



L.E.A.D. Equate



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

TRUST NEWS No.29
December 2024



DECEMBER NEWS...

We hope that the busy autumn term is still going brilliantly in your school. This newsletter signposts some useful resources and some upcoming CPD opportunities that might be of interest to you and your teams.

Do not miss
the opportunities
within the latest
offer within our
digital
brochure:



The December 2024 L.E.A.D. Equate CPD Survey: We Need Your Feedback!

We've trialled some new approaches to CPD this year and would love to hear from you on how things are going so far. We're seeking reflections on:

- Our **expanded on-demand, recorded CPD offer**
- **Review in Action** days
- The **Bright Sparks Subject Leadership Programme**
- The breadth and depth of our usual CPD offer
- Your schools' emerging CPD needs

Fill in the
survey here



We'd appreciate responses to our CPD survey by **Tuesday 7th January 2025** at the latest. Please do share the link with senior leaders across your teams. We'd love to triangulate feedback from colleagues across all 27 of the L.E.A.D. Academy Trust schools.

RESEARCH UPDATES

Sustainable School Leadership Survey



The University of
Nottingham



We all know how busy you are in school – now and always – but you might want to set aside a few minutes to engage with a large-scale research project about school leadership in the UK. The survey will close in mid-December, so please do share your responses with the research teams from the University of Nottingham and the University of Warwick before then.

Research
survey



You might also be interested in hearing some of the initial findings of the research project so far, which include:

- Headteachers' strong commitment to the local communities they serve
- Increasingly complex needs of pupils, relating to social care, safeguarding, and SEND
- The important role of other senior leaders in supporting headteachers
- Reports of increasing expectations (and complaints from parents)

If that final bullet point resonates with you, 'The Power of PR and Communications for School Leaders' on **Tuesday 10th December** (10am-1pm) will provide a practical toolkit to help manage public perceptions of your school. You can book your place on this online session here, using the discount code LEADTSHUB to pay with your ring-fenced L.E.A.D. Equate budget.

BOOK
HERE

You can also read more about the Sustainable School Leadership research team's initial findings here:

Read
more here



Reading for Pleasure

FIVE TIPS TO HELP YOU GET YOUR CHILDREN READING FOR PLEASURE



This article signposts research-informed practices for promoting reading for pleasure, as well as recommendations from staff and students at Millfield L.E.A.D. Academy. Colleagues who attended the Review in Action day on KS2 Reading at Millfield will recognise the article's co-author, Dr Emma Vardy, who has been working with the team at Millfield on developing a brand-new approach to teaching vocabulary.

If you'd like to explore further strategies for promoting reading for pleasure, you can book your place on the upcoming Review in Action day at Warren Academy, winners of the Open University/Farshore Reading for Pleasure school award!

Review in Action: Reading
Warren Academy, Nottingham
Tuesday 4th February 2025

BOOK
HERE



The Lincolnshire Leadership Conference

It was great to welcome hundreds of leaders to Lincoln Showground to explore and celebrate what makes great teaching. As well as excellent keynote speakers, Millfield L.E.A.D. Academy's headteacher, Pete Wood, delivered a fantastic workshop on how to 'utilise and adapt educational research practices to enhance teaching pedagogy.' Pete set out how codifying leadership practices can support a research-engaged culture that embraces productive failure and goes from strength to strength!

It was great to see so many colleagues from across L.E.A.D. Academy Trust schools in attendance – we hope you had an inspiring day!



CELEBRATING RECENT CPD

Review in Action: Science

Colleagues from across L.E.A.D. Academy Trust were able to see science in action at Witham St Hughs Academy in Lincoln on Monday 25th November 2024, in our second Review in Action day of the academic year.

Participants had the opportunity to:

- hear from Witham's fantastic Science Lead, Rob Dickson, on his approach to leading science
- conduct a learning walk from EYFS – Year 6
- explore how the school has used Teacher Assessment in Primary Science (TAPS) to raise the profile of working scientifically and bring science to life
- reflect on what science looks like in their own schools and potential next steps and takeaways
- explore how Rob and the team have developed pupils' science capital



"Really good informative session and provided practical support."

