A photograph of three young children in red school uniforms, focused on playing with wooden blocks. The child in the center is a Black girl with her hair in a bun, flanked by two white girls. They are all looking down at the blocks. The background is slightly blurred, showing an outdoor setting.

L.E.A.D.
Equate



PROFESSIONAL DEVELOPMENT OFFER

2024/25

'WORKING IN PARTNERSHIP, ACHIEVING THE HIGHEST OUTCOMES FOR ALL'

Welcome to the L.E.A.D. Equate CPD Offer for 2024-2025



It is a privilege to serve the professional development needs of the primary and secondary schools within L.E.A.D. Academy Trust.

Headlines from 2023-24

1,126 participants from across
all 27 Trust schools

16 fully-funded NQO participants
in Trust schools

Bespoke in-school
CPD sessions for **9** schools

Priorities for 2024-2025

WHAT SCHOOL LEADERS SAID:

- Further subject leader development
- Driving forwards computing provision
- Meeting the needs of children with SEND
- Continued embedding of curriculum expectations including assessment of non-core subjects
- Technology
- Further refining teaching and learning - building on existing practice and pedagogical understanding of how children learn
- Supporting pedagogy in the classroom
- Use of Assessment for Learning (AfL)

BASED ON YOUR PRIORITIES FOR 2024-25, L.E.A.D. EQUATE HAS THE FOLLOWING GOALS:

- 1 To inspire innovative approaches to subject leadership across Trust schools**
We want to inspire your subject leaders, establishing meaningful communities and connecting colleagues with high-quality educational research.
- 2 To help colleagues develop adaptive expertise to meet the needs of pupils with SEND in mainstream schools**
Through a strategic approach, we want all school-based colleagues to feel confident in helping pupils with additional needs to thrive.
- 3 To support colleagues in refining classroom pedagogy, with a focus on assessment for learning**

We will still offer a full range of CPD opportunities across the full academic year, but we've developed an exciting new programme to spark innovative exploration of these key areas in your school.

New for 2024-25

The Bright Sparks Subject Leadership Programme

We are piloting a brand-new approach to subject leadership CPD in six subjects for 2024-25. Bright Sparks will replace our typical subject networks for the following subjects:

- English
- Maths
- Science
- History
- Computing
- Modern Foreign Language

The Bright Sparks programme is made up of two sessions per term. Each term engages with a key focus aligned with our strategic priorities.



Session 1: Research Spark

Each 'research spark' session introduces key ideas from educational research as a provocation for subject leaders and school leaders.

These sessions get the conversation started in your school.



Session 2: Subject Spark

Our trained, subject-specific facilitators will explore key ideas from the Research Sparks session, considering how they might illuminate practice in their specific subject.

These sessions support subject leaders to evaluate and apply research in their subject-specific communities.

If your school books places for colleagues across **all six subjects**, your whole senior leadership team will also be invited to attend each 'Research Spark' session for **free**. We will share the recording of the Research Sparks sessions with you to access at a time that suits you. You will also be able to use these recordings in school in your own CPD sessions or share them with relevant colleagues, helping us all to **keep the conversation going**.

You can find out more about the special guests featured in the **Bright Sparks Subject Leadership programme** on page 90 or scan the QR code.



Review in Action Days



Building on the success of the Collaborative Deep Dives we funded through STEM Learning in 2023-24, we are very pleased to be able to introduce 'Review in Action' days, which we have expanded to include reading and maths as well as science. Review in Action days provide valuable opportunities for new and experienced subject leads to see good practice, as well as giving structured time for them to reflect on their subject's current strengths and areas for development in their own schools.

Thank you very much to those schools who have kindly agreed to host these highly-rated, practical days across Leicester, Lincoln, Nottingham, and Sheffield. See page 100 or scan the QR code for further details.



More CPD opportunities for senior leaders and headteachers

Based on your strategic priorities, these CPD opportunities include the 'Maximising the Impact of Teaching Assistants' course for leaders on page _ and 'Developing a digitally rich learning environment' based on Dr Fiona Aubrey-Smith's highly-rated book on leading digital innovation in schools on page 152.

Our invitation to school leaders to attend our Research Sparks sessions is motivated by a desire to share exciting, innovative research findings with the inspiring headteachers and senior leaders who work in L.E.A.D. Academy Trust schools. Please see page 90 for further information.

A brand new, tailored CPD programme for DSLs for 2024-25

L.E.A.D. Academy Trust's Safeguarding Lead, Becky Hyder, has devised this brand new, tailored CPD programme based on safeguarding data from across trust schools. Drawing on leading experts in their fields, DSLs will be empowered to work holistically and collaboratively, considering how they can navigating the changing safeguarding landscape. We are very pleased to be able to offer this **trust-funded** programme for 2024-25 only. We strongly encourage every school to take advantage of this fantastic CPD opportunity. You can find out more about what is on offer on page 142.



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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?

The 7 Core Values

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 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



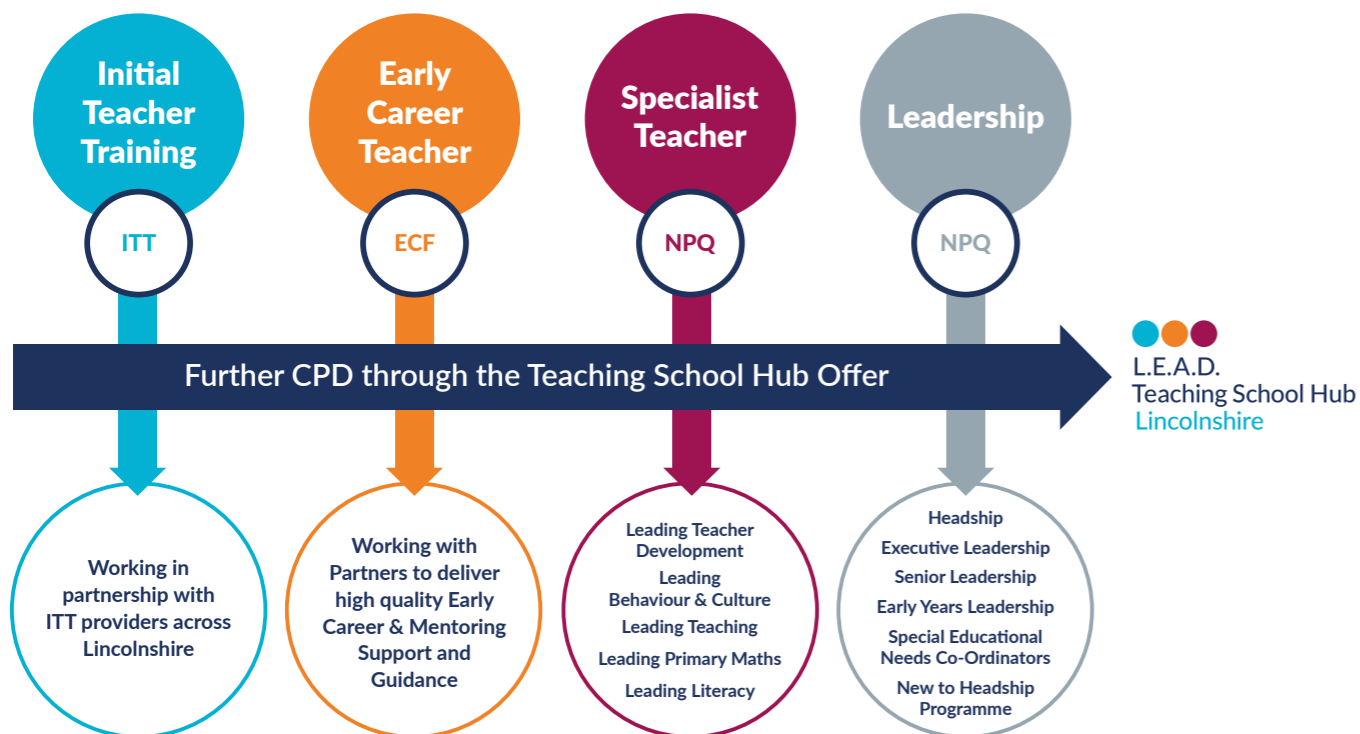
L.E.A.D. Equate Approach/Philosophy

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.

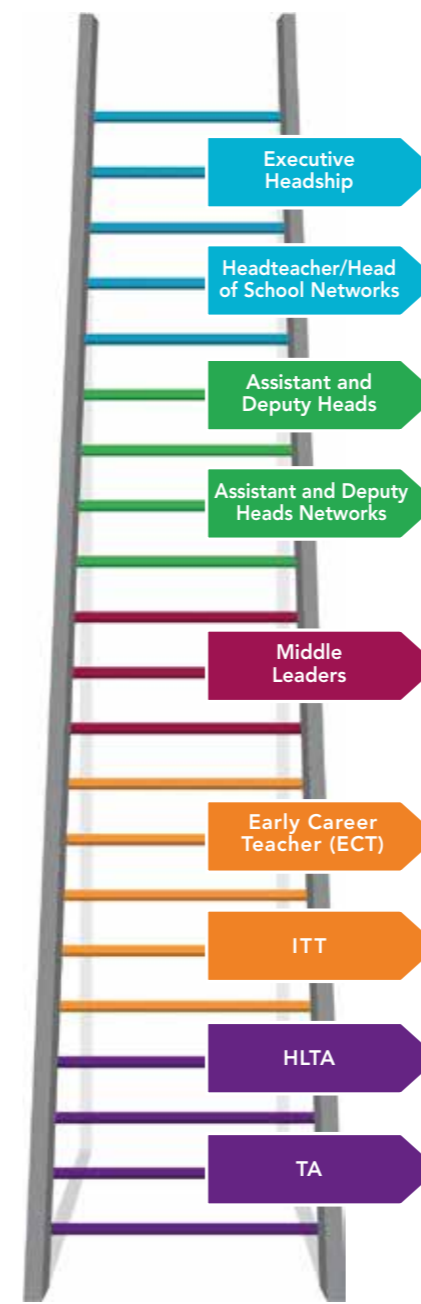
'CPD Spanning a Career': What is your Journey to Excellence?



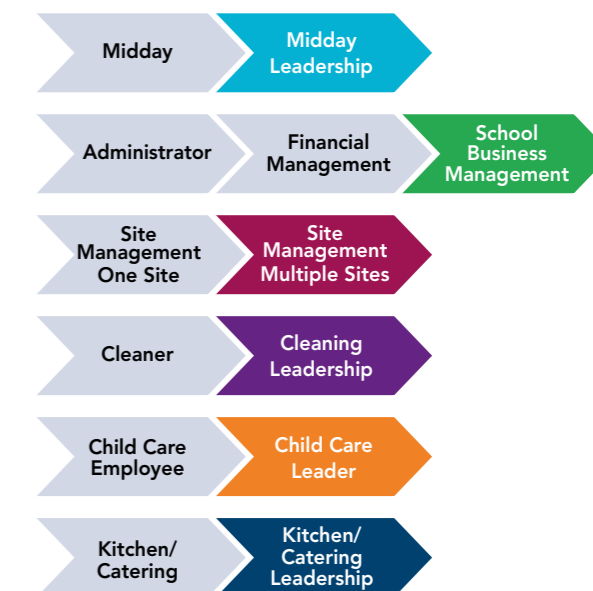
Progression ladder of roles within a setting

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.



Teaching related roles



Support staff

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
- 20 Immersive Practice Days throughout the year, focusing on key aspects of teaching and learning
- Experience of at least six schools across the year



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

Early Career Teaching

L.E.A.D. Teaching School Hub's package of support

In line with the national recommendation, we believe that the Early Career Professional Development Programme (EC PDP) is the ideal training package for ECTs employed in Lincolnshire and in L.E.A.D. Academy Trust.. Our lead provider is the Education Development Trust (EDT). Many Teaching School Hubs also use the Education Development Trust as their Lead Provider which supports with any ECT transition. L.E.A.D. Teaching School Hub is a Delivery Partner for the Education Development Trust and sits on the Advisory Board, ensuring that the programme is most appropriate for schools. It simplifies and streamlines procedures, saving schools time and resources, and gives settings complete assurance that the AB and ECF responsibilities are fully covered and supported. It also gives schools additional support and services exclusive to L.E.A.D. Teaching School Hub and the Lincolnshire Hub Delivery Partners.

Our package of support gives you:

- access to the fully funded DfE Early Career Teacher programme (in partnership with the DfE approved provider, Education Development Trust) for the duration of an ECT's induction; and
- access to our full Appropriate Body (AB) service.

It also includes a range of additional support exclusive to L.E.A.D. Teaching School Hub including:

- local and regional networks to collaborate as ECTs or Mentors, with opportunity to share best practice
- minimised travel time for face to face sessions with a variety of training dates and venues to chose from
- expert facilitators who are passionate about developing teachers new into their career and empowering mentors
- considered workload and flexibility of the programme content to maximise impact in schools
- central support from the Teaching School Hub to navigate the processes, systems and portal - a member of our ECF & AB Team is always available to answer any queries, both via the telephone and email

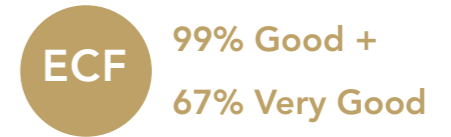
Our offer is designed to support schools with an ECF-based induction and enables all ECTs to be clearly assessed against the Teachers' Standards.



Feedback

What our schools say about our Early Careers Professional Development Programme Provision

Feedback from participants regarding the impact and quality



Year 1				Year 2			
ECT Local Group Session 1	99% good and above	Mentor Local Group Session 1	100% good and above	ECT Regional Event 2	95% good and above	Mentor Local Group Session 2	TBC
ECT Regional Event 1	99% good and above	Mentor Regional Event	98% good and above	ECT Local Group Session 3	100% good and above		
ECT Local Group Session 2	100% good and above			ECT Local Group Session 4	TBC		

The whole session was valuable. It was especially helpful when SEN knowledge/ examples were highlighted with suggestions as a lot of the examples given would not be appropriate for my specific class (low ability special school all non-verbal students).

SEND ECT

The session was well run and I felt very supported in my role as a mentor. Everyone was extremely knowledgeable. Most informative day out of school that I have had for a long time.

Mentor

The facilitators were very engaging and I liked the opportunity to connect with other ECTs. Useful tips that were shared by leaders and participants. This has given me an opportunity to implement and research new ideas for my classroom.

Primary ECT

Overall every section was useful and provided me with new ideas to apply to my practice.

Secondary ECT

A fantastic and informative day. I felt there were plenty of opportunities to reflect on my own practice. The ability to discuss with colleagues and to see a variety of people speak about various topics, especially challenging conversations and SEND.

Mentor



Our Fully Funded Provider-led Early Career Professional Development Programme (EC PDP)

PROGRAMME OVERVIEW FOR ECTS

ECT	Year 1			Year 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
Regional Training							11 hours
Local group sessions 3 hours each							12 hours
Webinars 1 hour each							7 hours
Self study							31 hours
	Weekly mentor sessions			Fortnightly mentor sessions			

PROGRAMME OVERVIEW FOR MENTORS

MENTOR	Year 1			Year 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
Induction core content package							3 hours
Training sessions							9 hours
Webinars							10 hours
Reading and reflection							5 hours



This programme meets the DfE's statutory ECF framework expectations. Each school must offer an ECF programme of support for ECTs undertaking statutory induction. L.E.A.D. Teaching School Hub Lincolnshire is working in partnership with Education Development Trust, a DfE accredited Lead Provider, to deliver the Early Career Professional Development Programme to both ECTs and Mentors.

Once the Mentor training programme is complete, there is currently no requirement to revisit the programme again.

Education Development Trust's Early Career Professional Development Programme (EC PDP) Overview

Education Development Trust's EC PDP programme is designed to fit in with the day-to-day realities of supporting teachers new into the profession at the start of their career. It is structured to help Early Career Teachers (ECTs) integrate theory, practice and feedback. Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction and is not an additional training programme.

The Early Career Professional Development Programme (EC PDP) is rooted in research and expertise and backed by a range of tailored resources, endorsed by the Education Endowment Foundation (EEF). Content has been approved by the DfE for delivery by our team of expert facilitators. Blocks in year 2 build on the foundations encountered in year 1 to develop mastery in these crucial areas of practice and as such ECTs encounter a spiral curriculum.

Year 1	• Establishing a positive climate for learning
	• How pupils learn: memory and cognition
	• Developing effective classroom practice: teaching and adapting
	• The importance of subject and curriculum knowledge
	• Assessment, feedback and questioning
Year 2	• A people profession
	• Embedding a positive culture for learning
	• How pupils learn: making it stick
	• Enhancing classroom practice: grouping and tailoring
	• Revisiting the importance of subject and curriculum knowledge
	• Deepening assessment, feedback and questioning
	• Continuing your professional development

Mentor Support

Mentors will both have the opportunity to learn and refine the best evidence-informed approach to mentoring and coaching techniques, enabling them to strengthen essential skills that they can both use to support them in their role as an ECT Mentor but also throughout their career. L.E.A.D. Teaching School Hub consistently uses feedback from previous cohorts of EC PDP Mentors to ensure that provision fits the needs of the current educational climate, in line with ensuring that fidelity is shown to the DfE approved training materials. Specialist training and support will ensure each Mentor is confident in their knowledge of the Early Career Framework and develops their mentoring skills so that the ECTs they work with get the very best from the programme. These highly skilled Mentors are the primary source of support and challenge to ECTs. Mentors will receive face-to-face and online sessions to develop knowledge and skills in mentoring, aligned to the Mentor Standards.

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))	<ul style="list-style-type: none"> • Full induction programme of support and training package with full Appropriate Body support (see previous page for further details) 	£240 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 <ul style="list-style-type: none"> • 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) 	£240 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 <ul style="list-style-type: none"> • 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) <p><i>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.</i></p>	£240 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 Sophie Lougher, ECF & AB Lead at the Teaching School Hub to discuss options: sophielougher@leadtshub.co.uk or via 01522 214459

National Professional Qualifications (NPQs)

Continuing to develop and invest in our Specialists and Leaders

National Professional Qualifications are flexible professional development courses for teachers and leaders to improve knowledge and skills, progress careers and deliver improved outcomes for schools.

Can I access funding for NPQs from September 2024?

The funding model has changed for NPQ programmes in 2024/25 - you may be able to access scholarship funding from the Department for Education (DfE). **You do not need to apply for funding;** when you sign up for an NPQ, the DfE will tell you if you are eligible.

The following criteria applies for the 2024 to 2025 academic year.

Scholarship funding is available for NPQ courses and the early headship coaching offer, for teachers and leaders employed in England by:

- state-funded schools
- hospital schools
- local authorities as a supply teacher or another role directly teaching pupils
- state-funded 16 to 19 organisations
- young offender institutions
- independent special schools
- local authority virtual schools

NPQLTD - Leading Teacher Development NPQ funding

For the Leading Teacher Development NPQ, scholarship funding is also available for people who are, or will be, taking on the role of lead mentor for an initial teacher training provider accredited to deliver initial teacher training from September 2024.

