

Welcome to the fourth 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 the NW, we will be your first point of contact during matching and when matched - [a.bennett@greatheightstrust.org.uk](mailto:a.bennett@greatheightstrust.org.uk)

Kindest regards

Amanda Bennett OBE

### In this TSIO newsletter:

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## TSIO Matched System Leader Update

Following on from our update in [Newsletter 3](#) and the [10-day offer guide](#), we take the opportunity to highlight that mid-term reviews are approaching and which tabs on your deployment form will require completion and returning to us as your RDP.

Once matched and commissioned by us as your RDP, you should receive your Grant Offer Letter from the DfE which you should read, sign, copy and return. This email will also include **your deployment form** required for **your mid-term review**.

As your RDP we will email you a reminder in advance. A summary can be found in section 8 of your '[Guidance for System Leaders](#)' and is highlighted below:

## 8. The Deployment Form and its completion

To ensure ease of reporting, and to document the deployment effectively, we have produced a Deployment Form that will be used by the system leader from the scoping and diagnosis phase through to closure, next steps, verification and payment claim.

To minimise reporting time, we have sought to use dropdowns where possible, and only use free text boxes where an explanatory note is required. Even here, the expectation would be for such a note to be brief. The form contains eight sections:

- School/Trust Details** – Here the information on the recipient school/trust and the system leader details are to be completed, with access to URN and Trust information via a link.
- Scope and Diagnostics** – Complete using dropdowns and, where necessary, free text information relating to why the school/trust is eligible for support, the intended areas of focus and a menu of potential mechanisms for support.
- Mid Engagement** – It is important to take stock of the success of the deployment to date, and any changes required to optimise the outcomes. This section is a prompt to undertake such an interim review, and a way to document any amendments to the programme of support that result from it.
- Closure and Next Steps** – to be completed at the conclusion of the deployment. Here you should indicate whether all activities initially planned have been completed and suggest next steps.
- Bank Details** – in order for the DfE to process a claim for payment.
- Payment Claim** – This should detail the amounts claimed for, based on the number of days of deployment (funded at £600 per day)
- Supported School/Trust section** – This is the only section of the form not completed by the system leader. It must be completed by the supported school/trust as a confirmation of the work being reported in the earlier sections.
- Details of where to email the completed Deployment Form are on the final page.

### Section 2 Diagnostics / Areas of Support

Why did the school become eligible for TSI Support

Provide additional details if relevant

From you our sources of information do you intend to focus the below areas.

Teaching & Learning

Governance / Trust

Behaviour

Absence / Attendance

Curriculum and teacher development

Leadership & Management

Financial management

Pupil wellbeing, mental health and safeguarding

Pupil premium

Teacher workload / recruitment & retention

Structure & Culture

Other

As system leaders you may also find it useful to use [this checklist](#) in Annex A at any initial scoping meetings with your supported school alongside checking or signposting involvement to the content DfE approved programs in [Annex B of your guidance](#).

## Annex A - System Leader Programme Checklist

Click [here](#) for full Annex content

When working with the supported school / trust to what extent has each programme been utilised?

## Annexes A and B - summary of content

Click [here](#) for system leader programme checklist.

**Annex A – System leader training/professional development**

**Annex B – Approved DfE programmes**

	Relevant / Not Relevant ✓ ✗	Engagement	Next Steps
<b>Financial support</b>			
School Resource Management Advisor			
School Resource Management Collection			
<b>Teacher Development</b>			

## English Hub current offer and update: The Accelerator Fund Opportunity

The Accelerator Fund for English 22/23 offers schools funding to support them to purchase a Systematic Synthetic Phonics programme from the [DfE's validated list of providers](#), or to buy decodable books, resources and training linked to an SSP. Schools will receive tailored implementation advice from the English Hubs programme's literacy specialist on both which SSP would work best for their school and up to three days of tailored support to implement the programme with fidelity for lasting success. Schools who are in an Education Investment Area may receive up to £9,000 of funding, schools outside these areas could receive up to £6,000, with match-funding requirements that are adjusted to the individual school's need.

The Accelerator Fund for English 22/23 has proven extremely popular, with limited funding remaining across many regions. In order to take advantage of this offer, school leaders, including Trust CEOs, should approach their local [English Hub](#) to discuss what options are available for their schools via the English Hubs Programme, Interventions include short term one-off events to two-year long intensive support where appropriate. English Hubs are able to offer support beyond the implementation of phonics, including developing a culture of "Reading for Pleasure" and improving early language. If there are schools in your trust that could benefit from the programme, Trust leaders can refer schools directly into the programme. In addition, English Hubs are available to talk at local conferences and training events, free of charge, and can provide MAT focused CPD.

