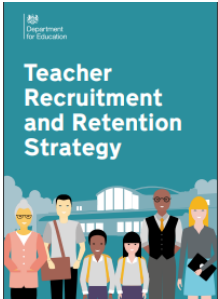


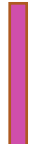


Date	Comms	Link	Context
<p><a href="#">‘A vision for Teaching &amp; Learning in 2020’</a> has lead planning and developments since 2006.</p> <p>The DfE began to establish the next steps beyond this in January 2019.</p> <p style="text-align: center;">↓</p>			<p style="text-align: center;"><b>2020 Vision</b> Report of the Teaching and Learning in 2020 Review Group</p>
<p>Jan 2019</p> <p style="text-align: center;">↓</p>	<p><a href="#">Teacher Recruitment &amp; Retention Strategy launch</a></p>		<p><b>Chapter 1</b> Create the right climate for leaders to establish supportive school cultures.....</p> <p><b>Chapter 2</b> Transforming support for early career teachers.....</p> <p><b>Chapter 3</b> Support a career offer that remains attractive to teachers as their careers and lives develop.</p> <p><b>Chapter 4</b> Make it easier for great people to become teachers.....</p>
<p>Jan 2019</p> <p style="text-align: center;">↓</p> <p>Nov 2019</p> <p style="text-align: center;">↓</p>	<p>Advisory Group established</p> <p><a href="#">Advisory Group report released into system leader reforms</a></p>	 <p style="text-align: center;"><b>National Leaders of Education (NLE) advisory group</b> Recommendations on NLE reform</p> <p style="text-align: center;">November 2019</p>	<p><b>Recommendation overview</b></p> <ul style="list-style-type: none"> <li>• <b>The role of NLEs</b> – should principally be to deliver school improvement on behalf of the department, with a primary focus on supporting schools that have received an RI judgement to become good or better</li> <li>• <b>Eligibility</b> – the current scope of eligible school leaders should be expanded to include strong leaders with a demonstrable record in school improvement, whether as a headteacher, MAT CEO or other leader accountable for school improvement across a MAT</li> <li>• <b>Selection</b> – a robust, multi-stage designation process should be established, which models the rigour of the School Resource Management Adviser (SRMA) accreditation process</li> <li>• <b>NLE standards</b> – to clearly set the department’s expectation of its designated NLEs there should be a set of NLE standards, which defines the expertise and abilities required for supporting weak schools and should include: i) professional credibility ii) problem solving and influencing and iii) capacity building and knowledge transfer.</li> <li>• <b>Training</b> – there should be a high-quality national training programme that ensures NLEs have the right and up-to-date knowledge to provide support to schools and ensures consistency across the cadre</li> </ul>

<p>May 2019</p> 	<p><a href="#">Teaching School Hub launch and roll out of Teaching School Hubs test and learn phase</a></p>	<p><b>Teaching School Hubs</b></p> <p><b>Application Pack for Test-and-Learn Phase</b></p> <p><b>May 2019</b></p>	<p>'In May 2019, we launched a test and learn phase for the TSH programme in selected areas of the country.</p> <p>We appointed 6 schools which began operating in January 2020:</p> <ul style="list-style-type: none"> <li>• North: Harrogate Grammar School and Red Kite Learning Trust</li> <li>• Lancashire and West Yorkshire: Copthorne Primary School and Exceed Academies Trust</li> <li>• East Midlands and Humber: Silverdale School and Chorus Education Trust</li> <li>• East of England and North East London: Harris Academy Chafford Hundred and Harris Federation</li> <li>• East of England and North East London: Saffron Walden County High School and Saffron Academy Trust</li> <li>• South West: Kingsbridge Community College'</li> </ul>
<p>Feb 2020</p> 	<p>System Leader Reform update</p>	<p>NLEs and Teaching School leaders should have received a <a href="#">'System Leadership Reforms' letter</a> from the DfE.</p> <p>This announced the beginning of the first stage of communication ahead of the development of the national roll-out of Teaching School Hubs and the recommendations from the NLE reform group review.</p> <p>It anticipates that this will be the final year of funding for Teaching Schools, and that existing Teaching School designations will end in August 2021.</p> <p>The Department's <a href="#">review report on NLEs</a> was commissioned from an external review panel last year. The new <a href="#">NLE Standards</a> set out the department's expectations of designated NLEs, and covers the requisite knowledge, experience and attributes of those supporting under-performing schools to improve.</p> <p>The letter also announced a review of the existing National Leaders of Governance (NLG) programme, to ensure that it is as effective and impactful as possible. An expert group has been appointed to provide advice to the department and anticipate publishing their recommendations this summer.</p>	

Feb  
2020

System Leader  
Reform  
letters:

[DfE to TSC](#)

[DfE to SLs](#)



Letter context ...Teaching School, NLE & NLG Future arrangements, changes and next steps:



25 February 2020

#### SYSTEM LEADERSHIP REFORMS

Dear

I am writing to you to advise you of announcements which the Government has made today concerning the future of system leadership.

