

Chafford Hundred Teaching School Hub

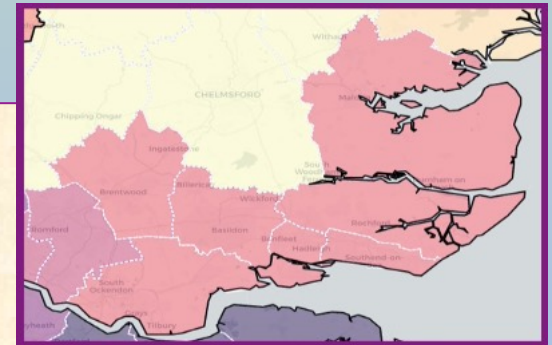
Headteacher Briefing *7th March 2024*

Lead School: Harris Academy Chafford Hundred
Designation: East of England
Director: Mark Beyer-Woodgate
m.beyer-woodgate@hfed.net

Essex

RM16 6SA


<https://www.harrischaffordhundred.org.uk/1147/welcome-to-the-teaching-school-hub>



EE5

Harris Federation



Please do also follow us on 
[@HACHTSHub](https://twitter.com/HACHTSHub).

Thank You

We are delighted to be your Teaching School Hub

For the last four years we have worked hard as part of the *DfE's School Improvement Division* to provide schools in our region with the very best professional development so that you and your staff can do your best work with your pupils.

246 schools currently work with Chafford Hundred Teaching School Hub accessing training on the golden thread of ITT, ECF, NPQ, AB and CPD.



"The Teaching School Hub are at the frontline of cutting-edge research. It's all about bringing the evidence base into the classroom. Very good communication from initial emails, course set up, module delivery and resources. These courses are well managed."

Headteacher

"I am REALLY enjoying the course and loving the opportunity to sit down and focus on my own professional development. The course leaders have been very engaging and provided opportunities for everyone to participate, as well as sharing their own experiences, which are very insightful and useful."

CPD Participant

Developing teachers and school leaders at every stage of their career.

- Initial Teacher Training
- Appropriate Body
- Early Career Framework
- National Professional Qualifications
- Professional Development Programmes

www.harrischaffordteachingschoolhub.co.uk

[@HACHTSHub](https://twitter.com/HACHTSHub)

Harris Federation 

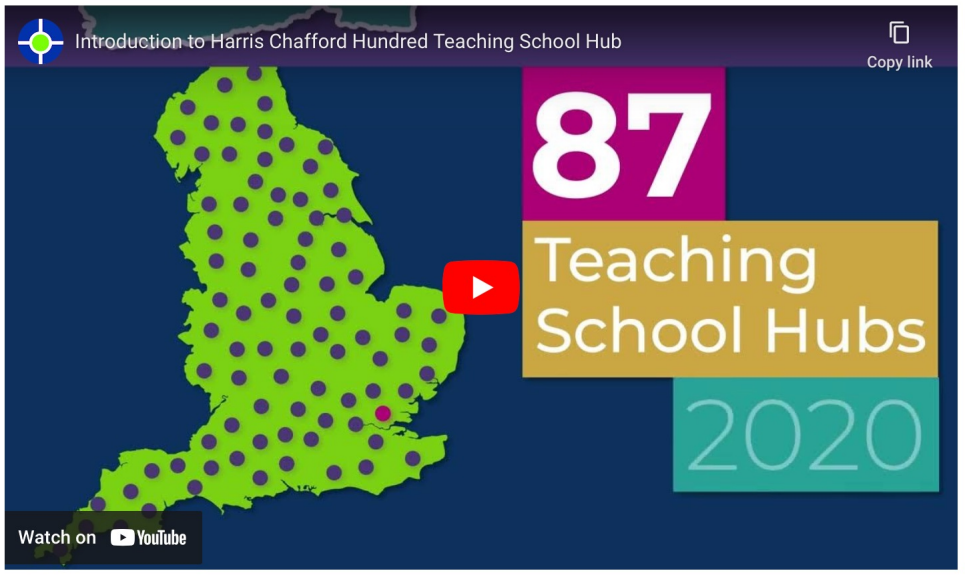
Professional Development

Professional development for teachers and leaders at every stage of their career

[Find Out More](#)



Our Team



We are engaging over **3000 teachers and leaders** in Professional Development across our **2 Teaching School Hubs**. We are also a delivery partner for the DfE's new **National Institute of Teaching:** ITT and ECF Sept 2023
NPQs February 2023

Teaching School Hub Team

Nicky Graham
Harris Federation Assistant Director

Mark Beyer-Woodgate
TSH Director

Tony Ward
TSH Strategic Lead, AB and NPQ Programmes

Kate Castro-Martin
ECF Programme Manager – Secondary

Harleen Soor/Hannah Tryl
ECF Programme Manager - Primary

Sarah Dodsley
Executive Coach & Apprenticeship Manager

Julia Quick
Teaching & Learning Consultant & CPD Lead

Martha Lopez & Sophie Bannister
TSH Administrators

<https://www.harrischaffordteachingschoolhub.co.uk/15/welcome>



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www.harrischaffordteachingschoolhub.co.uk

@HACHTSHub



Priorities 2023-24

- **Increase and deepen TSH partnerships**, through **regular** communication with schools, **trusts**, and settings such as EYFS and AP, and future National Lead Providers through the **NIOT** through high-quality delivery of the **golden thread of teacher and leader, recruitment, retention and development.**
- **To build and sustain** a growth environment where schools can recruit, retain and develop expertise in **quality-first teaching** across all routes including shortage subjects and contribute to the DfE's goal that "by 2030, every child will be taught by an **excellent teacher** trained in the **best-evidenced approaches.**"
- **To strengthen and simplify** system leadership by providing access to and delivery of high-quality CPD that meets **local needs for: including excellent teaching and high standards of curriculum in every mainstream school supporting SEND pupils.**

Welcome to



Chafford Hundred
Teaching School Hub

DfE Targets

We have met our ambitious DfE **school engagement targets** for Year 2 and **increased** our annual targets for Year 3.

- **65% Hub schools engage, new target 70%**
- **60% Primary engage, new target 60+%**
- **75% Secondary engage, new target 75+%**
- **77% Special sch engage, new target 60+%**
- **100% Alternative Provision engage > 50+%**
- **14 Early Years Settings/Nurseries Engaged**

Over **285 schools** engage with our core CPD. **National AB reforms** and **new NPQs for SEND and Primary Maths** will also support us in reaching a broader market from next year.

We have submitted plans to co-deliver **1 EEF programmes** to the DfE supporting **local needs for 23-24.**

We are meeting these needs **at scale** by recruiting **local talent and expertise** at every level: Hub, delivery partners, facilitators.

Horizon Scanning: Policy & Research Update

Welcome to



Chafford Hundred
Teaching School Hub

Recommendations

1) DfE's [ITTECF Framework](#) published January 2024 for **September 2025 roll-out**.

- 1) Expertise Development 2) ECT Diagnostic 3) Subject/Phase Contextualisation 4) SEND 5) Mentoring 6) Updated Evidence Base: Oracy, Early cognitive development, and social and emotional learning.

2) EEF's [Using Research Evidence Guide](#), January 2024

- 1) Research Types 2) Examining Research CLAIMS: Conclusions, Limitations, Applicability, Independence, Methods, Sample Population 3) Research Evidence to Inform Practice: Toolkits, Implementation Guides.



Department
for Education

Initial Teacher Training and Early Career Framework

January 2024

1

Using research evidence
A concise guide



Education
Endowment
Foundation

Horizon Scanning: Policy & Research Update

Welcome to



Chafford Hundred
Teaching School Hub

3) National Institute of Teaching Research Agenda, January 2024



Closer to
the classroom:

Teachers' professional development
research priorities

NATIONAL
INSTITUTE
of Teaching

Our
Research
Agenda

2024 – 2027

NAT
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Meeting needs

How can teachers' and leaders' professional development needs be best identified?

What does effective mentoring that also works for mentors look like?

Practical realities

How can quality time be made for professional development, and can it avoid unnecessary additional workload?

Can professional development be used to support recruitment and retention?

Having impact

Which delivery methods or professional interactions are the most effective at changing teacher and / or leader behaviour to improve practice?

When is professional development more effective when it is specific to the setting, phase, or subject?

Research meets practice

How can the impact of professional development be measured?

How can professional development be informed by research?

