



# LEAD Equate



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

TRUST NEWS No.34  
June / July 2025



## JUNE/JULY NEWS...

We hope you're feeling proud and positive as the end of another fast-paced season of tests and exams approaches.

### News and resources

#### The brochure is coming!

Thank you so much to everyone who has played a part in scoping, curating, and planning the L.E.A.D. Equate CPD offer for 2025-26.

We can confirm that this is 'coming soon' and should be available before the summer holidays.



### DfE-funded conferences

#### Attendance conference

**Wednesday 4th June 2025 / 10am – 3.30pm**

Venue: Villa Park - Aston Villa Football Club.  
Trinity Road, Birmingham, B6 6HE

BOOK  
HERE

#### Reception-year quality conference

**Tuesday, 24 June 2025 / 10am – 4pm**

Venue: Leicester Tigers Rugby Club,  
Aylestone Road, Leicester, LE2 7TR

BOOK  
HERE

# Up to £3,000 of funding (and a chance to collaborate with colleagues in STEM and across L.E.A.D. Academy Trust!)

The Royal Society have signposted their upcoming deadline for their Partnership Grants scheme, which awards up to £3,000 for schools to work with STEM professionals from academia or industry to run an investigative STEM project.

Children involved must be aged between 5-18 and the focus must be on improving or developing schools' practical STEM offer.

While schools apply individually for the grant, we're keen to maximise engagement with this scheme by establishing a trust-wide network for colleagues who successfully apply. This would aim at celebrating schools' successes during the projects and creating a lasting legacy that could benefit all Trust schools.

**Please fill in an expression of interest form [here](#):**



## Royal Society Partnership Grant scheme description

The Partnership Grants scheme funds UK schools and colleges up to £3,000 to work in partnership with STEM professionals from academia or industry to run an investigative STEM project. The grants are open to all levels of education supporting students aged between 5-18. This includes Tomorrow's Climate Scientists, a part of the grant scheme that supports projects specifically looking at local climate and biodiversity issues.



These projects are undertaken by the students, with regular support from STEM partners, to help develop their key skills and gain insight into potential STEM careers. Grant activity can support delivery of the curriculum, teacher's professional development and reaching Gatsby Careers Benchmarks.

The current grant round is open for applications, and there is lots of support and guidance available to schools interested in using the grant to improve or develop their current practical STEM offerings. Examples of projects currently underway or previously completed can be found on the case studies pages [here](#).



You can find out more about the grant scheme and the application process via the website:



### Examples

Schools and STEM partners can choose whichever STEM investigation suits them best when submitting applications. Here are some example project plans to inspire schools:

- **How biodiverse are our school grounds and how can we improve this?**  
Investigate the different ecosystems found throughout your schools grounds, exploring common mammal, plant, insect and/or bird species and habitats and investigate ways to increase biodiversity.
- **How can better coding improve the efficiency of motorised buggies against friction and gravity?**  
Investigate how coding can be used to help a buggy better move a fixed mass up a slope against gravity in different friction conditions, and gain a greater understanding of simple coding techniques.
- **Can we find practical ways to reduce the plastic in our environment?**
  - Investigate some of the potential options to replace the use of plastics and reduce plastic pollution whilst gaining a greater understanding of its material properties, why it is such a well-used and versatile product, and what impact it has on the environment.



## University of Nottingham Online Primary Engagement Network Event

The University of Nottingham are very pleased to remind colleagues from across L.E.A.D. Academy Trust that you are very welcome to join their online Primary Engagement Network sessions.



The University of Nottingham

This term's event focuses on **forest schools and outdoor learning**. Dr Jenny Elliott, a qualified forest school practitioner, has been working this year with a Nottingham school and will be sharing her experiences and advice on making connections with nature and developing sustainable behaviours through outdoor learning.

This event will take place online, through MS Teams on **Thursday 5th June, from 4pm-5pm**. If you would like to come, please indicate by clicking on the link and we will send you an invitation and link.



Finally, you may also be aware that another aspect of the PEN is our primary blog, which has covered a multitude of primary-related themes with over 80 posts. All of the posts are available to read here:



If you are interested in discussing a contribution, please contact [rupert.knight@nottingham.ac.uk](mailto:rupert.knight@nottingham.ac.uk)



## Podcast: Reading for Pleasure

Head of School, Kellie Salaam, and Assistant Headteacher, Fern Pithers, from Warren Academy star in this fantastic podcast from the Priority Literacy team, a project that benefitted a number of L.E.A.D. primary and secondary schools across Derby and Nottingham.