Feedback from the day was fantastic. **100%** of participants **agreed or strongly agreed** that:

- I will likely change or introduce something in my professional practice as a result of undertaking this CPD today
- I am clear about how this CPD will likely have a positive impact on some pupils' attainment in the future
- The delivery of the training was of a high standard



"A fantastic day and great CPD."

"It was really useful and has shown me all the positives that have happened in science at my school and all the great things that are happening at Witham."

We have **two** further Review in Action days taking place across the 2024-25 academic year.

MATHS



at Birley Primary Academy, Sheffield

Wednesday 29th January 2025

READING



at Warren Academy, Nottingham

Tuesday 4th February 2025

National College

Interested in supporting pupils in overcoming barriers to learning?

In another highly-rated webinar from Amjad Ali, former teaching assistant and current Senior Leader, explores how we can identify and overcome barriers to learning, including reading, listening, and writing. Amjad signposts reasonable adjustments that can be made to support children in making further progress.

You can watch the webinar here when logged into your National College account:



The
National
College®

UPCOMING CPD

Bright Sparks – Exciting Opportunity for Subject Leaders to Get Involved!

As feedback on our new approach to primary subject leader CPD has been so brilliant, we want to give more colleagues the chance to get involved. Your subject leaders are invited to engage with the final four sessions of the programme, with a reduced pro-rata per person cost. Your subject leaders will benefit from:

- A strategically designed, research-informed programme that has been designed and developed by experts from across and beyond the trust to address our shared key priorities
- Key research and practical signposts from experts in SEND and inclusion to help subject leaders develop 'inclusive subject leadership' (spring term) and 'accessible assessment for learning' approaches (summer term)
- Subject-specific sessions with expert facilitators who will help them reflect and apply key learning to their subject leadership each term



Book your subject leaders' places on the Bright Sparks programme using the links below:

[English](#)[Maths](#)[History](#)[Science](#)[Languages](#)[Computing](#)

Cost per person: just £100 to access the upcoming four sessions on inclusion and assessment for learning!

LAST CHANCE TO BOOK

The Power of Public Relations and Communications for School Leaders

Don't miss out on the opportunity to hear practical strategies from expert PR firm, PLMR. Over the course of this online CPD session, hosted on Zoom on **Tuesday 10th December 2024** from 10am–1pm, a highly experienced PR expert will share strategies for:

- Working with the press and media
- Navigating social media and PR
- How to manage the increasingly large audience of communications with parents (social media sharing and press interest)
- How good comms can make the lives of school leaders easier!

Tickets are available for just £50 per person. You can book using the Purchase Order Number LEADTSHUB to pay using your ring-fenced L.E.A.D. Equate CPD budget:

[BOOK HERE](#)

Teaching Assistants/Higher Level Teaching Assistants

Have you engaged with our online 'pick and mix' CPD offer for Learning Support Assistants, Teaching Assistants, and Higher Level Teaching Assistants?

Upcoming sessions include:

Understanding and Responding Effectively to Aggressive Behaviour

Thursday 5th December 2024
1.30pm–3pm / £15 per person

[BOOK HERE](#)

Embedding Assessment for Learning

Thursday 12th December 2024
1.30pm–3pm / £15 per person

[BOOK HERE](#)

Behaviour

The Challenging Behaviour Foundation has produced useful documents to support the leadership of challenging behaviour. There are two documents here which may of use to your setting.

Reasons for Challenging Behaviour



Managing Challenging Behaviour



A staff meeting around Behaviour



SEND CPD Unit

Final Online SEND CPD Unit

'Supporting reading and comprehension across the curriculum'.



About Universal SEND Services

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

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

Much of the offer is suitable for professionals both in schools and in FE. The aim is for services to work together for the benefit of all learners from school to FE and beyond. Do not miss the **final Online SEND CPD Unit** – 'Supporting reading and comprehension across the curriculum'.

Read more or sign up here



Teacher on a Page/Subject on a Page

A number of leaders have been asking for the resources linking to the concept of 'teacher on a page' and 'subject leader on a page.'