As you will be aware, the Department set out its plans to carry out a wholesale review of the role of Teaching Schools (TS) and of existing system leader designations in the [Teacher Recruitment and Retention Strategy \(January 2019\)](#). We subsequently [announced in May 2019](#) that we would launch a test and learn phase of new Teaching School Hubs (TSH) with the intention to roll-out nationally in 2020/21. Following a competitive process, the first 6 Hubs [were announced in January](#). In parallel, the Department has been undertaking a review of National Leaders of Education (NLEs), aided by a panel of experienced practitioners.

#### Teaching Schools and Teaching School Hubs

We have announced today that we are beginning the first stage of the national roll-out of TSH. This will involve discussions with schools that are eligible to be designated as TSH. Eligibility criteria, which are largely unchanged from the test and learn phase, are attached. An announcement on a firm timetable and details of the designation process will follow later this year; however, I expect that designations will happen in the first part of the academic year 2020/21.

The Department recognises the valuable work which TS do, covering school-to-school support, continuing professional development and initial teacher training. We also recognise that you need as much notice as possible of our intentions so that you can have adequate time for planning. **I am, therefore, confirming today that the funding rates for TS applying in the current academic year will apply also for the whole of the academic year 2020/21.** I trust that this will provide you with the confidence to continue with your plans for the whole of the next academic year. We anticipate, however, that this will be the final year of funding for TS, and that existing TS designations will end in August 2021.

#### National Leaders of Education

The Department has, today, also published a [review report on NLEs](#) which we commissioned last year. The report from an external review panel, chaired by Ian Bauckham CBE, CEO, the Tenax Schools Trust, has been accepted in full by Ministers.




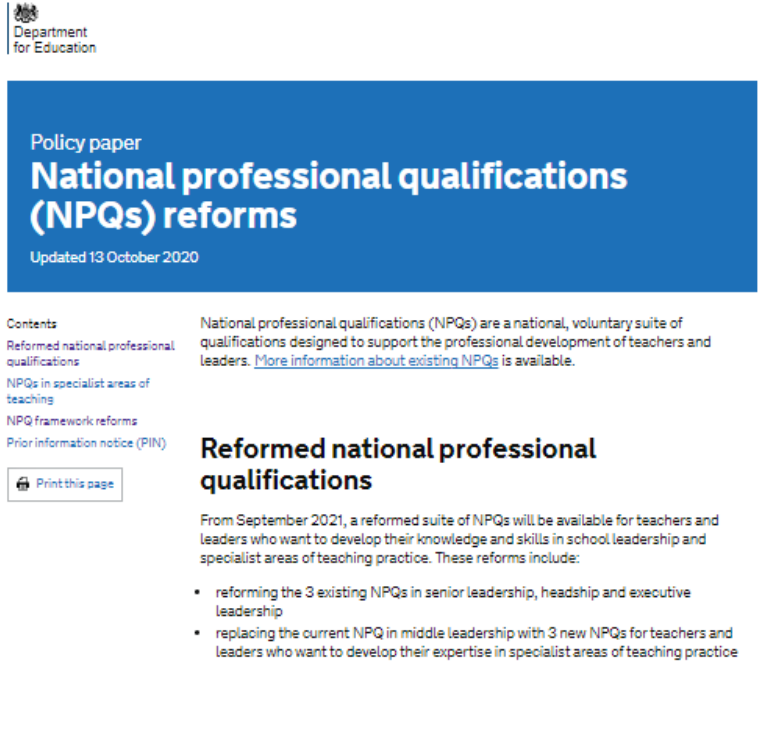
At the report's heart is a recognition that peer-to-peer support from highly effective school leaders is an immensely powerful tool for school improvement. In accepting the group's report and recommendations, Ministers are renewing their commitment to the work of NLEs and signalling their intention to invest more in them.

Reform to the present arrangements alongside new investment in the programme will take time. We will shortly be launching an exercise to select a professional body to partner with the Department to take this work forward. In the meantime, I want to thank all NLEs for the valuable work they do and to encourage you to continue that work.