The whole podcast is great, but Fern and Kellie share the underlying principles behind Warren's reading for pleasure culture and some helpful strategies from 10 minutes in.

Please do like, share, and reach out to Kellie and Fern if you want to know more:



## Maximise outcomes in mathematics with digital tools included with Microsoft 365

**Friday 13th June 2025, 1pm – 4pm** 4 Riverside Court, Derby DE24 8JN

Don't miss this opportunity for face-to-face CPD on the latest digital tools from Microsoft for maximising outcomes in mathematics. Hosted at L.E.A.D. IT, colleagues are invited to explore Microsoft Maths Progress, Maths Coach, and Teams Insights in this practical session. Tickets cost just £30 per person and can be booked here:

BOOK  
HERE

## Upcoming CPD

### FOR TEACHING ASSISTANTS

#### Using questioning effectively in the classroom

**Thursday 12th June 2025**  
**1.30pm – 3pm / ONLINE**

Join expert facilitator, Paul Longden, to explore how questioning can be used by TAs to encourage deeper thinking as well as to facilitate retrieval of prior knowledge and understanding of new content.

Tickets cost just £15 per person and can be booked here:

BOOK  
HERE

#### Working with Parents/Carers

**Thursday 26th June 2025**  
**1.30pm – 3pm / ONLINE**

This online CPD session will explore the vital role TAs can play in supporting positive relationships with parents.

Tickets cost just £15 per person and can be booked here:

BOOK  
HERE

#### Catering Managers' Network

**Thursday 12th June 2025**  
**9.30am – 10.30pm / ONLINE**

Inspire your catering manager with this valuable opportunity to reflect on key priorities with other colleagues in this online, Trust-funded session.

Book your catering manager's place here:

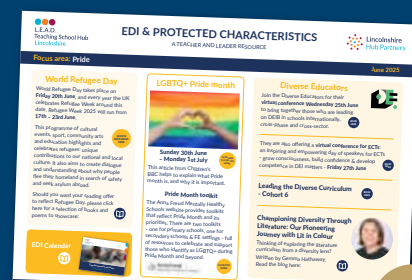
BOOK  
HERE

## EQUALITY, DIVERSITY AND INCLUSION

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



CLICK  
HERE



June EDI newsletter

CLICK  
HERE



## Education Development Trust



Looking ahead to the next academic year, we will continue to work with the Education Development Trust as our Lead Provider for ECF. We are excited to share their most recent Ofsted report which evidences 'outstanding' judgements across all areas.

### Impact of the Early Career Framework

We would like to thank Welton St Mary's Church of England Primary School and Louth Academy for their contributions with regards to capturing the impact of the ECF programme in their respective schools to date. Both schools were asked to submit approximately 50 words to send to the ECF Advisory Board who are working on a piece to send to the TES summarising:

*"The experiences/evidence base around the difference that ECF is making"*


*"At Welton St Mary's Church of England Primary Academy, we are seeing clear impact from the ECF, with all five of our ECTs thriving in their roles. The structured approach builds effectively on ITT foundations, ensuring key skills and knowledge are embedded through deliberate, focused practice. Weekly mentor sessions offer valuable time for reflection and targeted development, supported by a strong evidence base that provides both reassurance and direction. Importantly, the ECF aligns with our internal CPD priorities—particularly Rosenshine's Principles and cognitive science—creating consistency across training and reinforcing evidence-informed teaching strategies throughout the school."*

James Durkan,  
Assistant Headteacher and ECT lead


*"The Early Career Framework (ECF) has significantly improved support and teacher retention at Louth Academy. It provides a structured and supportive foundation for newly qualified staff, ensuring they receive high-quality mentoring and ongoing professional development. This has increased teacher confidence, generated stronger teaching practices, and improved retention. Mentors have also benefited, with dedicated time to guide new teachers and further their own professional development. As a school community, we believe the ECF has brought benefits at every level—strengthening teacher development, upskilling middle leaders and elevating the quality of teaching in lessons."*

Mr J Hermiston – Principal

### DfE Updated Guidance

On 22nd April 2025, the Department for Education (DfE) released updated guidance outlining changes to the training and induction of Early Career Teachers (ECTs) starting from September 2025. All training programmes will now align with the new Initial Teacher Training and Early Career Framework (ITTECF). From September 2025 the term Early Career Teacher Entitlement (ECTE) replaces ECF-based training and induction. 

In September 2025, building on the support available to Early Career Teachers, we are introducing the Early Career Teacher Entitlement (ECTE). The ECTE will revise and improve the delivery of what we formerly referred to as the ECF programme, maintaining the grounding in evidence, to ensure the highest standards of professional development for new teachers.

