



L.E.A.D. Equate



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

TRUST NEWS No.32
March 2025



MARCH NEWS...

We hope you had a brilliant half term and that the snowdrops and daffodils are brightening the second half of your spring term! It's been fantastic to see so many of you at your regional headteacher meetings over the last few weeks. Thank you so much for your time and engagement with the scoping process for the 2025-26 L.E.A.D. Equate CPD offer.

In this month's newsletter, we're signposting upcoming CPD sessions, useful resources, and key updates relating to the Early Career Teacher Entitlement, National Professional Qualifications, and EDI.

Online University of Nottingham 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. It was great to see so many of you at the autumn term session on **using technology to support the teaching of writing**.



The University of
Nottingham

The spring term's event focuses on **creating a diverse, representative primary curriculum** and will be led by Helen Richardson, Deputy Headteacher at Seely Primary and Nursery School, Nottingham. What happens when children in your primary classroom do not see themselves represented in your curriculum? In this session we will discuss the impact of the lack of representation in the primary curriculum, the importance of including everyone's history in the primary curriculum and how to create a diverse curriculum where everyone is included. We will look at why it's not enough to teach our children to be tolerant, but the entire basis of our curricula should be shaping accepting and respectful citizens of the future.

RSVP by email uonschoolpartnership@nottingham.ac.uk to register your attendance.



Whole School Send Online Conference

Preparing Learners with Send For Adulthood

Thursday 6th March, 9.30am-12.30pm

This event is a response to feedback from the education workforce following the Preparing for Adulthood (PfA) Review Guide Regional Training delivered in 2023 and will be a celebration of everything schools and colleges are already doing and can do to support learners with SEND in their preparation for adulthood.

Book your FREE place on this conference, delivered and organised by Whole School SEND.

BOOK
HERE

A Forum for Trust Leaders

Meeting the Needs of All Learners, opening the dialogue around SEND

Monday 17th March
1.30pm-3.30pm / ONLINE

JOIN
HERE

Hosted by Amanda Griffiths and Claire Hickman, Trust leaders and SENCOs will have the opportunity to explore and share strategies for meeting the needs of all learners.

Upcoming CPD

SEND Self Review - Good Practice

Thursday 6th March, 9.15am-12.15pm

Join experienced headteacher and inspector, Paul Longden, for this practical session on how to conduct a SEND self-review in your school. Aimed at headteachers and SENCOs, Paul will demystify how to accurately evaluate your SEND provision and communicate these findings to stakeholders, such as governors and inspectors.

BOOK
HERE

Online via Zoom

You can book your tickets here for just £75 per person

Primary Geography Conference

Wednesday 26th March, 9.30am-3pm

This one-day conference is dedicated to enhancing primary geography teaching by sharing innovative curriculum ideas and effective instructional practices.

It takes place on Wednesday 26th March 2025 at L.E.A.D. Teaching School Hub from 9.30am-3pm for just £99 per person. Attendees will benefit from expert presentations and collaborative discussions that provide fresh perspectives on engaging students in geography.

BOOK
HERE

Developing High Quality Feedback in the Classroom

Friday 21st March, 9.15am-12.15pm

Participants will explore research-informed techniques and practical classroom tools designed to make feedback more timely, specific, and impactful.

BOOK
HERE

Online via Zoom

You can book your tickets here for just £75 per person:

CPD for non-teaching staff Catering Managers' Network

Thursday 13th March, 9.30am-10.30am

Designed for school catering professionals, this Trust-funded session focuses on sharing best practices, current legislation updates, and practical tips to improve catering services. It is held **online at no cost** to participants. The session offers a valuable opportunity to network with peers and enhance the overall quality of school food provision.

BOOK
HERE

Effectively attracting, developing and deploying your people resources

Monday 17th March, 1pm-3.30pm / The Pavilion, Nottingham

This course equips current and aspiring School Business Professionals with strategic approaches to optimise staffing by attracting and nurturing talent within their schools. It runs on Monday 17th March 2025 at The Pavilion, Nottingham from 1pm-3.30 pm, for **FREE**. Participants will receive research-backed insights and actionable tools to build and maintain an effective, resilient workforce.

