

Regional Update: March 2021 (#9 2020/21)

Introduction

Welcome to the ninth Lancashire and West Yorkshire TSC update of 2020/21.

This newsletter provides essential system leader news, links and updates that have been issued this week.

Previous newsletters, attachments and other resources can be accessed at <https://greateightstrust.org.uk/lwytsc>.

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supported by

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& sub-regional co-ordination teams led by: *Cheryl Brindle, Michael Tonge, Jen Murphy and Liz Whetham*

In this newsletter:

School Improvement and System Leadership:

- **TSAs - Transition Year and DfE Exit Advice**
- NLE Status & Deployments 2021/22
- NLE updated guidance for STSS deployments
- EEF Updates

Attachments:

[March '21 System Leader Newsletter](#)

[Updated Spring 21 System Leader Guidance](#)

[National Tutoring update](#)

[ECF Providers & Funding](#)

Professional and Leadership Development:

- NTP updates inc. links to curriculum hubs

Initial Teacher Training, Recruitment & Retention & ECF:

- ECF providers confirmed plus document links
- Behaviour Hubs Support

National Leaders of Governance:

- Deployment Portal Open

E-References:

NLEs: [sign-up](#) for an information webinar on 17/03/21

Early Career Framework Reforms: [here](#)

HEADLINES

Teaching School Alliances - Transition Year and DfE Exit Advice

Teaching School Alliances – Closure of Programme on 31 August 2021

The DfE wrote in the February 2020 System Leader newsletter that, in view of the introduction of new Teaching School Hubs from 2021, the department intended to close the Teaching School programme at the end of the 2020/21 academic year (AY). We then confirmed this in our November 2020 newsletter.

TSAs have played an important part in school improvement over the last decade, co-ordinating and delivering high-quality school-based initial teacher training and school-to-school support to schools that need it most. We would like to thank all TSAs for their commitment to this programme. We recognise and value the contribution you have made to system leadership and hope that you will now engage with, and support, your local Teaching School Hub.

Core TSA Grant

The final TS core grant payment of £13,334 will be paid by May 2021. All schools in receipt of the final instalment of the grant, and any schools which have received an extension to use their previous TS grant instalments in the financial year (FY) 2021-22, will need to complete a 2021-22 Annex G (independent audit) return as part of the FY 2021-22 Grant Assurance exercise. This will be issued around June 2022.

Use of 'Teaching School' title

From now on, you should not use the term 'Teaching School' or associated branding (including logos) with respect to planned activity for AY 2021/22 and beyond.

Initial Teacher Training (ITT)

Any Teaching Schools accredited as ITT providers or part of School Direct partnerships should continue to offer ITT in AY 2021/22. ITT providers should continue to assume full responsibility and accountability for all aspects of courses leading to QTS. This includes responsibility for securing permission to recruit, recruitment and selection, all aspects of course design and delivery, management of the wider partnership, quality assurance, and QTS recommendations.

If you are an accredited ITT provider and your operating name includes 'teaching school' or 'teaching school alliance', you should change this now by contacting itt.accreditation@education.gov.uk.

continued overleaf

“Appropriate body” status

Current Teaching Schools will no longer have appropriate body status beyond the current AY unless they are designated TSH. The Department will issue guidance in due course to Teaching Schools regarding the return of statutory induction data relating to the remainder of the AY.

Other information

There will be no requirement to submit an exit plan on the completion of the TS programme. All other activities expected from TS to exit the programme are set out in the Core Grant Terms and Conditions, which can be found [here](#).

School Improvement and System Leadership

NLE Status & Deployments 2021/22

School to School Support

Many LWY NLEs have been involved in helping to deliver the [STSS COVID-19 Recovery Offer](#) in addition to tackling challenges in their own schools. Others will have not been formally involved in the Recovery Offer but have offered support in other ways. We are extremely grateful for this.

We continue to deliver support to the most vulnerable schools through the Recovery Offer and your local [Teaching School Council representative](#) may get in contact with you, should you be required to provide support.

NLEs will once again be at the centre of our plans for DfE support programmes in the 2021/22 Academic Year to deliver critical support to schools. We will be setting out our plans for 2021/22 shortly and will be contacting you to understand what capacity you will have to deliver NLE support during these exceptional times. We hope that many of you will be able to continue in your role as an NLE.

NLE updated guidance for STSS deployments - spring and summer 2021 (full document attached)

We are sending to NLEs and attaching [updated guidance for STSS \(CV19\) urgent deployments](#).

Guidance for system leaders on school recovery offer, February 2021. Contents:

What is the school recovery offer?

Delivery expectations

Key steps for delivering support

Possible areas of need

Funding

ANNEX A – Guidance and resources

ANNEX B – Behaviour Audit Tool

ANNEX C – Oak National Academy

ANNEX D – National Tutoring Programme

The leadership support an NLE can provide should focus on helping schools to overcome challenges they are facing during the COVID-19 pandemic which may include the delivery of remote learning during full or partial closures and educational recovery. NLEs work with schools to determine how best to support them and establish a plan to overcome and recover from the issues faced as a result of COVID-19. This is expected to be an evolving situation and bespoke to each school.

Education Endowment Foundation Updates

EEF - Learning recovery: ‘Catching up’ with what? The role of assessment

‘The topic of diagnostic assessment does not emblazon many headlines. However, in the coming months, as many pupils return to classrooms post-lockdown, schools undertaking diagnostic assessments will matter a great deal.’