Recommendations

- 3) [Meta-Review: Teacher Education & Professional Development](#) Report, Gap Map & Toolkit due Sept 24
- TIDE, [Teacher Improvement through Data Evaluation](#), 5year project with Nuffield Foundation Feb 24
- 1) Develop a valid measure of teachers' impact on the attainment of their pupils,
- 2) Explore the statistical factors that contribute to teacher impact
- 3) Co-create interventions using the evidence generated during the previous two stages of research that aim to improve teacher development strategies, due Dec 2028

Horizon Scanning: Policy & Research Update

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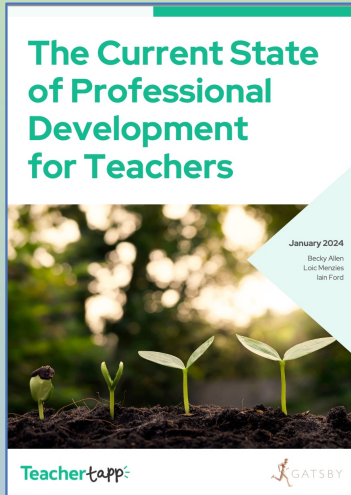
Recommendations

4) TeacherTapp, [The Current State of Professional Development](#) Jan 2024

- 1) Priorities for Curriculum and Subject Development (particularly small subjects Art/DT) & 2) Classroom Practice 3) Hybrid online and in-person flexibility 4) Reducing workload 5) Only 21% interest in working towards qualifications 6) 79% stated location/proximity of in-person conferences determined attendance 7) Areas for improvement don't always translate into training priorities

5) NFER's [Ethnic Diversity in the Teaching Workforce Review](#) Jan 2024

- 1) 60% schools all white teaching staff
- 2) 86% schools all white SLT (21/22)
- 3) Recommendations for ITT recruitment/trainers of colour
- 4) Retention: school EDI Policy/Data/Career Advice
- 5) Leadership networks



NFER
National Foundation for
Educational Research

MISSION44

Report

**Ethnic diversity in the teaching
workforce: evidence review**

National Foundation for Educational Research (NFER)



DfE ITT Data – Dec 2023



- **Teacher recruitment and retention continues to be difficult nationally.**
- The DfE publish monthly ITT recruitment updates.
- The ITT network did not meet DfE 2023-24 target.
- Total new entrants to ITT down 5% on last year.
- East of England recruited 1867 teachers (6/9 regions)
- <https://explore-education-statistics.service.gov.uk/data-tables/fast-track/e11c9cb3-6821-49eb-71a4-08dbf0bf98d8>

Headline facts and figures - 2023/24

Summary [Chart](#) [Table](#)

Overall trainee target (PGITT)

35,540

Total 2023/24 target (9.0% increase on 2022/23 target)

Primary trainee target (PGITT)

9,180

2023/24 target for Primary (21.2% decrease on 2022/23 target)

Secondary trainee target (PGITT)

26,360

2023/24 target for Secondary (25.9% increase on 2022/23 target)

Headline facts and figures - 2023/24

Summary [Chart](#) [Table](#)

Total new entrants to ITT

26,955

(down 5% from 28,463 in 2022/23)

Postgraduate total new entrants to ITT

21,946

(down 3% from 22,673 in 2022/23)

Undergraduate total new entrants to ITT

5,009

(down 13% from 5,790 in 2022/23)

Percentage of ITT recruitment target reached

96%

for primary subjects (up from 91% in 2022/23)

Percentage of ITT recruitment target reached

50%

for secondary subjects (down from 57% in 2022/23)

Percentage of ITT recruitment target reached

55%

for EBacc subjects (down from 60% in 2022/23)

Summary

In total there were 26,955 new entrants to ITT in 2023/24 compared to 28,463 in 2022/23 [1], 36,159 in 2021/22 and 40,377 in 2020/21. In 2020/21, we saw an unprecedented increase in new entrants to ITT, which was likely to be a direct result of the impact of COVID-19, and these higher levels continued, to a lesser extent, into 2021/22. In 2022/23 and 2023/24, numbers have been below pre-pandemic levels.

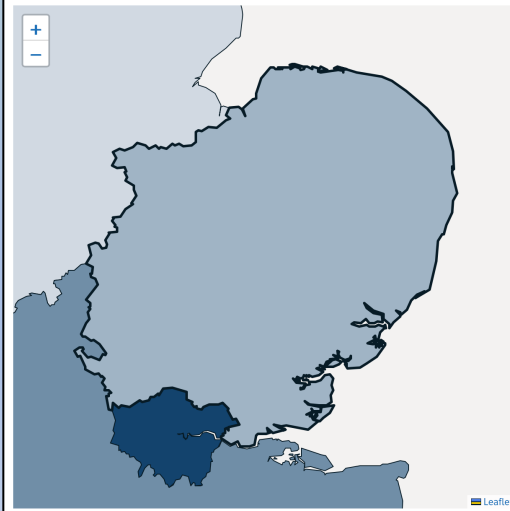
Postgraduate new entrants by region

1. Select data to view

Total new entrants to ITT (Postgraduate Total, 2023/24)

2. Select a Region

East of England



Key to Total new entrants to ITT (Postgraduate Total, 2023/24)

- 823 to 1,613
- 1,614 to 2,404
- 2,405 to 3,195
- 3,196 to 3,986
- 3,987 to 4,777

East of England

Total new entrants to ITT (Postgraduate Total, 2023/24)

1,867

ITT – Recommendation 10, Strategic Support

Welcome to



In our Hub region we are serviced by several ITT Providers:

- Essex and Thames SCITT, NEST, TES, Mid Essex SCITT, NIOT, Teach First, CTTC, Teach Thurrock, Essex Primary SCITT, West Essex SCITT, Reach, BPN, HEIs: ARU. (13)

The 9 Teaching School Hubs in the Eastern region work together to offer strategic support:

- Termly ITT Provider Meetings, to support recruitment, retention and free ITT Provider leadership training including Dr Sarah Alix on Neurodiverse learners, and Halli Hughes on Mentoring this year.
- Our DfE Train To Teach Event in December, had 192 delegates register online,
- Our Mentor Conference had 150 registered, 65 at intermediate level and 85 at advanced level to learn about The Science of Learning from Deans for Impact.
- Our ITT into ECF Conference is scheduled for 22nd May.
- <https://www.harrischaffordteachingschoolhub.co.uk/26/initial-teacher-training>

Train to Teach
East of England

Thursday 7th December
16:30

This event is brought to you by the Teaching School Hubs in the East of England and the East of England Regional Network for ITT.

Alpha, AlbanTSH, Chiltern, JULIAN, Saffron Teaching School Hub, UNITY TEACHING SCHOOL HUB

Page 1 of 29
Thursday 7th December 2023

Train to Teach
East of England

EASTERN REGION TEACHING SCHOOL HUBS
in collaboration with Initial Teacher Training Providers

present...

THE SCIENCE OF LEARNING
ITT MENTOR CONFERENCE 2024
TUES 6TH FEB | 4PM

Join our free online event and learn more about what it takes to be an effective ITT mentor and how mentoring can support your own personal development.

Choice of sessions:
1. 'The Model of the Mind'
for new mentors
2. 'Modelling'
for experienced mentors

REGISTER HERE!

Alpha, AlbanTSH, Chiltern, JULIAN, Saffron Teaching School Hub, UNITY TEACHING SCHOOL HUB

EASTERN REGION TEACHING SCHOOL HUBS
in collaboration with Initial Teacher Training Providers

Get Into Teaching Webinar and Facebook Live

THURSDAY 7th DECEMBER 4:30PM

AlbanTSH, Alpha, Chafford Hundred Teaching School Hub, Chiltern, JULIAN, Saffron Teaching School Hub, UNITY TEACHING SCHOOL HUB

In collaboration with
Teaching
Search: Get Into Teaching

Mentor Knowledge Audit
How confident are you in using Cognitive Science evidence insights when working with novice teachers?

Start questionnaire: use QR code or link in the chat or original email

DFI

Deans for Impact
Managing the Learning Load: Understand Modelling and Think-Aloud

Deans for Impact

ITT – Recommendation 10, Strategic Support

Welcome to



Become a Placement School...
...and Grow your own new staff



What are the options?

