



# L.E.A.D. Equate



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

TRUST NEWS No.36  
**October 2025**



## OCTOBER NEWS...

As summer gives way to autumn, we hope that you and your school community are maintaining the momentum of a fantastic start to the academic year! This month, we have a wide range of exciting CPD opportunities on offer.

### Subject/Specialist Leader Networks Click on your choice to book:

Primary History

Primary PSHE

Primary and  
Secondary P.E

Primary Geography

Primary Science  
(Mornings)

Primary Science  
(Afternoons)

Primary Computing

Maths

Primary English

Primary Languages

Primary Design  
and Technology

Primary Art

### Are you implementing the DfE's Writing Framework (2025)?

### Unlock The Power of Handwriting Instruction In Your School

**Tuesday 18th November / 9.30am – 11.30am / L.E.A.D. Teaching School Hub, Lincoln**

Directors from across the Trust have arranged a new date for 'Unlock The Power of Handwriting Instruction In Your School' to maximise your opportunity to engage with this research-informed approach face-to-face, in line with a trust-wide focus on improving the outcomes for disadvantaged learners by promoting literacy and attainment. With a focus on legibility, fluency, and automaticity, this CPD session will share practical strategies for developing pupils' transcription, in turn supporting their composition.

This session will be **Trust-funded**, just use the discount code LEADTSHUB to benefit from this offer.

BOOK  
HERE



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

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

## LEADING CULTURE AND CLIMATE

HUNTINGDON ACADEMY

Thursday 2nd October  
10am – 2pm / £99

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

## LEADING AN INCLUSIVE CULTURE

CHARNOCK HALL PRIMARY ACADEMY

Friday 10th October  
10am – 2pm / £99

Join our trust SEND Lead Practitioner, Claire Hickman, and CHPA's SENCO, Louise Fotheringham, to explore how CHPA has implemented adaptations for pupils with SEND that have maximised their progress. Practical signposts will be shared throughout the day, along with opportunities to reflect on how these reinforce or contrast with other colleagues' contexts and approaches. This is a valuable opportunity to connect face-to-face with other leaders and SENCOs from across L.E.A.D. Academy Trust.

BOOK HERE

## LEADING KS2 HISTORY

CLOUDSIDE ACADEMY

Tuesday 11th November  
10am – 2pm / £99

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


## CPD for Teaching Assistants

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

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

Book your place [here](#).

### LEVEL 5 TEACHING ASSISTANT APPRENTICESHIPS

Academies can make use of the apprenticeship levy to fund Level 5 apprenticeships for **newly appointed or existing Teaching Assistants**, enabling them to specialise in key areas, such as the Assistant SENCo role, SEND, social and emotional wellbeing, or curriculum support. You can read more about the different apprenticeship pathways on offer [here](#): 

Please contact [Marianne.Fareham@leadacademytrust.co.uk](mailto:Marianne.Fareham@leadacademytrust.co.uk) for support with accessing the Trust's apprenticeship levy.

## SEND

### The Children's Commissioner Report



The Children's Commissioner Report has been released. Drawing on insights from over 18,500 mainstream schools and colleges, the report captures the realities of supporting children (aged 2–18), their vulnerabilities, needs, and the pressures schools face daily. You can access it [here](#):



### Children's Commissioner Report 2025: Inclusion and SEND in Mainstream Schools


This blog breaks down the Children's Commissioner's Report recommendations and what they mean for your school, with a particular focus on SEND and inclusion.




### SEND & AP Change Programme

The Department for Education have confirmed that the SEND & AP Change Programme has been extended for a further 12-months to March 2026. The Reaching Excellence and Ambition for all Children (REACH) Consortium will continue to be the DfE's delivery partner on the Change Programme, working alongside local areas and the DfE to test reforms and capture learning

## Early Years


Ofsted's new early years inspection toolkit outlines the areas under which settings will be evaluated against. You can read an article exploring the changes here: 


Free printable wellbeing activities — designed for use at home or in school to help children understand their feelings, build resilience, and navigate life's challenges can be accessed here: 



## Quality of Education

The DfE have released the data for **Key Stage 2 attainment for the academic year 2024/2025**: 

The DfE have released updated guidance on **GCSE French, German and Spanish** content. This document incorporates updates from the previous versions published in February 2025 and May 2022. Please follow the link here to view: 

**Oracy - Why oracy education has never mattered more?** An interesting article to share with staff. Click here to read more: 

## Early Years Government Guidance

On 15th September, the government released guidance on how to use the good level of development (GLD) data tool to access your GLD data report.