NPQEYL - Early Years Leadership NPQ funding

For the Early Years Leadership NPQ, scholarship funding is also available for some early years professionals.

You need to be, or be employed by, one of a:

- maintained nursery school in England
- pre-school class or nursery that's part of a maintained school in England
- pre-school class or nursery that's part of an independent school in England providing free early years entitlements places
- nursery that is registered on the Ofsted Early Years Register
- childminder registered on the Ofsted Early Years Register, or with a registered childminder agency



Scholarship funding for autumn 2024

Funding for autumn 2024 will target those teachers and leaders who work in the most challenging schools or educational settings, serving more disadvantaged communities.

Scholarship funding to cover the full NPQ course cost will be available to teachers and leaders from:

- the 50% of schools with the highest proportion of students who attract pupil premium funding
- 16 to 19 educational settings identified as having high disadvantage

For the early years leadership NPQ, highly disadvantaged early years settings will also be eligible.

Scholarships will continue to be available to all teachers and leaders from publicly funded schools and 16 to 19 educational organisations for the following NPQs:

- Leading Primary Maths - NPQLPM
- SENCO - NPQSEnCo
- Headship - NPQH

For the Early Headship Coaching offer (EHCO), funding to cover the course fees will be available if you are in your first five years of headship in England in a state-funded school or state-funded 16 to 19 organisation. You should also be doing or have completed the headship NPQ.

NPQs with L.E.A.D. Teaching School Hub

The Teaching School Hub will be delivering the following programmes in partnership with Lincolnshire Partners, and Teacher Development Trust.



LEADERSHIP NPQS

NPQ	Who is this for?	Benefits for you and your organisation
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.	<p>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.</p> <p>SCHOOL OR TRUST A skilful and research-informed executive leader with the capacity to strategically lead a group of schools or trust.</p>
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.	<p>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.</p> <p>SCHOOL OR TRUST A skilful and research-informed organisational leader with the capability to lead a coherent senior leadership team.</p>
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.	<p>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.</p> <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • 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

NPQ	Who is this for?	Benefits for you and your 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.	<p>PARTICIPANTS</p> <ul style="list-style-type: none"> • 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 <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • 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
National Professional Qualification For Special Educational Needs Co-ordinators (NPQSENCo)	<p>Primarily for SENCOs, school leaders or aspiring SENCOs</p> <p>“Mandatory for all SENCOs and valuable for all”</p> <p>NPQSENCo replaces the NASENCO qualification.</p>	<p>PARTICIPANTS</p> <ul style="list-style-type: none"> • Gain essential knowledge, skills and concepts that underpin successful SEND leadership within a school. • Become an expert leader of special educational needs and learn how you can build an inclusive culture in your school where all pupils can succeed. <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • SENCOs will learn strategies and solutions to implement a strong SEND provision across your school. This includes creating an effective school-wide culture and supporting the development of a positive, safe and supportive school environment where all pupils can thrive. • Teachers and leaders will bring more evidence-based teaching and learning into your classrooms, meaning high quality teaching and improved outcomes for all pupils, including those with SEND.



SPECIALIST NPQS

NPQ	Who is this for?	Benefits for you and your organisation
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.	<p>PARTICIPANTS Develop expertise and leadership in the art, craft and science of classroom culture, behaviour and wellbeing.</p> <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • 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.	<p>PARTICIPANTS Develop expertise and leadership in school improvement through people development, understanding how to lead everything from whole school programmes to specialist areas.</p> <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • 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).	<p>PARTICIPANTS Develop expertise in supporting ITT and ECTs, as well as the wider development of all colleagues across the school.</p> <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • 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

NPQ	Who is this for?	Benefits for you and your 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.	<p>PARTICIPANTS</p> <ul style="list-style-type: none"> • 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 <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • 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
National Professional Qualification In Leading Primary Maths (NPQLPM)	The programme is designed to support teachers with learning how to use mastery approaches to teach maths effectively in the classroom.	<p>PARTICIPANTS Teachers and leaders with responsibility for leading maths across a primary key stage or school, who want to improve leadership skills in this area.</p> <p>SCHOOL OR TRUST</p> <ul style="list-style-type: none"> • Teachers who are already familiar with mastery approaches to teaching primary maths, can continue to lead the improvement of maths teaching • The ability to review and evaluate practice in order to bring about change and achieve the best outcomes for young people and staff within the organisation.





Measuring Impact of the Leadership NPQs

EYL

- How has the participant influenced the Early Years Setting?
- How have the standards and learning from the children changed as a result of this course?
- When has the participant had opportunities to share their knowledge at whole school/nursery level and collaborate outside of the school or nursery setting?

SL

- How has the participant contributed to or influenced the whole school culture or initiatives?
- How has the learning the participant has undertaken influenced a school priority?
- Where has the participant had the opportunity to lead others? How do they know if this was successful?
- Has the participant used new evidence-informed knowledge to feed into whole school priorities?
- When has the participant had opportunities to share their knowledge at whole school level and collaborate outside of the school setting?

H

- In what ways have the pupils benefited from a participant setting and communicating clear goals?
- How has the participant's knowledge and skills learned impacted on the whole school culture?
- Where has the participant had the opportunity to lead a significant project which has been influenced by the Trust or School improvement priorities?
- When has the participant had opportunities to share their knowledge at whole school level and collaborate outside of the school setting?

Possible evidence

Staff are more aware of current research – evidenced in planning/ staff voice/topics covered in staff meetings.

Whole school CPD mapped against school priorities. Implementation plan in place for developing less experienced staff. Survey of staff's view on CPD within the school.

NPQ participants know what the Trust and school priorities are and are able to link their knowledge to these specifically. Clear evidence of goal setting linked with knowledge gained from NPQs and school/Trust priorities.

Clear approaches to 1-1 staff development evident, e.g. Instructional coaching, personalised plans, staff undertaking NPQs.

There are wider opportunities within the school/ Trust for NPQ participants to share their knowledge and support staff.

There is a common language in school around cognitive science and shared principles.

NPQ participants lead projects/ share knowledge/ consider approaches which will support structures and priorities already highlighted by the School / Trust Leadership.

Measuring Impact of the Specialist NPQs

LTD

- How have participants' awareness of evidence-informed approaches to teaching and current research impacted the school?
- How has the participant contributed to developing and/or evaluating whole-school CPD?
- Has the participant supported other colleagues to develop teaching through either 1-1 sessions or a whole-staff approach?

LT

- How has teaching of the curriculum across the school or department been impacted by the participant's contributions?
- How has the participant supported other colleagues to better embed disciplinary literacy in their teaching through either 1-1 sessions or a whole-staff approach?
- When has the participant had opportunities to share best practice and build relationships with those outside their school?

LBC

- How has the culture of the school been impacted by the participant's contributions?
- Are there any new approaches to culture in practice in the setting?
- Has participant contributed to whole-staff development around culture?
- When has the participant had opportunities to share best practice and build relationships with those outside their school?

LL

- Has the culture of literacy across the school been impacted by the participant's contributions?
- How has the NPQLL programme impacted on the knowledge and understanding of the participant with regards to understanding how children learn to read and write and how spoken language underpins the curriculum?
- Has the applicant been able to develop pedagogy with regards to the teaching of reading / writing / spoken language?

LPM

- Has the participant's contribution impacted on the environment of mutual trust and respect between colleagues resulting in an environment in which teachers can improve their teaching of maths?
- How has the NPQM programme impacted on the attitudes towards mathematics within the participant's school?
- How has the NPQM programme impacted on the knowledge and understanding of the participants with regard to their understanding of Teaching for Mastery and how children learn maths?
- Has the participant been able to develop their pedagogical subject knowledge in relation to the teaching of mathematics and Teaching for Mastery?

Possible evidence

Staff are more aware of current research – evidenced in planning/staff voice/topics covered in staff meetings.

Whole-school CPD mapped against school priorities. Implementation plan in place for developing less experienced staff. Survey of staff's view on CPD within the school.

NPQ participants know what the Trust and school priorities are and are able to link their knowledge to these specifically.

Clear approaches to 1-1 staff development evident, e.g. Instructional coaching, personalised plans, staff undertaking NPQs.

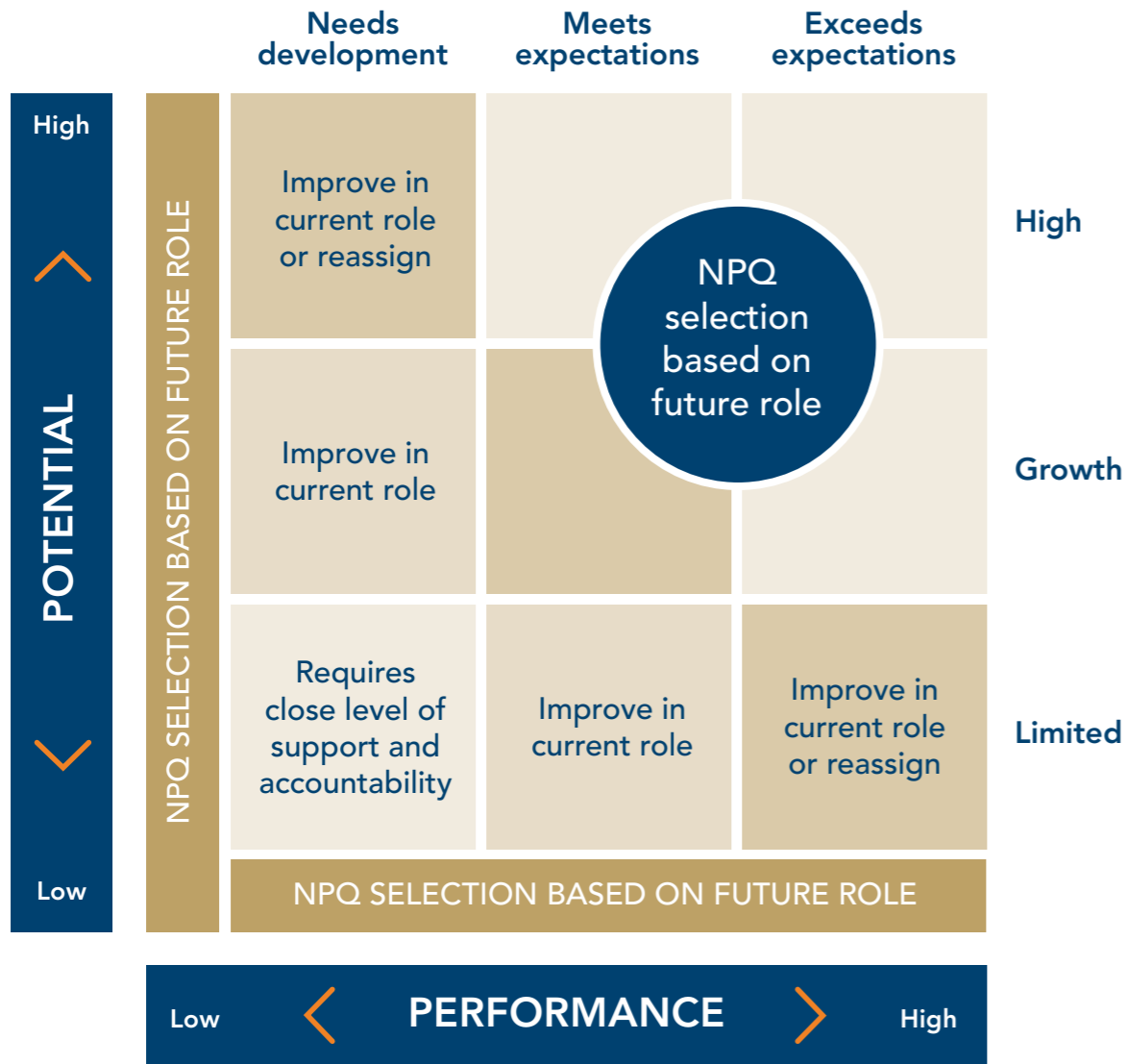
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NPQ participants lead projects/ share knowledge/consider approaches which will support structures an priorities already highlighted by the School/ Trust Leadership.



NPQs as part of the Golden Thread of staff development



Appraisal

The NPQs are effective when looking to evidence work in line with appraisal targets. Consider how to keep the progression going by setting targets which build on the completion of an NPQ.

Self Evaluation

Consider where and how you build the NPQs into your evaluation of staff impact.

Staff Development and Support

Use the matrix, or similar tool, to identify where your staff fit and then use this as a starting point to determine the right NPQ for a member of your teaching staff and for your school. If a member of staff requires additional training for their current level and role, consider the NPQ which best supports them and your setting. Likewise, if they are ready for a new challenge, pick the NPQ which will prepare them for an agreed new role. Example coaching questions to ask your staff on a Leadership NPQ:

1. On a scale of 1-10, where do you rate your leadership skills at the beginning of your NPQ? Why? What does a 10 look like to you personally, and which skills do you hope to focus on to bump up two notches on your scale?
2. What values do you bring to leadership? How will these support our school priorities?
3. If you could wave a magic wand, what one thing would you like to see transformed in school/nursery? What would be the first step to this happening?
4. Name three possible roles you will do at the pinnacle of your career, e.g. Department Head, Phase lead, Lead mentor, Headteacher, CEO, Wider Sector Specialist – which common skills do these roles have? How can you focus on the common skills through your NPQ to pave a way to any of these careers?



Key Dates

Networks

Click on your chosen event or scan the QR to book your place

Pupil Premium Network

Karole Sargent, Director of Schools

- Thursday 7th November 2024 10am - 2pm (Charnock Hall Hub)
- Thursday 20th March 2025 3.30pm - 4.30pm (ONLINE)
- Thursday 19th June 2025 3.30pm - 4.30pm (ONLINE)



Early Years Leadership Network

1pm - 3pm

Bev Dolman, Director of Schools

- Wednesday 13th November 2024 (The Pavilion, Nottingham)
- Wednesday 5th March 2025 (St Mary's Fields Academy, Leicester)
- Tuesday 24th June 2025 (Charnock Hall Hub)



Curriculum Network

3.45pm - 4.45pm

Karole Sargent, Director of Schools

- Thursday 19th September 2024 (ONLINE)
- Thursday 30th January 2025 (ONLINE)
- Thursday 12th June 2025 (ONLINE)



Deputy Headteacher Network

9.30am - 2.30pm

Helen Tunney, Director of Schools

- Thursday 21st November 2024 (The Pavilion, Nottingham)
- Tuesday 4th March 2025 (The Pavilion, Nottingham)
- Thursday 19th June 2024 (The Pavilion, Nottingham)



Executive Headteacher Network

1.30pm - 3.30pm

Karole Sargent, Director of Schools

- | | |
|--|-------------------------------------|
| Monday 30th September 2024 (Edna G Olds) | Monday 17th March 2025 (Jubilee) |
| Monday 25th November 2024 (Birley Spa) | Monday 28th April 2025 (Huntingdon) |
| Monday 27th January 2025 (Cloudside) | Monday 23rd June 2025 (Warren) |

Regional Headteacher Meetings

No booking required

Lincoln

1pm - 3.30pm

Helen Tunney, Director of Schools

- Tuesday 15th October 2024 (Manor Farm)
- Wednesday 18th December 2024 (Witham St Hughs)
- Tuesday 11th February 2025 (Waddington)

- Tuesday 25th March 2025 (Manor Farm)
- Tuesday 20th May 2025 (Witham St Hughs)
- Tuesday 1st July 2025 (Waddington)

Leicester

1pm - 3.30pm

Helen Tunney, Director of Schools

- Wednesday 16th October 2024 (St Mary's Fields)
- Tuesday 17th December 2024 (Forest Lodge)
- Wednesday 12th February 2025 (Millfield)

- Thursday 27th March 2025 (Uplands Junior)
- Wednesday 21st May 2025 (St Mary's Fields)
- Wednesday 2nd July 2025 (Forest Lodge)

Nottingham

Bev Dolman, Director of Schools

- Wednesday 16th October 2024
- Thursday 12th December 2024
- Thursday 13th February 2025

- Tuesday 1st April 2025
- Thursday 22nd May 2025
- Thursday 10th July 2025

(Venue: TBC)

Sheffield

9.30am - 11.30am

Karole Sargent, Director of Schools

- Thursday 10th October 2024 (Charnock Hall)
- Thursday 5th December 2024 (Rainbow Forge)
- Thursday 13th February 2025 (Birley Primary)

- Thursday 27th March 2025 (Birley Spa)
- Thursday 22nd May 2025 (Charnock Hall)
- Thursday 10th July 2025 (Rainbow Forge)

Headteacher Hub Meetings and Briefings

Secondary Headteacher Meetings

9.15am - 11.15am

Alyson Middlemass,
Director of Schools

Wednesday 23rd October 2024
(Birley Academy)

Wednesday 20th November 2024
(Da Vinci Academy)

Wednesday 22nd January 2025
(Noel-Baker Academy)

Wednesday 12th March 2025
(Birley Academy)

Wednesday 7th May 2025
(Da Vinci Academy)

Wednesday 18th June 2025
(Noel-Baker Academy)

No
booking
required

Headteacher Briefings

10am - 1pm

All Headteachers

Thursday 14th November 2024

Thursday 13th March 2025

Wednesday 25th June 2025

Venue: Trent Conferencing Centre
(formerly Trent Vineyard),
Easter Park, Lenton Lane,
Nottingham NG7 2PX



Catering Managers Network



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.

Aimed at:

- Catering Managers / Cooks

Overview of the programme content

Join us for our virtual termly Catering Managers network focused on improving the quality of the catering provision across the Trust. The content of the networks will be led by the interests and needs of participants and be informed by recent developments in school food.

There will be an opportunity to network with fellow Catering Managers and cooks, share good practice, and learn about new resources.

Attendees will be encouraged to share their learning with the catering team back in the academy.

Session 1: Termly Network Meeting
 Session 2: Termly Network Meeting
 Session 3: Termly Network Meeting

Session 1 Thursday 14th November 2024

Session 2 Thursday 13th March 2025

Session 3 Thursday 12th June 2025

9.30am – 10.30am

Venue: ONLINE

Cost: TRUST FUNDED

Click here



Effective Writing Skills



Intended impact of the programme and overview

This course is designed for delegates to improve their business writing skills.

- Structure sentences appropriately
- Write clearly and concisely
- Use punctuation correctly
- Avoid common pitfalls in spelling and grammar
- Choose between active and passive styles
- Use the right style for different documents
- Select from a range of presentation and layout styles, using paragraphs, lists, bullets and headings

Aimed at:

- School Business Managers
- Administrators
- Central Team staff



Tuesday 3rd December 2024

1pm – 4pm

Venue: ONLINE

Cost: £99

Click here



Designing and Delivering Effective Professional Development



Intended impact and overview of the programme

The aim of this programme is to equip participants with a range of practical strategies to guide their planning and delivery of online and face-to-face professional development sessions

The session will introduce practical frameworks to support the planning of high-quality professional development sessions within participants' workstreams. As well as focusing on planning, Brittany will support colleagues to reflect on their current strengths and potential areas for development in delivering professional development sessions online and face-to-face.