- Offer Short Placements
- Offer long 'home school' placements and mentoring capacity
- Deploy expert staff to contribute to the delivery of key aspects of the ITT curricula, or host Intensive Training and Practice placements
- Develop mentoring and subject expertise within your staff with a view to developing 'lead mentors' to support ITT providers
- Contribute operationally and/or strategically to an existing partnership

The National Association of School-Based Teacher Trainers

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1059746/FOR_PUBLICATION_Government_response_to_the_initial_teacher_training_ITT_market_review_report.pdf

The Benefits of Developing your own Mentors

NASBTT, Executive Director, Emma Hollis on Mentoring

At an 'on the ground' level, anecdotal evidence tells us that hosting a trainee teacher in the classroom as their mentor gives serving teachers a **fresh look at their own practice** and, invariably, leads to an **'upping of their game' in the classroom.**

The very process of evaluating one's own practise in order to explain this to a novice can be transformative for experienced professionals – and the chance to **share expertise and knowledge with the next generation can improve morale, self-worth and improve retention.**

Add to this the introduction of 20 hours of CPD for each new mentor and 6 hours of training for each returning mentor, focused on the **most up to date evidence and on exploring 'what works' in classrooms** and your involvement in ITT now becomes a vehicle for **high quality CPD for your teachers, at no additional cost to your school. (Nov 2023)**

ITT – Recommendation 10, Strategic Support



• Data Collection

- In December we surveyed all our schools on behalf of the DfE to present a broad picture of our ITT engagement as part of the wider system.
- Thank you to all those who were able to respond. We reached **58% coverage** of the region, and this has led to **ITT support for 161 schools**:
- Free marketing materials to use on your school site/online
- Free guidance on ITT and DfE School Experience
- Free Regional ITT Provider Brochure
- Collaboration on Case Studies of Best Practice

Data was sent to the DfE for Term 1 and another update will be provided for Term 2. The **next deadline** to complete the form is **Thursday 28th March**, before Easter:

<https://forms.office.com/e/iq39a8Jtky>

Initial teacher training (ITT) reform

Information for schools

November 2023

ITT is intended to support and benefit everyone

Schools Recruit the well-trained teachers that schools need	Workforce Pipeline of new teachers to the profession
Teachers Help teachers fulfil their potential and feel supported in their role from the very start of their career	Pupils Ensure excellent teachers for every child

Teacher training is
We know that many schools v
teachers as part of their pro
school recruitment needs, by
pipeline of

ITT can support schools and staff in many ways

Opportunities to work with talented trainee teachers, who may be a strong fit for future teaching vacancies in their placement 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
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Contents

1. Role of Teaching School Hubs in ITT – slides 3-4
2. Introduction to ITT – slides 5-12
3. ITT Reform – slides 13-16
4. Mentoring – slides 17-22
5. Funding for Mentors – slides 23-26
6. Intensive Training and Practice – slides 27-29
7. High Quality Trusts – slides 30-31
8. How to get involved with ITT – slides 32-35

ITT – DfE School Experience

Welcome to



Chafford Hundred
Teaching School Hub

- Schools Fully Engaged in ITT but not searchable on DfE..

Prospective Trainee View:

<https://getintoteaching.education.gov.uk/train-to-be-a-teacher>

School experience

<https://getintoteaching.education.gov.uk/train-to-be-a-teacher>

Train to be a teacher

If you're just graduated, you're studying for a degree or you want to change your career, we can help you understand what training you need to do to get qualified teacher status (QTS).

If you have or are studying for a degree

If you've worked as an unqualified teacher

If you do not have a degree

Postgraduate teacher training

How to choose your course

What to expect in teacher training

Qualifications you can get

Qualified teacher status (QTS)

Postgraduate certificate in education (PGCE)

Pay and benefits

How much do teachers get paid?

What pension does a teacher have?

Qualifications and experience

What qualifications do I need to be a teacher?

How do I change to a career in teaching?

Who to teach

Which age group should I teach?

How can I teach children with educational needs?

School experience

How do I get experience in a school?

Can I do a teaching internship?

1. Using the DfE Service

Search for school experience

Enter location or postcode: Grays RM16 6SA

Select search area: 10 miles

School experience near Grays RM16 6SA

Location or postcode: Grays RM16 6SA | Search radius: 15 miles | Search

School profile

Dilkes Academy

The Teach Thurnock Primary Partnership led by Dilkes Academy is running an innovative PE programme for both the validated and PGCE accredited by UCL Institute of Education. This is a school based training programme where trainees can negotiate their home school.

The course is a one year, school based route, at the end of which you will receive Qualified Teacher Status. Unlike other providers, we offer a full year's employment and a full salary at Q1 on the teacher pay scale. We are very proud of the high quality training and mentoring that is an integral part of both our PGCE and school based programmes. Our trainees all receive bespoke training based upon their needs which allows them to achieve their full potential as outstanding practitioners who will be leaders of the future. We offer a £1000 bursary to all of our PGCE trainees and our salaried students do not have to pay course fees. 100% of our trainees have gained jobs in the Teach Thurnock Primary Partnership and many of our early cohort are already on the leadership ladder, positively impacting on the lives of Thurnock children.

Address: Garron Lane, South Ockendon, Essex, RM15 5JQ

School phases

Early years, Primary (4 to 11)

DBS check required

No, candidates will be accompanied at all times.

Entry requirements

You must:

- Must not have been accepted onto another teacher training course
- Must have a degree

DBS check required

No, candidates will be accompanied at all times.

Placement availability

Contact directly to arrange school experience that suits you!

School experience type

Both **VIRTUAL** and **IN SCHOOL**

Location

Address: Garron Lane, South Ockendon, Essex, RM15 5JQ

Parking

Yes - on site parking provided. We have a number of visitors' spaces. If they are full there is parking in the streets surrounding the school.

Start and finish times

8.15am to 3.30pm - Flexible. We can offer half days but we do expect an 8.15 arrival time as this allows us to carry out safe guarding procedures.

Dress code

Business dress. Cover up tattoos

Teacher training

Dilkes is the lead school for the Teach Thurnock Primary Partnership and our accrediting provider is UCL Institute of Education. [Find out more about our teacher training](#)

Links to more information about our school

[Dilkes Academy website](#)
[Dilkes Academy Get Information About Schools](#)
[Ofsted report: Dilkes Academy](#)
[Performance information: Dilkes Academy](#)
[Teacher training: Dilkes Academy](#)

https://schoolexperience.education.gov.uk/candidates/school_searches/new

Put Yourself on the Map:
https://schoolexperience.education.gov.uk/candidates/school_searches/new

School Experience
<https://schoolexperience.education.gov.uk/schools>

Schools that offer experience visits will typically be partnered with an ITT Lead Provider to provide placements and recruitment opportunities.

Initial Teacher Training – TSH Delivery

Welcome to



Chafford Hundred
Teaching School Hub



Help nurture
the next generation
of teachers



Low cost development

A low-or-no cost way
to develop the next
generation of teachers

Best practice

Get access to
the latest evidence and
best practice

Find out more

Find out more about
being a placement
school today

Become a placement school with the National Institute of Teaching

We are looking for placement schools where trainee teachers can learn their craft. The NIoT's initial teacher training programme is fully immersive – trainee teachers are based in a placement school 4-days per week, with Thursdays at our training centres, all year round.

Costs

Costs will differ on the routes trainees take.

Fee-paying trainees are free to place in your school. They are supernumerary. Some will receive a bursary, some will not, depending on their subject/phase.

Salaried trainees cost the school the fee (£9,250) and UQ1 plus oncosts for the first year. You will receive a salary grant to offset the trainee salary, depending on the subject.

Post-graduate Teacher Apprenticeship (PGTA): this can be offered to any current HLTA/unqualified teachers you would like to support to train to teach in your school. This will cost the UQ1 plus oncosts, but the fees can be paid from your levy.

We'd love to talk through your options with you.

We offer placements in the following subjects/phases

- Biology
- Chemistry
- Computer Science
- Design and Technology (with Art also available)
- English
- Geography
- History
- Mathematics
- Physics
- Primary 3-7
- Primary 5-11
- Primary with Maths 3-7
- Primary with Maths 5-11
- Languages: French and Spanish (Mandarin, Arabic and/or Urdu offered in some regions)
- Religious Education with Citizenship

Initial Teacher Training – TSH Delivery



5 reasons why you should become a placement school today:

1. The trainee would apply their knowledge of the latest evidence and best practice in your classrooms
2. Having a trainee teacher in a department/year group brings current research and practice to the mentor
3. The training can be shared as professional development with other colleagues, strengthening understanding across the school.
4. Mentors will be able to collaborate with peers across the region and will draw upon important skills such as instructional coaching and deliberate practice, whilst considering their own workload and wellbeing.
5. If your trainee is fee-paying, then they are supernumerary and an extra pair of hands. They take on more teaching load as the year progresses and will end on 80% of their 4-days by Summer Term 2.



Why work with us?

The National Institute of Teaching is a national teacher training and development organisation, set up by four leading school trusts. We have an established record in nurturing talent.

We want to be a steady hand, guiding teachers from their first days as a trainee, adding value to the lessons they deliver and helping them to hone their expertise in the classroom.

Our network of Associate Colleges across the country ensure that our programmes are tailor-made to their participants, reflecting local contexts and drawing on local expertise.

The NIoT was set up by schools; we know what schools are looking for in a novice teacher who can be shaped to work within the context of their placement school, whilst being prepared to teach anywhere.



Find out more

Watch three headteachers talk

about their experience of having a trainee teacher within their schools, and the positive impact it can have on them, their students and staff.

If you want to become a placement school for the NIoT, or even just want to know more, please contact us on itt@niot.org.uk or by calling **0330 133 6300**.

We look forward to working with you!

Welcome to



Chafford Hundred
Teaching School Hub

<https://niot.org.uk/programmes/initial-teacher-training>

Assessment

For QTS: Assessment is ongoing throughout the year, and includes observation of your practice and evidence of your success from mentors, tutors and yourself. Trainees are assessed against the NIoT ITT curriculum as the year progresses, and against the Teachers' Standards at the end of the programme.