The session will explore:

- Strategic organisational design and the importance of skills audits
- Effective recruitment strategies to meet organisational strategic priorities
- How to make the most of induction and performance management
- Implementing flexible and hybrid working approaches in schools and trusts (including flexible retirement)
- Using HR performance indicators to support staff retention, EDI and wellbeing

BOOK
HERE

First Aid CPD

L.E.A.D. Academy Trust schools benefit from trust-funded, regional first aid training for staff. Our fantastic, in-house first aid trainer, Joe Galiszewski, inspires confidence and ensures competence for all participants. Schools are encouraged to spread staff first aid training attendance across the academic year to support year-round, long-term compliance. Spaces are still available on the following upcoming courses:

First Aid at Work Leicester

Wed 9th - Fri 11th April 2025
Millfield L.E.A.D. Academy

BOOK
HERE

First Aid at Work Lincoln

Wed 23rd - Fri 25th April 2025
L.E.A.D. Teaching School Hub, Lincoln

BOOK
HERE

CPD for TAs

Supporting Children with Mental Health Needs

Thursday 27th March, 1.30pm-3pm

Tailored for teaching assistants, this session focuses on identifying and addressing the mental health challenges that can impact student learning. Participants will explore practical strategies and evidence-based approaches to support children's emotional well-being, learning how to establish and maintain a nurturing and responsive classroom environment that better meets the diverse mental health needs of students.

Tickets are available for just £15 per person:

BOOK
HERE

Using feedback effectively in the classroom

Thursday 3rd April, 1.30pm-3pm

This course is designed to empower teaching assistants with the skills to deliver and use feedback that promotes student growth and achievement, providing focused, practical guidance on integrating effective feedback practices into everyday one-to-one, or small group teaching and classroom support. Participants will gain actionable insights that help foster a culture of continuous improvement and active student engagement in their classrooms.

Book here for just £15 per person:

BOOK
HERE

Are your TAs unable to attend these sessions live? No problem!

You can purchase a recorded version to use with your wider staff team using our online, recorded CPD for TAs request form: Recorded, on-demand CPD for TAs at a cost of just £110 per session.



Footwear Charity: Providing Footwear for Schools

Shoe Aid is a unique charity in that we work proactively with other community, social and educational groups and provide footwear 'Fit for Purpose' and free of charge. There is no charge to use Shoe Aid. They are a not-for-profit charity, so they need to gather funding from other means, grants and charitable donations.



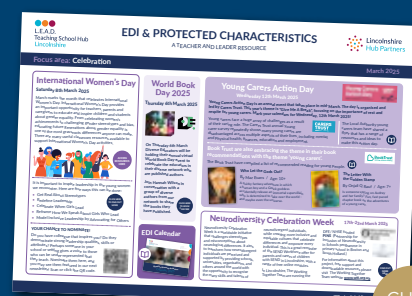
If you are a school/college or other educational establishment and have Pupil Premium students who do not have functional footwear or footwear that is suitable for everyday wear, who you wish to support, Shoe Aid urge you to contact them. It is not just school footwear that they provide, they also provide footwear for everyday use. This includes trainers/pumps so that they can take part in school activities; wellingtons or outdoor shoes to go on school trips, and shoes for the all-important prom. We want every young person/child to have the opportunity to take part and feel included. Shoe Aid will do everything it can to provide footwear 'fit for purpose'.

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



March EDI newsletter

CLICK
HERE

Updates and Articles

Draft Ofsted Inspection Framework

You will have seen the draft Ofsted 'Inspection Framework' is open for consultation.

Here is a link to view this if you have not yet had the opportunity to view it in detail.