Colleagues are asked to bring laptops to the session if possible, so that they can try out online tools and applications they can use in online professional development sessions.

Monday 23rd September 2024

9.30am – 12.30pm

Venue: The Pavilion, next to Hogarth Primary Academy, Porchester Road, Nottingham, NG3 6JG

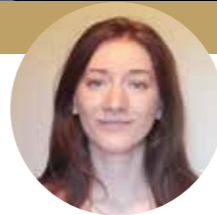
Cost: Trust-funded



Click here

Aimed at:

Non-teaching colleagues who currently deliver or aspire to deliver professional development sessions



Course Leader
Dr Brittany Wright,
Trust CPD Lead

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.



The National College
essential cpd

National College All Staff Training

ANNUAL TRAINING



Certificate in Data Protection & GDPR for Staff (Data Influencers)



Annual Certificate for Online Safety for Teaching Staff
OR



Annual Certificate in Cyber Security for Staff
OR



Certificate in Fire Safety for Education Providers



Annual Certificate for Online Safety for Support Staff



Annual Certificate in Cyber Security for Leaders



Certificate in Equality, Diversity and Inclusion

(This course can only be completed once and does not need to be repeated annually)



Click on your chosen event or scan the QR to book your place

THREE-YEARLY TRAINING



Certificate in Health and Safety at Work



Certificate in Manual Handling



Certificate in Understanding Risk Assessments



Certificate in Display Screen Equipment for Education Providers



Certificate in Working at Height



Certificate in Slips, Trips, and Falls at Work

National College Cleaning / Catering / Fire Warden Training

ANNUAL TRAINING Fire Team



Annual Certificate in the Role of a Fire Warden



Click on your chosen event or scan the QR to book your place

THREE-YEARLY TRAINING

Catering Team

Cleaning Team



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



Certificate in Using Machinery



Certificate in Food Hygiene for Education Providers



Certificate in Asbestos Management for Education Providers
(only if academy has asbestos)



Certificate in Food Allergy Awareness and Anaphylaxis



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



Certificate in Infection Prevention and Control for Education Providers



Certificate in Infection Prevention and Control for Education Providers

ANNUAL TRAINING



Annual Certificate in the Role of a Fire Warden



Click on your chosen event or scan the QR to book your place



Annual Certificate in Safer Recruitment



Click on your chosen event or scan the QR to book your place

THREE-YEARLY TRAINING



Certificate in Legionella Awareness



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



Certificate in Working at Height



Certificate in Lone Working



Certificate in Working in Confined Spaces



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



Certificate in Accident Reporting



Certificate in Using Machinery



Certificate in Infection Prevention and Control for Education Providers



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



Certificate in Asbestos Management for Education Providers
(only if academy has asbestos)

THREE-YEARLY TRAINING



Certificate in Lone Working



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



Certificate in Understanding Anti-Bribery



Certificate in Accident Reporting



Certificate in Organising and Managing School Trips



Budget Matters: An Alternative Approach to Employing and Accessing Funds



Certificate in Understanding Risk Assessments



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)

Whilst schools are welcome to engage with local apprenticeship providers, a number of trust schools have been piloting programmes from LMP Education. LMP offer a wide range of school-centred training programmes (funded by the apprenticeship levy) that are suitable for existing colleagues or staff who are new-to-role. They also offer free recruitment support, helping to attract a wider range of applicants to your apprenticeship vacancies.

Please see below and overleaf for further details.



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
- Other classroom-focused support staff

Dates

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

Format: Blended

Cost: fully funded by the Apprenticeship Levy

TEACHING & EARLY YEARS APPRENTICESHIPS

	Level	Practical Period	EPA	Typical Duration	Funding Value
Early Years Practitioner	2	14	2	16	£4,000
Teaching Assistant	3	14	2	16	£7,000
Teaching Assistant SEND Pathway	3	14	2	16	£7,000
Sports Teaching Assistant	3	14	2	16	£7,000
Early Years Educator	3	16	3	19	£7,000
School Staff & Community Wellbeing Champion	3	14	2	16	£7,000
Higher Level Teaching Assistant	4	Commercial Programme		9	£450
Higher Level Teaching Assistant SEND Pathway	4	Commercial Programme		9	£550
Early Years Lead Practitioner	5	20	6	26	£8,000

FINANCE APPRENTICESHIPS

	Level	Practical Period	EPA	Typical Duration	Funding Value
Accounts or Finance Assistant (AAT)	2	14	3	17	£6,000
Assistant Accountant (AAT)	3	17	3	20	£12,000
Professional Accounting (AAT)	4	21	3	24	£8,000

BUSINESS & PROFESSIONAL APPRENTICESHIPS

	Level	Practical Period	EPA	Typical Duration	Funding Value
Business Administrator	3	14	2	16	£5,000
Team Leader or Supervisor	3	14	2	16	£4,500
HR Support	3	17	3	20	£4,500
Library, Information & Archive Services Assistant (LIAS)	3	17	3	20	£6,000
School Business Professional	4	17	2	19	£6,000
Operations or Departmental Manager	5	17	3	20	£7,000

For more information email anna.sherriff@lmpeducation.org

Note-taking and Minute-taking



Intended impact of the programme

To build knowledge and confidence for those asked to take notes or minutes in meetings.

Overview of the programme content

The training will include:

- Notes or minutes – how do they differ?
- Preparation before the meeting and on the day
- Formal style and presentation
- Approval & circulation
- Version control
- Tips & tricks
- Questions

You will receive the presentation slide-deck, further guidance documents and sample notes and minutes after the session.

Aimed at:
Any colleagues who currently take notes or minutes in meetings or are likely to do so in the future



Course Leader
Simon Hudson,
Head of Governance

At a time and place that suits you!

Cost: Trust-funded

Click here



HR Training

Click on your chosen event or scan the QR to book your place

EMPLOYMENT LAW ESSENTIALS

Aimed at: Senior Leadership Teams, Business Managers, Case Managers

Overview:

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

Intended impact:

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



PROBATION / APPRAISAL / PERFORMANCE MANAGEMENT

Aimed at: Senior Leadership Teams, Business Managers, Case Managers

Overview:

- The importance of managing probation
- The Trust performance Improvement Procedures
- Outcomes and capability (performance) Dismissal
- What is performance management?
- Driving performance and the appraisal process

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 skills required for carrying out an investigation
- How to conduct a thorough investigation
- Where to find further guidance
- The role and remit of the investigating officer
- The investigation process
- How to report your findings

Intended impact:

- To equip managers with the skills and confidence necessary to successfully carry out an investigation.



MANAGING DIFFICULT CONVERSATIONS

Aimed at: Senior Leadership Teams, Business Managers, Case Managers

Overview:

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

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.



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.



DIVERSITY AND INCLUSION TRAINING

Aimed at: All employees

Overview:

- Key anti-discrimination legislation
- Equality and diversity at work
- 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.



RECRUITMENT TRAINING

Aimed at: Line Managers

Overview:

- How to select and screen candidates
- Importance of good questioning
- The legal implications of recruitment

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

Intended impact:

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



Course	Date	Time
Probation, Appraisal and Performance Improvement	Tuesday 17th September 2024	10.00am - 11.00am
HR for Line Managers	Tuesday 24th September 2024	2.00pm - 3.00pm
Managing Sickness Absence	Thursday 3rd October 2024	9.30am - 10.30am
Recruitment	Wednesday 9th October 2024	1.30pm - 2.30pm
Investigation	Wednesday 6th November 2024	10.00am - 11.00am
Maternity and Family Friendly	Monday 25th November 2024	2.00pm - 3.00pm
SCR	Thursday 9th January 2025	9.00am - 10.00am
HR for Line Managers	Friday 24th January 2025	10.30am - 11.30am
Recruitment	Monday 3rd February 2025	2.00pm - 3.00pm
Diversity and Inclusion	Wednesday 12th February 2025	10.00am - 11.00am
Managing Sickness Absence	Thursday 13th March 2025	11.00am - 12.00pm
Difficult Conversations	Tuesday 1st April 2025	1.30pm - 2.30pm
Recruitment	Friday 2nd May 2025	9.00am - 10.00am
Employment Law Essentials	Tuesday 20th May 2025	1.00pm - 2.00pm
Probation, Appraisal and Performance Improvement	Wednesday 18th June 2025	11.00am - 12.00pm
HR for Line Managers	Thursday 26th June 2025	2.00pm - 3.00pm

TARGETED SCHOOL HR TRAINING

All Trust academies are encouraged to schedule bespoke training sessions that can be provided by the HR team to meet their individual academy needs. If you are interested in a bespoke HR training session, please speak to your HR Business Partner. The training sessions provided in the table above are designed for line managers at all levels who have responsibility for HR processes, to guide and mentor them to complete these processes efficiently, effectively and with confidence.

In addition, if your training needs are not being met by the courses on offer, the HR Team are always looking to improve the offering and will take on board your feedback for future courses.



**COST: Trust-funded
(Free to Trust Schools)**

Teaching and Learning

Actionable Feedback: Strategies to Support Pupil Progress and Teacher Workload



Course Leader
Kate Jones

✕ @KateJones_Teach

Aimed at:
Teachers and school leaders
across primary and secondary.

Intended impact of the programme

To gain an in-depth understanding of the research and evidence base supporting effective and efficient feedback strategies. To also have a range of practical examples of actionable feedback that can be implemented in the classroom to support pupil progress and teacher workload.

Overview of the programme content

Session 1 Verbal and written feedback: what does the research tell us and what does it look like in the classroom?

In this session Kate will summarise the research linked to verbal and written feedback, followed by workload friendly practical examples and strategies that can be used in the classroom to support learners. There will also be tips and guidance for supporting learners with SEND and EAL.

Session 2 Self and peer assessment: why this is important and how to get it right!

Self and peer assessment are not easy to effectively embed, as learners are novices when it comes to providing feedback! This session will explore the key ingredients required for effective self and peer assessment to become embedded as part of a classroom routine, to support learners with their progress, self-regulation and a wide range of key skills.

Session 3 7 myths about feedback!

The final session will discuss some key myths held about feedback and aim to bust these myths! This session will include discussion of the roles of grades/scores and what the research tells us, in addition to feedback 'lethal mutations' and the use of technology, specifically A.I., with feedback.

Reducing Teacher Workload and Improving Impact

Nationally recognised speaker and author, Ross McGill



@TeacherToolkit

Training for all teachers



Making complex tasks simpler to manage

Mark Plan Teach was first developed as a teaching and learning methodology in a large secondary school with more than 100 teachers. This research has since been shared with 100,000 teachers and introduced to over 300 schools and colleges worldwide. MPT has been instrumental in shaping many teaching policies and methods.

Developing teacher autonomy

Schools and colleges seek consistency, yet no organisation can claim they have ever achieved it. So, how does any team achieve any success if consistency is so inconsistent? One of the many solutions offered is to develop clarity and coherence rather than compliance.

Do less, not more

This training is rich with classroom ideas and leadership strategies that demonstrate why teachers should **do less, not more**, to become truly effective. Ross will demonstrate how this balance can be achieved so that all teachers can achieve professional autonomy.

Ross is globally known as **@TeacherToolkit**. To date, over 19 million people have read *his* website!

He began teaching in 1991 and taught for 26 years in London's national-challenge (secondary) schools; 20 years as a school leader. Today, he works with teachers and schools worldwide, enhancing teaching and learning, reducing workload and improving teacher mental health.

A multiple award-winning teacher, in 2015, The Sunday Times featured Ross as one of the '500 Most Influential People in Britain'. He remains the only classroom teacher to feature to this day, and is the author of 11 teaching books.

Wednesday 6th November 2024

Wednesday 20th November 2024

1.30pm – 3pm

Venue: ONLINE

Cost: £90 for both sessions

Click here



Friday 17th January 2025

9.30am – 3pm

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

Cost: £99



Click here

“Why Learning Fails – (And What To Do About It)”



Course Leader
Alex Quigley

Intended impact of the programme and overview

It is a truth universally acknowledged that pupils do not learn all that they are taught. They may learn something, they may even learn a lot, but it may not be a lot of what we think we have taught them or they may struggle to apply knowledge successfully.

In Alex Quigley’s latest book, Alex characterises how the long and winding road of successful learning is paved with many failures along the way.

Presenting eight key reasons why learning fails, alongside concepts from cognitive science and research evidence explained concisely and accessibly, the chapters span issues of pupils’ limited memory, their patchwork prior knowledge, flawed planning, struggles with independent learning, motivation, limits of attention, and more. Alex will explore examples of key learning failures and what can be done about it, along with practical teaching strategies and tools that can be used to secure success in every classroom.

Aimed at:

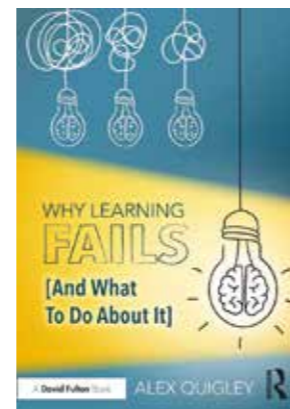
- Headteachers
- Senior leaders
- Teachers

Friday 14th March 2025
10am – 3pm

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

Cost: £99

Click here



Adaptive Teaching and the Universal Design for Learning



Course Leader
Paul Longden

Intended impact of the programme

It is important for both teachers and teaching assistants to appreciate the role adaptive teaching plays in ensuring our lessons are inclusive and benefit all learners. This session unpicks the broader concept of adaptive teaching reflecting on the different elements of what is called the ‘Universal Design for Learning’, recommended by Nasen.

Overview of the programme content

Session 1

Engagement – Learners differ markedly in the ways in which they can be engaged or motivated to learn. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential. This session will look at multiple means of recruiting interest, sustaining effort and persistence and encouraging self-regulation.

Session 2

Representation - Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. This session will look at multiple means of enhancing perception, comprehension and communicating through language and symbols.

Session 3

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. This session will look at multiple means of developing physical action, expression and communication and developing executive function

Click here

Aimed at:

- Headteachers
- SENCOs
- Department leaders
- Teaching assistants
- Senior leaders
- Middle leaders
- Phase leaders
- Teachers

Thursday 3rd October 2024
Thursday 17th October 2024
Friday 29th November 2024

9.15am – 10.45am
Venue: ONLINE
Cost: £95



Exploring the 'Great Teaching Toolkit'



Aimed at:

- SENCOs
- Senior/middle leaders
- Department leaders
- Phase leaders
- Teachers
- Teaching Assistants

Intended impact of the programme

The 'Great Teaching Toolkit' provides both a synthesis of evidence from authoritative studies, and the findings of this evidence, that teachers can relate to their own experience. It is a model that comprises these four overarching dimensions, with a total of 17 elements within them. An 'element' is defined as something that may be worth investing time and effort to work on to build a specific competency, skill or knowledge, or to enhance the learning environment

Overview of the programme content

The toolkit has a clear focus on areas of practice that have the potential to improve children's learning and outcomes.

Session 1

This session explores the first two dimensions:

- Understanding the content (4 elements)
- Creating a Supportive Environment (4 elements)

Session 2

This session explores the final two dimensions:

- Maximising Opportunity to Learn (3 elements)
- Activate Hard thinking (6 elements)

Click here



Course Leader
Paul Longden

Thursday 16th January 2025
Thursday 30th January 2025

9.15am – 10.45am
Venue: ONLINE
Cost: £75

Oracy-rich Classrooms: Time to Talk

Intended impact of the programme

Oracy can mean different things to different people. Research shows that teaching children how to talk effectively can have a profound effect on learning outcomes. It is much more than simply providing children with opportunities to 'talk'. This session looks at how oracy can be developed across a school from EYFS to Year 6. This builds on previous webinar 'Pupil Articulation'

What is the desired impact?

Session 1

Participants will unpick the broader concept of 'oracy' and how this can be developed by unpicking the Cambridge Oracy Framework. In Part 1 participants will look at physical skills (voice and body language) and linguistic skills (vocabulary, language variation, structure and rhetorical techniques) associated with oracy.

Session 2

Participants will unpick the broader concept of 'oracy' and how this can be developed by unpicking the Cambridge Oracy Framework. In Part 2 participants will look at cognitive skills (content, clarifying/summarising, self-regulation, reasoning, audience awareness) and social and emotional skills (working with others, listening/ responding, confidence in speaking) associated with oracy.



Friday 17th January 2025
Friday 31st January 2025

9.15am – 10.45am
Venue: ONLINE
Cost: £75

Click here



Course Leader
Paul Longden

Aimed at:

- Senior leaders
- Middle leaders
- Department leaders
- Phase leaders
- Teachers

Outdoor Learning; a Mindset not just an Activity



Intended impact of the programme

Outdoor learning is a great way to provide children with a unique and engaging educational experience. Outdoor learning can be made possible in primary schools by assessing the available outdoor space, creating a timetable that maximizes the amount of time each bubble is outside, and adapting outdoor spaces for learning. This session explores a range of ways to further develop outdoor learning.

Overview of the programme content

Participants will explore a range of ways that outdoor learning could be further developed in their schools. They will consider the extent to which they provide help children to

- develop respect and sense of care for the planet.
- nurture long-term resilience, confidence, creativity and problem-solving skills for children
- encourage and nurture sustainable environmental behaviours
- provide a secure and supportive setting to improve social skills and working with others

Aimed at:

- Senior leaders
- Middle leaders
- Department leaders
- Phase leaders
- Teachers

Thursday 13th February 2025
9.15am – 10.45am

Venue: ONLINE

Cost: £45

Click here



Course Leader
Paul Longden



Making Interaction Count in the Early Years

Intended impact of the programme

Interactions with children are a vital part of the EYFS curriculum. They make the difference to how children communicate and attainment across all the Early Learning Goals.

All staff working in the Early Years have a key part to play in developing and nurturing children's abilities through the interactions they have with each other.

This course will give you an insight into good practice, what it looks like in action and why it is so important. Practitioners will develop a toolkit that they can take into their own setting to improve on their communication with children and make each interaction count.

Overview of the programme content

Session 1

- What are child and adult interactions? Why are they so important? How can we promote knowledge and understanding through interactions with children?
- Delegates will get to watch positive (and negative) interactions in action and recognise the value in them.
- Identify children in own setting and plan to create opportunities to put theory into practice.

Session 2

- Practitioners will reflect on their own practice and bring examples of positive interactions and the impact this has had on the children.
- We will explore how we use interactions with children to assess and plan next steps.
- We will explore and plan effective questioning, focusing on how questions and wonder can promote learning through curiosity.