We have produced a recording, outlining the key changes as we move to ECTE and what this will mean for you as schools. To access the training please click the link: 

**ECTs or mentors who start training before 1st September 2025 should:**

- continue to use the same course and materials until August 2027
- move to training based on the Initial Teacher Training and Early Career Framework from 1 September 2027 if they've not completed by 31st August 2027

**ECTs and mentors that registered for training in April 2025 or later are eligible for the 2025 training programmes.**

For further information as to what the changes will mean for Head Teachers / Induction Tutors and Mentors please click on the relevant box below.

#### Responsibilities for Early Career Teacher Entitlement

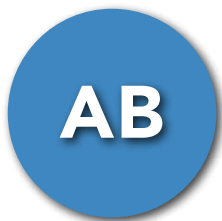
HEAD  
TEACHERS

INDUCTION  
TUTORS

MENTORS

Any further queries regarding the ECF/ECTE should be directed to Rachael Viscomi:  
[rachael@leadtshub.co.uk](mailto:rachael@leadtshub.co.uk)





## Next assessment date

The next assessment date is **Tuesday 1st July**.

For many ECTs, this will be an end of Year 1 or Final Assessment.

We recommend observations and review meetings are carried out in a timely manner to ensure reports are submitted and review on time.

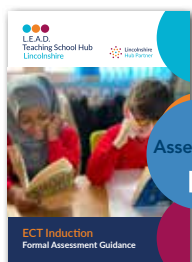
## Spring Term Progress Reviews and Assessments



Progress Review

Thank you to everyone who completed a progress review during the Spring Term. It is evident that considerable time and care have been dedicated to these reviews, and we sincerely appreciate the continued support of the induction teams throughout our schools.

We would like to take this opportunity to remind you that regular assessment is a statutory responsibility and we act on behalf of the DfE to monitor this assessment.



Assessment

**Rejected reports** – As a report reader team, we have a range of rejection criteria which can be found in our **Progress Review Guidance** and **Assessment Guidance**.

Common themes for rejection included targets not being SMART, and ECTs not reflecting on their additional CPD (including their ECF learning). We ask you to reflect on these areas as we enter the next assessment period.

73%

of reviews and assessments were submitted by the deadline date.

This is an **increase** from **60.5%** last time.

86%

of reviews and assessments were accepted by our report reader team first time.

This is an **increase** from **80.6%** last time.

## Routes for AB

From September 2025, the DfE have simplified their processes and guidance by having only two options in relation to training and support for ECTs.

The approaches are:

- **A DfE-funded provider-led programme**
  - Schools can choose to work with providers accredited by the DfE who will design and deliver a programme of face-to face and online training to ECTs and new mentors. This programme is funded and quality assured via the DfE and the Education Endowment Foundation (EEF) so does not require fidelity checking.
- **Schools deliver their own training programme** (with the option to use freely available school-led materials and resources) – Schools can choose to develop their own programme of training and support based on the ITTECF. The content of the framework must be covered in full. This will come with additional fidelity checks and costs to the school.

Induction type	Induction checks required?	ITTECF fidelity checking required?
Schools using the provider-led programme	YES	NO
Schools delivering their own training (which may include using the available school-led materials and resources)	YES	YES

If you are considering delivering your own training programme in the next academic year, please contact us as soon as possible to discuss this further.





## NPQ Update

May has been another busy month for NPQs! It has been so exciting to launch our NPQ Cohort 4b with Teach First. Nearly 100 NPQ Programme members on NPQSENCo, NPQSL and NPQH have now met with each other, and their facilitators, for Introduction and Module 1.

### NPQSENCo 4a tour and talk

The NPQSENCo visits are well underway. This is a fantastic opportunity to explore leadership and provision in a contrasting setting, whilst simultaneously widening networks and contacts. The visits so far have been heralded as a great success with fantastic feedback.

Our facilitators, programme members and school leaders on the visits said the following:

*"Hands on experience seeing another setting on a 'normal' day is invaluable."*

*"It was a fantastic opportunity to see managing behaviour in an SEMH school is put into practice."*

*"Really engaging and interactive day, loved it! Thank you!"*

*"Thank you, the school had a fantastic family feel. The head was extremely impressive with the confidence he has in his staff and the support they give to the pupils."*

- Programme members

*"Proud to host you all at Woodlands! I hope you have enjoyed the day. A fantastic opportunity to network with other practitioners and show off what we do at Woodlands."*

- Woodlands School (host)

*"Amazing all round. So proud to be a part of shaping future SENCos. A massive thank you to Sarah and the Woodlands team for facilitating such a successful, positive learning and reflection experience."* - Facilitator

We are looking forward to similar experiences with the new NPQ cohorts.