All enquiries regarding English Hubs support should be directed to local English Hubs directly:

Arch English Hub (at All Souls Primary School) - <b>Rochdale</b>	<a href="mailto:englishhub@allsoulsce.rochdale.sch.uk">englishhub@allsoulsce.rochdale.sch.uk</a>
Childer Thornton English Hub (at Childer Thornton Primary School) - <b>Cheshire West</b>	<a href="mailto:admin@childerthornton.cheshire.sch.uk">admin@childerthornton.cheshire.sch.uk</a>
Lacey Green English Hub - <b>Cheshire</b>	<a href="mailto:englishhub@laceygreen.cheshire.sch.uk">englishhub@laceygreen.cheshire.sch.uk</a>
Orgill English Hub (at Orgill Primary School) - <b>Cumbria</b>	<a href="mailto:orgillenglishhub@orgill.cumbria.sch.uk">orgillenglishhub@orgill.cumbria.sch.uk</a>
St John Vianney English Hub (at St John Vianney Primary School) – <b>Blackpool</b>	<a href="mailto:englishhub@sjvprimary.co.uk">englishhub@sjvprimary.co.uk</a>

For more information go to [www.englishhubs.org](http://www.englishhubs.org).

## National Briefing on the TSIO for Maths Hubs given jointly by the GHAT Delivery Partnership and the DfE

The role of Regional Delivery Partners (RDPs) was outlined for all maths hubs across the country last week in an online seminar jointly led by the DfE, NCETM and Tessa Mason and Jonathan Johnson from the GHAT regional teams for the NW and Y&H. The DfE's improvement support offer to schools and trusts for 2022 to 2023 was covered and the role of maths hubs emphasised in prioritising the TSIO eligible schools and trusts in receipt of the offer. The benefits and opportunities of the TSIO were explained and the importance of acknowledging the significant role of the named system leader in each deployment was shared with the maths hubs as they become more involved in the programme.

Links to our regional hubs and newsletters has been provided to the maths leads, and to their host institutions. There will be follow-up sessions provided for deployed system leaders and newly accredited NLES to access in the near future.

**Trust and school improvement support  
for the 2022 to 2023 academic year**

**Guidance for system leaders and maths hubs 25/01/2023**

**Yorkshire and the Humber and the North West RDP**

Great Heights Academy Trust is the strategic DfE Delivery Partner for the DfE TSIO 22/23 in YH and NW regions

[Great Heights Academy Trust](#)  
[Trust and school improvement offer - GOV.UK \(www.gov.uk\)](#)

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Click [here](#) or on the image above  
for the National Briefing slideset.

## NFER - Addressing the Post-Pandemic Teacher Supply Challenge in England

[This report](#) draws together a range of insights gained from a programme of research funded by the Nuffield Foundation.

It explores the key trends in teacher recruitment, retention and working conditions over the last decade, assessing what progress has been made in addressing the growing teacher supply challenge and where future policy attention could best be focussed to continue addressing the challenges.

### Key Findings:

- High teacher workload and a lack of pay competitiveness are each likely to be contributing to teacher leaving rates remaining high.
- The rapid growth of flexible working opportunities in the wider labour market since the pandemic represents an important new threat to the overall attractiveness of teaching relative to other careers for new recruits, but most importantly for retaining existing teachers.
- The Government needs to take urgent action to address issues on all these fronts. NFER recommend that this includes developing a long-term pay and financial incentives strategy and redoubling efforts to ensure the recommendations of the independent workload review groups are implemented in more schools.

## NFER - School Workforce Research Programme

The school system in England is facing a growing challenge of ensuring that sufficient numbers of high-quality teachers are employed in all subjects and across the country.

[NFER's school workforce research programme](#) combines analysis of large datasets, robust evaluation, surveys and in-depth qualitative research to provide fresh evidence and insights that support improvement in teacher recruitment, retention and development. Our research aims to give policymakers and system leaders an accurate picture of the education workforce to guide effective, proportionate and well-targeted action. Learn more [here](#).

## NCETM/Maths Hubs Update for System Leaders

[A new report](#) detailing the impact of the Maths Hubs Programme in 2021/22 has been published. The comprehensive report reflects activity across all school and college phases and celebrates a year in which over 50% of schools in England worked with their local Maths Hub. It includes case studies on schools, colleges and teachers and data showing the scale of the work.

Recruitment for [five NCETM professional development programmes](#) has now opened. Teachers are invited to apply to be a Mastery Specialist in the primary or secondary phase, and – new for 2023 – in Further Education. Those who lead professional development beyond their own setting can also apply to be a Professional Development Lead or a School Development Lead. Recruitment closes on Friday 31 March; teachers are encouraged to speak to their local Maths Hub before applying.



The successful [Mastering Number Programme](#), which develops number sense in pupils in KS1, is recruiting another cohort for 2023/24. Over 5,000 schools have already taken part in the programme, and are reporting pupils increasing their fluency and confidence in number sense. Schools wanting to take part this year should apply by the end of March in order to secure a free set of rekenreks (the abacus-style equipment used in many of the sessions).

[Maths Hubs](#) are currently planning their school and professional development offer for next year. As before, hubs will be offering a wide range of fully-funded CPD opportunities to schools in all phases and teachers at all stages of their career. Whether schools are seeking targeted improvement in an area of maths or development of approaches to enhance already successful maths results, Maths Hubs can provide dedicated support.

## Regular Updates on the TSIO

We hope you, your colleagues and those you work in partnership with find this newsletter supportive of your work. You can find copies of previous and future editions on our [RDP pages on the Great Heights website](#).

Thanking you for your continuing support, *Great Heights Academy Trust Regional Delivery Partner (RDP) Team*

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