You can use the report to view and compare:

- the overall percentage of children achieving a good level of development
- the overall percentage of pupils reaching each early learning goal
- GLD results for different pupil groups
- your contextual GLD data – a school's contextual GLD score shows the overall GLD percentage we would expect a school to achieve


You can read their guidance here: 

The tool can also help you identify areas of strength and opportunities to improve early years practice in your school, including:

- specific areas of child development that need further attention
- specific groups of pupils that are developing well or less well
- devising strategies to address areas that need further attention

Please access the PPT from the DfE Webinar, the importance of reception and the data to support leaders. 

## What Every Teacher Needs to Know About Assessment

The linked ebook brings together a collection of panellists for the #EveryTeacher event speak clearly about what teachers need to know about assessment, and about what they should do more (and less) of. 

Their voices join those of Prof Dame Alison Peacock, Sir David Carter, Stephen Munday, Prof Rob Coe, and the thousands upon thousands of teachers who simply want to do the best they can to improve students' outcomes.

## Writing Framework Webinar for Leaders

The Department for Education delivered a national webinar specifically aimed at system leaders, where they shared key messages from the Writing Framework release. The webinar ensured that senior leaders clearly understand the importance of the Writing Framework, its key messages, and the expectations for writing in the next academic year.

A recording has been made by the DfE. If you would like support in accessing this, please email [sophiehurst@leadtshub.co.uk](mailto:sophiehurst@leadtshub.co.uk)

### 'Writing framework: key messages'


Following the department's leadership webinar, there will be a series of webinars which hubs will lead, aimed at English leads and class teachers. The first hub webinar will focus on the key messages of the writing framework and serve as an opportunity to address common queries and dispel some of the myths that have emerged since its publication.

**Session 1: Monday 13th October / 3.30pm - 4.30pm / Online**


To attend the first Writing Framework Webinar, please click here:

CLICK HERE TO BOOK 

## AI

Read the 2025 AI in Education Report from Microsoft for insights on learning, teaching, workforce readiness and institutional innovation. 


Amazon Web Expert Phil Le-Brun offers top tips for creating an environment where teams can embrace AI. Read more here: 

This article by Daisy Christodoulou explores the potential of AI on our cognition as a society: 




## Improving Wellbeing


Awareness days can be valuable points in the academic year to pause, reflect and focus on important issues. They can help start meaningful conversations, bring people together and strengthen a sense of belonging across the school or college community.

This calendar, by Mentally Healthy Schools, has been designed to help you make the most of these opportunities throughout the academic year: 


## Appraisals

Appraisals will be on everyone's horizon this month. TDT hosted a forum with school leaders, delving into the real-world challenges of appraisal following the removal of Performance Related Pay (PRP).


Building on **TDT's recent report**  and recommendations, their goal was to hold a space for leaders to discuss with one another the practical issues they are grappling with as the appraisal landscape shifts.

You can read their guidance here: 

## Career Development

In this article, the CEO of 'The Careers and Enterprise Company', John Yarman explores how careers education can be woven into the fabric of every school's improvement culture. 

## Pupil Premium

An effective Pupil Premium strategy allows schools to intervene early and prevent these attainment gaps from growing. It is one of the most powerful tools we have for supporting education equity. Find out more with assessment tools and guidance here on the EEF website. 

## Four STEPS to transform your Pupil Premium Strategy


*"As the autumn term kicks off, there is one deadline on the horizon for school leaders that matters more than most: updating their pupil premium strategy statement before 31st December".*


Read the article here by EEF CEO Chris Paterson to help turn schools' pupil premium strategy into an evidenced and effective powerhouse to tackle inequality. 




