

Welcome to the first North West Regional Delivery Partner (RDP) update from the Great Heights Academy Trust team as part of our contracted work to match and monitor system leaders for the current Trust and School Improvement Offer (TSIO) for 2022/23.

This and future newsletters plus other TSIO information/guidance can be found on [our webpages](#).

This TSI offer is a core aspect of a sector-led School Improvement strategy and the Department of Education's work with schools and trusts through the RSC regional teams. As the contracted body supporting the matching of System Leaders in NW we will be your first point of contact during matching and when matched - a.bennett@greatheightstrust.org.uk

Kindest regards

Amanda Bennett OBE

In this TSIO newsletter:

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2022-23 Trust and School Improvement Offer

The current Trust and School Improvement Offer was updated on 2nd September 2022 including an eligibility overview – <https://www.gov.uk/guidance/trust-and-school-improvement-offer>

Offer Summary – at a glance ...

Schools will be offered up to 10 days' support and advice from a system leader. This will normally be a CEO of a strong MAT, supported by their wider team or an NLE. *They will help leadership teams identify and implement sustainable improvements and support the building of relationships with a MAT, where appropriate.*

MATs will get improvement support at trust rather than school level. Trusts will be offered:

- Up to 10 days' support and advice from a CEO of a strong MAT, supported by their wider team. They will help your leadership team identify and implement improvements within the trust and ensure actions in schools align with the trust's strategy for improvement
- access to governance support from a NLG where beneficial and funding allows

When support is available

If a school is eligible, or becomes eligible because of a new Ofsted rating, the DfE will contact you within the term you become eligible. Where a school is maintained, the DfE will first contact your local authority. If it is also diocesan, the DfE will also contact the diocese. The DfE will inform them of the offer available before contacting your school directly.

For trusts, the DfE will make direct contact with you when you become eligible.

The Role of the RDP

Following this initial contact, once the offer has been accepted in principle, as the RDP we will contact school leaders and system leaders to initiate matches, share commissioning details and cascade system leader guidance documentation.

As the RDP we also oversee mid-commission keeping in touch conversations and the receiving of claims forms which are then submitted to the DfE for processing and any case study development to share good practice.

Please do look out for these newsletters which we will ensure covers helpful tips, connectivity to the system and offers.

Your North West RDP Team

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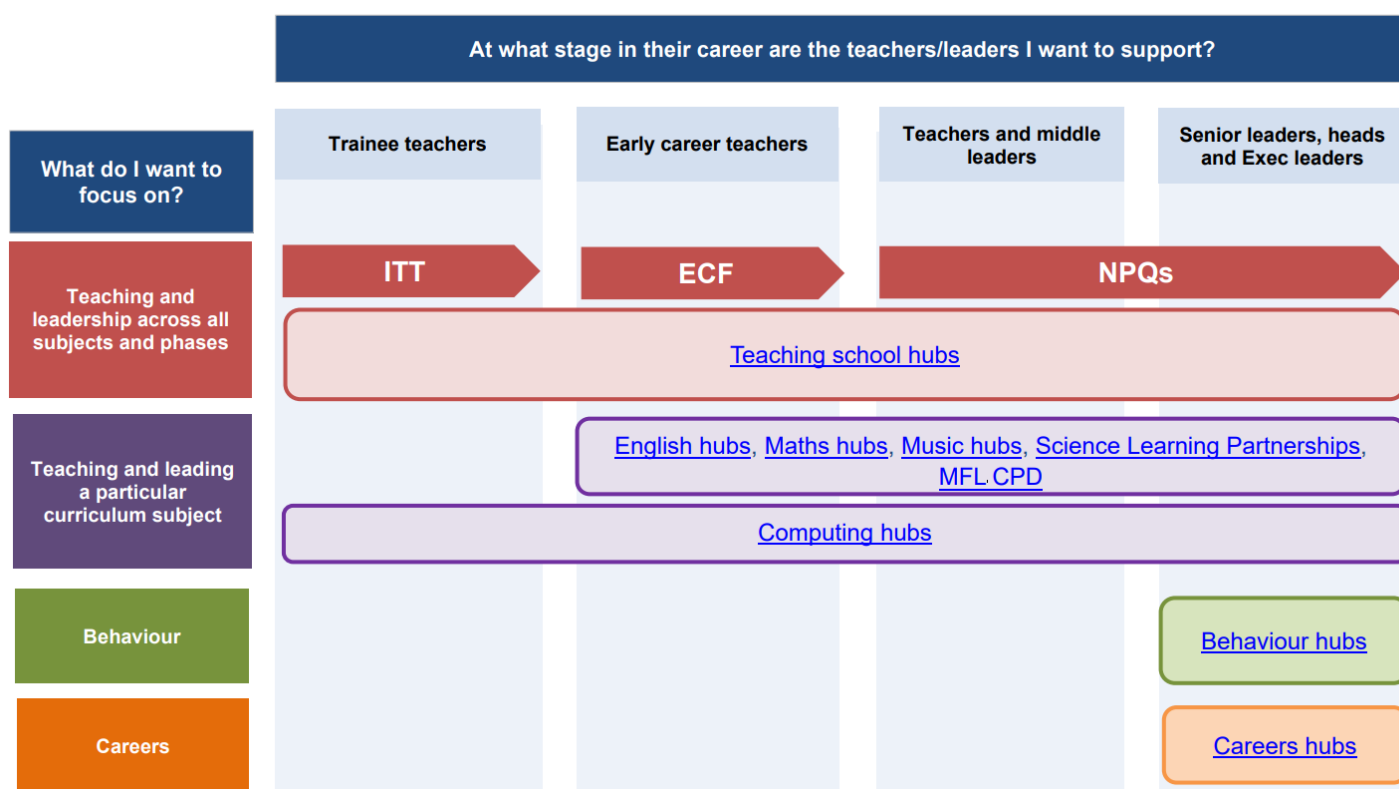
Accessing support from School Hubs Guidance