Aimed at:

- Early Years TAs
- ECTs new to Early Years



Course Leader
Amala Gibson,
Leader of Excellence

Friday 4th October 2024
Friday 24th January 25

9.30am – 2.30pm

Venue: Radford Academy,
Denman St West, Radford,
Nottingham NG7 3FL

Cost: £160



Click here

Developing High Quality Feedback in the Classroom



Aimed at:

- Heads
- Senior Leaders
- Phase Leaders
- Teachers

Course Leader
Paul Longden



Intended Impact of the Programme:

There are a range of practices that can promote effective feedback - combining feedback and instruction, focusing on learning intentions and success criteria, intervening quickly, ensuring the feedback engages pupils in thinking and allowing time to enact the feedback. This session unpicks some of the research around effective feedback and how this can be incorporated into the classroom

Overview of the programme content

Participants will explore:

- Underpinning research linked to effective feedback
- Key principles of effective feedback
- Range of strategies to improve/ refine oral and written feedback
- The implications for staff workload
- The role teaching assistants play
- Key factors in successfully implementing a whole-school approach

Friday 21st March 2025
9.15am – 12.15pm

Venue: ONLINE
Cost: £75

Click here





Recorded, On-demand CPD for TAs and HLTAs

79% of headteachers in L.E.A.D. Academy Trust felt that recorded CPD sessions that can be accessed at any time would enable their school to access more CPD.

As part of our commitment to providing high-quality CPD that works around your schedule, we are very pleased to be able to offer an increasingly diverse catalogue of on-demand CPD recordings for TAs and HLTAs. Each session recording costs just £110 and can be shared with colleagues in your school at a time that suits you and your team.

Please complete the online order form (scan QR, right) to purchase each recording at a cost of just £110 per session.

Click here



High quality teaching

To develop understanding of high quality teaching.



Adaptive Teaching Part A

To introduce a number of strategies to support adaptive teaching.



Adaptive Teaching Part B

To develop further strategies to support adaptive teaching.



Adaptive Teaching Part C

To consolidate and refine strategies to support adaptive teaching.



Enhancing pupil articulation

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



Mathematics

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

Recorded, On-demand CPD for TAs and HLTAs

Click here



English

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



Improving pupils' behaviour 1

To develop a positive approach to managing pupil behaviour.



Improving pupils' behaviour 2

To deepen understanding of approaches to managing behaviour.



Improving pupils' behaviour 3

To consolidate and refine approaches to managing behaviour.



Supporting pupils with autism

To develop confidence and expertise in supporting learners with autism.



Linking interventions

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



Supporting EAL learners

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



Active teaching and learning

To examine a range of active teaching and learning strategies that TAs can use to engage all pupils, as well as exploring the classroom factors that need to be present for such strategies to be successful.



Retrieval practice

To explore the concept of retrieval practice and the cognitive science underpinning its importance, considering a range of different retrieval activities to use over time.



Dual coding and graphic organisers

To explore the theory of dual coding, how it can be incorporated into the teaching and learning process, and explore a range of graphic organisers that can support pupils in processing and demonstrating their understanding.



Exploring the role of a TA through the Teaching Assistant standards - Part 1

(available after Thursday 26th September 2024)

To signpost the importance of the TA role in improving outcomes for children by exploring the Teaching Assistant standards and signposting the key responsibilities TAs hold in schools.



Exploring the role of a TA through the Teaching Assistant standards - Part 2

(available after Thursday 10th October 2024)

To deepen engagement with the Teaching Assistant standards.



Developing children's vocabulary

(available after Thursday 21st November 2024)

To provide TAs with practical strategies for building and widening pupils' vocabulary.



Understanding and responding effectively to aggressive behaviour

(available after Thursday 5th December 2024)

To provide TAs with strategies for preventing and managing aggressive behaviour.



Embedding Assessment for Learning (AfL)

(available after Thursday 12th December 2024)

To explore how TAs can harness the power of 'Assessment for Learning' (AfL) to promote pupil learning.

Click here

Recorded, On-demand CPD for TAs and HLTAs

Click here



Ensuring our classroom is inclusive

(available after Thursday 23rd January 2025)

This session will provide TAs with practical strategies for ensuring an inclusive approach for pupils with Special Educational Needs and Disabilities.



Supporting social and emotional learning

(available after Thursday 6th February 2025)

TAs often have close relationships with the pupils they support. This session draws on evidence-based recommendations from the EEF to explore how TAs can support children's social and emotional development.



Supporting children with dyslexia

(available after Thursday 27th February 2025)

This highly focused session provides TAs with insight into some of the associated challenges faced by children with dyslexia, offering practical strategies to support their learning.



Supporting children with dyscalculia

(available after Thursday 13th March 2025)

This session provides TAs with a thorough grounding in some of the ways that dyscalculia can affect children's learning, signposting a practical toolkit that can be used to provide support.



Supporting children with mental health needs

(available after Thursday 27th March 2025)

This session provides TAs with recommendations for supporting pupils with mental health needs.



Using feedback effectively in the classroom

(available after Thursday 3rd April 2025)

To provide TAs with practical strategies for providing high-quality verbal and written feedback in the classroom.



Supporting children with speech, language and communication needs

(available after Thursday 8th May 2025)

To provide TAs with practical strategies for identifying and supporting pupils with speech, language and communication needs.



Using questioning effectively in the classroom

(available after Thursday 12th May 2025)

To explore the role of questioning in any TA's toolkit.



Times tables for TAs - how can we make them stick?

(available after Thursday 22nd May 2025)

To signpost ways that TAs can help pupils to learn their times tables.



Working with parents/carers

(available after Thursday 26th June 2025)

To provide TAs with practical strategies to support them in communication with and building positive professional relationships with the parents of the pupils they support.



Helping pupils work successfully as part of a group

(available after Thursday 3rd July 2025)

To signpost key recommendations for high-quality group work and practical ways of bringing this to life in the classroom.

Click here



Maximising the Impact of Teaching Assistants (MITA Leaders) + MITA TA Series

Intended impact of the programme

Across the education sector, we're all having to do more with less. 74% of primary school headteachers and 41% of secondary school headteachers report that they have had to reduce the number of teaching assistants in their schools this year "despite increases in pupils with Special Educational Needs, with an increase of 19%* needing extra support in schools since 2019" (Sutton Trust, 2024). Amidst these challenges, a strategic, whole-school approach can maximise the impact of TAs on pupil outcomes.

This strategic leadership course guides school leaders through a strategic review of their use of teaching assistants, using change management theory, and examples and lessons learned from schools that have empowered their TAs and, in turn, their pupils through the MITA approach.

Aimed at:

- Headteachers and senior leaders (including SENCOs) attend the online MITA Leaders sessions (2 places per school)
- All TAs at signed-up schools are provided with one-year of access to the MITA TA Series Online Training programme

Overview of the programme content

MITA Leaders is designed for headteachers and senior leaders, delivered across three half-day sessions, paced over two terms.

Session 1: Setting out the evidence on TA impact

Introducing the key principles of the MITA approach; conducting a self-evaluation; and setting a vision

Session 3: Using self-evaluation data

MITA principles in depth: what they look like in the classroom; practical strategies and ideas; action planning

Session 3: Review, sharing areas of good practice and lessons learned

Planning for the future.

Each school receives a comprehensive pack of high-quality resources and tools to support the processes of review and implementation.

In addition, L.E.A.D. are very pleased to be able to offer this combined, discounted package, with the MITA Leaders course accompanied by a one-year subscription to the MITA TA Series Online Training package for all TAs in your schools. This structured, evidence-based online, on-demand training subscription for TAs will enable participating schools to develop TAs' skills for building pupil independence. It is an evidence-based programme that is suitable for TAs in all settings.

ONLINE TRAINING + ONE YEAR SUBSCRIPTION

Cost: £1085 per school

Click here



Course Leader
Matthew Parker

Matthew is a school improvement consultant for leadership, SEND strategy, systems and workforce review. He was a Senior Teaching Fellow with UCL Institute of Education for the MITA programme and the MPTA TA and Teacher Training programme. He is also a tutor for the National SENCO Award.

Matthew began his career as a teaching assistant in a Complex SLD/PMLD, before qualifying as a teacher, senior leader, and headteacher across phases in mainstream and specialist settings.

As a system leader, Matthew is passionate about using research to bring principles into practice, and raising the strategic profile of learners with SEND. He has experience working with headteachers, SENCOs and senior leaders in reviewing SEND provision and workforce deployment, and supporting primary, secondary and specialist settings in audit and critical evaluation to establish their strategic priorities and systems for inclusion.

Making Interaction Count in the Early Years



Aimed at:

- Early Years TA
- ECTs new to Early Years.

Intended impact of the programme

Interactions with children are a vital part of the EYFS curriculum. They make the difference to how children communicate and attainment across all the Early Learning Goals. All staff working in the Early Years have a key part to play in developing and nurturing children's abilities through the interactions they have with each other.

This course will give you an insight into good practice, what it looks like in action and why it is so important. Practitioners will develop a toolkit that they can take into their own setting to improve on their communication with children and make each interaction count.

Overview of the programme content

Session 1

What are child and adult interactions? Why are they so important? How can we promote knowledge and understanding through interactions with children?

Delegates will get to watch positive (and negative) interactions in action and recognise the value in them.

Identify children in own setting and plan to create opportunities to put theory into practice.

Session 2

Practitioners will reflect on their own practice and bring examples of positive interactions and the impact this has had on the children.

We will explore how we use interactions with children to assess and plan next steps.

We will explore and plan effective questioning, focusing on how questions and wonder can promote learning through curiosity.

Friday 4th October 2024
Friday 24th January 2025

9.30am – 12.30pm

Venue: Radford Academy, Denman St West,
Radford, Nottingham NG7 3FL

Cost: £160

Click here



Developing Children's Vocabulary



Intended impact of the programme

To provide TAs with practical strategies for building and widening pupils' vocabulary.

Aimed at:

- Teaching Assistants

Overview of the programme content

Developing children's vocabulary is crucial for their academic and personal growth. Children with a rich vocabulary are better equipped to understand and express themselves, which can lead to improved communication skills and higher academic achievement. This session looks at practical ways we can build and widen children's vocabulary over time.

Thursday 21st November 2024
1.30pm – 3pm

Venue: ONLINE
Cost: £15

Click here



Course Leader
Paul Longden



Exploring the Role of a TA through the Teaching Assistant Standards (Parts 1 and 2)



Course Leader
Paul Longden



Intended impact of the programme

To signpost the importance of the TA role in improving outcomes for children by exploring the Teaching Assistant standards and signposting the key responsibilities TAs hold in schools.

Overview of the programme content

The main purpose of these standards is to raise the status and professionalism of teaching assistants and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children.



Aimed at:
• Teaching Assistants

Thursday 26th September 2024
Thursday 10th October 2024

1.30pm – 3pm

Venue: ONLINE

Cost: £30

Click here

Grammar: Knowledge, Pedagogy, & Practice for TAs



Intended impact of the programme

This programme covers grammatical knowledge for the primary curriculum, with time to look at how you can support children that you are working with. We will cover how to train all staff in your setting with regards to their own grammatical knowledge and pedagogy, enabling school-wide impact from the increased subject knowledge of your team.

Overview of the programme content

- 09.30 – 10.30: Understanding grammar – subject knowledge
- 10.45 – 11.45: Understanding grammar – subject knowledge
- 11.45 – 12.30: Statutory requirements
- 13.30 – 14.30: Grammar as a tool for writing
- 14.45 – 15.45: Supporting children with grammar

This course is for teaching assistants and support staff across the primary age range.

Monday 7th October 2024
9.30am – 3.45pm

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

Cost: £99



Click here

Understanding and Responding Effectively to Aggressive Behaviour



Intended impact of the programme

To provide TAs with strategies for preventing and managing aggressive behaviour.

Aimed at:

- Teaching Assistants

Overview of the programme content

When aggressive behaviour occurs in the classroom or out of it – emotions run very high and the situations are stressful for all concerned. This session unpicks some of the antecedents of aggressive behaviour and explores ways that aggressive behaviour can be managed -and in many cases prevented.

Thursday 5th December 2024

1.30pm – 3pm

Venue: ONLINE

Cost: £15

Click here



Course Leader
Paul Longden



Embedding Assessment for Learning (AfL)



Intended impact and overview of the programme

To explore how TAs can harness the power of 'Assessment for Learning' (AfL) to promote pupil learning.

Assessment for Learning (AfL) is a teaching approach that generates feedback for children can use to improve their performance. This session will explore the concept of considering the research and techniques that teaching assistants can use in the classroom.

Aimed at:

- Teaching Assistants

Thursday 12th December 2024

1.30pm – 3pm

Venue: ONLINE

Cost: £15

Click here



Course Leader
Paul Longden



Ensuring our Classroom is Inclusive



Course Leader
Paul Longden

Intended impact of the programme

This session will provide TAs with practical strategies for ensuring an inclusive approach for pupils with Special Educational Needs and Disabilities.

Overview of the programme content

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

Aimed at:
• Teaching Assistants



Thursday 23rd January 2025
1.30pm – 3pm

Venue: ONLINE
Cost: £15



Supporting Social and Emotional Learning



Intended impact of the programme

TAs often have close relationships with the pupils they support. This session draws on evidence-based recommendations from the EEF to explore how TAs can support children's social and emotional development.

Aimed at:
• Teaching Assistants

Overview of the programme content

'Social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. This session unpicks this EEF guidance report which offers six practical and evidence-based recommendations to support children's social and emotional development.

Thursday 6th February 2025
1.30pm – 3pm

Venue: ONLINE
Cost: £15



Course Leader
Paul Longden



Supporting Children with Dyslexia



Intended impact and overview of the programme

This highly focused session provides TAs with insight into some of the associated challenges faced by children with dyslexia, offering practical strategies to support their learning.

There is a misconception that dyslexia just affects the ability to read and write. If this were true, it would be much easier to identify. In fact dyslexia can have an affect on areas such as coordination, organisation and memory. As each person is unique, so is everyone's experience of dyslexia. This session explores some practical strategies to help children with dyslexia thrive in the classroom environment.



Course Leader
Paul Longden

Click here



Aimed at:
• Teaching Assistants

Thursday 27th February 2025
1.30pm – 3pm

Venue: ONLINE
Cost: £15

Supporting Children with Dyscalculia



Intended impact of the programme

This session provides TAs with a thorough grounding in some of the ways that dyscalculia can affect children's learning, signposting a practical toolkit that can be used to provide support.

Aimed at:
• Teaching Assistants

Overview of the programme content

Dyscalculia is a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. It will be unexpected in relation to age, level of education and experience and occurs across all ages and abilities. This session explores some practical strategies to help children with dyscalculia thrive in maths lessons.

Thursday 13th March 2025
1.30pm – 3pm

Venue: ONLINE
Cost: £15

Click here



Course Leader
Paul Longden



Supporting Children with Mental Health Needs



Aimed at:
• Teaching Assistants



Course Leader
Paul Longden

Intended Impact of the Programme:

This session provides TAs with recommendations for supporting pupils with mental health needs.

Overview of the programme content

Supporting children with mental health issues is crucial for their well-being and development. Lockdowns and disrupted schooling had a huge impact on many children and exacerbated the mental health crises developing in our schools. This session explores ways that schools can support children to give them the best chance to stay mentally healthy.

Thursday 27th March 2025
1.30pm – 3pm

Venue: ONLINE
Cost: £15

Click here



Using Feedback Effectively in the Classroom



Intended impact of the programme

To provide TAs with practical strategies for providing high-quality verbal and written feedback in the classroom.

Aimed at:
• Teaching Assistants

Overview of the programme content

This session unpicks some of the research around effective feedback and how this can be incorporated into the classroom. It will explore a range of practical strategies for both oral and written feedback ensuring each interaction has the maximum benefit to move children's learning forward.

Thursday 3rd April 2025
1.30pm – 3pm

Venue: ONLINE
Cost: £15

Click here



Course Leader
Paul Longden



Supporting Children with Speech, Language and Communication Needs



Intended impact and overview of the programme

To provide TAs with practical strategies for identifying and supporting pupils with speech, language and communication needs.

According to the Royal College of Speech and Language Therapists, speech, language and communication needs (SLCN) is the most common primary type of need, at 22% of SEN pupils. This session explores a range of practical strategies to support children in the classroom including toolkits to support early identification.

Aimed at:
• Teaching Assistants

Thursday 8th May 2025
1.30pm – 3pm

Venue: ONLINE
Cost: £15

Click here



Course Leader
Paul Longden

Times Tables for TAs – How can we make them stick?



Course Leader
Paul Longden

Intended impact of the programme

To signpost ways that TAs can help pupils to learn their times tables.

Overview of the programme content

Once learned....never forgotten! Since the Year 4 Multiplication Tables Check was introduced – there has been a greater emphasis on learning and recalling times table facts in line with NC expectations. This session explores practical activities and strategies that can be used when teaching times tables.



Aimed at:

- Teaching Assistants

Thursday 22nd May 2025
1.30pm – 3pm

Venue: ONLINE
Cost: £15

Click here



Using Questioning Effectively in the Classroom



Aimed at:
• Teaching Assistants

Intended impact of the programme

To explore the role of questioning in any TA's toolkit.

Overview of the programme content

Effective questioning in the classroom is a technique that uses questions to open up conversation, promote interaction, and elicit deeper thinking among children. This session explores how questioning can be used to encourage deeper thinking as well as facilitate retrieval of prior knowledge and build understanding of new content.

Thursday 12th June 2025

1.30pm – 3pm

Venue: ONLINE

Cost: £15

Click here



Course Leader
Paul Longden



Working with Parents/Carers



Intended impact and overview of the programme

To provide TAs with practical strategies to support them in communication with and building positive professional relationships with the parents of the pupils they support.

Teaching assistants play a vital role in building strong relationships between parents and schools. Schools working with parents is crucial for the academic and personal growth of children. Evidence from the Education Endowment Foundation suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. This session explores a range of ways that the relationships with parents/ carers can be strengthened.

Aimed at:
• Teaching Assistants

Thursday 26th June 2025

1.30pm – 3pm

Venue: ONLINE

Cost: £15

Click here



Course Leader
Paul Longden

Helping Pupils Work Successfully as Part of a Group



Intended impact and overview of the programme

To signpost key recommendations for high-quality group work and practical ways of bringing this to life in the classroom.

Group work has many benefits: it can develop pupils' teamwork and communication skills, promote creative and critical thinking, and improve academic achievement. This session explores some of the key ingredients for group work to be a successful learning experience.



Course Leader
Paul Longden



Click here

Aimed at:
• Teaching Assistants

Thursday 3rd July 2025
1.30pm – 3pm

Venue: ONLINE
Cost: £15

Subject and Phase Leadership

Bright Sparks Subject Leadership Programme

Intended impact of the programme

- To foster connections between colleagues across Trust schools
- To spark research-informed conversations about curriculum and teaching and learning across the Trust
- To inspire and develop subject leaders

Overview of the programme content

Brand-new for 2024, the Bright Sparks Subject Leadership has been designed to address the following key priorities through the lens of subject leadership:

- Subject-specific teaching and learning
- Inclusion in and across subjects
- Assessment for learning

If your school books places for colleagues across **all six subjects**, your whole senior leadership team will also be invited to attend each 'Research Spark' session for **free**. We will share the recording of the Research Sparks sessions with you to access at a time that suits you. You will also be able to use these recordings in school in your own CPD sessions or share them with relevant colleagues, helping us all to **keep the conversation going**.