Within the heading named monitoring, you will find these documents on the padlet:



Teacher Underperformance: A Guide to Supportive Conversations

Addressing underperformance can be one of the most challenging aspects of a school leader's role. It requires a delicate balance of empathy, directness, and a commitment to growth. The key lies in fostering open communication and creating a safe space for reflection and improvement.

Read more here



Alex Quigley - Learning How to Listen

Alex Quigley has written a blog around teaching the art of listening in education.

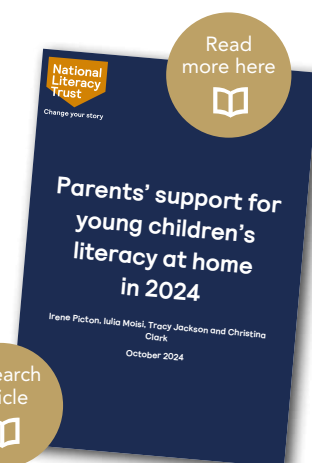
How is this actively taught and practiced?



Parents' support for young children's literacy at home in 2024

What is the research telling us around the extent of parental support in the home in relation to children's literacy? How as a setting are you working with the community to support this aspect?

Research article



Read more here



Teaching Executive Function to All Children

Some of us pick up these skills from the people around us, some of us develop them naturally, and some of us really struggle with them. Fortunately, educators are becoming much more aware that whether or not a person has mastered executive functions has nothing to do with their character, and that in fact, these skills can be and should be taught, not only to students who demonstrate a need for them, but to all students.

Read on and listen to the blog here:





DEPUTY DIRECTOR ROLE

As outlined in the November edition of the newsletter, **Colette Duggan** will be joining the team, taking up post as the Deputy Director of the Teaching School Hub from January 2025. She has shared a short introduction but she looks forward to meeting you in person during the Spring Term.

Colette Duggan has been a teacher for 15 years, working in schools across Lincolnshire and Nottinghamshire. She has held a variety of roles including Lead Practitioner, Head of English and most recently, Assistant Head teacher. In this role, she has strategically led a variety of areas, including literacy, disadvantage, Personal Development, SEND, attendance and alternative provision.

Throughout her career, she has been committed to creating inclusive environments to provide all children with the opportunity to thrive. Having grown up in Lincolnshire, Colette has a huge passion for the locality and is excited

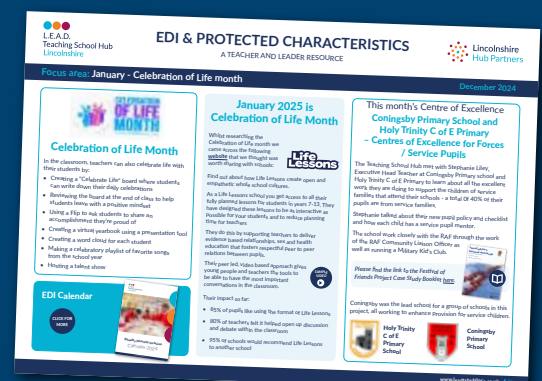
by the opportunity to further impact the quality of teaching and learning across the region.

Colette Duggan herself has shared that *"It is a huge privilege to continue the fantastic work already done to develop and support the teachers, support staff and leaders in Lincolnshire, to change the lives of the students they serve. I am thoroughly excited to work with the Teaching School Hub team to shape the next chapter of the Hub"*



EQUALITY, DIVERSITY AND INCLUSION

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



CLICK
HERE

The EDI
Calendar

Please find a copy of
the latest EDI newsletter
for December

CLICK
HERE



ITT Engagement

Following the engagement of ITT work undertaken by all Teaching School Hubs during the last academic year, the ITT Strategic Leader has started to contact schools this term who have not been engaged with initial teacher training.