For PGCE: Assessment is by three master's level assignments, which are both academically robust and grounded in your day-to-day practice.

NIoT works in partnership with the University of Birmingham. The University of Birmingham is the validating university and has responsibility for awarding the Postgraduate Certificate in Education (PGCE) element of the programme.



UNIVERSITY OF
BIRMINGHAM

Postgraduate Teaching Apprenticeship

Harness new teaching talent in your school

The National Institute of Teaching's Postgraduate Teaching Apprenticeship is a 14-month training programme that allows recruits to gain QTS and a teaching apprenticeship qualification, whilst remaining in paid employment in school. Apprentices can specialise in primary or a specific subject at secondary level. Our blended learning approach combines in-school experience, centre-based training and off the job training.



Register your school's interest

Benefits for your school

- The opportunity to develop the talent within your school, supporting your recruitment needs and improving staff retention.
- Apprentices can start on a higher teaching timetable than other ITT trainees (up to 60% of their in-school time, rising to 80% for the last 6 weeks of the training year).
- On the job training allows apprentices to continue their work in school.
- Apprentices are not supernumerary, meaning they can teach their own classes from day one.
- The training fee for your apprentice's course can be released from the apprenticeship levy, providing your organisation contributes to this.

Read more

23 May 2023

National Institute of Teaching joins Register of Apprenticeship Training Providers

The accreditation will mean that, from July 2023, the Institute will be able to provide a new, salaried route into teaching, alongside its traditional Initial Teacher Training offer.



The National Institute of Teaching has now been appointed as a registered apprenticeship provider for the Postgraduate Teaching Apprenticeship.

The accreditation will mean that, from July 2023, the Institute will be able to provide a new, salaried route into teaching, alongside its traditional Initial Teacher Training offer.

The NIoT Postgraduate Teacher Apprenticeship is a fourteen-month programme that runs from July to August and leads to Qualified Teacher Status (QTS), which trainees can access while remaining in paid employment in school.

Apprentices can specialise in primary or a specific subject at secondary level. Our blended learning approach combines in-school experience, centre-based training and off-the-job training.

The apprenticeship route allows schools to provide a career development pathway, which supports recruitment and retention for experienced staff and enables schools to develop their own talent.

Trainees can access new opportunities for career progression and recognition, and will benefit from a structured, nationally recognised programme to formalise and extend their existing knowledge and experience, while paying no tuition fees.

This year, the NIoT will be focusing on candidates who are graduates currently working in the school they wish to train to teach in, with some teaching responsibilities, for example teaching assistants or HLTAs.

Candidates must have

- A degree awarded by a UK higher education provider, or a recognised equivalent qualification.
- A standard equivalent to grade C/4, or above, in the GCSE examinations in English and Mathematics.
- A standard equivalent to a grade C/4, or above, in a GCSE science subject examination (for primary)
- A degree in the subject the apprentice wishes to teach, although A-level subjects may be considered and Subject Knowledge Enhancement courses are also available (secondary)
- school experience – length and roles may vary depending on the experience of each individual.
- all apprentices must meet the ESFA Apprenticeship eligibility criteria.

The employer pays all salary and associated employment oncosts, and once QTS has been awarded, apprentices will be paid as ECTS and have the same employment rights as ECTS.

Share with:



Get in touch

info@niot.org.uk
@NatInstTeaching

Teaching Apprenticeship Route

1. Share with your parent community
2. Develop your Teaching Assistants
<https://niot.org.uk/post-graduate-teaching-apprenticeship>

Upcoming Open Events:

- Sat 23rd March, 10am-2pm
Harris Academy Chafford Hundred, Thurrock
- Sat 27th April 10am-2pm
Harris Chobham Academy, Stratford
- Saturday 11th May 10am-2pm
Harris Lowe Academy, Willesden

This programme starts in **July 2024**, please visit the NIOT website to contact the ITT team and find out more:

<https://niot.org.uk/news-events/national-institute-of-teaching-joins-the-register-of-apprenticeship-training-providers>

Appropriate Body and Induction Reform

We are delighted to be supporting **over 603 Year 1 and Year 2 ECTs** and their schools during Induction this year.

As your **trusted external partner**, we quality assure the Induction process at each step of the way and provide **structured support when needed**.

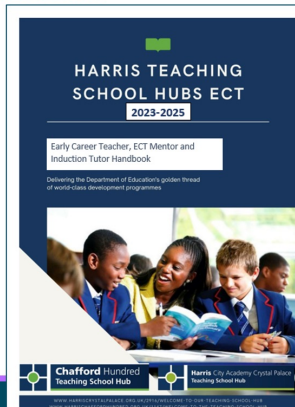
We are also a member of the **TSHC National AB Advisory Board** and provide **bespoke advice and guidance** for the Appropriate Body network, new induction tutors and headteachers.

We hope you can join our for one of our upcoming **Welcome Webinars** to find out more:

<https://www.harrischaffordteachingschoolhub.co.uk/27/appropriate-body-services>

Onboarding Schools, ECTs and Mentors

- This webinar is your first step in orientation to our systems and processes and an opportunity to **meet the key people** who will be supporting your school over the next two years of induction.
- Please complete our [ECF registration form](#) with the details of your school, ECTs and Mentors. We will provide you with access to the **NiOT Online Learning Platform**.
- The next step will require you to complete the **DfE Portal 'Manage training for early career teachers'**. This must be completed in order for schools to receive their full allocation of ECT and Mentor funding. (The NiOT Programme will be available to select from March 2023).
- If you are a new school to our **Appropriate Body**, please also register your school on **ECT Manager**. We use this platform for all statutory reporting during induction.
- The Teaching School Hub will host **induction events** for schools in **July and September**, at which point our **ECF and AB Handbook** will be shared with you. Schools can continue to have one-to-one support from this point on.



Induction for early career teachers (England)

Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies

Revised April 2023

To come into force on 1 September 2023



The Chafford Hundred Teaching School Hub is your designated Appropriate Body within the region.

Appropriate Body Services & Early Career Framework Delivery Partner 2024-26

Visit our [Website](#) for more information or to set up a meeting with us and your MAT/School Induction Tutor

Option 1 for New Schools:
Interested in registering ONE ECT on our ECF & AB Programme?
Please complete this form [HERE](#).

Option 2 for Existing Schools:
Please email us for the onboarding spreadsheet
TSHub@harrischaffordhundred.org.uk

We are delighted to be serving over 1200 ECTs, Mentors and Induction Tutors every day to meet their statutory needs for Induction.

We are a well-established and expert local delivery team serving schools and MATs across London and Essex. Our AB Service fee **from September 2024 is £490** per ECT for their **2-year Induction** period including:

- High-quality Early Career Framework** training and support for ECTs and mentors from our National Institute of Teaching Provider-Led Programme
- Independent quality assurance** of the Early Career Induction & statutory entitlements
- Expert advice and training** for Headteachers and Induction Tutors in all school settings
- Online access to the 'best bets' in evidence-informed teaching practice** endorsed by the DfE and EEF
- Additional subject and pedagogy CPD sessions** available from specialist teacher educators
- Fair and consistent assessment** against the Teachers' Standards across all institutions
- Streamlined processes for monitoring** Professional Progress Reviews and End of Year Assessments
- Access to online platforms** such as ECT Manager, to track your ECT's entire learning journey
- Transition support** for ECTs moving to a new AB, school, or changing the length of induction
- Two days in-school support** for struggling ECTs plus an ongoing helpline for confidential/well-being issues
- Experienced AB Panel** to serve on accreditation, moderation and appeals
- All registrations and reporting to the Teacher Regulation Agency**
- Plus, access to our ECT and Mentor Network and Regional Conferences for free**

We also have four other pricing options available on our website for schools wishing to follow a different route. We look forward to seeing you at one of our **Welcome Webinars** to meet our team.



Early Career Framework

We deliver the ECF to over 2,000 participants.

Our participants report that they are **highly satisfied** by our programme.

The **weekly in-school mentoring** is biggest and most valuable part of our programme.

100% of ECTs have attended training and completed self-study.

98% of ECTs and 95% of mentors are confident they can **apply their learning**, feedback and deliberate practice back to **their school context**.



NATIONAL INSTITUTE of Teaching

Early Career Teachers

We provide impact through innovation, making the Early Career Framework easier to manage in schools

Choosing the NioT as your Early Career Framework (ECF) provider will ensure that your new teachers are given the expert support they need to become confident, capable classroom practitioners.

- More impact in less time
- Respecting teacher time and expertise
- Lean, clean systems that make the programme run smoothly
- Making it easier for you and your team

Why choose NioT?

The National Institute of Teaching's ECF programme provides **impact through innovation**.