## New Ofsted School Inspection Toolkit



Ofsted have released the new School Inspection Toolkit - access it here: 

You can read a summary of the changes here: 

These slides, from a recent Ofsted webinar on 17th September give excellent insights into the new toolkit: 

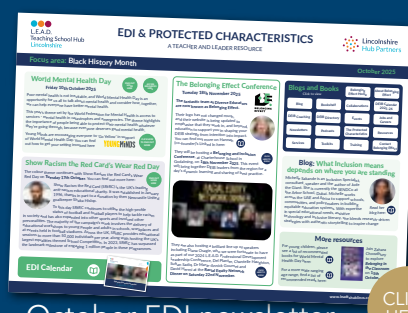


## EQUALITY, DIVERSITY AND INCLUSION

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



CLICK HERE



October EDI newsletter

CLICK HERE



## ITE Placements

L.E.A.D. Academy Trust work with a number of ITE providers across the East Midlands and South Yorkshire. One of our key partners is the University of Nottingham. 'If you're interested in hosting an ITE placement with the University of Nottingham for 2025-26, please let [brittany@leadtshub.co.uk](mailto:brittany@leadtshub.co.uk) know and I'll share your contact details with the team there.

## Apply for the Teaching Internships Grant by Monday 20th October 2025

Schools can now apply for funding to deliver 3-week paid teaching internships to undergraduates and Masters students in the 2026 summer term. Internships give students interested in teaching maths, physics, chemistry, computing, design & technology or languages the opportunity to experience teaching before committing to it as a career. The programme also enables schools and ITT providers to build a pipeline of future teachers.

Further information, including details of webinars to find out more, is available here:



## Book Recommendation

If you are hosting trainee teachers this academic year, the series of 'Walkthru' books are an excellent resource



## ECTE

## What's New?

- From September 2025 the term early career teacher entitlement (ECTE) replaces early career framework (ECF) based training and induction
- Mentor training changes from 2 years to 1 year to reduce mentor workload and support greater flexibility
- 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.

## Booking onto Training Events

Our first Autumn Term events begin this term. Our events calendar for ECTs and Mentors beginning September 2025 can be found [here](#) and our events calendar for ECTs and Mentors who began prior to September 2025 can be found [here](#). Please ensure your ECTs and Mentors have booked onto their events.

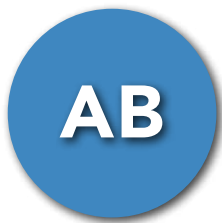
Events can be booked onto through the ECPDP platform for ECTs and Mentors who began prior to September 2025 and ECTP portal for ECTs and Mentors who began prior to September 2025.

Emails will be sent from Education Development Trust via [ecf@educationdevelopmenttrust.com](mailto:ecf@educationdevelopmenttrust.com) so please ensure that email address is not blocked or marked as spam.



## Log in details

If you are experiencing any issues logging into the above portals please contact Rachael [rachael@leadtshub.co.uk](mailto:rachael@leadtshub.co.uk) or Sophie [sophielougher@leadtshub.co.uk](mailto:sophielougher@leadtshub.co.uk) or call 01522 214459 so that we support you with this.



## ECT Quality Assurance Process

In line with the DfE Key Performance Indicators (KPIs) L.E.A.D. Teaching School Hub Appropriate Body (AB) complete QA visits with a minimum 15% of our schools per academic year.

In order to meet this KPI we endeavour to work with a range of schools each year.

At L.E.A.D. Teaching School Hub we use the criteria below as a starting point to identify schools or Quality Assurance visits:

- Schools that haven't received a QA visit in the last 4 years
- Schools that are new to L.E.A.D. Teaching School Hub Appropriate Body
- Schools where there is a new Headteacher or Acting Headteacher / New management team
- Schools where there are inexperienced Induction Tutors and/or ECT Induction Co-Ordinators/Managers / Mentors
- Schools with an RI Ofsted rating
- Schools with a large number of ECTs
- Schools where an ECT has been identified as a cause for concern
- Schools where an ECT has raised concerns
- Feedback has been raised in interim surveys from either an ECT or Induction Tutor
- QA requested by the schools

Our quality assurance visits are built around a collaborative approach in which we meet with Headteachers, Induction tutors, Mentors and ECTs to gain a detailed understanding of the induction process, identifying the positives aspects as well as those that might be refined or developed further.

Our team have begun to contact schools to plan in Quality Assurance Visits for this term, if you would like to find out more about this process, please contact the Appropriate Body Team on 01522 214459.