Thank you to all of the schools who have supported this next stage of the DfE's remitted work. Here are some of the key points which we have identified with our schools:

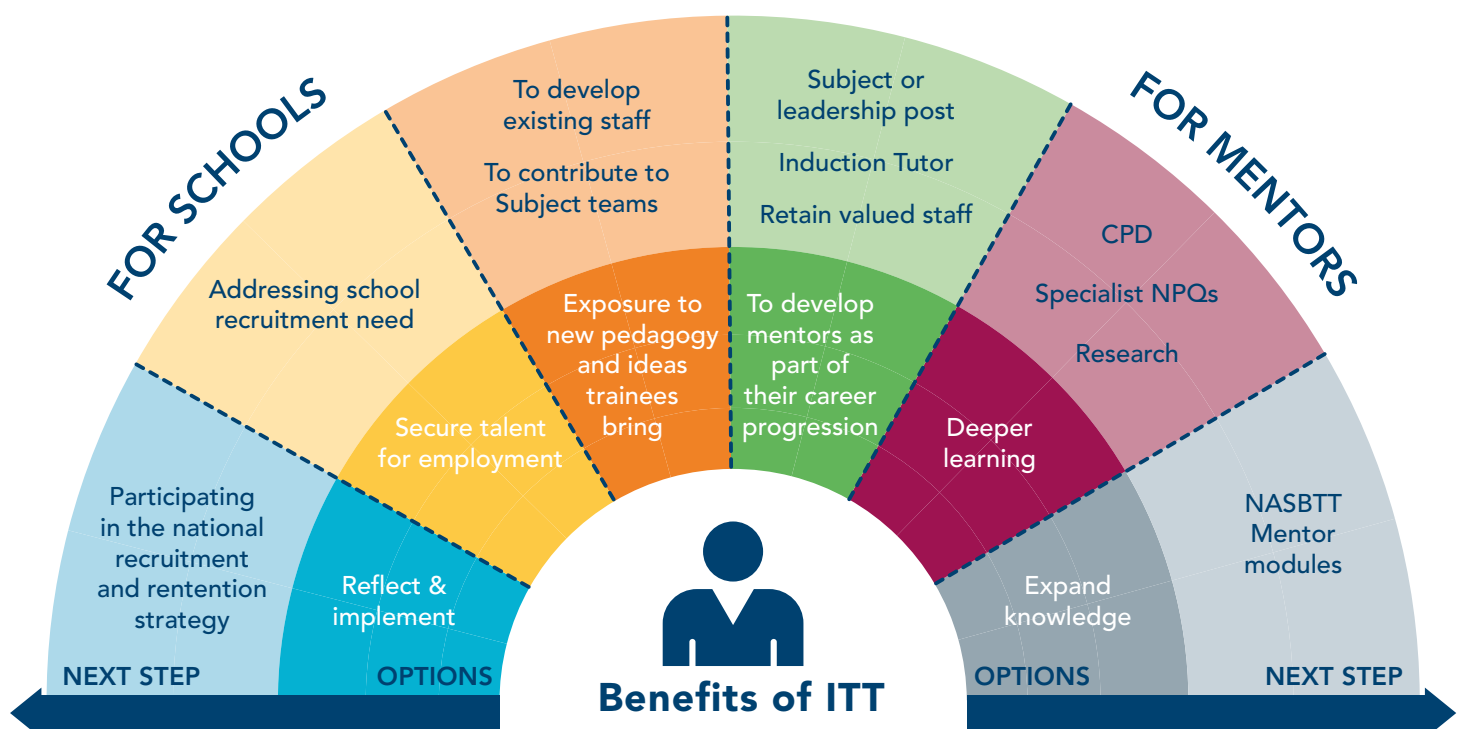
- Small schools are already supporting ECTs during their induction period, therefore limiting capacity to support ITT trainees.
- Schools which are RI are working on key areas identified during an Ofsted inspection before offering to host trainees
- High level of SEND need, limiting capacity
- High level of behavioural needs, limiting capacity

What are the immediate advantages of hosting an ITT trainee?

- Trainees work alongside teachers, team teaching and working with individuals or groups of pupils while they develop their practice.
- As trainees' confidence and ability grow, they can quickly progress to lead whole-class teaching.
- Trainees have the potential to rapidly become valued members of the school team.
- Trainees are supernumerary: providing an extra pair of hands in the classroom.

What are the long term advantages of hosting and ITT trainee?

- The opportunity to work with talented trainee teachers who may be a strong fit for future teaching vacancies in your school.
- Professional development for teaching staff who provide mentoring and support for trainee teachers.
- Access to the latest research, practice, and innovation on teaching and support for children and young people.
- Access to support from ITT providers and their wider networks, including Teaching School Hubs.