The EEF's Alex Quigley on the importance of diagnostic assessments in offering a manageable and meaningful route to supporting pupils in the coming months.

[Read more . . .](#)



EEF/NFER: [Impact of school closures on attainment and potential implications for practice](#)

[Catch up HERE on back issues of 'EEF News Alert'](#)

Professional and Leadership Development:

National Tutoring Programme (see [attachment](#))

Sign up for National Tutoring Programme webinar: 75% subsidy. All state-maintained schools can access tutoring subsidised by 75% through the NTP to support pupils who need extra help. **NLEs can [sign up](#) for this information webinar on 17 March, at 16:00:** to hear from Tuition Partner organisations; learn more about the subsidy programme; how you can support schools in your role as an NLE; consider the benefits of the NTP and sign up.

continued overleaf

[Search for approved NTP Tuition Partners](#) through the website. Schools can then enquire directly with providers to discuss their individual requirements. Online tutoring can be provided to pupils at home or in school [during lockdown](#), and tutoring can also be booked in for delivery when schools are fully reopened.

This includes specialist provision for supporting students with SEND, 26 of the 33 providers can support students with SEND, including 17 providers who can support students in special school settings.

Please see [attachment on NTP](#) for further details.

More detailed information is available on the [NTP website](#).

STEM and Computing Hubs links and contacts

A list of the Science Learning Partnerships is [here](#) and a list for the Computing Hubs is [here](#).

A list of the **STEM Learning Regional Network Leads** for any follow-up is below:

TSC region	RNL lead contact
East Midlands & Humber	Daljit Kaur - D.Kaur@stem.org.uk
West Midlands	Eva Fryc - E.Fryc@stem.org.uk
East England/North East London	Leslie Whyte-Venables - L.Whyte-Venables@stem.org.uk
Lancashire & West Yorkshire	Sarah Myers - S.Myers@stem.org.uk
North: Cumbria & North East	Owen McAteer - O.McAteer@stem.org.uk
North West London & South Central	Shelley Hancock - S.Hancock@stem.org.uk
South East/South London	Ajay Sharman - A.Sharman@stem.org.uk
South West	Heidi Foxford - h.foxford@stem.org.uk

Initial Teacher Training, Recruitment & Retention

Early Career Framework Reforms – [link to follow](#)

These reforms offer support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality professional development. They are part of the government's [teacher recruitment and retention strategy](#), which aims to improve the training and development opportunities available to teachers.

The [early career framework](#) is the evidence base which underpins this new entitlement for early career teachers' professional development. It sets out what all early career teachers should learn about and learn how to do during the first 2 years of their careers. It includes sections on:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours

There are 3 approaches schools can choose from to enable the delivery of an early career framework-based induction. It is up to school leaders to choose the approach that best suits the needs of their early career teachers and mentors.

The 3 approaches are:

1. A funded provider-led programme

Schools can choose to work with one of 6 providers, accredited by DfE who will design and deliver a programme of face-to-face and online training to early career teachers and their mentors:

- [Ambition Institute](#)
- [Best Practice Network](#)
- [Capita with lead academic partner the University of Birmingham](#)
- [Education Development Trust](#)
- [Teach First](#)
- [UCL Institute of Education](#)

This programme is funded by DfE. Providers will be paid directly so schools will not face any payment burden. There will be additional funding for schools using a provider-led programme for the time mentors of early career teachers will spend on the provider-led mentor training. This will consist of 36 hours of backfill time over two years per mentor.

Funding for this programme is in addition to the funding above related to time off timetable for early career teachers and their mentors.

2. Schools can deliver their own training using DfE-accredited materials and resources

Schools use freely available [DfE-accredited materials](#), which includes ready to use materials and resources for new teachers and mentors, to deliver their own early career teacher and mentor support.

These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.

3. Schools design and deliver their own early career framework-based induction

Schools can design and deliver their own 2-year induction programme for early career teachers based on the [early career framework](#).

Behaviour Hubs Support

Refer schools to a Behaviour Hub

NLEs are helping supported schools to create a calm, safe and orderly environment. The behaviour hubs programme can help support the successful return to school by providing expert help for schools to improve their behaviour cultures.

If you are working with schools where behaviour is identified as a concern, please complete the Behaviour Audit tool (Annex B of the STSS COVID-19 recovery offer guidance for system leaders) and follow the referral steps outlined. Schools rated 'requires improvement' by Ofsted to improve behaviour should self-refer through the [online application](#) process.

For more information, visit [gov.uk](#) or email behaviour.hubs@education.gov.uk

National Leaders of Governance

Deployment Portal Open

Deployment Portal

The [deployment portal](#) is now available for the academic year 20/21. Please ensure details of all NLG deployment activity since Sept 2020 are added to the portal, including continuations of previous deployments. As a reminder, grant claims for governor training and development will only be approved where a deployment in the current financial year (April 2020-March 2021) has been recorded – this could be in either the AY 19-20 or AY 20-21 portal.

Portal Access

If you encounter any difficulties in either changing your email address or updating a password, please contact us at governors.mailbox@education.gov.uk.



[The Teaching School Council](#) (TSC) is a national body representing all Teaching Schools in England. The Council is made up of membership with either a national or regional remit, who direct or shape the work of Teaching Schools through discussion with government ministers and senior officials. The Teaching Schools Council believes that **every child is entitled to be in a great school.**