Excellence in Education

Do not forget to visit this page on our website which includes a number of resources, training and materials to support the following areas:



- Subject leadership tools and support
- Moderation exemplification
- Early Years Support
- Pedagogy Development
- Leadership/ Governance Updates

Further resources in other areas can be found here e.g. SEND:



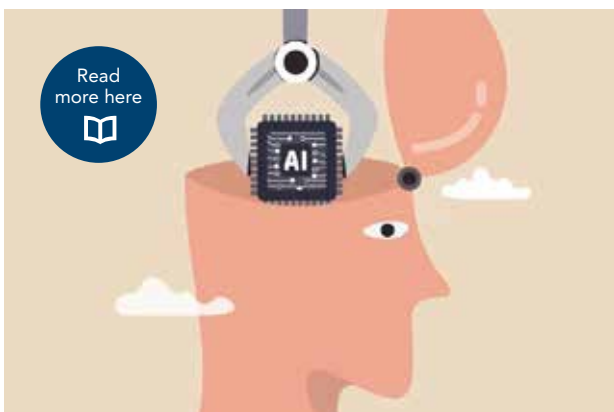
Secondary Leaders: Breaking down the barriers to opportunity: East Midlands

Join head teachers and senior attendance leads from secondary schools across the East Midlands for a day of practical sessions, giving you the chance to share and learn from the most effective practice for improving school attendance.



AI Impact on Cognition and the Future of Critical Thinking

This new research, AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking (Gerlich, 2025) examines the effects of AI tools on critical thinking, revealing that students who frequently use AI for decision-making and problem-solving demonstrate lower critical thinking scores.



The importance of play-based learning beyond EYFS

This review explores some of the benefits of play-based learning for children beyond EYFS and how teachers can overcome some of the perceived barriers to implementing a play-based approach in their classrooms.



How Special Education Students Can Benefit From an Adapted 'Circle of Control'



A secondary school special education teacher explains how a simple visual prompt became an indispensable part of her classroom.

Breaking Down Barriers to Pupil Engagement

There is a webinar available to support the barriers to pupil engagement.

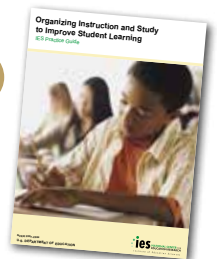


A Foundation for Teaching

Perhaps using page 4 of this document may be a useful article to unpick in a staff meeting.



The CTTL's Research Base provides a solid foundation for effective teaching practices. Apply Pashler et al.'s (2007) findings on organising instruction to optimise your lesson planning and improve student outcomes.



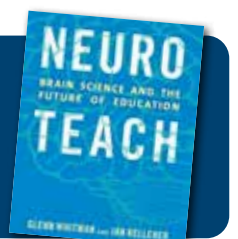
Focus Five: Disadvantaged Pupils

Greenshaw High School, Sutton, has an average size pupil premium cohort. Deputy headteacher and pupil premium lead, Phil Stock, who is also Director of the Education Endowment Foundation (EEF) Research School based at Greenshaw, tells us about his school's approach to supporting its most disadvantaged pupils through pupil premium.



Neuro Teach

A Book that provides an overview and vision of how MBE Science can transform schools and classrooms.



ITT

Teaching is the one profession that creates all other professions

Routes into teaching for Teaching Assistants

Hannah Harris provides a useful overview of the different routes into teaching for Teaching Assistants in England, including the new Teacher Degree Apprenticeship which will be available from autumn 2025 for aspiring teachers who do not already have a degree.

You can read a PDF version of the article here:



Why bother mentoring a beginning teacher? What's in it for me?

An interesting article to reflect upon the role of mentoring.



ECF

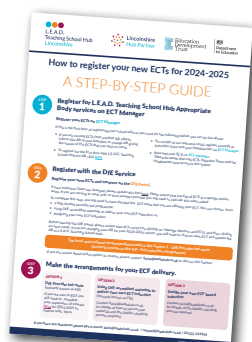
Our April 2023 cohort are coming to the end of their 2 year ECT induction programme. We want to wish them all the best moving into the next stages of their careers.