Aimed at:

- Subject leaders (all sessions)
- Senior leaders ('Research Sparks' sessions)



Spring Term Conversation

How can we ensure our curriculum inspires *all* learners?

Autumn Term Conversation

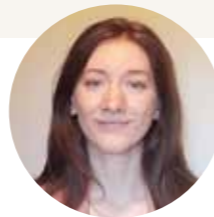
What does great teaching and learning look like in our subjects?



Session 1: Research Spark

Trust CPD Lead, **Dr Brittany Wright**, will introduce the research behind 'signature pedagogies' as a way of thinking about subject-specific teaching and learning.

Thursday 26th September 2024 / 3.45pm – 4.45pm



Session 1: Research Spark

Emeritus **Professor Des Hewitt** and **Dr Nic Crossley**, CEO of Liberty Academy Trust, authors of the highly-rated *Inclusion: A Principled Guide for School Leaders* (2021) will outline how to place inclusion at the heart of curriculum design, review, and refinement.

Thursday 16th January 2025 / 3.45pm – 4.45pm



Session 2: Subject Spark

With our trained, subject-specific facilitators, explore how far 'signature pedagogies' can be useful for innovating teaching and learning in your specific subject.

English: Wednesday 27th November 2024 / 3.45pm – 5pm

Maths: Wednesday 20th November 2024 / 3.45pm – 5pm

History: Wednesday 9th October 2024 / 3.45pm – 5pm

Science: Tuesday 12th November 2024 / 3.45pm – 5pm

MFL: Thursday 14th November 2024 / 3.45pm – 5pm

Computing: Monday 4th November 2024 / 3.45pm – 5pm



Session 2: Subject Spark

With our trained, subject-specific facilitators, explore how Des and Nicola's inclusive principles can inform your role as a subject leader.

English: Wednesday 26th February 2025 / 3.45pm – 5pm

Maths: Monday 24th February 2025 / 3.45pm – 5pm

History: Thursday 30th January 2025 / 3.45pm – 5pm

Science: Tuesday 11th February 2025 / 3.45pm – 5pm

MFL: Wednesday 5th February 2025 / 3.45pm – 5pm

Computing: Monday 27th January 2025 / 3.45pm – 5pm

Summer Term Conversation

How do we use assessment for learning in our subjects?



Session 1: Research Spark

Dr Julie Arnold will illuminate Assessment for Learning (Afl) with her focus on accessibility for learners with additional needs. Julie will outline how teachers can develop adaptive expertise to meet the needs of all learners through an inclusive approach to Afl.

Tuesday 20th May 2025 / 7.45am – 8.45am



Session 2: Subject Spark

With our trained, subject-specific facilitators, explore what AfL and adaptive expertise can look like in your subject, considering how you could support colleagues with developing this through your role as a subject leader.

English: Wednesday 18th June 2025 / 3.45pm – 5pm

Maths: Wednesday 11th June 2025 / 3.45pm – 5pm

History: Monday 9th June 2025 / 3.45pm – 5pm

Science: Wednesday 21st May 2025 / 3.45pm – 5pm

MFL: Tuesday 10th June 2025 / 3.45pm – 5pm

Computing: Monday 16th June 2025 / 3.45pm – 5pm

Cost per person: £150 per person for the full programme (six sessions)

Please use the following QR codes to book your place on each subject-specific group of the Bright Sparks programme:

Click on your chosen event or scan the QR to book your place



English



Maths



History



Science



Modern Foreign Languages (MFL)



Computing



Leadership Development Group: Music

Intended impact of the programme

To support subject leaders with analysing the intent, implementation and impact of their Music curricula, as well as considering what it means to lead Music.

Aimed at:

- Music Leaders



@TT_Education

TTEducationUK

Monday 7th October 2024

Wednesday 22nd January 2025

Thursday 22nd May 2025

3.45pm - 5pm

Venue: ONLINE

Cost: £150 for all 3 sessions

Click here



Overview of the programme content

Session 1

Session 1 will consider what it means to be a Music leader; expectations, considerations and inspection guidance. It will cover:

- Ofsted's expectations for Music
- How to articulate your vision and values
- Ways to document your intent
- Ensuring your curriculum aligns with the values of the school
- What pedagogy means in Music
- Research and innovation in Music

Session 2

Session 2 will look at implementation of your vision. It will cover:

- What Ofsted are looking for in a Music deep dive
- How to embed your expectations across the school
- Inclusivity within Music and making reasonable adjustments
- What assessment can look like and how best to provide a range of assessment data
- The progression of core concepts from EYFS to Y6

Session 3

Session 3 will consider the impact of your curriculum within your school. It will cover:

- Evidencing the impact; what does that look like within Music?
- Stretch and challenge within Music
- Ways to support staff with data collection and collation
- Maintaining consistency across the school
- Demonstrating progress
- Action points for the future

Primary DT Subject Leader Specialist Group



Intended impact of the programme

- The Design Process
- Support for SEND children within D&T
- CAD (specifically 2D Design tools)
- Risk Assessments, H&S and Budgets

Aimed at:

- Primary DT Leads

Overview of the programme content

- **6th November - Support for SEND children within D&T**
We will be looking at how to support your SEND students in accessing Design and Technology.
- **12th March – The Design Process**
Deep dive into the route through the design technology process that pupils should undertake in a unit of work, and the related pedagogy.
- **21st May – 2D Design Tools CAD**
A closer look at how to use 2D Design Tools (Techsoft) to meet your CAD National Curriculum Requirements.

Wednesday 6th November 2024
 Wednesday 12th March 2025
 Wednesday 21st May 2025

3.45pm – 4.45pm
 Venue: ONLINE
 Cost: £135

Click here



**DESIGN &
 TECHNOLOGY
 ASSOCIATION**

Primary Geography Subject Leader Group

Intended impact of the programme

- Opportunity to share good practice and be a part of a professional subject network.
- Improve understanding of how to recognise and assess geographical knowledge.
- To better understanding what thinking, behaving and applying like a geographer entails and how to best model and embed that in primary provision.

Aimed at:

- All primary phase leaders of geography.

Overview of the programme content

Session 1

Ambitious! Engaging! Inspiring! These mean nothing if the curriculum is not having the desired learning outcomes on pupils. 'How do we know?' Is a key assessment question that allows us to gauge whether pupils know more and remember more. The session will consider a range of formative and summative assessment techniques and their place in primary geography.

Session 2

'Where is the geography?' The number one question that primary subject leaders should be asking as they monitor the intent, implementation and impact of the geography provision in their schools. The session will explore both the composite and the interconnected nature of the subject and what the tell-tale signs of high quality outcomes look like.

Session 3

Geography fieldwork should be an integral component of geography, one which empowers pupils to think geographically about the world. The session will investigate fieldwork techniques designed to provide pupils with the varied lenses to observe and analyse the places they visit whilst enabling comparison with places further afield.



Thursday 10th October 2024
 Thursday 27th February 2025
 Thursday 5th June 2025

3.45pm – 4.45pm
 Venue: ONLINE
 Cost: £135

Click here



**Geographical
 Association**

Primary PSHE Subject Leader Group



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 PSHE subject leader group focused on improving the quality of PSHE provision. The content of networks will be led by the interests and needs of participants and be informed by recent developments in PSHE. There will be an opportunity to network with fellow PSHE leads, share good practice, and learn about new resources. Attendees will be encouraged to share their learning with colleagues back in school.

Secondary PSHE

A Secondary briefing will be provided when the new guidance comes out.

Course Leader
Catherine Kirk

@ckirkRSE



Aimed at:

- PSHE/RSHE leads in primary

Tuesday 8th October 2024
Thursday 6th February 2025
Wednesday 11th June 2025

3.45pm – 4.45pm
Venue: ONLINE
Cost: £135

Click here



Primary Geography Conference

Aimed at:

- All primary phase teachers
- Leaders of geography

Intended impact of the programme

- To understand the geographical components of the EYFS and how they support future learning of the subject.
- To enable the development of well sequenced, coherent and progressive geography curricula that will have the maximum impact on pupils' geographical learning.
- To explore and develop a range of practical ideas for teaching high-quality geography, including fieldwork opportunities.

Overview of the programme content

Session 1: The first part of the day will explore what geography looks like in EYFS and how this provides the building blocks for the geographical learning that follows.

Session 2: The second session will concentrate on curriculum cohesion, rational and progression. Time will be dedicated to considering how to build a school's geography curriculum incrementally towards successful implementation of its subject vision, empowering pupils to think, apply and practise like geographers.

Session 3: The final session will utilise two of geography's key pedagogies, fieldwork and mapping, to develop messy maps of the area. The activity enables pupils to develop not only a deep understanding of their local area but to make comparisons with unfamiliar places.



Wednesday 26th March 2025
9.30am – 3pm

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

Cost: £99

Click here



Secondary Geography Conference



Intended impact of the programme

To support secondary geography subject leads by providing opportunities for professional development, networking and curriculum thinking.



Aimed at:

- Secondary subject leads

Thursday 27th March 2025
9.30am – 3pm



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

Cost: £99

Overview of the programme content

Session 1: Reviewing your geography curriculum with the Quality Mark

The Geography Quality Mark provides a framework for evaluating the impact of your curriculum. In this session, you'll carry out a self-assessment against the key indicators to identify areas of strength and development. Examples of good practice from Geography Quality Mark schools will be shared.

Session 2: High quality geography fieldwork for all

In this practical session, we will explore some examples of high quality fieldwork before considering how it can be made inclusive so that all pupils can access and benefit from it.

Session 3: Selecting effective and inclusive case studies

How do we select case studies to present a diverse and inclusive view of the world? We'll start this session by considering the difference between place studies and case studies, discuss how we can make the best case study choices and consider the value of the mega case study.

Secondary History Conference – SAVE THE DATE



Aimed at:

- Secondary History teachers
- Subject leaders

Tuesday 17th June 2025
9.15am – 3pm

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

Cost: £99

Scan the QR code to pre-book your tickets now



Review in Action

The 'Review in Action' days for 2024-25 have evolved from the highly successful 'Collaborative Deep Dives' we offered for science during the 2023-24 academic year.

These connected colleagues from ten trust schools, with 100% of attendees rating these as 'excellent' CPD and 100% agreeing or strongly agreeing with the following statements:

- The Collaborative Deep Dive gave me an opportunity to see good practice in action.
- The Collaborative Deep Dive helped me to reflect on practice in my own school.
- I enjoyed collaborating with colleagues beyond my school during the Collaborative Deep Dive.



For 2024-25, the 'Review in Action' days will offer the same opportunities for **connection, collaboration, and celebration** of good practice.

What does a 'Review in Action' day look like?

You will spend the day exploring a key area of practice at the host school, supported by the school's very own subject lead and an external reviewer. Each host school coordinates an exciting programme of monitoring and evaluation activities to help 'Review in Action' attendees see good practice in real life. Activities will vary day-to-day but may include:

- Learning walks
- Pupil book study
- Pupil voice interviews
- Staff voice interviews
- Analysis of quantitative and/or qualitative data

What are the benefits of a 'Review in Action' day?

For an experienced subject lead, a 'Review in Action' day can provide inspiration, validation, and an opportunity to get excited about your area of responsibility with like-minded colleagues.

For less experienced subject leads, 'Review in Action' days:

- model how monitoring and evaluation activities can be undertaken to help you explore what your subject looks like in your own school
- model how a subject lead responds to any kind of 'review' of their subject, giving you practical strategies to draw on in your own role
- provide examples of good practice from other settings, with real-life contextualisation of why these approaches have worked for this specific school
- provide an opportunity to get to know other subject leads face-to-face, building a valuable network of colleagues who can share words of wisdom

Feedback from attendees in 2023-24:

"As a teacher who has just taken over as a Science Lead, it allowed me to see quality practice, understand expectations for a deep dive and to see what science looks like across a school. I took away so many ideas that I have already begun to implement. This was the best training I have been on in a long time!"

"One of the most helpful CPD sessions I have been on. Practical and useful!"

"Amazing for a subject lead to undergo CPD which can help me further in regards to understanding and being able to talk and answer questions confidently about my subject."



Review in Action: Reading

Tuesday 8th October 2024
9am - 2.30pm

Venue: Millfield L.E.A.D. Academy

Cost: £99 per person



Click here

Review in Action: Reading

Tuesday 4th February 2025
9am - 2.30pm

Venue: Warren Academy

Cost: £99 per person



Click here

Review in Action: Science

Monday 25th November 2024
9am - 2.30pm

Venue: Witham St Hughs Academy

Cost: £99 per person



Click here

Review in Action: Maths

Wednesday 29th January 2025
9am - 2.30pm

Venue: Birley Primary Academy

Cost: £99 per person



Click here

Review in Action: Reading at Millfield L.E.A.D. Academy



Aimed at:
• English Leads



Intended impact of the programme

English leads will have the opportunity to dive into reading at Millfield through activities like learning walks, pupil book study, pupil voice interviews, and staff voice interviews. Millfield's Reading Lead, Aaron Jordan, will host the day, with Sharon Geater, Lead Practitioner for Primary English, supporting participants to reflect on their own reading offer in their schools.

Millfield L.E.A.D. Academy showcases how high-quality, research-informed reading instruction can motivate pupils to read for pleasure. As Reading Lead, Aaron has enhanced a pedagogical approach to paired reading by devising an innovative vocabulary element. As well as having a significant impact on pupils' reading and writing at the school, this innovation has also attracted international interest, with Millfield having been visited by world-leading reading researchers from the United States. Alongside innovating, the team at Millfield make excellent use of widely available reading programmes, such as Accelerated Reader. By empowering children to join meaningful communities of readers, prioritising the purchase of high-quality, engaging children's texts, and celebrating successes, Millfield's reading offer will provide inspiration and food-for-thought for any Reading Lead.

Overview of the programme content

This Review in Action day will give participants the opportunity to explore all aspects of reading at Millfield L.E.A.D. Academy, with a particular focus on:

- KS2 reading and peer-assisted learning
- vocabulary instruction
- reading culture

Tuesday 8th October 2024
9am - 2.30pm



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

Click here

Cost: £99 per person

Review in Action: Science at Witham St Hughs Academy



Aimed at: • Science Leads

Witham St Hughs Academy "provides pupils with an exceptional education" (Ofsted, 2024, p.3)

"Pupils at the school are viewed as "budding scientists" and the school prioritises "hands-on experiments and investigations that progressively broaden their understanding of the scientific realm." (Witham St Hughs Academy Website, 2024)

"The school's commitment to bringing science to life goes beyond science lessons, with "the 'enhanced enrichment' offer and cultural capital experiences such as STEM (science, technology, engineering, and mathematics) clubs and workshops, and virtual assemblies with engineers and scientists." (Ofsted, 2024, p.3)

This is a fantastic opportunity for Science Leads to explore the key features of Witham's approach, as well as to reflect on these aspects of the science offer in their own schools.

Intended impact of the programme

Science leads will have the opportunity to dive into science at Witham St Hughs through activities like learning walks, pupil book study, pupil voice interviews, and staff voice interviews. Science Lead, Rob Dickson, will host the day, with Jane Banham, STEM Learning Facilitator and Chartered Teacher of Science, supporting participants to reflect on their own science offer in their schools.

Overview of the programme content

This Review in Action day will give participants the opportunity to explore all aspects of science at Witham St Hughs, with a particular focus on:

- using Teacher Assessment in Primary Science (TAPS)
- developing science capital
- promoting skills for working scientifically



Monday 25th November 2024
9am - 2.30pm

Venue: Witham St Hughs Academy, Warren Lane, Witham St Hughs, Lincoln LN6 9WF

Click here

Cost: £99 per person



Review in Action: Maths at Birley Primary Academy



Intended impact of the programme

Maths leads will have the opportunity to dive into maths at Birley Primary Academy through activities like learning walks, pupil book study, pupil voice interviews, and staff voice interviews. Maths Lead, Jason Exley, will host the day, with Cat Stone, Lead Practitioner for Primary Maths, supporting participants to reflect on their own maths offer in their schools.

Birley Primary Academy is an inclusive, three-form primary school in Sheffield. The team at Birley are committed to pupils' lifelong learning, enshrined in their vision of 'The Birley Way.' Social, Moral, Spiritual and Cultural (SMSC) aims are interweaved across the curriculum, creating a positive learning environment which enables all children to strive for success. In maths, teachers focus on developing children's problem-solving skills and teamwork through creative thinking, explaining and discussing ideas (Birley Primary Academy Website, 2024). Maths Leads can see a range of high-quality, impactful approaches in action at Birley, such as 'Speak Like a Mathematician' and the NCETM's 'Mastering Number'. This is a valuable opportunity to explore how Jason and the team have implemented, monitored, and sustained these excellent approaches over time.

Overview of the programme content

This Review in Action day will give participants the opportunity to explore all aspects of maths at Birley Primary Academy, with a particular focus on:

- The 'Speak Like a Mathematician' (SLAM) approach
- 'Fluent in 5'
- 'Mastering Number' in FS2 and KS1
- Systematic teaching of timetables in Lower KS2

Aimed at:

- Maths Leads



Wednesday 29th January 2025
9am - 2.30pm

Venue: Birley Primary Academy,
Hayfield Crescent,
Sheffield, S12 3AB

Cost: £99 per person

Click here



Review in Action: Reading at Warren Academy

Aimed at:

- English Leads



Intended impact of the programme

English leads will have the opportunity to dive into reading at Warren Academy through activities like learning walks, pupil book study, pupil voice interviews, and staff voice interviews. Warren's Reading Lead, Fern Pithers, will host the day, with Sharon Geater, Lead Practitioner for Primary English, supporting participants to reflect on their own reading offer in their schools.

Warren Academy puts reading for pleasure at the heart of their offer, using reading as a touchstone to connect with the school's wider community and to celebrate diversity. Having won the Farshore Reading for Pleasure Whole School Award (in association with The Open University and the UK Literacy Association) in 2023, Fern brought about fast-paced improvements in the school's reading offer by prioritising reading in the very fabric of the school building. From making the library the heart of the school to developing a range of inviting, engaging reading spaces, pupils quickly understood what it meant to be a 'Warren Reader', with some volunteering to become Reading Ambassadors and all children celebrating reading at home through the school's book vending machine. As well as showcasing key aspects of the Open University's Reading for Pleasure pedagogy, Warren will provide Reading Leads with examples of high-quality teaching of early reading, TA-led reading intervention, and a coherent strategy for supporting the lowest 20% of readers.

Overview of the programme content

This Review in Action day will give participants the opportunity to explore all aspects of reading at Warren Academy, with a particular focus on:

- Early reading and phonics
- Strategy for supporting the lowest 20% of readers
- Developing reading environments
- Utilising TAs for high-quality reading intervention



Tuesday 4th February 2025
9am - 2.30pm

Click here

Venue: Warren Academy
Bewcastle Rd, Nottingham NG5 9PJ

Cost: £99 per person



Virtual Reality in the Primary School



Intended impact and overview of the programme

To provide practical guidance on using Virtual Reality technology to enhance teaching and learning.