We've had a chance to observe, listen, and learn from what's gone before - and because we are rooted in schools, we understand the pressures that headteachers and trust leaders are under.

Together, we can create an environment where educators thrive, students excel, and your school achieves its full potential.

What makes our programme different?

Focus on the mentor-ECT relationship

Our programme is centralised around the mentor-ECT relationship - we know mentors are one of our best resources so we invest time in their training, respond to their training needs and ensure the programme is easy for them to manage.

Turning the theory into practice

Application matters. Self study is intentionally set out in chunks of reading, alongside an activity (co-planning, observation and discussions with colleagues) so that ECTs can see their learning in action as well as gain a comprehensive understanding and functional application of the theory.

Local opportunities for peer support

Local onboarding happens in person to help ECTs to start building local networks. We want to help retain well-supported colleagues and our programme provides a great opportunity for teachers to share their experiences, resources, and best practices to help each other grow and succeed in their careers.

Together, let's shape the next generation of educators

Embedding great teaching...



Expert input from high profile speakers

One of the most exciting parts of the NioT programme is the introduction of Expert National Webinars. The renowned speakers, Tom Bennett, Alex Quigley, and Kate Jones, each expert in their respective fields, impart their own experiences, knowledge and wisdom to ECTs and mentors, delivering a valuable learning experience. They offer stimulating dialogue, provoke reflection, and are a source of tremendous inspiration.

Unique wellbeing check

Our teacher wellbeing model is informed by research, and takes a pulse survey of teachers and mentors when they are engaging with the programme, which gives us the opportunity to learn and adapt in real-time.

Register your school's interest, visit niot.org.uk

Unique benefits of our programme

- **Unique wellbeing check:** Our teacher wellbeing model is informed by research, and takes a pulse survey of teachers and mentors when they are engaging with the programme. This will inform a national conversation about ECF satisfaction, and gives us the opportunity to learn and adapt in real-time.
- **Minimal disruption:** Events are a combination of online and in-person, to minimise disruption to teaching. This also reduces the need for travel, fosters small group meetings, specialist sessions and networking.
- **Application matters:** We understand that ECTs may have limited time for reading, which is why we prioritise application over extensive reading. Our programme places a strong emphasis on the mentor-ECT relationship, allowing us to provide bespoke sessions for each ECT and facilitating genuine networking opportunities. With reduced travel and more time spent in school, our programme is designed to help manage workload and prioritise wellbeing.
- **Highly contextual study:** Our robust cycle of mentoring, feedback, observation/actions, and reflection ensures that all study is contextualised and applied in practice. ECTs will have ample opportunity to regularly observe others to inform their practice and progression. Our programme also includes subject/phase seminars to help make learning more relevant in year 2. We prioritise the mentor-ECT relationship and offer specialist sessions from industry experts. With a focus on context-specific mentoring, our programme is tailored to meet the needs of ECTs in each phase/subject.
- **Focus on the mentor-ECT relationship:** The mentor-ECT relationship is priority on this programme, and our specialist sessions from industry experts also assist mentors in building effective mentoring relationships.
- **Support for mentors:** Our Early Career Framework (ECF) programme provides focused training to help mentors develop their mentoring and coaching skills. As a mentor, you will receive ongoing support throughout the programme to help you grow and develop your skills further. We have a tailored programme for repeat mentors to reduce the time required for future study. Our structured cycle for mentor/ECT is designed to streamline and reduce the organisational onus on the mentor. We also provide support to contextualise the programme through subject/phase-specific training and an observation cycle.
- **Open source materials:** Our open-source materials offer flexibility for mentors to study at a time that works for them. With fewer in-person sessions, our programme is designed to reduce pressure on schools and mentors. We prioritise workload management and wellbeing and provide optional sessions from industry experts to supplement the learning experience.



Evidence Based Education

For More Information about our ECF Programme visit:

<https://www.harrischaffordteachingschoolhub.co.uk/28/early-career-framework>

And the National Institute of Teaching:
<https://niot.org.uk/programmes/ECF>

National Professional Qualifications

Cohort 7 will commence October 2024

For more information please visit our website:

<https://www.harrischaffordteachingschoolhub.co.uk/792/national-professional-qualifications-national-institute-of-teaching-niot>

We have supported **over 500 school leaders** achieve their NPQ in recent years.

And yet the DfE report there are 76 schools in our region who have not yet accessed these funded opportunities, **67 are primaries** who gain additional target funding to release staff.

We continue to draw on **local and national expertise** to deliver our programmes locally for our schools. We support **curriculum exemplification** with **virtual school visits**. We are delighted to be offering the **new NPQSEND** later this year.



**Lead with impact:
Apply for our National
Professional Qualification**

About us
The National Institute of Teaching is a teacher and leader training and founded by four of the country's most respected school trusts, we are schools. Our aim is to boost the quality of teaching and leader practice, interpreting research, applying the insights to the design and delivery and sharing this with the sector.
Where do we work?
Our programmes are available to all schools in England, delivered in-school and in-person training.

National Professional Qualifications (NPQs)

With the NioT's suite of NPQs, you'll have access to leading research, developed by people who know what teachers need. DfE funding is currently available for our NPQs and they run between 12 and 18 months.
There are four leadership NPQs covering senior leadership, headship, executive leadership and early-years leadership. And there are four NPQs for teachers and leaders who want to develop their expertise in specialist areas of teaching practice.
Visit our website to view the full eligibility criteria
niot.org.uk

NPQ in Leading Behaviour and Culture
Our National Professional Qualification for Leading Behaviour and Culture is designed for ambitious teachers and leaders, including behaviour-management leads and SENDCOs, who want to be involved in developing and implementing behaviour and wellbeing strategies at their school.

NPQ in Leading Teaching
Our NPQT is designed for ambitious teachers who lead or aspire to lead teaching in a subject, year group, key stage or phase.

NPQ in Leading Teacher Development
Our NPQTD is designed for any member of staff who has - or wants to have - responsibility for leading the development of other teachers in their school. This includes anyone interested in mentoring trainees or early-career teachers.

NPQ in Leading Literacy
Our NPQLL is designed for ambitious classroom teachers and middle leaders, who want to - or already have - responsibility for leading literacy across a school, year group, key stage or phase.

NPQ in Early Years Leadership
Our NPQEYL is designed for ambitious early-years leaders who want to be - or already are - nursery managers, nursery headteachers or childminders with leadership responsibilities.

NPQ in Senior Leadership
Our NPQSL is designed for ambitious classroom teachers and leaders who want to be - or already are - senior leaders with cross-school responsibilities.





NPQ in Headship
Our NPQH is designed for ambitious school leaders who want to be - or already are - a headteacher.

NPQ in Executive Leadership
Our NPQEL is designed for people at the top of the profession: school leaders who want to be - or already are - an executive headteacher or an academy trust CEO, with responsibility for leading several schools.

Early Headship Coaching
The Early Headship Coaching (EHCO) programme provides structured, unassessed face-to-face support for new leaders in their first five years of headship. The programme is a targeted package of support, based on the latest and best available evidence about what makes an effective Head. A personalised, practical and flexible programme, the focus is on helping you to maximise your impact as a head and deal with the challenges you face in your school context.

Why train with the NioT?

Our programmes are:

-  Relentlessly focused on impact on children's outcomes
-  Highly rigorous and highly practical: connecting research to the reality of schools, and applying global expertise to unique local contexts
-  Designed and delivered by exceptional serving leaders who understand the pressures and nuances of school life
-  Structured to fit around teachers' busy schedules

Special features

-  **Masterclasses:** learn from school-based experts applying evidence-based practice to a real school context
-  **Practice clinics:** use deliberate practice to help to embed new concepts and skills in your own practice (Specialist programmes)
-  **Virtual school visits:** visit some of the highest performing schools in England and learn from leaders who have established and embedded excellence
-  **Group coaching:** work with experienced school leaders to find solutions to the common issues faced in your own context (Leadership programmes)

What programmes do we offer?

The NioT offers the whole golden thread from ITT onwards, including the full suite of NPQs.