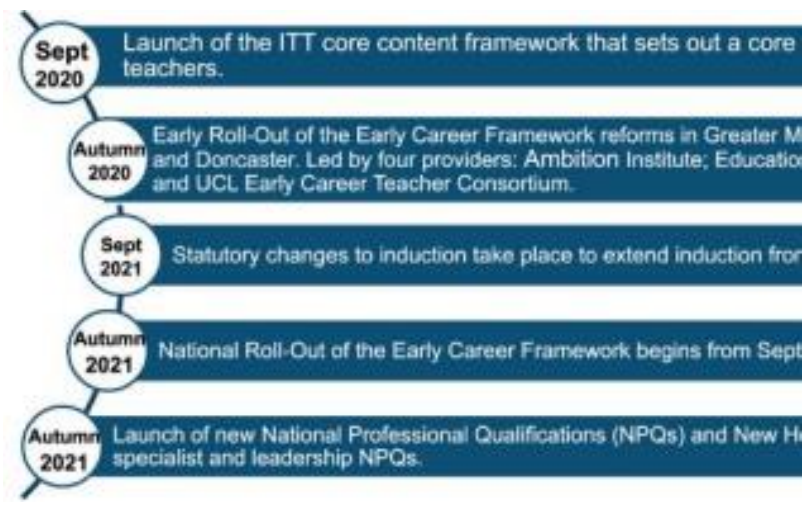

#### National Leaders of Governance



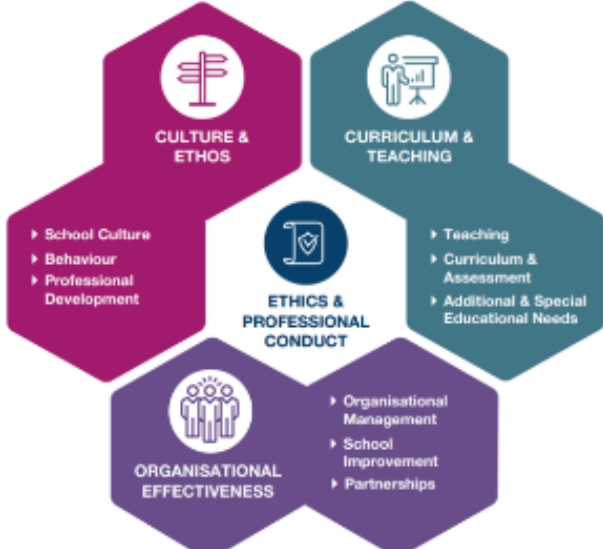
As part of our reform of system leadership, we have also announced today that we are reviewing the existing National Leaders of Governance (NLG) programme, to ensure that it is as effective and impactful as possible. We have appointed an expert group to provide advice to the department and anticipate publishing their recommendations this summer.

If you have any questions about this letter, please email [system.leaders@education.gov.uk](mailto:system.leaders@education.gov.uk)

<p>Mar 2020 &amp; April 2020</p> 	<p>TSH roll out paused re COVID-19</p> <p>Letter to TSAs 30<sup>th</sup> March</p>	<p><b>Sent to TSAs on 30 March 2020 at 14:09 from DfE:</b></p> <p>“We have decided not to continue with our plans to roll out a national network of teaching school hubs for now. Our current plan is to delay this until September 2020, assuming that the disruption has ended by then. Ministers remain committed to reform and at this stage we don’t anticipate this affecting the long-term September 2021 timeline we set out to you in February to implement Teaching School Hubs, but we will be in touch as this becomes clearer.”</p>	
<p>July 2020</p>  <p>Sept 2020</p> 	<p>New NPQs – PIN notice (procurement) &amp; NPQ LWY TSC reform update</p>		<p><b>DfE webpage link <a href="#">here</a></b></p> <p>From September 2021, reformed NPQs will be available. These reforms will include introducing:</p> <ul style="list-style-type: none"> <li>• a qualification focused on the leadership of teaching (for teachers whose role may include responsibility for improving teaching practice in a subject or phase)</li> <li>• a qualification focused on behaviour and culture (for teachers whose role may include responsibility for behaviour management and pupil wellbeing)</li> <li>• a qualification focused on teacher development (for teachers whose role may include responsibility for supporting the training and development of others, including early career teachers)</li> <li>• reformed leadership NPQs to ensure aspiring and serving school leaders have the specific knowledge and skills they need to carry out their roles.</li> </ul>



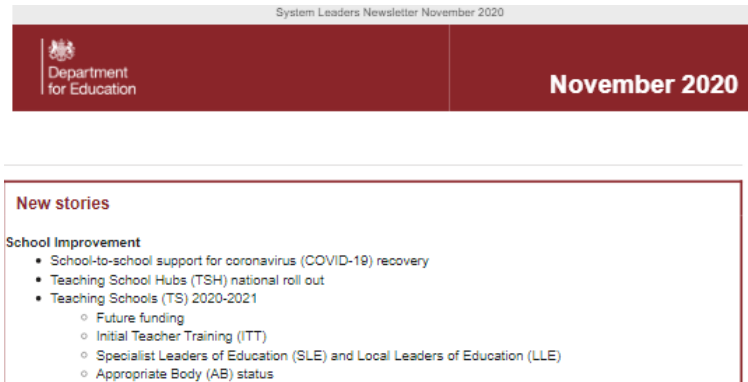
<p>July 2020</p> 	<p>Teaching School Hub relaunch and NPQ reforms</p>	 <p>Sept 2020: Launch of the ITT core content framework that sets out a core teachers.</p> <p>Autumn 2020: Early Roll-Out of the Early Career Framework reforms in Greater M and Doncaster. Led by four providers: Ambition Institute, Education and UCL Early Career Teacher Consortium.</p> <p>Sept 2021: Statutory changes to induction take place to extend induction from</p> <p>Autumn 2021: National Roll-Out of the Early Career Framework begins from Sept</p> <p>Autumn 2021: Launch of new National Professional Qualifications (NPQs) and New H specialist and leadership NPQs.</p>	<p>The DfE has published a Prior Information Notice (PIN) to notify the system of early market engagement events relating to the national roll-out of Teaching School Hubs (TSH). For interested applicants slide sets are available via <a href="#">this link</a>.</p> <p><b>Background:</b></p> <p>TSH were referred to in the <a href="#">DfE Recruitment and Retention strategy</a> in January 2019. Central to this programme are the ITT Core Content and the national roll-out of <a href="#">the Early Career Framework</a>, which sets out an entitlement to new, evidence-based support and training over the first three or more years of a teacher’s career, as well as support for their mentors.</p>
<p>Sept/Oct 2020</p> 	<p>TSH roll-out relaunched</p>	<p><a href="#">DfE PIN notice</a> – for context and positioning within the Teacher Retention and Recruitment Strategy...</p> <p><b>Procurement is now open for The National Teaching School Hub Programme <a href="#">here</a>.</b></p> <p>In the DfE’s Recruitment and Retention strategy, January 2019, the DfE are committed to improving support for teachers, ensuring that they receive high quality training and development at every stage of their career - from Initial Teacher Training (ITT) through to leadership qualifications. Central to this programme are the ITT Core Content and the national roll-out of the Early Career Framework, which set out an entitlement to new, evidence-based support and training over the first 3 or more years of a teacher's career, as well as support for their mentors.</p> <p>The DfE would like to invite high performing schools, rated Good or Outstanding by Ofsted, to apply for up to 81 competitive area grants. A further six areas will make up the total of 87, which cover the whole country and ensure all schools have access to a TSH (these six areas already have an operational TSH, designated in the test-and-learn phase in 2019).</p> <p>To be considered to become a Teaching School Hub, the lead school must be:</p> <ol style="list-style-type: none"> <li>1. Eligible, according to the full eligibility criteria set out in the application guidance;</li> <li>2. Located in the hub area for which it is applying, or within a reasonable travel distance. An interactive map showing the areas can be found in the <a href="#">Jaggaer e-tendering portal</a>.</li> </ol>	