Writing for the EEF, Nick Worsley shares 'Four things we've learned about supporting early career teachers' and key findings from the evaluation of the early roll-out of the Early Career Framework.

Read the
blog here



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Lincolnshire



September 2024/2025 ECT and Mentor training

Our September 2024/2025 ECT and Mentor first round of training has finished. A huge thank you to all that attended for your contributions within the sessions.

ECT Autumn Local Group

Total 120 participants

100%

Good or Very Good

"The passion of the facilitators was palpable. All information was delivered in a positive manner."

"Everything was very interactive and very relevant, having the opportunity to relate everything to our practice was really beneficial."

"The best aspects were learning different strategies to deal with low level disruption as well as meeting other teachers from different school environments and hearing their perspectives."

"Having time to discuss experiences and plan the opportunity to improve my practice."

"A calm judgement free environment full of gratitude."

"It made me reflect on everyday circumstances in the classroom that I don't think about that often."

Mentor Training Session 1

"I liked sharing experiences with other mentors/induction leads to understand how it is happening at other schools. The session also clarified what I should be doing as a mentor."

99%

Good or Very Good

"Some detailed and insightful discussions. Well led. Thank you."

"Networking with colleagues and sharing ideas - something we as busy teachers rarely get to do."

"This was a well lead event and the presenters providing their own experiences helped explain the areas in more detail."

Please look at your portal for Spring term Mentor and ECT events. Book on now to avoid disappointment

CLICK
HERE TO
BOOK

AB

L.E.A.D.
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Lincolnshire

Registration – January Starters

If you have an ECT starting in January 2025, steps for registration can be found here – please contact the AB team if you have any queries about registration.



CLICK
HERE TO
VIEW

What should I do if my ECT has resigned?

Contact your L.E.A.D. Delivery Partner as soon as possible, and complete the following online form:



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

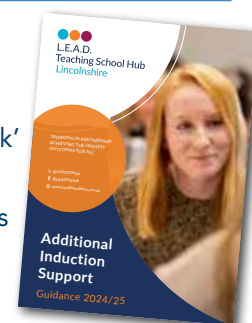
Supporting ECTs with induction

We have developed guidance to assist in implementing the processes of support for ECTs who are assessed as 'not on track' to successfully complete their Induction Period.

The involvement of the AB throughout these support processes is highly recommended and we are committed to providing a service that will ensure;

- An external quality assurance of induction and support processes
- Clarity of understanding for all parties involved in the additional support processes
- The fairness and equitability of the implementation and evaluation of additional support mechanisms.

Our Additional Support Booklet can be found here



Mental Health and Wellbeing Support Guide



In the demanding environment of education, teachers play a vital role in shaping the minds and wellbeing of their students, yet their own mental health often goes overlooked.

We have collated a Mental Health and Wellbeing Support Guide, designed for teachers at the beginning of their journey, signposting you to support charities and agencies to help with a range of issues you may face. By equipping teachers with the tools they need to care for their mental health, we can enhance not only their wellbeing but also the overall learning environment for their students. Equally, we have designated leads that you can contact if you would like further support around the services available to you - please do not hesitate to contact us.

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Teaching School Hub
Lincolnshire



MENTAL HEALTH
AND WELLBEING
SUPPORT GUIDE

It is hard to believe that cohort 7 is now underway – a further 157 participants are embarking on their specialist and leadership programmes keen to start their own journey of leadership development within their respective areas of focus as well as preparing for the impact they can bring to their school setting.

Our first cohort of NPQSENCO participants have completed their introductory session and module 1 on Culture. These participants are working with Teach First as their Lead Provider and looking forward to the “Teach and Tour” school visits as well as the two conferences that we are busy planning for later in the programme.

The road ahead – Funding

We are yet to hear from the DfE with regards to whether NPQs will continue to be funded as they were for Autumn 2024 or whether funding will cease for all NPQs except NPQSENCO which is mandatory.

2025 application window opening

As you know the DfE have pushed back the start date of the spring NPQ cohorts from February to April in response to feedback from Teaching School Hubs and Lead Providers. As soon as we are made aware of the date when registration will reopen we will make all schools aware. In the meantime, we are collating expressions of interest on the Teaching School Hub website for all NPQ programmes.