The five specialist NPQs:

- NPQ in Leading Behaviour and Culture (NPQLBC)
- NPQ in Leading Literacy (NPQLL)
- NPQ in Leading Primary Maths (NPQLPM)
- NPQ in Leading Teacher Development (NPQLTD)
- NPQ in Leading Teaching (NPQLT)

The four leadership NPQs:

- NPQ in Early Years Leadership (NPQEYL)
- NPQ in Headship (NPQH)
- NPQ in Senior Leadership (NPQSL)
- NPQ in Executive Leadership (NPQEL)


We also offer the Early Headship Coaching Offer (EHCO) package of structured support

Take the next step in your career with the National Institute of Teaching niot.org.uk

- [NPQ Leading Teaching](#)
- [NPQ Leading Behaviour and Culture](#)
- [NPQ Leading Teacher Development](#)
- [NPQ Leading Literacy](#)

- [Leading Primary Maths](#)
- [NPQ Early Years Leadership](#)
- [NPQ Senior Leadership](#)
- [NPQ Headship](#)
- [NPQ Executive Leadership](#)
- [Early Headship Coaching Offer](#)

NEW TRUST CEO PROGRAMME



About us Programmes Research News Insights Events Work with us

Contact us

← Back to Programmes

School Trust CEO Programme

Register your interest

For: School Trust CEOs

Start Date: September 2024

Programme Length: 12 months + 3 month aftercare

Cost: Fully funded

Overview

Curriculum	Half of the pupils in England (54%) are educated in a trust. The DfE has identified that "the best trusts are successful in large part because of the leadership and systems which the most effective Chief Executive Officers bring to their trusts, supported by effective oversight from trust boards (including chairs) and excellent central teams."
Delivery	
Who is it for?	
The programme	The CEO role is vital in both leading and shaping the education system. It is complex, demanding, highly influential, and nuanced. It is community-shaped and community-shaping, as well as subject to national and international influences. It is also relatively new in comparison to other roles in the sector.
Time commitment	
Location	
Assessment	With this challenge in mind, we have created a programme for new and current CEOs of large trusts to enable them to thrive in this rewarding and vital role.
Cost	
How to apply and selection process	Our approach reflects the complexity of the role; the local, the national, the internal focus on standards, and the external focus on the role schools play in the lives of their children, families, and neighbourhoods.

Building the next generation of system architects

This **DfE fully-funded** programme provides:

- 3 Immersive experiences
- 18hrs of Self-Study
- International Expertise
- Executive Coaching
- 4 Live Conferences

-Panel Discussions with speakers such as Baroness Barran, Sir Nick Weller, Dame Dr Colette Bowe, Dr Martin Clarke, Leora Cruddas, Andy Wolfe, Rebecca Boomer-Clarke, Ed Vainker, Lucy Heller, Melanie Renowden and more.

<https://niot.org.uk/programmes/school-trust-ceo>

Subject Forums, DfE Endorsed CPD

When speaking to headteacher groups across the region our **needs analysis** identified **subject knowledge development** as an area for need across primary and secondary. These **45min online networks** address **key research**, provide access to **national resources** from subject associations and suggested **practical activities** for classroom teaching and assessment. It is a great **source of support** for staff teaching new topics for the first time and for the ongoing network of support. **Online library available.** You can **send as many staff to as many forums as you wish!**

Primary Subject Forums

PE	7th March 2024	27th June 2024
DT	6th March 2024	27th June 2024
MFL	6th March 2024	26th June 2024
Computing	7th March 2024	26th June 2024
EYFS	6th March 2024	25th June 2024
Science	6th March 2024	26th June 2024
Music	5th March 2024	25th June 2024
RE	5th March 2024	24th June 2024
English (Focus reading)	7th March 2024	27th June 2024
Geography	TBC	TBC
History	TBC	TBC

100%
of respondents said
they will likely
change or introduce
something in their
professional
practice as a result
of undertaking the
Subject Forums CPD



<https://www.harrischaffordteachingschoolhub.co.uk/353/east-of-england-subject-forums>

Subject Forums Offer to Schools - 2023/2024

The online subject forums will allow you to look at latest research in your subject area and how you can incorporate this into your practice. Our Subject Forums are delivered in partnership via Curriculum Hubs, and the Teaching School Hubs in the Eastern region.

Primary Subject Forum
Please scan the QR code to register your school or click [HERE](#)



Secondary Subject Forum
Please scan the QR code to register your school or click [HERE](#)



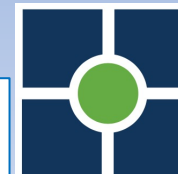
Once your school has signed up to the Subject Forums, you will receive further information to register your staff.

Register now at a reduced price!

Individual School Membership to the Subject Forums costs **£60** per year for Primary and **£93** for Secondary.

The membership fee will allow you to add any teacher onto the Subject Forums during the year.

The sessions will run once a term during the below weeks:
4th-8th March 2024
24th-28th June 2024





Chafford Hundred Teaching School Hub

Subject Forums, DfE Endorsed CPD

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Secondary Subject Forums		
Art	4th March 2024	28th June 2024
DT	6th March 2024	27th June 2024
Science	7th March 2024	26th June 2024
Computing	7th March 2024	26th June 2024
PE	7th March 2024	27th June 2024
Business Studies	4th March 2024	24th June 2024
Music	5th March 2024	25th June 2024
MFL	6th March 2024	26th June 2024
RE	5th March 2024	25th June 2024
Geography	TBC	TBC
History	TBC	TBC

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<https://www.harrischaffordteachingschoolhub.co.uk/353/east-of-england-subject-forums>



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Chafford Hundred Teaching School Hub

DfE Endorsed CPD Programmes – Curriculum Development



Evidence Informed Curriculum Development

The East London Research School and Chafford Hundred Teaching School Hub are delighted to be offering this DfE endorsed programme to Essex schools again in 2024, after positive responses from our first two cohorts in 2023.

Headteachers and senior leaders will be supported to explore, share and challenge teacher beliefs about learning and curriculum.

The training will equip you with planning questions and tools to prompt discussion back in school.

The programme will support you to design and implement a curriculum that is right for your unique context and your specific vision and values.

Using evidence to enhance your curriculum will ensure that the decisions you make for your school are grounded in what research says are the 'best bets'.

We are delighted to be co-delivering this programme with the East London Research School again this year. Our ELEs, Evidence Leads in Education are all practicing leaders in our schools and will provide bespoke wraparound support for your school needs.

Deadline to apply: Friday 7th March
Programme Start Date: Monday 18th March.

Professor Becky Francis, CEO of the Education Endowment Foundation, said:

"It has never been more important to assist schools in engaging with evidence to inform their approaches to teaching and learning. The appointment of these new Research Schools will be a valuable source of support for others in their respective regions, as they strive to meet the needs of their students."

BOOK HERE

[Download programme outline here](#)

COST? Cost per school: £300

WHO? This programme is aimed at headteachers, MAT directors and senior leaders. Please note as a 9-module course, we encourage participants to ensure they are able to commit the necessary time and capacity to fully engage.

DATES:

- Monday 18th March 9.30am-3.30pm in person, Modules 1, 2 and 3
- Monday 25th March 3.45pm-5.45pm online, Module 4
- Monday 29th April 3.45pm-5.45pm online, Module 5
- Monday 29th April 3.45pm-5.45pm online, Module 6
- Monday 1st July 9.30am-3.30pm in person, Modules 7, 8 and 9

Venue for in person sessions: Harris Chafford Hundred Teaching School Hub, Mayflower Road, Chafford Hundred, Essex, RM16 6SA

Evidence Informed Curriculum Development

Day 1 face to face Monday 18th March 9.30-3.30

- Module 1: Understanding curriculum**
 - Beliefs, assumptions and values
 - What do we mean by curriculum?
 - What do we mean by knowledge?
 - The curriculum evidence base
 - EY, Primary and Secondary case studies
- Module 2: Implementation**
 - Why is implementation planning important?
 - The implementation cycle
 - Foundations for implementation
 - Implementation case studies
- Module 3: Engaging with evidence**
 - Introduction to the EEF and the Research Schools Network
 - Why use evidence
 - Critical engagement with evidence
 - The challenges of evidence in curriculum development

Module 4 webinar Monday 25th March 3.45pm-5.45pm

- Module 4: A curriculum for long term learning**
 - The simple memory model
 - Schema theory, sequencing, and curriculum coherence
 - Cognitive Load Theory and Retrieval Practice
 - Case Studies

Module 5 webinar Monday 22nd April 3.45-5.45pm

- Module 5: Supports for success - language and metacognition**
 - The language gap
 - High quality interactions (EYFS)
 - Vocabulary (Primary)
 - Disciplinary Literacy (Secondary)
 - An introduction to metacognition

Module 6 webinar Monday 29th April 3.45-5.45

- Module 6: A diverse and inclusive curriculum**
 - What do we mean by diversity?
 - Why does diversity matter?
 - What might a diverse curriculum look like?
 - How does diversity relate to my curriculum?