<p>Sept 2020</p> 	<p><a href="#">NLG advisory group report</a></p>	<h2>National Leaders of Governance (NLG) advisory group</h2> <h3>Recommendations on NLG reform</h3> <p>September 2020</p>	<h3>Recommendation overview</h3> <ul style="list-style-type: none"> <li>• <b>The role of NLGs</b> should be to deliver support to improve organisational governance, with a strong focus on schools and trusts where governance is an identified weakness.</li> <li>• <b>Payment</b> – NLGs should be paid to deliver governance improvement support on behalf of the DfE, removing the expectation that NLGs act on a voluntary basis.</li> <li>• <b>Eligibility</b> – eligibility should be extended to include experienced clerks and governance professionals with strong track records as well as chairs with experience of leading improvement, whose current governance role may not be in a school or trust with strong performance.</li> <li>• <b>NLG Standards</b> – there should be new NLG standards, which set clear expectations of NLGs and define the expertise required. The standards should include i) professional credibility, ii) problem solving and influencing and iii) capacity building and knowledge transfer.</li> </ul>
<p>Oct 2020</p> 	<p><a href="#">New Headteacher standards released</a></p>	<p><a href="#">New Headteacher Standards</a> -</p>  <p>The infographic consists of four interconnected hexagonal shapes surrounding a central circle. The top-left hexagon is pink and labeled 'CULTURE &amp; ETHOS' with a signpost icon. The top-right hexagon is teal and labeled 'CURRICULUM &amp; TEACHING' with a teacher and student icon. The bottom hexagon is purple and labeled 'ORGANISATIONAL EFFECTIVENESS' with a group of people icon. The central circle is blue and labeled 'ETHICS &amp; PROFESSIONAL CONDUCT' with a book icon. Each hexagon lists specific sub-points: Culture &amp; Ethos (School Culture, Behaviour, Professional Development), Curriculum &amp; Teaching (Teaching, Curriculum &amp; Assessment, Additional &amp; Special Educational Needs), Organisational Effectiveness (Organisational Management, School Improvement, Partnerships), and Ethics &amp; Professional Conduct (no sub-points listed).</p>	<p>The DfE has published <a href="#">the reformed National Professional Qualification Frameworks</a> including the publication of 3 new NPQ qualifications in Leading Behaviour and Culture, Leading Teacher Development and Leading Teaching.</p> <p>The reformed National Professional Qualification (NPQs) frameworks were developed in consultation with an expert advisory group to draw on a range of experience from across the school system. The changes to NPQs build on the evidence base and expert advice already established in the <a href="#">new core content framework</a> for Initial Teacher Training and the <a href="#">Early Career Framework (ECF)</a>. These frameworks set out what participants should know and be able to do after completing an NPQ. Providers of NPQs will be expected to use these frameworks to design their course curricula.</p>

Nov  
2020

[DfE System  
Leader  
newsletter](#)

**From:** LEADERS, System  
<System.LEADERS@education.gov.uk>  
**Sent:** 12 November 2020 12:20  
**Subject:** [System Leaders Newsletter](#)



**Nov 2020 - System Leader Newsletter – context ...**

### Teaching School Hubs (TSH) national roll out

TSHs will be school-led centres of excellence for teacher and leadership training and development, focussing in particular on the Department’s ‘golden thread’ of ITT, the Early Career Framework and National Professional Qualifications. The application round closed on 30 October 2020 and we received at least one application for each of the 81 hub areas across the country. We expect to announce the successful hubs late January 2021. For more information on the programme, you may watch [recordings](#) of the market warming sessions that took place in July 2020. [Special & Alternative Provision](#) and [Early Years](#) recordings also available.