This is a practical session where attendees will explore the ClassVR system and hardware. Attendees will have a chance to explore the ClassVR content, and other resources, that can be used to explore a wide range of topics with the ClassVR Headsets. Attendees will also make use of the ClassVR headsets to experience the use of VR experiences. There will also be a chance to explore the use of Thinglink to create simple VR learning resources.

Tuesday 3rd December 2024

1pm – 4pm

Venue: L.E.A.D. IT, 4 Riverside Court,
Pride Park, Derby, DE24 8HY

Cost: £30

Click here



Aimed at:

- Senior Leaders
- Digital Leads

Art Leadership Development Group

Intended impact of the programme

To support subject leaders with analysing the intent, implementation and impact of their Art curricula, as well as considering what it means to lead Art.

Aimed at:

- Art Leaders



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[f](#) TTEducationUK

Tuesday 15th October 2024

Tuesday 28th January 2025

Tuesday 20th May 2025

Click here

3.45pm – 5pm

Venue: ONLINE

Cost: £135



Overview of the programme content

Session 1

Session 1 will consider what it means to be an Art leader; expectations, considerations and inspection guidance. It will cover:

- Ofsted's expectations for Art
- How to articulate your vision and values
- Ways to document your intent
- Ensuring your curriculum aligns with the values of the school
- What pedagogy means in Art
- Research and innovation in Art

Session 2

Session 2 will look at implementation of your vision. It will cover:

- What Ofsted are looking for in an Art deep dive
- How to embed your expectations across the school
- Inclusivity within Art and making reasonable adjustments
- What assessment can look like and how best to provide a range of assessment data
- The progression of core concepts from EYFS to Y6

Session 3

Session 3 will consider the impact of your curriculum within your school. It will cover:

- Evidencing the impact; what does that look like within Art?
- Stretch and challenge within Art
- Ways to support staff with data collection and collation
- Maintaining consistency across the school
- Demonstrating progress
- Action points for the future

PE Leadership Development Group

Intended impact of the programme

To support subject leaders with analysing the intent, implementation and impact of their PE curricula, as well as considering what it means to lead PE.

Aimed at:

- PE Leaders



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Tuesday 8th October 2024

Tuesday 21st January 2025

Wednesday 21st May 2025

3.45pm – 5pm

Venue: ONLINE

Cost: £135

Click here



Overview of the programme content

Session 1

Session 1 will consider what it means to be an PE leader; expectations, considerations and inspection guidance. It will cover:

- Ofsted's expectations for PE
- How to articulate your vision and values
- Ways to document your intent
- Ensuring your curriculum aligns with the values of the school
- What pedagogy means in PE
- Research and innovation in PE

Session 2

Session 2 will look at implementation of your vision. It will cover:

- What Ofsted are looking for in an PE deep dive
- How to embed your expectations across the school
- Inclusivity within PE and making reasonable adjustments
- What assessment can look like and how best to provide a range of assessment data
- The progression of core concepts from EYFS to Y6

Session 3

Session 3 will consider the impact of your curriculum within your school. It will cover:

- Evidencing the impact; what does that look like within PE?
- Stretch and challenge within PE
- Ways to support staff with data collection and collation
- Maintaining consistency across the school
- Demonstrating progress
- Action points for the future

English

Reading for Pleasure Community



Intended impact and overview of the programme

To build a network of colleagues who are passionate about reading and want to support others in their reading journeys. Opportunity to share best practice of ways to build and strengthen our reading communities.

1. What is reading for pleasure? Reflecting on our own culture and community. Research/reading for pleasure pedagogy. Discovering our reading identities.
2. Social reading environment and culture
3. Share our journeys so far/celebration of practice.



Course Leader
Fern Pithers

Session 1 Tuesday 5th November 2024 / 4pm – 5pm
Venue: Warren Academy, Bewcastle Road, Nottingham, NG5 9PJ

Session 2 Tuesday 4th March 2025 / 4pm – 5pm
Venue: TBC – participants can volunteer to host Session 2 at their school during Session 1

Session 3 Tuesday 24th June 2024 / 4pm – 5pm
Venue: TBC – participants can volunteer to host Session 3 at their school during Session 2

Aimed at: • All staff

Cost: £105 for the full programme, consisting of three sessions

Click here



Being a Writer-Teacher

Intended impact of the programme

The art and craft of being a writer-teacher is one of the fundamental tenets of a successful writing curriculum. This programme will give delegates the opportunity to deepen their own skills as a teacher-writer, in terms of text structure, content, and form, enabling both the planning and delivery of writing lessons that will engage and inspire children.

Overview of the programme content

- Session 1: Text structure and form
- Session 2: Composition – fiction
- Session 3: Composition – non-fiction
- Session 4: Poetry focus
- Session 5: The interrelationship of reading and writing

Session 1: Friday 11th October 2024
9am – 11.30am

Session 2: Thursday 14th November 2024
9am – 11.30am

Session 3: Thursday 30th January 2025
1.30pm – 4pm

Session 4: Wednesday 12th February 2025
9am – 11.30am

Session 5: Monday 3rd March 2025
1.30pm – 4pm

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

Cost: £175 (equivalent to £35 a session)

Click here



- Aimed at:
- Classroom teachers
 - Subject leaders
 - Strategic leaders of writing



Grammar: Knowledge, Pedagogy, and Practice



Aimed at:

- Classroom teachers
- Subject leaders
- Strategic leaders of writing

Intended impact of the programme

This programme covers grammatical knowledge for the primary curriculum in depth, including how to use grammar effectively and creatively as part of your writer's toolkit. We will cover how to train all staff in your setting with regards to their own grammatical knowledge and pedagogy, enabling school-wide impact from the increased subject knowledge of your team.

Overview of the programme content

- Session 1: Securing the basics
- Session 2: Delving deeper into grammatical subject knowledge
- Session 3: Grammar for writing
- Session 4: Planning a cohesive grammar unit to advance writing
- Session 5: Widening the skillset of your team

Session 1: Thursday 10th October 2024
1.30pm – 3.30pm

Session 2: Wednesday 13th November 2024
1.30pm – 3.30pm

Session 3: Thursday 30th January 2025
9am – 11am

Session 4: Wednesday 12th February 2025
1.30pm – 3.30pm

Session 5: Monday 3rd March 2025
9am – 11am

Click here



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

Cost: £175 (equivalent to £35 a session)

Reading Fluency Across the Curriculum



Intended impact of the programme

Explore how to transform your wider curriculum into one where reading fluency is seamlessly integrated across all subjects. Teachers and leaders will leave the day with the most effective evidence-based practices as well as practical approaches to assessment and teaching of reading fluency across the curriculum.

Overview of the programme content

Building on from the knowledge and expertise schools have gained around supporting pupils with their reading fluency, this course explores how fluency strategies can be woven in to teaching across the wider curriculum. Throughout the sessions, teachers and leaders will be supported with knowing how to use these strategies through a subject lens in order for pupils to unlock reading, and therefore enable full access to the curriculum within a fluency-rich learning environment.

Thursday 21st November 2024
9.30am – 3.30pm

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

Cost: £99

Click here



Aimed at:

- Senior Leaders
- Upper Key Stage 2 and Key Stage 3 Teachers
- English Subject Leaders
- Literacy Leaders

Why Oracy Matters – Learning Through Talk



Intended impact of the programme

Leaders and teachers will have gained a greater knowledge and understanding of the importance of talk and considered how to develop teaching practice which embeds oracy deliberately and explicitly across the curriculum, supporting pupils with becoming articulate speakers and critical thinkers across a range of contexts.

“Oracy education – or the lack of it – can be a significant determinant of a child’s future life outcomes.”

Neil Mercer, Oracy Cambridge

Overview of the programme content

We know that Oracy skills are vital to success in school and in life. This programme aims to support leaders and teachers to develop their knowledge and understanding of how to effectively implement and build a culture of oracy education. Strategies for embedding spoken language to enhance teaching and learning within reading and writing will be shared alongside practical approaches to support pupils to speak confidently for a range of purposes and audiences. Throughout the sessions, there will be opportunities to reflect on current practice and support given to identify areas of development.

Aimed at:

- Senior Leaders
- English Leaders
- Reading Leaders
- Writing Leaders

Monday 9th December 2024
9.30am – 3.30pm

Monday 10th February 2025
1.30pm – 4pm

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

Cost: £99

Click here



Active Development Days



Intended impact of the programme

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 school leaders to help to identify key focus groups and to inform potential next steps.
- Paired learning walks with subject leaders/senior leaders.
- The option for team teaching.
- The option to look at planning (long, 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.

If you have any of the following approaches in your school, we can offer bespoke support to help to ensure fidelity to the approach 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 school size and need.

Active English Open Morning



Intended impact of the programme and overview

Active English is an approach for teaching grammatical understanding to primary-aged pupils. It uses 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 the open morning where you will learn more about the approach and how it could benefit your school.

This is aimed at schools who are currently not using the Active English approach.

Headteachers and English Subject Leaders are invited to attend.

Session 1: Tuesday 24th September 2024

Session 2: Tuesday 12th November 2024

Session 3: Tuesday 21st January 2025

Session 4: Tuesday 11th March 2025

Session 5: Tuesday 6th May 2025

Session 6: Tuesday 10th June 2025

[Click here](#)

9.15am – 11am

Venue: Welton St Mary's Academy,
Welton, Lincoln LN2 3LA

Cost: FREE



Top-Up Training for Autumn Term



If you have any new staff or staff members who need some additional training (for example, if they have changed year groups), we are hosting some general Active top-up training online in September 2024. Please see the dates below and scan QR to book:

ACTIVE ENGLISH: Year 1 to Year 4

Tuesday 17th September 2024
3.30pm – 5.30pm

Venue: ONLINE

Cost: £50

[Click here](#)



ACTIVE ENGLISH: Year 5 & Year 6

Wednesday 18th September 2024
3.30pm – 5.30pm

Venue: ONLINE

Cost: £50

[Click here](#)



ACTIVE SPELLING

Monday 16th September 2024
3.30pm – 5.30pm

Venue: ONLINE

Cost: £50

[Click here](#)



ACTIVE NUMBER

Personalised upon request
admin@leadtshub.co.uk

Venue: ONLINE

Cost: £50

Active Spelling Open Morning



This is aimed at schools who are currently not using the Active Spelling approach. Headteachers and English Subject Leaders are invited to attend.

Intended impact of the programme

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, they 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.

- Session 1:** Tuesday 1st October 2024
- Session 2:** Tuesday 19th November 2024
- Session 3:** Tuesday 28th January 2025
- Session 4:** Tuesday 18th March 2025
- Session 5:** Tuesday 20th May 2025
- Session 6:** Tuesday 17th June 2025

Click here

9.15am – 11am
Venue: St Peter at Gowts CE Primary School
Pennell Street, Lincoln LN5 7TA
Cost: FREE



Developing Literacy and Reducing Workloads



Intended impact of the programme
To provide practical support with using free Microsoft literacy tools within and beyond the classroom.

Overview of the programme content
Explore the ways that Microsoft Teams can help you develop pupil reading both within the English curriculum as well as across the curriculum as a whole.

This is a practical session that will enable attendees to explore and create learning activities using tools within Microsoft Teams including Microsoft Reading Progress, Microsoft Reading Coach, Immersive Reader and Microsoft Teams Insights.

Aimed at:
• English Leads • Literacy Leads • Senior Leaders

Friday 20th September 2024
1pm – 4pm

Click here

Venue: L.E.A.D. IT,
4 Riverside Court,
Pride Park, Derby,
DE24 8HY
Cost: £30



Primary Reading and Writing Moderation

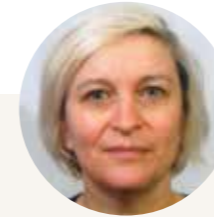
A brand-new approach for 2024-25

Intended impact of the programme

To improve accuracy in Teacher Assessment in both Reading and Writing
To ensure standards are in line with National Expectations

Aimed at:

- Primary Class Teachers



Course Leader
Sharon Geater

Cost: Trust-funded

Please contact your region's Director of Schools so that these sessions can be coordinated for schools across your region. The three cluster sessions can form a shared, regional twilight or INSET day, with the three in-school sessions being booked with Sharon at a time that suits your school.

Overview of the programme content

Session 1 Cluster (Autumn Term)

- What moderation will look like over the year and intended outcomes/impact?
- Standardisation making use of nationally/locally agreed exemplification.
- Setting up case study groups for reading and agreeing assessment evidence. Changes to provision based upon assessment needs
- Setting up school exemplification folders
- Providing reading and writing evidence checklists



Session 2 In school

- Moderation of independent writing – making use of national and local exemplification
- Ensuring reading assessment evidence across the school

Session 3 Cluster (Spring Term)

- Common barriers to writing – transcription and compositions
- Using evidence to set next steps targets for whole class teaching/guided group/individuals
- Updating reading evidence for case study group and setting next step target

Session 4 In school

- Moderation of independent writing – making use of national and local exemplification
- Adding agreed and moderated writing to school's exemplification folder
- Ensuring reading assessment evidence across the school

Session 5 Cluster

- Common barriers to writing – transcription and compositions
- Using evidence to set next steps targets for whole class teaching/guided group or mini lessons/individuals
- Updating reading evidence for case study group and setting next step targets
- Ensuring QLA of summative assessments to inform planning

Session 6 In School

- Ensuring all year groups have agreed and moderated samples of writing across the year.
- Evaluating the evidence to look at next steps for whole class teaching /guided group or mini lessons/individuals
- Updating reading evidence for case study group



Maths

Maths Moderation

A brand-new approach for 2024-25



Aimed at:
• Teachers of Y1 – Y6

Intended impact of the programme

To ensure that teacher assessment judgements are accurate by moderating between schools.

Overview of the programme content

At the start of the year, teachers will choose children to be their 'focus' children who will be followed through the year and used at each moderation session.

Each year group will have a given selection of National Curriculum objectives which will be looked at in depth. When these objectives come up in day-to-day teaching, teachers will gather evidence for their focus children. The evidence will include written work, observation notes, quotes from children etc. The teachers/ TAs will need to observe their focus children in order to have more evidence than just what is written in books. Any further evidence of the moderation objectives should also be collected after the teaching session, e.g. evidence from tests/ from starter activities/ from cross-curricular work.

At the moderation sessions, teachers will bring along the evidence and discuss each child, comparing with the work from other classes and/or schools. They will have a form to complete for each child that will help guide discussions. There will be three moderation sessions over the course of the year, each one studying the new set of objectives that have been taught since last time.

It is important that teachers know which their moderation objectives are at the start of the year in order that they can note this on their medium-term plans. When the lessons are taught, teachers need to recognise that it is a 'moderation' lesson and therefore plan to closely observe and work with their focus children in order to gather evidence.



Course Leader
Cat Stone

Cost:
Trust-funded

Please contact your region's Director of Schools so that these sessions can be coordinated for schools across your region.

Times Tables – How can we make them stick?



Intended impact of the programme

Once learned....never forgotten! Since the Year 4 Multiplication Tables Check was introduced – there has been a greater emphasis on learning and recalling times table facts in line with NC expectations. This session explores research undertaken developing a whole school approach to the teaching (and learning) of times tables.

Overview of the programme content

Participants will look at the findings from DfE funded research as well as explore a range of teaching strategies and interactive resources that can support the teaching and development of a whole school approach to the teaching of times tables.

Aimed at:

- Senior Leaders
- Maths Leaders
- Teachers
- Teaching Assistants

Thursday 28th November 2024
9.15am – 10.45am

Venue: ONLINE
Cost: £45

Click here



Course Leader
Paul Longden



Developing Numeracy and Reducing Workload



Intended impact and overview of the programme

- To introduce brand-new, digital tools and resources from Microsoft for maximising outcomes in mathematics.
- Explore the ways that Microsoft Teams can help you develop pupil numeracy and maths capabilities.
- This is a practical session that will enable attendees to explore tools and create resources within Microsoft Teams including Microsoft Maths Progress, Microsoft Maths Coach, and Microsoft Teams Insights.

Aimed at:

- Maths Leads
- Heads of Maths
- Senior Leaders

Friday 13th June 2025

1pm – 4pm

Venue: L.E.A.D. IT, 4 Riverside Court,
Pride Park, Derby, DE24 8HY

Cost: £30

Click
here



Active Number Open Morning



Intended impact of the programme and overview

Active Number is a whole-school approach to the teaching and understanding of number and operations to primary aged pupils. The programme uses the principles of mnemonics, intended to assist the memory, to develop "mastery", providing a deepened understanding of number and calculation using the four operations. It is proven that learning gained by interacting with others, supports retention. Using images, actions and verbal reasoning the child's learning develops using a spiral approach. Active Number has proven impact within both the lead school and beyond and is also supported by the current research.

If you would like to explore how the Active Number approach could be implemented in your school, please contact admin@leadtshub.co.uk.

Cost: FREE

This is aimed at schools who are currently not using the Active Number approach.

Headteachers and Maths Subject Leaders are invited to attend.



Inclusive Teaching

Primary EAL Subject Leader Group



Aimed at:

- EAL coordinators
- Primary teachers

Intended impact of the programme

Schools will learn from each other how to become more language-friendly. They will engage multilingual families and benefit from their diverse experiences.

Teachers will share and learn teaching techniques for better academic outcomes for multilingual children. They will learn about the common errors that multilingual children make, the grammar that they need to teach, and practical ways to include practice in their everyday teaching.

Overview of the programme content

Session 1 Moving towards multilingualism

Celebrating, valuing and sharing the opportunity to achieve global schooling for your whole school. Share your school's successes and learn how showcase schools in Derby are harnessing the power of diverse and multilingual communities with regular Language Cafes for family learning and engaging cultural events. Bolster language equity, inter-cultural understanding and academic success.

Session 2 Writing for multilinguals

Understanding common errors in multilinguals' writing. What causes them? What do we need to know to be able to help children? Do we need to help them? Activities and scaffolding to model accurate language that can be integrated into everyday practice without onerous preparation.

Avoid missing determiners, incorrect prepositions and ungainly word-order....Working from a WAGOLL

Session 3 Verbs and Tenses

What's wrong with...'I was playing at the park at the weekend and then I was going home.'

Does it matter? What are the common errors made by multilingual learners? What do we need to teach them? Do we need to teach about it? How do we teach them in intervention? How can we support them through curriculum work, alongside a mainstream class?

All you need to know about teaching verbs and tenses for multilingual children.

Thursday 3rd October 2024

Thursday 23rd January 2025

Thursday 1st May 2025

3.45pm – 4.45pm

Venue: ONLINE

Cost: £135

Click here



SEND Enhanced Provision Network



Overview of the programme

A professional network, facilitated by Claire Hickman, for SENCOs and SLT in L.E.A.D. Academies to share and develop excellent practice within Enhanced Provision Units for children with SEND. An opportunity to ensure that processes and systems are in place in line with Trust Guidelines and National Guidance.