Day 2 face to face Monday 1st July 9.30am-3.30pm

- Module 7: Effective Professional Development**
 - The consensus view
 - The evidence review: how, what and why
 - Implications and recommendations for effective professional development
- Module 8: Implementation Planning**
 - Recapping the programme so far
 - Refining the 'problem' and desired outcome for your school
 - Drafting active ingredients and implementation activities
 - Peer review of implementation plans
- Module 9: Sustaining change**
 - The Deliver phase
 - Monitoring and evaluation: why
 - Monitoring and evaluation: how
 - Sustaining change: the COM-B and EAST models

Evidence Informed Curriculum Development WRAPAROUND SUPPORT

Optional Wraparound Support is available throughout the programme. You will be able to opt in to any, or all, of the following options:

- Wraparound 1: Explore Phase**
Wednesday 24th April 10am-11am
 A one hour 'drop in' online session offering support with either:
 - Planning your explore phase activity
 - de-briefing/refining reflections on information from your exploration activities
- Wraparound 2: Unpicking Modules 4, 5 and 6**
Wednesday 1st May 9.30-10.30
 An opportunity to meet with the course leader to look more closely at any of the evidence that relates specifically to implementation in your school.
- Wraparound 3: Implementation**
Monday 8th July am
 30 minute slots available to meet online and review professional development for your school; evaluating how to optimise the mechanisms included and how to ensure a balanced design
- Wraparound 4: Professional Development**
Wednesday 10th July am
 30 minute slots available to meet online and review professional development for your school; evaluating how to optimise the mechanisms included and how to ensure a balanced design

Visit our website to apply:
<https://www.harrischaffordteachingschoolhub.co.uk/622/evidence-informed-curriculum-development>

DfE Endorsed CPD – Creative Writing Through the Arts

CREATIVE writing
THROUGH THE ARTS



Chafford Hundred
Teaching School Hub



Photos: Leila Balin

Drama Inspiration Day - 18th April 2024!

Creative Writing through the Arts is a successful teacher development programme for Primary teachers. Research led by Anglia Ruskin University has demonstrated that the programme improves pupil's writing in a number of areas.

Evidence and Research can be found here: <https://creativewritingarts.org.uk>

One-Day Programme:

- Training Day led by specialist Drama Practitioner Ross Bolwell-Williams

Drama activities to encourage:

- The development of Oracy in your classroom
- Improved pupil Reading
- Ideas and inspiration for pupil Writing
- Mantle of the Expert
- Planning for in-school implementation



Timings: 9.30am to 3.30pm

Venue: Harris Academy Chafford Hundred, Mayflower Road, Chafford Hundred, Essex, RM16 6SA

Please enter via the Conference Centre entrance.

Travel: 10-minute walk from Chafford Hundred Train station. No parking available at the school, nearby on-street parking available.

APPLY HERE

Primary and Secondary schools within the local authority areas of Basildon, Brentwood, Castle Point, Maldon, Rochford, Thurrock and Southend-on-Sea are eligible to apply. **Deadline to apply is 17th April 2024**

For more information please contact
Sarah Goldsmith:

S.Goldsmith@harrischaffordhundred.org.uk

Or click below to visit our website:

[Harris Chafford Hundred Teaching School Hub](https://www.harrischaffordhundred.org.uk)

CREATIVE writing
THROUGH THE ARTS

Harris Diploma in Team Leadership
Apprenticeship



Creative Writing Through the Arts

We are once again proud to be leading the *Creative Writing Through the Arts* programme to Primary schools across the Chafford Hundred Teaching School Hub network from September 2022.

This programme is suitable for KS1-2 class teachers. The programme will connect local schools with specialist artist practitioners from Music, Visual Arts and Drama to explore how to improve student writing.

'The programme has transformed writing in our school' (Head Teacher)

Creative Writing Through the Arts Programme

We are delighted to work with Essex Music Hub and our team of cultural arts practitioners to promote collaboration with our local schools to enrich the curriculum and make teaching and learning more creative with our **Creative Writing Through the Arts Programme**.

We have one *Drama Inspiration Day* left on 18th April for schools to sign up to!

Please contact Sarah Goldsmith:

<https://www.harrischaffordteachingschoolhub.co.uk/81/creative-writing-through-the-arts-2023-24>



Chafford Hundred
Teaching School Hub

Designated Mental Health Lead Training Programme commences June 2024

We are delighted to be partnered with the **Mental Health Lead Network and Learning in Harmony** to help ensure all schools across our South Essex have a trained Mental Health Lead.

This is a funded programme by the DfE to help promote our commitment to teacher and pupil wellbeing.

The next cohorts start in **June 2024**.





Sign up now via our website:

<https://www.harrischaffordteachingschoolhub.co.uk/83/designated-mental-health-lead-training-programmes-2023>


We offer a **wide range of other CPD programmes** throughout the year including Coaching Apprenticeships, SLE accreditation, Lead Practitioner Programme, Effective Teaching for SEND.

Sign up now via our website:

<https://www.harrischaffordteachingschoolhub.co.uk>



DfE Fully Funded Designated Mental Health Lead Training Programme 2024



Transforming Children and Young People's Mental Health

The Department for Education and Department of Health and Social Care jointly published a [Green Paper](#) in 2017, setting out the government's commitments to improve mental health and wellbeing support in schools by offering mental health lead training free of charge to every state school by 2025.

Who is this programme for?
[Advanced Designated Mental Health Lead](#)
This pathway is for those appointed to be Mental Health Leads for their school. Those attending will normally have had some basic or introductory training or experience in the role. This is applicable for Middle and Senior Leaders, Deputies and Headteachers.

School's Role and Responsibilities:
Schools are in a unique position to promote wellbeing, positive mental health and resilience as part of an integrated approach, that includes parents and is tailored to the needs of their pupils and staff.

Modules:

- Understanding the Role
- ethos and Culture
- Leadership and Management
- Pupil Voice
- Parents, Carers and Community
- Staff Support and Development
- Mental Health Interventions
- Targeted Approach
- Curriculum, teaching and learning

Participants need to attend training, complete self-study and keep a portfolio to earn a Level 4 Certificate in Mental Health Aware Leadership. These materials have been endorsed by the DfE and reviewed by the British Psychological Society and the Society of Occupational Medicine.

Actions:

1. complete the [first stage of the application process](#) to reserve a grant via de DfE website. In this form, your eligibility will be checked
2. You will then receive confirmation that they have successfully received your application and you should proceed to book the DfE quality assured training course via the [mentalhealthlead.com](#) website to commence by 27th June 2024.
3. You will receive an email from DfE inviting you to submit the [second stage of your application](#). In this form, you will be asked to provide evidence that confirms you have booked a DfE quality assured course.

Register for this programme [HERE](#)

Deadline for applications is 26th June 2024

Key Dates:
Advanced Designated Mental Health Lead Programme

Day 1: Thur 27th June 2024
Face to Face

Day 2: Mon 15th July 2024
Face to Face

Day 3: Wed 25th Sept. 2024
Face to Face


For more info visit the **Harris Chafford Hundred Teaching School Hub [website](#)**

Follow us on X:
@HACHTSHub

DfE Grant funding to schools is £1200

This includes £800 for the training programme & £400 for cover costs. For more information on DfE grants:

<https://mentalhealthlead.com/dfe-grant-process/>



Curriculum Hubs: New Vision English Hub

This Term: Funding Deadlines

We are delighted to be able to offer a third Breakfast Briefing with the Director of our local English Hub this year, for you to join online on **Friday 8th March from 8am to 8.30am**, to support you with funding for your Phonics programmes.

This session will be a repeat of the excellent session previously delivered in December, for those that could not attend. There is £82,000 accelerator funding and £64,000 Hub funding left to allocate. **This year 3 schools from Basildon and 1 from Castle Point have been successful.**

Eligible schools can receive up to **£6,000 funding towards phonics resources and training.**

- Providing bespoke school support through the Partner School and Accelerator Fund programmes.
- Delivering free training opportunities linked to phonics, early language and Reading for Pleasure.

We look forward to seeing as many of you there as possible.

For more information please visit: <https://newvisionenglishhub.co.uk>
or: <https://www.harrischaffordteachingschoolhub.co.uk/37/new-vision-english-hub>

NEW VISION ENGLISH HUB REMOTE BREAKFAST BRIEFING

Mark Beyer-Woodgate (Director, [Chafford Hundred Teaching School Hub](#)) is inviting you to a short update on an opportunity for your school.

We welcome headteachers and reading leaders, committed to improving reading teaching at their schools, to find out about funding, free training and bespoke school support offered through New Vision English Hub.



Session 1:
DATE: Friday 8th March 2024
TIME: 8.00 - 8.30 AM
FORMAT: Zoom
[Book your place here](#)

Fahima Khankhara, Hub Lead for New Vision English Hub, will outline a number of ways they can support schools in NE London and Essex:

- Offering eligible schools up to £6,000 funding towards phonics resources and training
- Providing bespoke school support through the Partner School and Accelerator Fund programmes
- Delivering free training opportunities linked to phonics, early language and Reading for Pleasure.