**Future funding** - The Department has already committed to funding all TSs who wish to continue until the end of academic year 2020 to 2021, this means that we will release £26,666 to your school in the Autumn term and the final payment of £13,334 will be made in the summer term 2021. The grant should be used to support the delivery of ITT, Continuous Professional Learning and Development (CPLD) and school-to-school support however, as detailed in the terms and conditions it cannot be used to cover redundancies or associated costs.

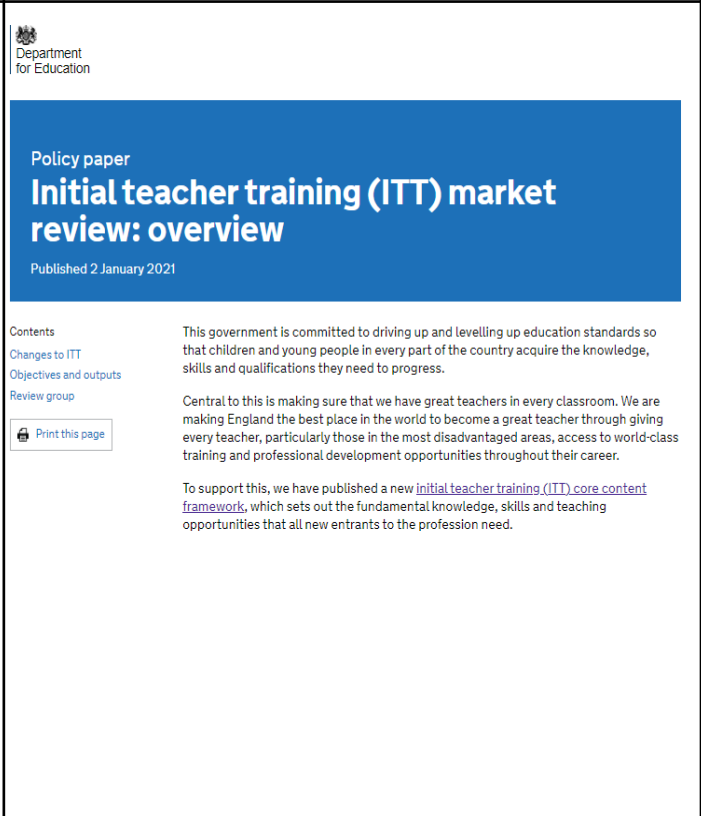
**Initial Teacher Training (ITT)** - TSs that are currently accredited as ITT providers should continue to offer ITT and assume full responsibility and accountability for all aspects of courses leading to Qualified Teacher Status (QTS) whether or not you decide to become a TSH. This includes responsibility 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.

TS designation has no impact on ITT accredited provider status. However, for activity beyond this academic year, you will need to remove reference to the term ‘teaching school’ if it is in your accredited provider operating name (contact [itt.accreditation@education.gov.uk](mailto:itt.accreditation@education.gov.uk)).



**Specialist Leaders of Education (SLE) and Local Leaders of Education (LLE)** - The Department will make more information available about the future of these roles in the coming months, in light of the end of the TS programme in August 2021. If you continue to designate SLEs and Local Leaders of Education (LLEs) during the 2020 to 2021 academic year, please ensure they are aware that arrangements will change after 31 August 2021.


**Appropriate Body (AB) status** - Eligibility to act as an AB is set out in the Teacher Induction Regulations (2012). To perform an AB role, an organisation needs to be designated as a TS or listed as an eligible organisation. When the TS programme ends, this means TSs can no longer provide AB services after August 2021. We are working towards TSHs being included in the regulations to be eligible to act as ABs from September 2021. We will write to TSs in January 2021 with further information. If you have any questions in the meantime, please get in contact with your local TSC representative.


**NLG Reform – advisory group recommendations published** - In September 2020, we published the external advisory groups recommendations on [NLG Reform](#). The report sets out the findings and recommendations of the NLG Reform external advisory group. Alongside the NLE reforms and introduction of Teaching School Hubs, the recommendations support the DfE aims to reform system leadership to ensure our school improvement support is as strong as possible.


