face in Sheffield**. This is an exciting opportunity for colleagues across L.E.A.D. to collaborate and to share expertise.

You can find out more about the trust-specific programme here:



### Key changes for ECTs:

- **Diagnostic tools** to help **tailor topics** teachers need the most support with.
- More content on **adaptive teaching and SEND** to help teachers support the needs of their pupils.
- More examples for different **phases, settings and subjects**.
- An enhanced focus on **literacy and oracy**.
- A focus on translating research into **practice** and **application** of theory in the **classroom**.

### Key changes for Mentors:

The DfE have listened to feedback from schools with regards to the role of the Mentor. As a result, Mentor training has been reduced from 2 years to 1 year. The ECTP Mentor programme is completely new and NOT linked to the previous ECPDP. Those Mentors that have already completed training for ECF will not need to complete training on the new programme. Those Mentors that are in the process of being trained on the ECPDP must complete this training moving into their second year in 2025/26.

We have created an **FAQ document** for Mentors to support with answering any questions that you may have with regards to the revised ECF – please use this link.



Any further questions please contact [Rachael@leadtshub.co.uk](mailto:Rachael@leadtshub.co.uk);

For a summary of the changes and how this will affect you as a Head Teacher, your Induction Tutor and Mentors please follow the link to a short recording.



All dates for facilitated sessions for ECTs and mentors that will be starting their training in September 2025:

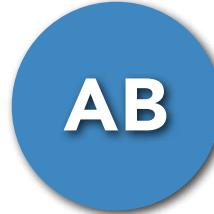
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ACCESS

## Registration of ECTs

All schools will have received an **email on the 30th June** inviting them to **register participants** on the DfE digital service.

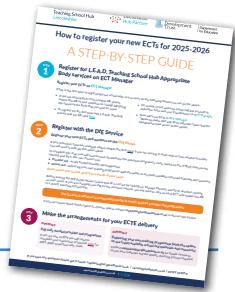
If you have any further questions please contact [Rachael@leadtshub.co.uk](mailto:Rachael@leadtshub.co.uk)



**AB**

## Registering New ECTs

If you have an ECT who is new to your school, please make sure you have registered them for induction. Follow this link for a step-by-step guide to registering your ECT:



## Registering New ECTs

	<b>Autumn 2025</b>	<b>Spring 2026</b>	<b>Summer 2026</b>
Progress reviews and Assessment Deadlines	Thursday 27th November 2025	Thursday 12th March 2026	Wednesday 1st July 2026
Reduction request deadlines	Friday 17th October 2025	Friday 30th January 2026	Friday 8th May 2026
Statutory Induction Information Event for Headteachers and Induction Tutors	Thursday 25th September 2025, 3.45pm – 4.30pm	Thursday 22nd January 2026 3.45pm – 4.30pm	Thursday 30th April 2026 3.45pm – 4.30pm
Statutory Induction Information Event for ECTs and Mentors	Monday 29th September 2025 3.45pm – 4.30pm	Thursday 29th January 2026 3.45pm – 4.30pm	Thursday 7th May 2026 3.45pm – 4.30pm

Key dates and booking information can be found here:



## Appropriate Body update for 2025/26

Due to changes in legislation, our Appropriate Body Partnership Model has been updated from September 2025.

We are pleased to confirm that your named Appropriate Body contact from September 2025 is **Sophie Louger**, who has returned from maternity leave.

Our dedicated team and further points of contact will also include:

- **Matthew Davidson**, Deputy AB Lead
- **Keira Kelleher**, AB Assistant Lead and Programme Facilitator
- **Rachael Visconti**, ECF and AB Administrator

We would like to take this opportunity to extend our sincere thanks to the partners we have worked with over the past five years. Their expertise and dedication have been instrumental in delivering a consistently high standard of support for Early Career Teachers (ECTs), Mentors, and Induction Tutors across the county.

If you have any further questions please contact:



**Sophie Louger**

AB Lead

sophielouger@leadtshub.co.uk



**Matthew Davidson**

AB Deputy Lead

matthewdavidson@leadtshub.co.uk



**Keira Kelleher**

AB Assistant Lead and  
Programme Facilitator  
keira@leadtshub.co.uk



**Rachael Visconti**

ECF and AB Administrator  
rachael@leadtshub.co.uk



L.E.A.D.