Thursday 14th November 2024

Thursday 6th March 2024

Thursday 12th June 2024

3.45pm – 4.45pm

Venue: ONLINE via TEAMS

Cost: FREE

Click here



Aimed at:

- SENCOs
- SLT

Leadership Development Group: SENDCo



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.

Primary school group

Session 1 Monday 23rd September 2024

Session 2 Monday 20th January 2025

Session 3 Monday 28th April 2025

3.45pm – 5pm / Venue: ONLINE / Cost: Trust-funded

Click here



Course Leader
Claire Hickman,
SEND Lead
Practitioner

Secondary school group

Session 1 Monday 7th October 2024

Session 2 Monday 3rd February 2025

Session 3 Monday 12th May 2025

3.45pm – 4.45pm / Venue: ONLINE / Cost: Trust-funded

Click here



How Inclusive is your Classroom?



Intended impact of the programme

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.

Overview of the programme content

Exploring:

- more fully 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 theory of relational practice and its importance when working with pupils with SEND
- The importance of the physical layout of the classroom
- The behaviour for learning classroom environment

Thursday 19th September 2024
9.15am – 12.15pm

Venue: ONLINE

Cost: £75

Click here



Course Leader
Paul Longden



Aimed at:

- SENCOs
- Senior/middle leaders
- Department leaders
- Phase leaders
- Teachers
- Teaching Assistants

SEND Self Review – Good Practice



Aimed at:

- Headteachers
- SENDCo's

Course Leader
Paul Longden



Intended impact of the programme

Conducting a SEND review is a great way for schools to improve their provision. A review helps to shine a light on the inclusive practice of the school with the help of a powerful quality assurance tool. This session looks at the key aspects to consider in a self-review and how the findings can be evaluated and communicated to other stakeholders.

Overview of the programme content

It covers eight areas:

- outcomes for pupils with SEND;
- leadership of SEND; quality of teaching and learning;
- working with pupils and parents/carers of pupils with SEND;
- assessment and identification;
- monitoring, tracking and evaluation;
- efficient use of resources;
- overall quality of SEND provision

Thursday 6th March 2025
9.15am – 12.15pm

Venue: ONLINE
Cost: £75

Click here



Building a Behaviour Culture in a School - How You Teach Behaviour



Tom Bellwood is currently an advisor for the Department for Education on the Behaviour Hubs programme as well as the Director of Chiltern Learning Trusts Attendance and Behaviour Hubs.

Overview of the programme content

As a school leader, you're not just guiding the ship; you're shaping the course for your entire community. One of the most impactful ways to steer towards success is by cultivating a positive behaviour culture within your school. That's where our comprehensive course comes in.

We understand the challenges and complexities school leaders face in establishing effective behaviour frameworks and curriculums. That's why we've designed a groundbreaking course specifically tailored to empower you with the tools, strategies, and insights needed to build a behaviour curriculum that drives excellence, fosters inclusivity, and inspires growth.

Why Focus on a Behaviour Curriculum? Behaviour is the cornerstone of a thriving educational environment. A well-designed behaviour curriculum not only enhances discipline but also cultivates a culture of respect, responsibility, and resilience among students and staff alike. By prioritising behaviour management, school leaders lay the foundation for academic achievement, social-emotional development, and lifelong success.

Aimed at:

- Headteachers
- Senior leaders
- Teachers

Monday 11th November 2024
9.30am – 3pm

Click here



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

Cost: £125

Mitigating the Impact of Mental Health on School Attendance



Intended impact of the programme and overview

According to a survey conducted by the NHS, school absence rates are higher in children aged 7 to 16 with a probable mental health disorder. Schools play an important role in supporting the mental health and wellbeing of children, and are well-placed to provide interventions to build resilience in children, which is essential to mental health, learning and development.

The session unpicks the responsibilities schools have where a mental health issue is affecting attendance and examples of effective practice. The guidance is intended for school staff, academy trustees, governing bodies, parents and carers, and local authorities. Participants will explore how some schools have supported children to build up their confidence and help them to attend more regularly.

Friday 6th December 2024
9.15am – 10.45am

Click here



Venue: ONLINE

Cost: £45

Course Leader
Paul Longden



Aimed at:

- Senior leaders
- Attendance leaders
- Pastoral staff

Understanding and Dealing with Emotionally Based School Avoidance



Course Leader
Paul Longden

Aimed at:

- Headteachers
- Senior leaders
- Middle leaders
- Department leaders
- Phase leaders
- Governors

Intended impact of the programme

Emotionally based school avoidance (EBSA) is a serious issue that affects thousands of children across England. It is a term used to describe children and young people (CYP) who experience challenges in attending school due to negative feelings (such as anxiety). This session will unpick the challenges facing schools and explore a range of strategies schools can deploy to improve children's attendance.

Overview of the programme content

EBSA is commonly associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school.

Participants will explore ways schools can help get children back into education in a suitable manner and make sure any return is sustainable and long-lasting. A range of tools to support key staff in identifying, analysing and auditing needs will be available for use. Participants will also be signposted to other resources that can be used with families and children themselves.

Friday 28th February 2025
9.15am – 10.45am

Venue: ONLINE

Cost: £45



Social and Emotional Learning – Why it matters!



Intended impact of the programme

Social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. This session unpicks this EEF guidance report which offers six practical and evidence-based recommendations to support children's social and emotional development.

Overview of the programme content

This session is intended for primary schools. It is aimed primarily at senior leaders who are thinking about their school's approach to social and emotional learning, and at Early Years, Key Stage 1, and Key Stage 2 class teachers. Participants will have the opportunity to reflect on their current approaches, in light of the recommendations. They will explore practical ideas that could be implemented that can be woven into everyday class teaching without creating burdensome new programmes of work.

Aimed at:

- Senior Leaders
- Teachers
- Pastoral Leaders
- Middle Leaders
- Teaching Assistants
- Behaviour Leaders

Friday 7th February 2025
9.15am – 12.15pm

Venue: ONLINE

Cost: £75



Understanding the Causes of Aggressive Behaviour and How to Manage It



Intended impact of the programme and overview

When aggressive behaviour occurs in the classroom, or out of it, emotions run very high and the situations are stressful for all concerned. This course unpicks some of the antecedents of aggressive behaviour and explores ways that aggressive behaviour can be managed, and in many cases prevented.

Participants will explore:

- what is meant by aggressive behaviour
- the causes of aggressive behaviour in pupils
- the wider classroom environment and routines
- the importance of effective classroom management
- ways that aggressive behaviour can be managed when it occurs
- the importance of relational practice and this can be developed further



Course Leader
Paul Longden

Friday 9th May 2025
9.15am – 12.15pm

Venue: ONLINE

Cost: £75

Click here



Aimed at:

- Senior leaders
- Teachers
- Behaviour leaders
- Middle leaders
- Teaching assistants
- Pastoral leaders/team members



Designated Safeguarding Lead (DSL) Professional Development Programme



Intended impact of the programme

DSLs will have an enhanced level of knowledge and expertise in key themes within safeguarding, drawn from strategic analysis of emerging concerns and trust safeguarding data.

DSLs will be able to perform their roles with a more holistic, 'whole school' approach

DSLs will be able to consider safeguarding in its widest sense, connecting with one another and drawing on expert advice and guidance

Aimed at:

- DSLs (session 3 DSLs and online safety leads)

Overview of the programme content

Session 1 Strategic Safeguarding. Delivered by Jon Fevre (Safeguarding Consultant)

A face-to-face session spending time considering a longer-term view of safeguarding challenges, exploring harm prevention, and minimisation. The day will include a focus on:

- The role of DSL and wider school team in safeguarding outside of traditional operational safeguarding
- Effective use of safeguarding data and information

Session 2 Understanding and Responding to Domestic Abuse (Delivered by Equation)

THIS SESSION WILL:

- Increase understanding of all aspects of domestic violence and abuse
- Improve recognition of the impact of domestic violence and abuse on survivors and children
- Improve ability to respond appropriately to domestic violence and abuse
- Increase knowledge and improve understanding of referral pathways

Session 3 Leading Online Safety in Schools (delivered by Alan MacKenzie)

This session will explore many different aspects of online safety including leadership, curriculum, policy and more, ensuring all DSLs/online safety leads feel confident in managing online safety strategically and effectively.

THIS ONLINE SESSION WILL:

- Define online safety
- Identify 'what's coming'
- Online safety in the curriculum
- Key risks and issues
- Update colleagues' knowledge and understanding of online safety
- Identify key behaviours that can pose a risk
- Greater knowledge and understanding of the 4 Cs and growth of AI



Course Leader
Jon Fevre



Course Leader
Alan MacKenzie

Session 1 Thursday 26th September 2024 at Trent Vineyard

Session 2 Monday 10th February 2025 at Trent Vineyard

Session 3 Thursday 3rd July 2025 Online

9.30am – 3.30pm

Cost: Trust-funded

Click here



Designated Safeguarding Lead (DSL) Network Meetings

For 2024-25, the DSL Network meetings have been scheduled around the exciting new DSL CPD programme and the DSL Conference.

To ensure that all DSLs can access high-quality CPD and connect with colleagues across this academic year, we have a number of opportunities on offer:



The DSL Conference

Book your place here



DSL Network Meeting

(see below)



The DSL CPD Programme

Book your place here



We encourage colleagues to facilitate as many DSLs as possible engaging with these. We advise that at least two colleagues from each school attend the DSL Conference on Tuesday 25th February 2025.

Intended impact of the programme

The DSL Network meetings provide a valuable opportunity to connect with colleagues, collaboratively problem-solve, and share key updates.

Cost:
Trust-funded

Aimed at:

- DSLs in primary and secondary schools



DSL Network Meeting 1



Wednesday 6th November 2024
9.30am – 12pm

Noel-Baker Academy, Derby



DSL Network Meeting 2



Tuesday 25th February 2025
(scheduled within the DSL Conference – please book your place on the conference here)

Trent Vineyard, Nottingham



DSL Network Meeting 3



Tuesday 24th June 2025
9.30am – 12pm

Charnock Hall Hub, Sheffield

SAVE THE DATE
DSL CONFERENCE
2024-25

On Tuesday 25th February 2025, DSLs are invited to a full-day conference at Trent Vineyard, Nottingham. This exciting programme is still in development, with details to be announced in the autumn term.

You can pre-book your place here.



Safer Recruitment



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.



Tuesday 5th November 2024
9.30am – 4.30pm



Thursday 1st May 2025
9.30am – 4.30pm



Venue: The Pavilion, next to Hogarth Primary Academy, Porchester Road, Nottingham

Cost: £50 per person for Trust schools

Inclusive Attendance



Intended impact of the programme & overview

Empowering schools to build an attendance culture

Part 1 The Post Pandemic World

Part 2 Create a New Attendance Culture

Part 3 Redefine Your Approach with a Revolutionary Mindset

Aimed at:

- Headteachers
- SLT Attendance Champions



Course Facilitator

Sharon Bassett

sharonbassett@leadacademytrust.co.uk



Course Facilitator

Wayne Harris

wayne.harris@inclusive-attendance.co.uk

Thursday 10th October 2024
9.15-am – 3pm

Venue: LEARN SEND Hub, Warwick House,
Long Bennington Business Park,
Long Bennington NG23 5JR

Cost: £60

[Click here](#)



Foundation Level in Understanding and Reducing Challenging Behaviour & L2 Positive Handling Training

Intended impact of the programme

Our training is supported by leading academic studies and will support colleagues to better help dysregulated children, promoting evidenced-based practice that focuses on prevention, relationships, de-escalation, restraint reduction and reflection.

Aimed at:

Anybody working with children/ young people who may display behaviours or concern, aggression or violence.

Overview of the programme content

By the end of the course, delegates will:

Session 1: Primary Preventative & De-escalation Strategies

- Further build on their confidence when dealing with behaviours that challenge, aggression and violence;
- Identify functions and causes of behaviour;
- Explore the neurophysiology behind presenting behaviours;
- Reflect on emotional regulation and dysregulation;
- Clarify the significance of communication;
- Understand the aggression or arousal curve and the implications for de-escalation;

Session 2: Legal Framework & Guidance

- Have a basic understanding of legal framework and current guidance relating to the use of force.

Session 3: Reducing Risks, Practical Skills, Recording & Repairing Relationships

- Evaluate the risks associated with physical restraint and how to minimise those risks;
- Risk assess their own safety when dealing with a potentially aggressive or violent child/ young person;
- Learn how to apply non-harmful methods of control e.g. prompting, escorting/guiding, holding;
- Learn and practise memorable, low level least intrusive positive handling techniques;
- Demonstrate and explain how to gradually de-escalate and relax restraint to allow the child being restrained to regain self-control;
- Understand the requirements for recording any restrictive use of force and how to use this information to inform behaviour risk assessments;
- Recognise the need to 'repair and rebuild' relationships, following the use of any restrictive force.



Friday 8th
November 2024

[Click here](#)



Tuesday 11th
February 2025

[Click here](#)



Thursday 22nd
May 2025

[Click here](#)



9.15-am – 4pm / **Venue:** The Pavilion, next to Hogarth Primary Academy, Porchester Road, Nottingham / **Cost: £110**

Paediatric First Aid at Work

2 day training course

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.

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

COST: Trust-funded
(Free to Trust Schools)

Click here



Dates	Location
Thur 5th - Fri 6th Sept 2024	Nottingham
Wed 11th - Thur 12th Sept 2024	Lincoln
Wed 25th - Thur 26th Sept 2024	Leicester
Wed 2nd - Thur 3rd Oct 2024	Sheffield
Wed 4th - Thur 5th Dec 2024	Nottingham
Wed 11th - Thur 12th Dec 2024	Lincoln
Wed 18th - Thur 19th Dec 2024	Sheffield
Wed 15th - Thur 16th Jan 2025	Leicester
Wed 5th - Thur 6th Mar 2025	Nottingham
Wed 12th - Thur 13th Mar 2025	Leicester
Wed 19th - Thur 20th Mar 2025	Sheffield
Wed 26th - Thur 27th Mar 2025	Lincoln
Wed 11th - Thur 12th Jun 2025	Nottingham
Wed 18th - Thur 19th Jun 2025	Lincoln
Wed 25th - Thur 26th Jun 2025	Sheffield

Emergency Paediatric First Aid at Work

- 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



Dates	Location
Wed 20th Nov 2024	Nottingham
Thur 21st Nov 2024	Sheffield
Fri 22nd Nov 2024	Leicester
Wed 27th Nov 2024	Lincoln
Thur 6th Feb 2025	Nottingham
Fri 7th Feb 2025	Lincoln
Wed 12th Feb 2025	Leicester
Thur 13th Feb 2025	Sheffield
Wed 21st May 2025	Sheffield
Thur 22nd May 2025	Lincoln
Wed 4th Jun 2025	Leicester
Thur 5th Jun 2025	Nottingham

First Aid at Work

3 day training course

This course covers adults, children and infants.

- Theory – role & 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 sessions will be 9am-4pm.
Attendees to bring own lunch

COST: Trust-funded
(Free to Trust Schools)

Click here



Dates	Location
Wed 9th - Fri 11th Oct 2024	Sheffield <small>(Birley Secondary)</small>
Wed 16th - Fri 18th Oct 2024	Nottingham
Wed 30th Oct - Fri 1st Nov 2024	Lincoln
Wed 6th - Fri 8th Nov 2024	Leicester
TBC	Derby
Wed 2nd - Fri 4th Apr 2025	Nottingham
Wed 9th - Fri 11th Apr 2025	Leicester
Wed 23rd - Fri 25th Apr 2025	Lincoln
Wed 30th Apr - Fri 2nd May 2025	Sheffield
TBC	Derby
Wed 16th - Fri 18th July 2025	Sheffield

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

COST: Trust-funded
(Free to Trust Schools)

Click here



Venues

- Nottingham** - The Pavilion
- Leicester** - Millfield L.E.A.D. Academy
- Lincoln** - The Regatta
- Sheffield** - Charnock Hall Hub
- Derby** - Noel Baker Academy

1 day training course

Dates	Location
Fri 13th Sept 2024	Derby
Fri 4th Oct 2024	Sheffield
Wed 23rd Oct 2024	Derby
Thur 28th Nov 2024	Derby
Thur 29th Nov 2024	Leicester
Wed 22nd Jan 2025	Sheffield
Thur 23rd Jan 2025	Lincoln
Fri 24th Jan 2025	Nottingham
Wed 26th Feb 2025	Leicester
Wed 7th May 2025	Lincoln
Thur 8th May 2025	Leicester
TBC	Derby
Fri 16th May 2025	Sheffield



Leadership

Developing a Digitally Rich Learning Environment

Intended impact of the programme

To develop a research-informed, strategic plan for developing a digitally-rich learning environment to enhance learning outcomes in your school.

Overview of the programme content

Dr. Fiona Aubrey-Smith, co-author of the highly-rated book *From EdTech to PedTech*, will facilitate exploration of the ways in which a digitally-rich learning environment can support improved learning outcomes whilst reducing staff workload. Her research-informed approach will provide practical strategies for developing a digitally-rich learning environment within your school.

Across three days, Fiona will enable you to:

- explore and understand the impact of current digital technology use in teaching and learning, identifying a baseline for future planning.
- explore embedded pedagogical implications within existing vision and strategic direction, ensuring clarity about future aspirations and intentions for teaching and learning.
- unpack the relationship between current pedagogical intentions and learner's lived experiences, shaping future strategic development planning.
- draw the above into a set of clear strategic intentions, supported through tangible actions and impact monitoring, informing a refreshed strategic plan for using digital technology to support teaching and learning.
- achieve the above through evidence-based and research-minded professional learning and dialogue – framing the process as a shared research project with the new strategic plan as its outcome.



Course Leader
Dr Fiona Aubrey-Smith

@FionaAS



Click here



Aimed at:

- Headteachers
- Senior leaders

Monday 11th November 2024

Monday 10th March 2025

Monday 19th May 2025

10am – 4pm

Venue: L.E.A.D. IT, 4 Riverside Court,
Pride Park, Derby, DE24 8HY

Cost: £450 per person for the
full programme

A Digital Platform Improving Learning and Reducing Staff Workload



Intended impact of the programme

To provide practical guidance on using Microsoft Teams as a virtual learning platform in school.

Overview of the programme content

Explore the ways in which Microsoft Teams, and the tools housed within Teams, can support a wide range of learning and teaching activities, provide individual staff with actionable data about their learners and inform senior leaders about learning across their school.

This is a practical session where attendees will explore ways of creating a range of learning activities and make use of Teams Insights to provide real-time information about learners and their learning progress.