<p>Dec 2020</p>	<p><b>Bradford TSH update</b></p> <p>Bradford Teaching School Hub, led by Copthorne Primary School and part of Exceed Academies Trust, has developed its vision, strategy and priorities for the delivery of teacher development support in 2020-21.</p> <p>Colleagues are invited to <a href="#">download the Hub's position statement for 2020-21</a>.</p> <p>The Hub's online portal provides schools and trusts with a tool to help them identify support to help them address their priorities. The portal is available here: <a href="https://www.teachingschoolhub.co.uk">https://www.teachingschoolhub.co.uk</a>.</p> <p>The Hub's app can be downloaded here: <a href="https://www.teachingschoolhub.co.uk/app">https://www.teachingschoolhub.co.uk/app</a>.</p>		
<p><b>2021 Updates</b></p>	<p><b>Comms</b></p>	<p><b>Link</b></p>	<p><b>Context</b></p>
<p>2<sup>nd</sup> Jan 2021</p>	 <p>The screenshot shows the Department for Education logo at the top left. Below it is a blue banner with the text 'Policy paper Initial teacher training (ITT) market review: overview' and 'Published 2 January 2021'. To the left of the main text are navigation links: 'Contents', 'Changes to ITT', 'Objectives and outputs', and 'Review group'. A 'Print this page' button is also visible. The main text discusses the government's commitment to driving up and levelling up education standards and the importance of making England the best place in the world to become a great teacher.</p>	<p><a href="#">ITT Market Review: overview</a></p> <p>Also see: <a href="#">Nov 2019 - ITT core content framework</a></p> <p>The initial teacher training (ITT) core content framework defines in detail the minimum entitlement of all trainee teachers. Drawing on the best available evidence, it sets out the content that ITT providers and their partnerships must draw upon when designing and delivering their ITT programmes. The ITT core content framework aligns with the <a href="#">Early Career Framework</a> to establish an entitlement to a 3 or more-year structured package of support for all new teachers at the start of their career.</p>	<p><b>Review group</b></p> <p>It will be led by Ian Bauckham, CEO of Tenax Schools trust and Chair of Oak National Academy, with the support of officials and a small expert group including:</p> <ul style="list-style-type: none"> <li>• Professor Sam Twiselton, Director of Sheffield Institute of Education, Sheffield Hallam University</li> <li>• Richard Gill, Chair of the Teaching Schools Council, CEO of The Arthur Terry Learning Partnership and lead Ofsted inspector</li> <li>• Reuben Moore, Executive Director of Programme Development, Teach First</li> <li>• John Blake, Head of Public Affairs and Engagement, Ark</li> </ul> <p>The group will work closely with the sector during the review.</p>



Date	Comms	Link	Context
15 <sup>th</sup> Feb 2021	 <p><b>Guidance</b> <b>School support recovery offer: coronavirus (COVID-19)</b> Updated 15 February 2021</p> <p>Contents Support eligibility Support availability Support offered How to apply Further information</p> <p>Please note the previous <a href="#">2019 to 2020 school improvement support</a> offer has closed.</p> <p><b>Support eligibility</b></p> <p>You can apply for support free of charge if you:</p> <ul style="list-style-type: none"> <li>• have educational (or safeguarding) issues that have either been caused or exacerbated by coronavirus (COVID-19)</li> <li>• are facing operational challenges because of coronavirus (COVID-19) and would benefit from additional leadership capacity including help with your remote learning offer</li> </ul> <p><a href="#">Print this page</a></p>	<p><a href="#">School support recovery offer: coronavirus (COVID-19)</a></p> <p><i>Support will be in the form of dedicated time made available to the school and, where appropriate, its MAT, for up to 5 days. We may provide additional support to schools with particularly challenging needs.</i></p> <p><i>System leaders will tailor the support to the individual needs of the school or trust, but it could include, for example, a focus on:</i></p> <ul style="list-style-type: none"> <li>• support or planning with <a href="#">remote learning</a></li> <li>• how to use catch-up funding to address gaps in knowledge</li> <li>• lost leadership capacity due to coronavirus (COVID-19) circumstances</li> </ul> <p><b>How to apply</b></p> <p><i>If you want to apply for assistance through this scheme, or are aware of a school that you think would benefit from support, please contact your local <a href="#">Regional School Commissioner's office</a>.</i></p>	
3 <sup>rd</sup> Mar 2021	<p><b>System Leaders Newsletter</b> March 2021</p> <p>And linking <a href="#">Teaching School Closure of Programme guidance</a> –</p>  <p>Department for Education</p> <p><b>Teaching Schools – Closure of Programme on 31 August 2021</b></p> <p>1. We wrote to you in the February 2020 System Leader newsletter informing you that, in view of the planned introduction of new Teaching School Hubs (TSH) from 2021, the department intended to close the Teaching School (TS) programme at the end of the 2020/21 academic year (AY). We then confirmed this in the November 2020 newsletter.</p>	<p><a href="#">03/03/21 System Leader newsletter</a> covering the announcement including:</p> <ul style="list-style-type: none"> <li>• new TSH</li> <li>• Teaching School closure</li> <li>• NLE support 2021/22</li> <li>• NLG updates</li> </ul> <p><a href="#">Teaching School Closure of Programme guidance</a></p>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="1414 806 1847 1392"> <p><b>National Leaders of Education</b></p> <p><b>School to School Support</b></p> <p>Many of you have been involved in helping to tackle challenges in your own schools. Other Recovery Offer but have offered support in other ways.</p> <p>We continue to deliver support to the most vulnerable local <a href="#">Teaching School Council representative</a> may provide support.</p> <p>NLEs will once again be at the centre of our pl Academic Year to deliver critical support to 2021/22 shortly and will be contacting you deliver NLE support during these exceptional continue in your role as an NLE.</p> </div> <div data-bbox="1872 806 2509 1392"> <p><b>Teaching School Hubs and Teaching Schools</b></p> <p><b>New Teaching School Hubs (TSH) announced</b></p> <p>We recently confirmed that 87 schools have been selected as new excellence for teacher and leadership training and development Department's 'golden thread' of Initial Teacher Training (ITT), the Early Career National Professional Qualifications (NPQs). An overview of the TSH role you can locate your nearest TSH <a href="#">here</a>.</p> <p><b>Teaching Schools (TS) closure</b></p> <p>We wrote to you in February 2020 confirming that in view of our system intention to designate new TSH, the current TS programme would close 2021. Consequently, the final payment of your TS core grant will be made.</p> <p>We appreciate that you will now be considering what this means for (attached) the key actions you will need to take in view of the closure of reiterate our thanks for your commitment to the TS programme over many continuing to work with you on other DfE programmes.</p> </div> </div>