## Upcoming Statutory Induction Information Events

<b>Induction Tutors and Headteachers</b>	<b>Thursday 25th September 2025</b> 3.45pm – 4.30pm	These sessions are most appropriate for <b>Induction Tutors</b> and <b>Headteachers</b> who are responsible for overseeing the Induction process and ECTs – a bit confusing. To book onto this session please log onto ECT Manager and look under 'booked courses'.
<b>Mentors and ECTs</b>	<b>Monday 29th September 2025</b> 3.45pm – 4.30pm <i>(please note the change of date)</i>	These sessions are most appropriate for <b>Mentors</b> and <b>ECTs</b> to understand more about the Statutory Information during induction. If you are an ECT, to book onto this session please log onto ECT Manager and look under 'booked courses'. If you are a <b>Mentor</b> please book onto this session using the link here.

BOOK  
HERE

## Other dates for this Term

### Progress Reviews and Assessment Deadlines

Thursday 27th November 2025

### Reduction Request Deadline

Friday 17th October 2025

## 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:

The deadline to register ECTs for the Autumn Term are **Friday 3rd October 2025**. Failure to register ECTs by this date will result in a delayed Induction.





## Autumn NPO Cohort

This Autumn: APPLY FOR ONE OF THE FULL SUITE OF NPOs



Find out more here:



Time is running out to apply for our November cohort of NPOs. You can find further details and how to apply on our website here:



NPQH and NPOSENCō are fully funded. All other NPOs are based on eligibility criteria. You can check your setting's eligibility here:



## NPOs: updates

It is a very busy time for NPOs. There is lots of activity including application windows opening and changes to current processes. Please find all essential information below:

### Changes to Deferrals:

There have been some key changes to the DfE deferral guidelines to Lead Providers. See below for details.

#### Deferral - Key Policy changes (effective from November 2025):

- New deferrals only permitted in **extenuating circumstances**
- Newly deferred participants (from November 2025) must rejoin the **next available cohort**.

#### Extenuating circumstances

We need to maintain an element of flexibility when considering what counts as extenuating personal circumstances. As such, the list below shouldn't be considered exhaustive:

- Health or pregnancy related,
- Bereavement,
- Change in carer/caring responsibilities,
- Significant changes to employment,
- Personal circumstances - e.g. family breakdown, housing instability, victim of crime

#### Therefore consider:

- Is the reason for deferral an extenuating circumstance (as above)?
- How long do they need to pause the programme? Could the programme member catch up instead of deferring? (we would recommend up to three missed events in succession could be caught up)
- Are there any reasonable adjustments that could support this programme member to continue engaging with the programme?



## NPQ Opportunities

In light of the DfE eligibility lists, and to ensure that all Trust schools are given every opportunity to engage in NPQs, we have taken the decision to allow those not eligible for funding to fund NPQs with their CPD allocation. We cannot guarantee that we can facilitate this for schools again next year, so please do take the opportunity to apply if it aligns with your professional learning priorities.

You can find out more and apply to L.E.A.D. Teaching School Hub here:



### Good Luck!

We want to take this opportunity to wish cohort 7 specialist programme members the best of luck in their upcoming assessment, and congratulate cohort 6 who have completed theirs.

Our facilitators have loved working with you and we wish you every success.



### Blog: When do NPQs lead to school Improvement?

Colette Duggan, our Deputy Director, and lead for NPQs has written a blog for TDT to support leaders in how to help settings get the most from NPQs.

You can read a copy of this here:

Read more here



## NPQs: Meet the Team

*We are continuing to introduce you to our wonderful facilitation team. This month we are introducing you to Lesley Coulthurst who delivers on our NPQH programmes. You can find out more about her here:*

My name is **Lesley Coulthurst**, and I'm an educator with a passion for collaborative ways of working, inspired by the African proverb: *"To walk fast, walk alone; to walk far, walk together"*—a mantra that runs through my core!

Having served as Head Teacher at a local authority primary school in Lincolnshire for 10 years, I have since held a variety of roles championing school leadership and driving school improvement in Lincolnshire and further afield. These roles have included leading peer review programmes for Ambition Lincoln and the Schools Partnership Programme, creating headteacher performance management partnerships, leading headteachers' and governors' forums, and championing pupil voice through school councils and the Lincolnshire Music Festival.