Please encourage all prospective participants to complete an EOI as this will ensure that we will be able to contact them directly when registration reopens – this is essential when considering the limited number of places available should funding remain for some programmes / schools.



Opportunities to use and apply learning

We regularly speak to participants who are taking part in the NPQ programmes about what impact they are seeing in their own development as leaders as well as what they are doing in school using learning taken from the NPQs.

We have been impressed by those who have shared the work they are embarking on within the “Explore” phase, pursuing research or aspects of learning in more detail and relating these to the school setting. These participants are then sharing this learning with the rest of the staff or senior leadership team to collectively decide whether to take this work to the “Prepare” phase and on into “Deliver”. All participants that we have talked to are aware that their work may not get as far as the delivery phase but feel empowered by the fact that they are being asked to bring the learning back from the NPQ and use this to impact on the school setting showing a real strategic approach to professional development.

“This NPQLT course has enabled me to have the time to reflect on my own teaching and leadership skills but also given me the confidence to have informed evidence based conversations with colleagues and SLT. Thank you for the best CPD.”

NPQLT

“Helping me to understand the systems and processes for team implementation. Applying a strategic framework to tackle school issues.”

NPQSL



Upcoming CPD

Click on your chosen programme below to book



Tues 3rd Dec
Virtual Reality
in the Primary
School



**Wed 4th -
Thur 5th Dec**
Paediatric
First Aid
(Nottingham)



Thur 5th Dec
TA: Understanding
and responding
effectively to
aggressive behaviour



Fri 6th Dec
Mitigating the
impact of mental
health on school
attendance



Fri 6th Dec
Articulating your
commitment to
EDI



Mon 9th Dec
Why Oracy
Matters - Learning
through Talk



Tues 10th Dec
The Power of PR
& Communications
for School Leaders



**Wed 11th -
Thur 12th Dec**
Paediatric
First Aid
(Lincoln)



Thur 12th Dec
Embedding
Assessment for
Learning (AfL)



**Wed 18th -
Thur 19th Dec**
Paediatric
First Aid
(Sheffield)



Wed 8th Jan
KS2 Reading
Fluency Project
(book by the
5th Dec)



Wed 8th Jan
KS3 Reading
Fluency Project
(book by the
5th Dec)



Wed 8th Jan
Designing and
Delivering
Professional
Development



Thur 9th Jan
SCR Training



Mon 13th Jan
A Digital Platform
Improving
Learning



Tues 14th Jan
How to Promote
Your Academy



**Wed 15th -
Thur 16th Jan**
Paediatric
First Aid
(Leicester)



Thur 16th Jan
Exploring the
"Great Teaching
Toolkit"



Thur 16th Jan
Bright Sparks:
History



Thur 16th Jan
Bright Sparks:
Computing



Thur 16th Jan
Bright Sparks:
Science



Thur 16th Jan
Bright Sparks:
MFL



Thur 16th Jan
Bright Sparks:
Maths



Thur 16th Jan
Bright Sparks:
English



Fri 17th Jan
Oracy-rich
classrooms:
time to talk



Fri 17th Jan
Actionable
Feedback: Strategies
to support pupil
progress and teacher
workload



Mon 20th Jan
Leadership
Development
Group: SENDCo
(Primary)



Tues 21st Jan
Active English
Open Morning



Tues 21st Jan
P.E. Leadership
Development
Group



Wed 22nd Jan
Music Leadership
Development
Group



Thur 23rd Jan
Primary EAL
Subject Leader
Group



Thur 23rd Jan
Emergency First
Aid at Work
(Lincoln)



Fri 24th Jan
Emergency First
Aid at Work
(Nottingham)



Fri 24th Jan
HR for Line
Managers



Tues 28th Jan
Active Spelling
Open Morning



Tues 28th Jan
Art Leadership
Development
Group



Wed 29th Jan
Review in Action:
Maths - Birley
Primary Academy



Fri 30th Jan
Being a writer-
teacher



Fri 30th Jan
Curriculum
Network

Click on your chosen programme above to book



www.leadequatetsa.co.uk