Date	Comms	Link	Context
26 <sup>th</sup> Mar 2021	 <p>Policy paper <b>Early career framework reforms: overview</b> Updated 26 March 2021</p> <p>Contents</p> <p>The offer Updated statutory induction guidance The role of the appropriate body</p> <p>The early career framework (ECF) reforms will create a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality professional development. The reforms are part of the government's <a href="#">teacher recruitment and retention strategy</a>, which aims to improve the training and development opportunities available to teachers.</p> <p>The <a href="#">early career framework</a> 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.</p> <p>It includes sections on:</p> <ul style="list-style-type: none"> <li>• behaviour management</li> <li>• pedagogy</li> <li>• curriculum</li> <li>• assessment</li> <li>• professional behaviours</li> </ul> <p><a href="#">Print this page</a></p>	<p>The DfE updated their <a href="#">ECF guidance pages on 26<sup>th</sup> March to reference the Early Career Framework national roll out and national providers</a>.</p>	<p><b>A funded provider-led programme</b></p> <p>Schools can choose to work with one of 6 providers accredited by the DfE who will design and deliver a programme of face-to-face and online training to early career teachers and their mentors:</p> <ul style="list-style-type: none"> <li>• <a href="#">Ambition Institute</a></li> <li>• <a href="#">Best Practice Network (home of Outstanding Leaders Partnership)</a></li> <li>• <a href="#">Capita with lead academic partner the University of Birmingham</a></li> <li>• <a href="#">Education Development Trust</a></li> <li>• <a href="#">Teach First</a></li> <li>• <a href="#">UCL Institute of Education</a></li> </ul> <p>These providers have been chosen by a fair and open procurement process by the DfE. Providers will be subject to a quality assurance mechanism through Ofsted inspection to ensure the best support for schools and teachers.</p> <p>This programme is funded by DfE. Providers will be paid directly so schools will not face any payment burdens. 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.</p>
	<p><b>Induction for early career teachers (England)</b></p> <p><b>Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies</b></p> <p><b>Revised March 2021</b> <b>To come into force on 1 September 2021</b></p>	<p><a href="#">ECF overview including revised statutory guidance</a></p> <ul style="list-style-type: none"> <li>• All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.</li> <li>• Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.</li> <li>• Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.</li> <li>• An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.</li> <li>• Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.</li> </ul>	

Date	Comms	Link	Context
31 <sup>st</sup> Mar 2021	 <p>Policy paper</p> <p><b>National professional qualifications (NPQs) reforms</b></p> <p>Updated 31 March 2021</p>	<p><a href="#">National professional qualifications (NPQs) reforms</a></p> <p>New NPQ providers announced reformed remit –</p> <p>Reformed national professional qualifications</p> <p>From September 2021, a reformed suite of NPQs will be available for teachers and leaders who want to develop their knowledge and skills in school leadership and specialist areas of teaching practice. These reforms include:</p> <ul style="list-style-type: none"> <li>• reforming the 3 existing NPQs in senior leadership, headship and executive leadership</li> <li>• replacing the current NPQ in middle leadership with 3 new NPQs for teachers and leaders who want to develop their expertise in specialist areas of teaching practice</li> </ul> <p>Scholarship funding to support participants to access the reformed suite of NPQs is planned from September 2021 and details will be confirmed in due course.</p> <p>The 3 new NPQs are:</p> <ul style="list-style-type: none"> <li>• leading teacher development: supporting the training and development of others</li> <li>• leading teaching: developing teachers who are subject leads or responsible for improving teaching practice in a subject or phase</li> <li>• leading behaviour and culture: developing teachers who have responsibilities for leading behaviour and culture.</li> </ul>	<p><b>NPQ providers</b></p> <p>Lead training providers will deliver the reformed suite of national professional qualifications from September 2021. They are:</p> <ul style="list-style-type: none"> <li>• Ambition Institute</li> <li>• Best Practice Network (home of Outstanding Leaders Partnership)</li> <li>• Church of England</li> <li>• Education Development Trust</li> <li>• Harris Federation</li> <li>• Leadership Learning South East</li> <li>• Teacher Development Trust</li> <li>• Teach First</li> <li>• UCL Institute of Education</li> </ul> <p>These providers have been chosen by a fair and open procurement process by the Department for Education.</p> <p>Providers of the reformed suite of NPQs will be subject to a quality assurance (QA) mechanism through Ofsted inspection to ensure the best support for schools and teachers. Ofsted's QA role will be distinct from and not apply to the current suite of NPQs. The current QA agent (Tribal) will continue to provide QA for all NPQ programmes until contract closure in August 2022.</p>