March is a very busy month within the ECF with many training sessions planned. Please ensure that your ECTs and Mentors book onto their events using this link to avoid disappointment.



April 2025 Cohort Registration

Registration for the April 2025 cohort of ECTs is now open. If you have an ECT starting after the Easter break, please follow the step-by-step guide linked here to ensure correct registration.



Year 1 ECT Regional Event 1: 11/02/2025

150 participants attended a full day of regional training looking at 'Effective classroom practice: misconceptions, planning and literacy'

98%
Good+

75%
Very Good

'The amount of knowledge is amazing and has been so helpful and inspiring.'

'This was a very good training session as each session was purposeful and provided me with ideas to implement in the classroom, starting from tomorrow.'

'Great quality content which I can take away and try to implement in my own practice. All facilitators were very welcoming and open to questions.'

ECT Entitlements

As a Headteacher, you should ensure your ECTs are receiving all of their Statutory Entitlements. For part-time ECTs, these will cover their first and second year of induction, not their first or second academic year of employment.

Year 1 Entitlements	Year 2 Entitlements	ECTs should expect:
<ul style="list-style-type: none"> • A post that is suitable to support induction and that does not make unreasonable demands upon the ECT • 10% ECT professional development time, in addition to 10% PPA in Year 1 • Access to an induction programme based on the Early Career Framework • Regular structured meetings with a Mentor who will support and collaborate with the ECT • Regular lesson observations with prompt feedback provided • An Induction Tutor who will manage the progress reviews and formal assessment process • Progress reviews in Terms 1 & 2 • First formal standard assessment against Teachers' Standards in Term 3 • Development targets set following each review and formal assessment 	<ul style="list-style-type: none"> • 5% ECT time in addition to 10% PPA in Year 2 • Access to an induction programme based on the Early Career Framework • Regular meeting with Mentor (once fortnightly) • Regular lesson observations with prompt feedback provided • An Induction Tutor who will manage the progress reviews and formal assessment process • Progress reviews in Terms 1 & 2 • Final formal assessment against Teachers' Standards in Term 3 • Development set following each review and formal assessment 	<ul style="list-style-type: none"> • A full programme of individualised support and monitoring based on the ECF • CPD opportunities • Involvement in departmental/phase planning • Observations of more experienced colleagues, both within and outside of the setting in which they have been employed to teach • Participation in other courses/training events, as appropriate • Further support, as felt appropriate from within/outside of the school to support the achievement of specific teachers' standards requiring further development • Named contact at the Appropriate Body

Lesson Observations

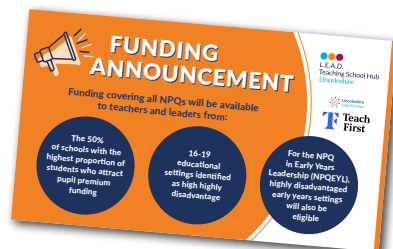
As an AB, we often get queries about how often ECTs should be observed, and who can complete the observations.

- An ECT's teaching should be observed at **regular intervals** throughout their induction period
- As an AB, we strongly recommend a **formal lesson observation every half term**
- Observations may be undertaken by the Induction Tutor or another suitable person who holds QTS.
- Observations will **not be graded**.
- The ECT and the observer should meet to review any teaching that has been observed.
- **Feedback should be prompt and constructive** with a brief written record made on each occasion.
- Any written record will indicate where any development needs have been identified.

NPQ

Funding Announcement

As communicated in our February 2025 newsletter, the DfE will fund 10,000 scholarship funded places made available nationally for the Spring 2025 intake of NPQs.



The DfE portal is **now open** for the April 2025 cohort of NPQs.

APPLY NOW

Do Not Miss the Opportunity

There are still very limited places so follow these steps to apply:



STEP 1

Complete our application form. Applications will be assessed. Please pay particular attention to the three questions that require a longer response.