A hub is a strong school or partnership of schools and other organisations, designated by the Department for Education, that helps other schools develop and improve their practice. The DfE fund support via hubs for teachers and school leaders across different aspects of pedagogy. The guidance documents linked to below explain the support that different hubs offer and who can access this support:

Guidance Teaching school hubs	Guidance Subject hubs
Guidance Behaviour hubs	Guidance Careers hubs

The DfE encourages collaborative working between [hubs](#).

The following diagram, '[Supporting and developing teachers and school leaders through DfE-funded hubs](#)' focuses on the support that hubs provide directly to teachers and leaders.



Maths Hub Updates



The [Maths Hubs Network](#) continues to offer school and professional development to all schools and trusts across England. Maths Hubs enable schools to improve outcomes in maths through sustained focus on the curriculum, alongside developing teachers' subject knowledge, pedagogy and leadership.

There are still opportunities available to take part in fully-funded CPD in 2022, including the popular [Teaching for Mastery Programmes](#) for both primary and secondary schools. All Maths Hubs opportunities combine high quality resources, such as the [NCETM Checkpoints](#), with face-to-face bespoke support, so teachers can identify and build on pupils' prerequisite knowledge and plan lessons which enable all children to learn and succeed in maths.

Whether you are a maintained school, a stand-alone academy, or part of a trust, Maths Hubs can work with you to develop maths across your school. The [Secondary Maths MAT Leads Programme](#), for example, is designed to develop trust-wide maths leadership, and many programmes work across hub and trust boundaries to ensure participation is possible for all.

Specialist Knowledge for Teaching Mathematics (SKTM) Programmes support teachers from all phases to develop their subject knowledge and pedagogy, and include programmes for [secondary non-specialists teaching maths](#), [primary teaching assistants](#), and [Early Years Teachers](#).

For more details of all the programmes available through the Maths Hubs in 2022/23, download the [Maths Hubs 2022/23 Professional and School Development Catalogue](#). For secondary schools, this [overview of provision](#) has details of what is available to support teachers of KS3, GCSE and post-16 maths.

EEF Research School feature



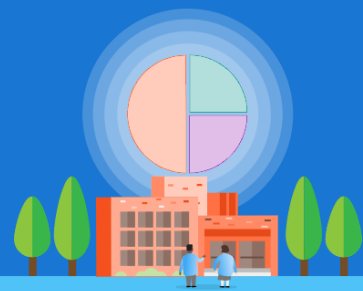
The core mission of the Research Network continues to be to support schools to use evidence to improve outcomes, with a particular focus on the outcomes of the disadvantaged. You can find your closest Research School [here](#). Simon Cox in Blackpool, Susie Fraser in Manchester, Jo Pearson in Oldham, Margaret Daly in Macclesfield and Greg Thornton in Southport are the five leads for the Research Schools in the North West.

Each Research School has its own local offer and you can access it through the website or by signing up to their newsletter.

To support the Research School work the EEF has published a new planning support tool for 22-23 called [Moving Forward, Making a Difference](#). The tool takes the three headings of the Pupil Premium guidance: High Quality Teaching, Targeted Academic Support and Wider Strategies and reviews the evidence for each but with case studies from across the research school network schools about how this evidence is being operationalised within their settings. Case studies include: the use of diagnostic assessment in EYFS to target additional support; the use of the five key teaching strategies within both primary and secondary settings to improve outcomes; whole school strategies to develop independence when completing homework and strategies to reduce persistent absence.

School planning support 2022 – 23

Evidence-based guidance for schools to support their work for the current academic year 2022–23



Regular Updates on the TSIO

Thank you for taking time to read our updates within this newsletter, we hope you, your colleagues and those you work in partnership with find its information, features and links supportive of your work. We have designed this newsletter to support system leaders in the delivery of the TSI sector-led DfE school improvement strategy for 2022-23, you can find copies of this newsletter and future editions on our [RDP pages on the Great Heights website](#). If you wish to subscribe and receive copies directly, please do forward your contact details to j.pascall@greatheightstrust.org.uk.

Thanking you for your continuing support,

Great Heights Academy Trust Regional Delivery Partner (RDP) Team



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