Aimed at:

- Senior Leaders
- Digital Leads

Monday 13th January 2025

1pm – 4pm

Venue: L.E.A.D. IT,
4 Riverside Court,
Pride Park, Derby,
DE24 8HY

Cost: £30

Click here



Maximising the Impact of Teaching Assistants (MITA Leaders) + MITA TA Series

Intended impact of the programme

Across the education sector, we're all having to do more with less. 74% of primary school headteachers and 41% of secondary school headteachers report that they have had to reduce the number of teaching assistants in their schools this year "despite increases in pupils with Special Educational Needs, with an increase of 19%* needing extra support in schools since 2019" (Sutton Trust, 2024). Amidst these challenges, a strategic, whole-school approach can maximise the impact of TAs on pupil outcomes.

This strategic leadership course guides school leaders through a strategic review of their use of teaching assistants, using change management theory, and examples and lessons learned from schools that have empowered their TAs and, in turn, their pupils through the MITA approach.

Aimed at:

- Headteachers and senior leaders (including SENCOs) attend the online MITA Leaders sessions (2 places per school)
- All TAs at signed-up schools are provided with one-year of access to the MITA TA Series Online Training programme

Overview of the programme content

MITA Leaders is designed for headteachers and senior leaders, delivered across three half-day sessions, paced over two terms.

Session 1: Setting out the evidence on TA impact

Introducing the key principles of the MITA approach; conducting a self-evaluation; and setting a vision

Session 3: Using self-evaluation data

MITA principles in depth: what they look like in the classroom; practical strategies and ideas; action planning

Session 3: Review, sharing areas of good practice and lessons learned

Planning for the future.

Each school receives a comprehensive pack of high-quality resources and tools to support the processes of review and implementation.

In addition, L.E.A.D. are very pleased to be able to offer this combined, discounted package, with the MITA Leaders course accompanied by a one-year subscription to the MITA TA Series Online Training package for all TAs in your schools. This structured, evidence-based online, on-demand training subscription for TAs will enable participating schools to develop TAs' skills for building pupil independence. It is an evidence-based programme that is suitable for TAs in all settings.

ONLINE TRAINING + ONE YEAR SUBSCRIPTION

Cost: £1085 per school



Please scan the QR to complete the expression of interest form.



Course Leader
Matthew Parker

Matthew is a school improvement consultant for leadership, SEND strategy, systems and workforce review. He was a Senior Teaching Fellow with UCL Institute of Education for the MITA programme and the MPTA TA and Teacher Training programme. He is also a tutor for the National SENCO Award.

Matthew began his career as a teaching assistant in a Complex SLD/PMLD, before qualifying as a teacher, senior leader, and headteacher across phases in mainstream and specialist settings.

As a system leader, Matthew is passionate about using research to bring principles into practice, and raising the strategic profile of learners with SEND. He has experience working with headteachers, SENCOs and senior leaders in reviewing SEND provision and workforce deployment, and supporting primary, secondary and specialist settings in audit and critical evaluation to establish their strategic priorities and systems for inclusion.

Leading Implementation Successfully: A strategy not an event (Parts 1 and 2)

Aimed at:

- Senior leaders
- Middle leaders
- Department leaders
- Phase leaders
- Teachers



Intended impact of the programme

There are legitimate barriers to implementing effectively in schools - countless initiatives, limited time and resources, and the pressure to yield quick results, to name just a few. Based on the EEF's Successful Implementation report this workshop will provide an insight into each of the recommendations relating to successful school improvement

Overview of the programme content

Through the session participants will:

- Explore the underlying factors that influence a school's ability to implement effectively: (a) treating implementation as a process, and (b) school leadership and climate.
- Consider the first two well-established stages of implementation (Explore and Prepare)
- Identify and understand the importance of each stage reflecting on how the guidance will help implement a range of different school improvement decisions - programmes or practices, whole-school or targeted approaches, internal or externally generated ideas.
- Identify the implications for both senior and middle leaders with regard to current and future school improvement work



Course Leader
Paul Longden

Friday 27th September 2024
Friday 4th October 2024

9.15-am – 12.15pm

Venue: ONLINE

Cost: £75 for both sessions

Click here



Artificial Intelligence – Exploring the Role in Primary Education

(a beginner's guide)

Intended impact of the programme

Artificial intelligence has gained prominence on a scale not seen since the inception of the internet. AI has the potential to revolutionize the way we teach and learn in primary education. As primary school practitioners, we have a responsibility to ensure AI is approached thoughtfully and appropriately in our school community, and to consider the role it can play in teaching and learning and curriculum development.

This session will explore some of the broader considerations and the implications for teachers, teaching assistants and leaders.

Overview of the programme content

Participants will explore:

- generative AI tools like ChatGPT
- other AI-powered tools
- how to prepare for AI to be used more widely in their school
- how AI can support teacher workload
- how AI can support curricular development
- the potential pitfalls of AI

Friday 8th November 2024
9.15am – 10.45am

Venue: ONLINE

Cost: £45

Click here



Course Leader
Paul Longden



Aimed at:

- Headteachers
- Senior leaders
- SENCOs
- Middle leaders
- Department leaders
- Phase leaders
- Teachers
- Teaching assistants



Engaging with Parents about Attendance



Intended impact of the programme and overview

Different factors are now influencing decision making for some parents, carers and pupils around whether a child or young person attends school. This session considers the research undertaken to understand changes in parent and carer attitudes to attendance since the pandemic, identifying ways to adapt communication with parents and carers.

Consistent and open communication can play an important role in starting to influence behaviours. The research provides insight into the types of school absence and family decision making related to this. Participants will explore the key findings and use the insight to reflect on and adapt their communications with parents and carers to make them more effective.

Aimed at:

- Headteachers
- Senior leaders
- Middle leaders
- Department leaders
- Phase leaders
- Teachers

Friday 28th March 2025
9.15am – 10.45am

Venue: ONLINE

Cost: £45

Click here



Course Leader
Paul Longden



Improving Parental Engagement in their Child's Education



Course Leader
Paul Longden

Intended impact of the programme and overview

Parental engagement has a large and positive impact on children's learning. This course explores both the research underpinning effective parental engagement and a range of strategies and approaches that could be developed by schools.

Participants will explore:

- interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education or who are not involved at all
- approaches and programmes which aim to develop parental skills such as literacy or IT skills;
- general approaches which encourage parents to support their children with, for example reading or homework;
- the involvement of parents in their children's learning activities; and
- more intensive programmes for families in crisis
- how to tailor school communications to encourage positive dialogue about learning.

Thursday 19th June 2025
9.15am – 12.15pm

Venue: ONLINE

Cost: £75

Click here



Aimed at:

- Senior leaders
- Middle leaders
- Phase leaders
- Teachers
- Teaching assistants
- Pastoral leaders

The Power of Public Relations and Communications for School Leaders

Aimed at:

- Headteachers
- Deputy Headteachers
- Leaders managing school social media/websites/communications



Intended impact of the programme

In the age of social media, it can feel that our schools are in the public eye more than ever before. Whilst working in partnership with parents is explored in many CPD programmes for headteachers, school leaders are managing these relationships at a time when parents are sharing their own views on social media and even in the press. This session will provide expert advice from PR and communications specialists, PLMR, on how public relations and communications strategies can help school leaders to:

- Manage public perceptions of our schools
- Proactively engage with the press in broadcast and print media
- Celebrate successes with wider audiences
- Handle some of the potential pitfalls of social media

Overview of the programme content

This online, interactive session will cover four key areas:

1. **Working with the press and media** – what journalists look for in stories (good and bad), how to work with journalists and build relationships with them, how to rebut a negative story, and more
2. **Social media** – advice on how to do this well and avoid pitfalls
3. **Stakeholder communications (e.g. letters to parents)** – how to manage these well so that your staff team understand how and why these comms are really important
4. **An overview of the principles of comms** – why comms needs to be a consideration in everything schools do as good comms can make your roles easier!

Tuesday 26th November 2024
10am – 1pm

Venue: ONLINE via Zoom

Cost: £50

Click here



How to Promote Your Academy to Attract Pupils, Staff and Engage with the Community

Online professional development Business Managers, Headteachers/SLT

For the 2024-25 academic year, we are delighted to offer CPD training sessions for Headteachers, Business Managers, and SLT.

These sessions will be facilitated by L.E.A.D. Academy Trust marketing team.

Aimed at:

- Headteachers
- Business Managers
- SLT



Intended impact of the programme

To provide tools to help you promote your academy to attract new admissions, staff, governors and reflect well on the school for any Ofsted visits.

Overview of the programme content

We will look at the key sources of information that prospective parents, staff, governors and the community can use to find out about your academy. We will consider messaging, planning and managing enquiries. This will include your website, social media, signage, printed collateral such as prospectus, handbooks and digital options.

Tuesday 14th January 2025
3.45pm – 4.45pm

Venue: ONLINE – via TEAMS

Cost: Trust-funded



Click here



Lucy Foster

Social Media Basics: Effective Social Media Practices for Educators

Online professional development for Headteachers and Business Managers

For the 2024-25 academic year, we are delighted to offer CPD training sessions for Headteachers, Business Managers, and staff who manage social media accounts for the academy.

These sessions will be facilitated by L.E.A.D. Academy Trust marketing team.

In today's digital age, social media has become an indispensable tool for educational institutions to connect, engage, and inspire their communities. This CPD session is designed to equip educators and administrators with the knowledge and skills needed to leverage social media effectively within the educational landscape. From crafting compelling content to measuring success, participants will explore practical strategies to enhance their online presence and drive meaningful engagement.

Intended impact of the programme

To understand best practice for using social media to communicate with parents/carers, prospective parents, governors, trustees, staff, pupils and the local community.

Overview of the programme content

- Basic principles of using social media to promote your academy
- Which account is best? What makes one platform different from the other?
- Recognise the key components of quality social media content, including visuals, captions and hashtags.
- Creating a content calendar
- Case Studies and Best-in-Class Examples
- Explore content scheduling tools – Social Pilot

Monday 17th March 2025

3.45pm – 4.45pm

Venue: ONLINE – via TEAMS

Cost: Trust-funded



Click here

Aimed at:
Headteachers, Business Managers,
staff who manage or submit news
and information to be posted on
academy social media accounts



Akshay Jude

#LEADInSocialMedia

Supervision for Headteachers with Talking Heads/Education Support

Intended impact of the programme

“Professional supervision provides school leaders with the time and space to think, reflect, and discuss who you are, how you are, what’s going on for you at work, and your wellbeing.

Focusing on your role as a school leader, you can bring any concerns you have about school culture, team dynamics, staff members, students or yourself, and share them with a qualified and experienced supervisor. Your supervisor will help you gain greater self-awareness, think more clearly, and develop new coping strategies so you feel more connected to your purpose in providing the best education to children and young people. Leaders that have been supported so far have also reported improvements in their own mental health and wellbeing.

Supervision can make a real difference to the wellbeing of staff, pupils and families through providing a space where staff can explore feelings, thoughts and responses and develop confidence in working with a range of complex situations. For this pilot, we are offering headteachers the opportunity to engage with supervision, to support them in reflecting on their own wellbeing and sharing the load with a fully-qualified, trained supervisor.”

(Education Support, 2024)

Click here

Dates/Times/Venue

At a time that suits you – headteachers must book a minimum of 9 sessions across the year if accessing supervision through Talking Heads.

Aimed at:

- Headteachers

Overview of the programme content

A supervision session will look different based on the preferences of the supervisor and supervisee. Fundamentally, this provides ring-fenced time for you, as a headteacher, to talk.

Participant Cost

Headteachers who have **not** yet accessed their six DfE-funded supervision sessions can scan the QR and fill in the Expression of Interest form with Education Support.



Click here

Cost: £110 per session (£990 for the year)

Headteachers who **have already accessed** their six DfE-funded supervision sessions can email Jo McConville (jo@talkingheadssupervision.co.uk) to sign up for supervision for the 2024-25 academic year.



**Bespoke
Support /
On-demand**

Recorded, on-demand CPD

for School Leaders, Subject Leaders, and Teachers

79%

of headteachers in L.E.A.D. Academy Trust felt that recorded CPD sessions that can be accessed at any time would enable their school to access more CPD.

As part of our commitment to providing high-quality CPD that works around your schedule, we are very pleased to be able to offer the pre-recorded, on-demand CPD sessions below.

Please scan the QR to complete the online order form.



Click here

Interviews with an Inspector

These recorded sessions will help prepare participants by taking them through questions and foci that may be covered during a conversation with an inspector.

EACH SESSION:

- is a recorded copy of the session previously delivered 'live' to other participants.
- lasts approximately an hour.
- involves direct tuition and will not involve discussions in breakout rooms.
- presents a range of questions / foci that may be discussed during an inspection.
- explores a range of factors / features to consider in their responses.
- reflects on the documents / evidence they may show in support of their answers.
- encourages leaders to focus on the impact of their work.

Focus	Price	Focus	Price	Focus	Price
1. Art and Design	£35	8. Attendance	£35	15. SENCO	£35
2. Geography	£35	9. Design and Technology	£35	16. Behaviour/pastoral	£35
3. EYFS	£35	10. Languages	£35	17. Maths	£35
4. Safeguarding/DSL	£35	11. Science	£35	18. P.E. incl Sport Premium	£35
5. Computing	£35	12. Alternative Provision	£35	19. Music	£35
6. History	£35	13. Early Reading	£35	20. Pupil Premium	£35
7. Personal Development/PSHE	£35	14. English	£35	21. Governors	£85.50

Focus	Description	Price
22. Securing good attendance	This recording will explore different aspects of attendance and how schools tackle the challenges they face that are featured in Ofsted's recent publication called 'Securing Good Attendance'. Schools that improve attendance from a low baseline, maintain high levels of attendance and minimise persistent absence, all have different starting points and take slightly different approaches.	£150
23. Instructional coaching	School leaders are increasingly looking for more personalised and finely tuned profession learning approaches. Whilst there is still a place for whole school CPD and training, instructional coaching offers schools the opportunity to improve teacher pedagogy in a more individualised, bespoke way. This recording looks at the concept of instructional coaching and how it can be developed and incorporated into your professional development systems.	£200
24. Supporting pupils with SEND in the classroom through adaptive teaching	This recording 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.	£275
25. Pupil articulation	This recording 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 recording will look at ways that both teachers and curricular leaders can develop and enhance pupils' ability to articulate their curricular understanding.	£275
26. Subject leadership and the Education Inspection Framework	This recording enables participants to explore key aspects of the role of subject leader as well as looking at the professional skills required to be effective in it. The recording will also explore a range of strategies that will help leaders feel confident if their subject is chosen for a 'deep dive' during an inspection. In addition, delegates will gain a better understanding about the role of senior leaders, middle leaders, teachers and children in evaluating and shaping the quality of education that a school provides.	£275

Leaders of Excellence

Bespoke CPD Offer Examples



Click here



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.

CPD FORMAT

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. For example, 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.

COMPUTING AND ICT

Vinny Jagatia is a Leader of Excellence and teacher specialising in primary computing. He has worked at Forest Lodge Academy for over 20 years as a teacher, computing lead and a member of the SLT. He has undertaken the Master in Computing course with Computing at School (CAS) to underpin his computing knowledge. He leads the Development Group meetings for computing for a group of Leicester Schools.

Vinny is also an Early Careers Facilitator for L.E.A.D. and a PGCE mentor for Leicester University and Nottingham University. He delivers a computing workshop each year for PGCE students at Leicester University.



Vinny Jagatia

MENU OF POSSIBLE BESPOKE ACTIVITIES

Vinny is happy to provide bespoke support related to the following areas:

- Primary Computing Curriculum
- Computing across the curriculum

ENGLISH/TEACHING AND LEARNING/SUBJECT LEADERSHIP

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 7 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.



Sophie Hirst

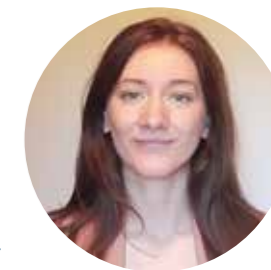
MENU OF POSSIBLE BESPOKE ACTIVITIES

- 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

Brittany Wright is Trust CPD Lead for L.E.A.D. Academy Trust. She completed her PhD in Education at the University of Nottingham in November 2023. Her research explores how education can contribute to social mobility in a former coalmining town. She also serves as a Convenor of 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.



Brittany Wright

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

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 3 years ago and works alongside leadership teams to develop exemplary behaviours across a wide range of settings.



Emily Broadley

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

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 10 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.



Katy Aggus

MENU OF POSSIBLE BESPOKE ACTIVITIES

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

ENGLISH

Fern currently serves as Assistant Headteacher, whole-school English lead, and EYFS/KS1 Phase Leader at Warren Academy in Nottingham. As well as leading the school's reading for pleasure approach, which resulted in Warren Academy winning the Farshore/Open University Reading for Pleasure whole-school award, Fern has also achieved the National Professional Qualification for Leading Teaching and the National Professional Qualification for Senior Leadership. In addition to serving as a Leader of Excellence, Fern is also a Literacy Specialist for the DfE-funded Priority Literacy project. Fern has worked at schools across L.E.A.D. since she began her career with the trust as a newly qualified teacher.



Fern Pithers

MENU OF POSSIBLE BESPOKE ACTIVITIES

- Phonics
- Reading for pleasure pedagogy
- Teaching of reading and writing
- Oracy strategies/progression
- General EYFS/KS1 support - environments/supporting independent learnings/building relationships
- Reading interventions
- Support staff CPD

SCIENCE

Helen has been Science Lead at Millfield L.E.A.D. Academy for almost 7 years, achieving the prestigious GILT Primary Science Quality Mark as well as the Roll Royce Science Award, which attracted funding to support the delivery of science across the school.

Helen is also the Deputy Partnership Lead within the Trust's STEM Learning Partnership, which is run in conjunction with DTSA, and hosted a 'Science Deep Dive' led by an external science expert and was observed by several Science Leaders from within the Trust as part of their CPD in 2023-24.



Helen Connaughton

MENU OF POSSIBLE ACTIVITIES

- Primary science curriculum development

EARLY YEARS

Amala Gibson is the Early Years and English Lead at Radford Academy. She has 18 years of experience teaching and leading across all Key Stages. She has been working as a leader in Early Years for the past 8 years. She had led Mastering Number projects across the trust for Early Years and has supported teachers with the planning and delivery of Early Number Sense, as well as providing bespoke support to schools within and beyond the trust as a Leader of Excellence.



Amala Gibson

MENU OF POSSIBLE ACTIVITIES

- Early Years curriculum support
- Early Years maths support
- Early Years support for TAs and ECTs

L.E.A.D. Leaders of Excellence



**Amala
Gibson-Smith**
English - EYFS



Emily Broadley
English



Sophie Hirst
English



Fern Pithers
English



Katy Aggus
SEND



Claire Shearer
Maths
Closing the Gap



**Helen
Connaughton**
Science



Hazel Vaughan
Maths
ITT Mentoring



Eleanor Shaw
Behaviour
Upper KS2



Lisa Sellers
ITT / PSHE / RSHE
Behaviour
Phonics



Rebecca Riley
Coaching /CPD/
Senior Leadership/
Curriculum



Ben Buxton
History



Vinny Jagatia
Computing

STAY CONNECTED



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