Application form here

STEP 2

Register with the DfE here. The Portal opened on **10th February**. Until you have registered with the DfE we cannot 100% guarantee your place, but we will liaise with you to ensure this is a smooth experience. Please complete this by the **end of February**.

Register with DfE here

STEP 3

Your Headteacher/ Executive Head will need to sign a School Agreement form to confirm that they support you undertaking the NPQ. We will email this to you once we have reviewed your application.

Want to make your application stand out?

Follow this link to our guide for NPQ applications.



Final Points to Note

We have a **limited number of fully-funded places** that we can offer to our area, which will be awarded to applicants based on the merit of the participant's application.

We advise submitting your applications as soon as possible.

Once our programmes are full we will operate a waiting list.

Schools can opt to self-fund programmes.

Why complete an NPQ?

Our participants experience a range of benefits, both at a personal and a whole school level, through completing NPQs with L.E.A.D. Teaching School Hub. In the following video, Ross Churchward, a Deputy Headteacher from Walcott Primary School, explains the benefits he has gained.



NPQ cohort 4a evaluation survey

Our Delivery Partner, Teach First have published their 4a evaluation survey findings. It covers a wide range of information from motivation, progression and retention, well being and workload, and who the cohort are.

You can read a copy of it here to see the national picture:

Read more here



Future cohorts: a reminder

As previously communicated, The Department for Education has also announced that for the next academic year, NPQ delivery is likely to shift to **single annual cohorts** with funding details yet to be confirmed.

Our delivery partner, Teach First, have communicated that

- Funding will be continuing for 25/26 and 26/27
- It is highly likely to be funding for 20,000 places per year
- Eligibility may change, although we anticipate NPQH and SENCO will remain funded
- There will be one larger cohort a year
- Lead Providers have suggested the start window is November
- A full review into allocation of places, eligibility and application process will take place in February with Lead Providers
- Alongside this, a review of the NPQ frameworks will be taking place with expert groups with a view to publishing in summer 2026

As a result, we aim to offer the full suite of NPQs in the next academic year.





Upcoming CPD

Click on your chosen programme below to book



Tues 4th March
Deputy
Headteacher
Network



Wed 5th March
Early Years
Leadership
Network



**Wed 5th &
Thur 6th March**
Paediatric
First Aid
Nottingham



Thur 6th March
SEND Review -
Good Practice



Thur 6th March
SEND Enhanced
Provision Network



Tues 11th March
Active English
Open Morning



Tues 11th March
Active Spelling
Network Meeting



Wed 12th March
Primary DT
Subject Leader
Group



**Wed 12th &
Thur 13th March**
Paediatric
First Aid
Leicester



Thur 13th March
Supporting
children with
dyscalculia



Thur 13th March
Catering
Managers
Network



Thur 13th March
Managing
Sickness Absence



Fri 14th March
Why Learning
Fails - (And what
to do with it)



Mon 17th March
Social Media
Basics: Effective
Social Media
Practices



Mon 17th March
Effectively
developing and
deploying your
people resources



Tues 18th March
DSL update
training session
for Nottingham
City DSLs



Tues 18th March
Active English
Network Meeting



Tues 18th March
Active Spelling
Open Morning



**Wed 19th &
Thur 20th March**
Paediatric
First Aid
Sheffield



Thur 20th March
Pupil Premium
Conference and
Networks



Thur 20th March
Shaping your DEI
Strategy



Fri 21st March
Developing High Quality Feedback in the Classroom



Wed 26th & Thur 27th March
Paediatric First Aid
Lincoln



Wed 26th March
Primary Geography Conference



Thur 27th March
Supporting children with mental health needs



Mon 1st April
Managing Difficult Conversations



Tues 2nd - Thur 4th April
First Aid at Work
Nottingham



Wed 3rd April
Using feedback effectively in the classroom



Thur 4th April
What is 'good behaviour' and how can we encourage more of it?

Click on your chosen programme above to book