Alternative Session:
DATE: Friday 8th March 2024
TIME: 9.30 - 10.00 AM
FORMAT: Zoom
HOST: Chafford Hundred Teaching School Hub
[Book your place here](#)



English Hubs
New Vision English Hub

English Hubs New Vision English Hub

ENGLISH HUB SHOWCASE

New Vision English Hub at Elmhurst Primary School
13th March 2024
9:00am - 1:30pm

Join us at Elmhurst Primary School for a free morning of phonic observation, reading and early language development CPD and strategic action planning. Find out how New Vision English Hub can provide up to **£6,000 of free funding and support to drive standards in reading teaching and early language development in your school.**

Your school could be eligible for funding and support if you meet any two of the listed criteria:

- Schools with lower than average PSC Results (Average in 2023 was 79%)
- Schools with a high proportion of groups considered hard to reach such as EAL, FSM, Travellers
- Schools where there is a risk of declining standards
- Schools where the lowest 20% are not on course to reach the expected standard in the PSC
- Schools with a higher than average children eligible for pupil premium
- Schools referred by local partners (National leaders in Education, Local Authorities etc)

In the morning you will hear from Shahed Ahmed OBE, Executive Headteacher at Elmhurst Primary School. He will outline Elmhurst's journey to achieving reading success, which has led to 95% of Year 1 pupils passing the Phonics Screening Check in 2023.

You will have the opportunity to:

Observe phonic teaching at Elmhurst and consider how to ensure your phonic programme runs effectively.

Learn how we are developing a reading for pleasure culture in our school and how we are accelerating our pupils' language development. These sessions will be filled with practical strategies you can implement in your school.

Headteacher attendance is compulsory. The event is also open to Reading Leaders and Senior Leaders at schools in North East London and Essex.

Schools can claim **£160** to offset cover costs for attending the Showcase.

Click here to book now!

Curriculum Hubs: Science Learning Partnership

Please take a moment to check out the **BIGGEST** D&T Conference of the Year! Put the date in the diary, **12th July 2024 at the University of East Anglia.**

Designed and priced for the whole department and school budget in mind. **Teachers £100 per department – up to 5 people.** First teacher needs to register on STEM and book through the link, additional teachers must also register on STEM then contact smaschas@tgschool.net to be booked on with a special discount code.

Registering is quick and free. if you have any problems registering, please email STEM support. Register here: <https://www.stem.org.uk/user/register?destination=node/451564>

BOOK HERE: <https://www.stem.org.uk/cpd/533748/big-dt-meet-national-conference>

You will have the chance to meet other D&T teachers, staff and members of industry from across the country to explore ideas and build your network. You will gain practical advice, rooted in classroom practice, and a chance to ponder some of the key issues currently facing D&T. Speakers will represent experienced teachers, leaders of education and industry experts and some of the education research community.

You can tailor the programme of sessions to meet your requirements by choosing which workshops and sessions you wish to attend. During break and lunch times there is an opportunity to visit our Mini Industry Village. Further information / marketing on Twitter: <https://x.com/Made in heth ac/status/1752219806852321746?s=20>

The Big D&T Meet - A National Conference RH298 / D37

Start date	12 Jul 24	Book now	This course still has availability, book now
Location	University of East Anglia, The Registry, University Plain, Norwich NR4 7TJ View on Google Map		

COST

STATE-FUNDED SCHOOL OR COLLEGE	Activity fee £100.00 +VAT
FEE-PAYING SCHOOL OR COLLEGE (INDEPENDENT)	Activity fee £100.00 +VAT

Book now

This course still has availability, book now

ADDITIONAL INFORMATION

For courses at the National STEM Learning Centre in York, fees include meals and accommodation for the duration of the course.

Summary

Invgorate your D&T teaching with a packed programme to support you at whatever stage of your career you are at. This conference is designed with departments in mind.

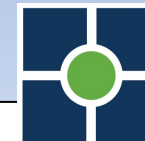
Join us at the University of East Anglia, Norfolk, where you can spend the day getting hands-on in workshops as well as listening to speeches from experts in Design & Technology education. With a programme of over 30 speakers available, this is

THE D&T CPD of the year!

<https://twitter.com/i/status/1752219806852321746>

Teachers £100 per department – up to 5 people. First teacher needs to register on STEM and book through the link, additional teachers must also register on STEM then contact smaschas@tgschool.net to be booked on with a special discount code. Register on STEM [here](#) Lunch, tea/coffee included + parking

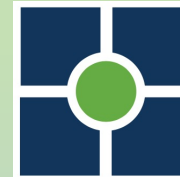
We support a wide range of **curriculum hubs**, please visit our website to find out more: <https://www.harrischaffordteachingschoolhub.co.uk>



Chafford Hundred Teaching School Hub

Royal Opera House

Leaders for Impact and Cultural Champions



Chafford Hundred
Teaching School Hub

LEADERS FOR IMPACT

strengthening the leadership
of cultural learning in schools



ROYAL
OPERA
HOUSE

NATIONAL
SCHOOLS
PROGRAMME

Applications are now open for our Leaders for Impact programme

Do you want to transform your school and inspire your students with **creative and cultural learning**? Do you want to **join a network** of passionate and innovative leaders making a difference in education? Do you want to **develop your leadership skills** with tailored training, mentoring, and coaching?

If you answered 'yes' to any of these questions, then you are the perfect candidate for our Leaders for Impact programme. This year-long leadership development programme is for **headteachers and senior school leaders in England who want to lead the change** in their schools and beyond.

Don't miss this opportunity to apply for the 2024/25 cohort. We are looking for **20 committed and experienced professionals** ready to take their leadership to the next level.



[Learn more →](#)

"The Leaders for Impact programme is transformational – it will challenge your thinking, provoke deep reflection and introduce you to a network of leaders who are passionate about offering our children and young people a rich, broad and meaningful education"

- LFI graduate

What's in it for you?

As a participant of the Leaders for Impact programme, you will receive:

- **Group Workshops & Inspiration Sessions:** To deliver knowledge and skills training, develop networks, and provide inspiration and reflection
- **Group Leadership Challenge:** To research a shared problem, test approaches in your schools, and develop thought leadership in creative and cultural learning
- **Dedicated Leadership Resources:** To support you to pursue individual training needs and develop leadership knowledge and skills.
- **Mentoring:** To develop your approaches to leadership for creative and cultural learning, to act as a sounding board and share knowledge, networks and leadership experience.
- **Coaching:** To challenge thinking, behaviour or practices which might be a barrier to your achieving goals or moving forward and empower you to plan and deliver ambitions for creative and cultural learning.

You will get more than eight days of personalised leadership development training, inspiration and support.

How to apply?

Applications for Generation 7 of the Leaders for Impact programme are now open, and the **deadline for applications is 20 May 2024 at 9am**. Interviews will take place online in the weeks commencing 3 and 10 June 2024.

[Apply now →](#)

For more information, please visit their websites:

Leaders for Impact:

<https://www.roh.org.uk/schools/resource/leaders-for-impact>
Application Form

https://forms.office.com/pages/responsepage.aspx?id=iZe2pGg4AkODQF0F40OYhK5Stk8coZxKgnYrdoR61_1UMThWSTVOVVBCS0oyMIIVSUNPQjRQS09LRCQIQCN0PWcu&dm_i=7BN1,5PMG,1X0QOW,NTEU,1

Cultural Champions

<https://www.roh.org.uk/schools/resource/cultural-champions-2324>

Steering Committee

If you or your CPD Lead would like to play a more strategic role in your local Teaching School moving forwards, please sign up to become a steering committee member. Many of our current members work for the Headteacher professional associations in the area, some are current Headteachers and CEOs along with representatives from the Local Authorities and other Teaching School Hub partners.

We meet once each half-term and use this time to address the training needs for the region and plan future programmes to meet those needs. The meeting dates this year are:

Tuesday 12th March 12-1:30pm online

Tuesday 2nd July 12-1:30pm online

All meetings are online, please contact Martha Lopez, m.lopez@harrischaffordhundredteachingschoolhub.co.uk our Teaching School Hub Administrator to be added to this group.



Teachers are the foundation of the education system – there are no great schools without great teachers

Early Career Framework
Chafford Hundred Teaching School Hub



Outstanding leadership is the foundation of a world-class education system

National Professional Qualifications
Chafford Hundred Teaching School Hub



Producing leaders that young people in our communities can aspire to be

Continuous Professional Development
Chafford Hundred Teaching School Hub



"The course content is extremely informative and the research from the EEF has been a key factor in gaining support from the wider school leadership team in relation to reviewing existing strategies. I have already begun to think more about how we implement new initiatives and changes to practice."
NPQ Senior Leader in Secondary

"Live sessions and discussion led by well-informed, experienced facilitators and headteachers with a wealth of experience and advice."
NPQ Senior Leader in Primary

National Professional Qualifications

Outstanding Leadership is the foundation of a world-class education system

www.harrischaffordteachingschoolhub.co.uk

@HACHTSHub





Chafford Hundred
Teaching School Hub

Questions?

Lead School: Harris Academy Chafford Hundred
Designation: East of England and North-East
London

Director: Mark Beyer-Woodgate
m.beyer-woodgate@hfed.net

Essex
RM16 6SA

<https://www.harrischaffordhundred.org.uk/1147/welcome-to-the-teaching-school-hub>

 NATIONAL
INSTITUTE
of Teaching



Teacher Training and Professional Development