For the last two years, it has been my privilege to facilitate the NPQSL and NPQH programmes for the L.E.A.D. Teaching School Hub. Aligned with the hub's principles, my vision is to enable participants to create collaborative communities, learn from each other's contextual perspectives, and grow in confidence as they articulate the language of leadership.

A crucial part of facilitation is bringing the asynchronous learning to life for participants, linking the theoretical *"learn that"* statements of the NPQ frameworks to the practical *"learn how to"* applications. It is wonderful to see aspiring and new school leaders grow throughout their NPQ journey—becoming skilled listeners who are confident in unpicking others' thinking and experiences, and in using this new knowledge to broaden their own lived experiences.

Lincolnshire is so fortunate to have skilled and committed practitioners seeking to advance into leadership, and it is my great privilege to support and encourage them in doing so. I am very much looking forward to meeting those of you I have not met soon!



“I see my role as facilitator as the glue that connects participants' learning.”





# Upcoming CPD



Click on your chosen programme below to book



**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**  
**Sickness Absence**  
**Management**



**Friday 10th October**  
**Emergency First Aid**  
**at Work** **Sheffield**



**Friday 10th October**  
**Leading an Inclusive**  
**Culture -** **Charnock**



**Monday 13th October**  
**Site Managers Network**  
**Meetings** **Nottingham**



**Monday 13th October**  
**Subject Leader**  
**Network:**  
**Primary Science**



**Tuesday 14th October**  
**Site Managers**  
**Network Meetings**  
**Leicester**



**Tuesday 14th October**  
**Subject Leader Network:**  
**Primary Computing**



**Tuesday 14th October**

**The Teaching of Reading**



**Wed 15th October**

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



**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****



**Thursday 16th October**

**Site Managers Network Meetings **Lincoln****



**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****



**Friday 17th October**

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



**Friday 17th October**

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



**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****



**Wednesday 5th November**

**Emergency Paediatric First Aid **Sheffield****



**Thursday 6th November**

**The Graduated Approach to Supporting Children with Sensory and Physical Needs**



**Thursday 6th November**

**Subject Leader Network: Primary DT**





**Thursday 6th November**  
Managing Difficult Conversations



**Thursday 6th November**  
Pupil Premium Network



**Thursday 6th November**  
Emergency First Aid at Work **Lincoln**



**Friday 7th November**  
Ofsted Report Card Spotlight: Building Positive Behaviour for Learning



**Friday 7th November**  
Emergency First Aid at Work **Nottingham**



**Tuesday 11th November**  
Subject Leader Network: Primary Languages



**Tuesday 11th November**  
Active English Open Morning



**Tuesday 11th November**  
Understanding child development to support all children's personalised learning



**Tuesday 11th November**  
Review in Action: History - Cloudside Academy



**Wednesday 12th November**  
Emergency Paediatric First Aid **Sheffield**



**Thur 13th November**  
Leading SEND Excellence: Navigating OFSTED Inspections Effectively



**Friday 14th November**  
Understanding and Reducing Challenging Behaviour & L2 Positive Handling



**Friday 14th November**  
Catering Managers Network



**Wednesday 19th November**  
Emergency Paediatric First Aid **Leicester**



**Thursday 20th November**  
Emergency First Aid at Work **Nottingham**



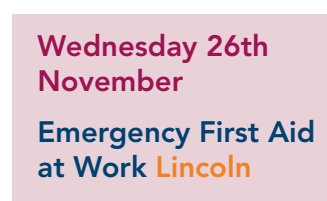
**Thursday 20th November**  
Early Years Leadership Network



**Friday 21st November**  
Deputy Headteacher Network



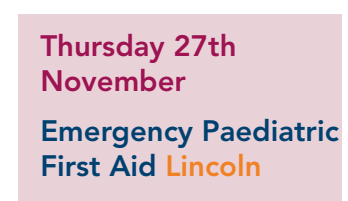
**Monday 24th November**  
Maternity and Family Friendly Policy



**Wednesday 26th November**  
Emergency First Aid at Work **Lincoln**



**Thurs 27th November**  
The Graduated Approach to Supporting Children with Social, Emotional, and Mental



**Thursday 27th November**  
Emergency Paediatric First Aid **Lincoln**