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7 <sup>th</sup> Apr 2021	<p>Press release</p> <p><b>Behaviour experts to support schools with poor discipline</b></p> <p>School leaders with outstanding records on behaviour selected to support other schools as part of £10 million Behaviour Hubs programme</p> <hr/> <p>From: <a href="#">Department for Education</a> and <a href="#">The Rt Hon Gavin Williamson CBE MP</a></p> <p>Published: 7 April 2021</p> <hr/>  <p>Heads and behaviour leads from some of England's highest performing schools and Multi Academy Trusts (MATs) have today been confirmed as mentors and trainers in the Department's £10 million Behaviour Hubs programme.</p> <p>Designed to support schools struggling with poor discipline, training through the Behaviour Hubs for the first group of participating schools will commence from the start of the summer term, at a time when a minority of pupils may need extra support from their schools to re-engage with education following the pandemic.</p> <p>The lead schools and MATs will work closely with the schools they are supporting to diagnose what could be improved, develop and launch new behaviour approaches and policies and provide ongoing mentoring and support.</p>	<p><a href="#">New Behaviour Hubs announced</a></p> <p>List of lead schools and MATs:</p> <ul style="list-style-type: none"> <li>• Throckley Primary School, Newcastle upon Tyne</li> <li>• Sedgefield Community College, Durham</li> <li>• Carmel College, Darlington</li> <li>• Tor View School, Lancashire</li> <li>• Evelyn Street Community Primary School, Warrington</li> <li>• Dixons Trinity Academy, Bradford</li> <li>• Painsley Catholic College, Staffordshire</li> <li>• Witham St Hughs Academy, Lincolnshire</li> <li>• Keyham Lodge School, Leicester</li> <li>• Perryfield Primary PRU – Worcestershire</li> <li>• Saint Augustine's Catholic High School, Worcestershire</li> <li>• Bedford Free School, Bedford</li> <li>• Oak Bank School, Bedfordshire</li> <li>• Chepping View Primary Academy, Buckinghamshire</li> <li>• Ashmole Academy, Barnet</li> <li>• St Gregory's Catholic Science College, Brent</li> <li>• Charlies Dickens Primary School, Southwalk</li> <li>• Lyons Hall Primary School, Essex</li> <li>• Maiden Erlegh Trust, Wokingham</li> <li>• The Limes College – Alternative Learning Trust, Sutton</li> <li>• Glenmoor Academy, Bournemouth, Christchurch &amp; Poole</li> <li>• Polegate School, East Sussex</li> </ul>	<p>Behaviour Hubs will help set out high, achievable standards of behaviour for other schools to adopt in the classrooms and will offer:</p> <ul style="list-style-type: none"> <li>• Training on specific issues, common problems and effective approaches</li> <li>• Open days at schools with great behaviour to observe the way they work</li> <li>• Networking events and online forums to share experiences and good practice to learn from other schools.</li> <li>• Online resources, developed by expert behaviour advisers, to equip and empower schools to implement changes.</li> <li>• One-to-one ongoing support, mentoring and coaching to support leaders in implementing lasting change.</li> </ul>

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5 <sup>th</sup> July 2021	<p>Policy paper</p> <p><b>Initial teacher training (ITT) market review: overview</b></p> <p>Updated 5 July 2021</p> <p>“This government is committed to driving up education standards so that children and young people in every part of the country acquire the knowledge, skills and qualifications they need to progress. Central to this is making sure that we have great teachers in every classroom. Every teacher, particularly those in the most disadvantaged areas, will have access to world-class training and professional development opportunities. To support this, we have published a new <a href="#">initial teacher training (ITT) core content framework</a>, which sets out the fundamental knowledge, skills and teaching opportunities that all new entrants to the profession need.”</p>	<p><a href="#">Changes to ITT</a></p> <p>From September 2020 onwards, new trainee teachers are entitled to at least 3 years of evidence-based professional development and support.</p> <p>They will start with ITT, based on the core content framework, which from September 2021 will be followed by a 2-year induction underpinned by the early career framework.</p> <p>In our teacher recruitment and retention strategy, we committed to reviewing the ITT market to support it to work more efficiently and effectively. Early in 2020, we started work on the initial phases of this review, but these efforts were paused so that the government and ITT sector could focus on the challenges caused by the coronavirus (COVID-19) pandemic. We have since resumed this work with a focus on making further improvements across the sector.</p>	<p><b>ITT review aims</b></p> <p>The review has considered how the ITT sector can provide consistently high-quality training, in line with the core content framework, in a more efficient and effective market.</p> <p>The review has aimed to make well informed, evidence-based recommendations on how to make sure:</p> <ul style="list-style-type: none"> <li>• all trainees receive high-quality training</li> <li>• the ITT market maintains the capacity to deliver enough trainees and is accessible to candidates</li> <li>• the ITT system benefits all schools</li> </ul>
	<p><b>Report and consultation</b></p> <p>The expert group has worked closely with the sector during the review to help shape the recommendations of the <a href="#">ITT market review report</a> which is now available.</p> <p>The department is seeking views on the recommendations of the report through a <a href="#">public consultation</a> through which everyone can contribute their views. The consultation is now open and closes at 11.55pm on 22 August 2021. A response to the consultation will be published later in 2021.</p>		