Teaching School Hub  
Lincolnshire

'Working in Partnership Achieving ...

## Welcome Back from the NPQ Team!

We are hitting the ground running this year for NPQs. We were pleased to confirm before the summer break that the DfE have shared more clarity over the landscape for NPQs in 2025.



- There will only be one cohort throughout the academy year 2025/26 so do not miss your place.
- The DfE portal will open on the **9th September** and close the second week in October - a very tight turn around!
- NPQH and NPQSENCo will be fully funded. Full funding for the remaining NPQs is available to teachers and leaders from eligible schools and 16 to 19 settings that have high levels of disadvantage.

Full details, including eligibility lists, can be found [here](#) 

- For the NPQ in Early Years Leadership, highly disadvantaged early years settings and maintained nursery schools will also be eligible.
- For the NPQ in Leading Teacher Development, scholarship funding is also available if you're taking on the role of lead Mentor for an Initial Teacher Training (ITT) provider accredited to deliver ITT from September 2024

## IMPORTANT TO ACTION

If you have not done so already, if you or any colleagues be interested in undertaking an NPQ, **please visit our website [here](#) to submit an application as soon as possible**. Follow the link [here](#)  to a support document to help guide your responses and strengthen your application.

This will give you a head start once the DFE registration portal opens on the 9th September 2025. We will further notify you when to complete this. Please do not hesitate to Colette at [colette@leadtshub.co.uk](mailto:colette@leadtshub.co.uk) for any further advice or information.

## Teach First AI Summit

As a Hub, we were so fortunate to be invited to the Teach First AI Summit in July. It was an excellent event and, in many ways, a call to action. Teach First are passionate that if AI is truly meant to serve education, then education must also play a role in shaping the future of AI. If we do this intentionally, strategically, and inclusively, we

won't just improve how we teach and learn; we'll build a fairer, more just education system. One that works for every child.



You can read Colette's blog here that communicates the key takeaways from the day.



## NPQs: Continue to meet our team!

Each month, we are sharing more details of our wonderful team. Last month we met Senior Administrator Donna. This month, it is the turn of our fantastic facilitator, **Catherine Stratton**:

Hi, I'm Catherine Stratton — an experienced school leader, adviser, and facilitator with a deep and unwavering commitment to educational leadership. I've served as a Head Teacher for over 16 years and held a wide variety of roles across the education sector, each shaped by my dedication to nurturing high-quality leadership and creating lasting impact in schools.



My passion is supporting aspiring and established leaders. I currently facilitate sessions for NPQSL and NPQH in partnership with Teach First and TDT, guiding participants through their leadership journeys. This role allows me to combine my experience with my passion for developing others, helping leaders reflect, grow, and build the confidence to lead with clarity and conviction.

As a facilitator, I strive to bring the principles of L.E.A.D. Teaching School Hub to life. For me, it's essential to remain responsive to the needs of everyone, in every group I work with. I work hard to foster connection, encourage meaningful dialogue, and create safe and brave spaces where trust, collaboration, and challenge can flourish.

My commitment to educational leadership is not just professional — it's personal. I care deeply about the work we do, the people we serve, and the potential we unlock. I believe that every session we lead is an opportunity to empower others, share what we've learned, and contribute to a profession that continues to inspire me every day.

Here's to the next steps in our shared commitment to education — I look forward to sharing your leadership journey with you in the near future.

## Upcoming Assessment Windows

Two assessment windows are imminent:

**TDT Cohort 6 Leadership**  
**15th -22nd September 2025**

**TDT Cohort 7 Specialist**  
**6th – 13th October 2025**

Do not hesitate to reach out should you require any further assistance with your assessment preparation. The document linked here aims to support your final assessment preparation.

We wish all participants success in this next stage of your NPQ journey.

## NPQ statistics

- There were **29,526 unique NPQ participants** in 2024/25, representing **4.5%** of the state school teaching workforce. Of these **23,477 were funded** and **6,063 were non-funded**.
- By 2024/25, **19.9%** of the state school teaching workforce had started a reformed NPQ since 2021, up from **17.2%** in 2023/24
- By 2024/25, **88.4%** of schools had employed a teacher who started a **reformed NPQ** since the roll-out in 2021, up from **83.3%** in 2023/24.