### Feedback is important to us

Partnership working is at the heart of what we do. Fundamental to this is the feedback we receive from our QA partners, facilitators, programme members and school leaders. Please see below for how feedback has shaped what we do:

You said:	We did:
NPQs are more effective when the climate in schools is right.	Designed a programme launch to invite both participant and sponsor to clarify how the CPD climate in schools can drive impact.
Face to face time is really valuable.	Through partnership with Teach First, we have designed our programme to increase face to face delivery time through incorporating face-to-face modules into the programme of introduction, conference and school visits.
It would be useful to understand what great NPQ application.	Designed a comprehensive guide to support NPQ applications.

### Congratulations

Congratulations to our Specialist NPQ TDT Cohort 6 Programme members who received their results in April, and a huge thanks to our wonderful facilitators!

As a reminder applications are now closed.

### Expressions of Interest

As previously communicated, the DfE have not released funding information for the next cohort. However, we do aim to offer the full suite of NPQs.

To ensure you receive the most up-to-date information, don't miss the opportunity to register your interest via the links here:



### NPQs: Meet the Team

Each month, we will introduce you to a different member of our team. It only feels right to introduce you first to the one that keeps us all organised and in line!

Many of you will have heard from our wonderful Senior Administrator

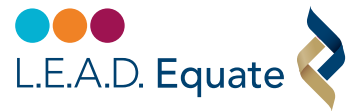
**Donna**. Professional, organised, knowledgeable and proactive, she is the first port of call for any enquiries. Please see below for a bit more about her and her role in NPQs:



*My role is to help with any admin queries related to your NPQ. I will onboard programme members, guiding you through the application process. Once you are enrolled onto your chosen NPQ, you will receive all programme details, to ensure you are able to align the programme dates to your school calendar. Once you have started your NPQ, I will send email reminders ahead of all local sessions to ensure you remain on track with the programme. Should you have any queries or if there is anything I can support with throughout the programme, please do not hesitate to contact me on [admin@leadtshub.co.uk](mailto:admin@leadtshub.co.uk) I look forward to working with you throughout the duration of your NPQ.*



# Upcoming CPD



Click on your chosen programme below to book



**Wednesday 4th June**  
**Safer Recruitment**



**Thursday 5th June**  
**Primary Geography**  
**Subject Leader Group**



**Thursday 5th June**  
**Emergency**  
**Paediatric First Aid**  
Nottingham



**Monday 9th June**  
**Bright Sparks:**  
**History**



**Monday 9th June**  
**Secondary Geography**  
**Subject Leader Group**



**Tuesday 10th June**  
**Active English**  
**Open Morning**



**Tuesday 10th June**  
**Bright Sparks:**  
**MFL**



**Wednesday 11th June**  
**Bright Sparks:**  
**Maths**



**Wednesday 11th June**  
**Primary PSHE Subject**  
**Leader Group**



**Wednesday 11th &**  
**Thursday 12th June**  
**Paediatric First Aid**  
Nottingham



**Thursday 12th June**  
**Using questioning**  
**effectively in the**  
**classroom**



**Thursday 12th June**  
**Catering Managers**  
**Network**



**Thursday 12th June**  
**Curriculum Network**



**Friday 13th June**  
**Developing Numeracy**  
**& Reducing Workload**



**Monday 16th June**  
**Bright Sparks:**  
**Computing**





**Tuesday 17th June**

**Active Spelling  
Open Morning**



**Wednesday 18th June**

**Bright Sparks:  
English**



**Wednesday 18th June**

**Probation, Appraisal  
and Performance  
Improvement**



**Wednesday 18th &  
Thursday 19th June**

**Paediatric First Aid  
Lincoln**



**Thursday 19th June**

**Deputy Headteacher  
Network**



**Tuesday 24th June**

**DSL Network Meetings**



**Wednesday 25th &  
Thursday 26th June**

**Paediatric First Aid  
Sheffield**



**Wednesday 25th June**

**Primary Languages  
Online Seminar**



**Thursday 26th June**

**Working with  
Parents/Carers**



**Thursday 26th June**

**HR for Line Managers**



**Thursday 3rd July**

**Helping pupils work  
successfully as part  
of a group**



**Thursday 3rd July**

**Secondary Languages  
Online Seminar**



**Wednesday 16th -  
Friday 18th July**

**First Aid at Work  
Sheffield**

Click on your chosen programme above to book



[www.leadequatetsa.co.uk](http://www.leadequatetsa.co.uk)