These statistics are really encouraging to see and are a reflection of the sectors' continuing dedication and commitment to support and develop teachers and leaders at every stage of their careers.

# Upcoming CPD

Click on your chosen programme below to book



**Wednesday 10th September**

**Emergency Paediatric First Aid Sheffield**



**Thur 11th & Fri 12th September**

**Paediatric First Aid Lincoln**



**Monday 15th September**

**Active Spelling - New Staff to Active Training**



**Monday 15th September**

**Attendance and Power BI**



**Tuesday 16th September**

**Probation, Appraisal and Performance Improvement**



**Thursday 18th September**

**Emotion Coaching: Supporting Pupils with SEMH Needs**



**Friday 19th September**

**Emergency First Aid at Work Derby**



**Monday 22nd September**

**Active English - New Staff to Active Training**



**Monday 22nd September**

**SEND Network (Primary)**



**Monday 22nd September**

**HR for Line Managers**



**Tuesday 23rd September**

**Oracy – Rich Classrooms: Time to Talk**



**Thursday 25th September**

**Curriculum Network**



**Tuesday 30th September**

**Active English Open Morning**



**Tuesday 30th September**

**Safer Recruitment**



**Wed 1st - Fri 3rd October**

**First Aid at Work Lincoln**



**Thursday 2nd October**

**Leading with Impact: Mastering Subject Leadership in Primary Schools**



**Thursday 2nd October**

**Subject Leader Network: Primary EAL**



**Thursday 2nd October**

**SEND in the Mainstream  
St Peter at Gowts CofE Primary**



**Thursday 2nd October**

**Improving Teaching Programme**



**Thursday 2nd October**

**Review in Action:  
Leading Culture and  
Climate**



**Monday 6th October**

**Unlock the Power of  
Handwriting Instruction  
in Your Classroom**



**Monday 6th October**

**SEND Network  
(Secondary)**



**Monday 6th October**

**History Subject  
Leader Network**



**Tuesday 7th October**

**Active Spelling  
Open Morning**



**Tuesday 7th October**

**Subject Leader  
Network:  
Primary PSHE**



**Tuesday 7th October**

**Subject Leader  
Network: PE**



**Wednesday 8th  
October**

**New to the Early Years  
Foundation Stage**



**Wed 8th & Thur 9th  
October**

**Paediatric First Aid  
Nottingham**



**Thursday 9th October**

**Subject Leader  
Network: Primary  
Geography**



**Thursday 9th October**

**Supporting Every  
Learner**



**Thursday 9th October**

**Sickness Absence  
Management**



**Friday 10th October**

**Leading an Inclusive  
Culture - Charnock**



**Friday 10th October**

**Emergency First Aid  
at Work Sheffield**



**Monday 13th October**

**Subject Leader  
Network:  
Primary Science**



**Monday 13th October**

**Site Managers  
Network Meetings  
Nottingham**



**Tuesday 14th October**

**Subject Leader Network:  
Primary Computing**



**Tuesday 14th October**

**The Teaching of  
Reading**



**Tuesday 14th October**

**Site Managers  
Network Meetings  
Leicester**



**Wed 15th October**

**The Graduated Approach  
to Supporting Children  
with Communication and  
Interaction**



**Wednesday 15th  
October**

**Emergency First Aid  
at Work **Nottingham****



**Wednesday 15th  
October**

**Site Managers  
Network Meetings  
Sheffield**



**Wed 15th October**

**The Graduated Approach  
to Supporting Children  
with Cognition and  
Learning Needs**



**Thursday 16th October**

**DSL Network  
Meetings**



**Thursday 16th October**

**Maths Subject Leader  
Network**



**Thursday 16th October**

**Recruitment Training**



**Thursday 16th October**

**Emergency First Aid  
at Work **Derby****



**Thursday 16th October**

**Site Managers  
Network Meetings  
Lincoln**



**Friday 17th October**

**Emergency First Aid  
at Work **Lincoln****



**Friday 17th October**

**Ofsted Report  
Card Spotlight:  
Leadership That Drives  
Improvement**



**Tuesday 21st October**

**Developing Your  
School's Transcription  
Curriculum**



**Wed 22nd & Thur 23rd  
October**

**Paediatric First Aid  
Sheffield**



**Thursday 30th October**

**Emergency First Aid  
at Work **Leicester****