



Department
for Education

Trust and school improvement support for the 2023 to 2024 academic year

**Guidance for system leaders
October 2023**

Version 1.0

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1. Foreword

John Edwards, Director General Regions Group, Department for Education

October 2023

We are driven by a clear purpose - at our core, we serve as the department for unlocking potential. Our mission is to empower children and learners to thrive by safeguarding the vulnerable and ensuring the delivery of exceptional standards in education, training, and care. This commitment helps realise everyone's potential – and that powers our economy, strengthens society, and increases fairness.

In our pursuit of educational excellence, our primary goal is to ensure that all schools are good and continue to improve. The best way for this to happen is for all schools to experience the benefits that being in a group of schools brings. This allows schools to learn from the best in their group, including from the best leaders, the best ideas and the best classroom resources.

Over time we want all schools to be in a high-quality multi-academy trust (MAT) as they are well placed and have the right levers to secure sustainable improvement. Therefore, support for vulnerable schools should either anchor them to a strong trust (where they are not already part of one) or support them through their existing trust by strengthening their school improvement model.

High-quality MATs create the conditions for deep collaboration and a shared strategic vision across multiple schools, enabling clear accountability for pupil outcomes. By working in partnership, schools within a trust can share curriculum expertise and effective teaching practices, and can develop the best teachers and leaders, to deliver the strongest outcomes based on the needs of each individual school.

The Trust and School Improvement (TSI) offer is a critical tool for ensuring that vulnerable schools and trusts receive the very best support both now and in the future: in the short-term, through helping the leaders of underperforming schools and trusts to have a high-quality evidence-based improvement strategy which addresses and prioritises the right

needs; and in the longer-term, through consideration of what further, sustained support may be needed. For standalone schools, the support should also consider the option and benefits of becoming part of a MAT, through supporting the development of links between vulnerable schools and the strongest trusts.

That is why the role of system leaders in delivering the TSI offer is so important – your leadership and expertise will provide the foundations for sustained and strengthened school improvement in our most vulnerable schools and trusts - particularly on disadvantaged children - and the longer-term capacity to deliver continuing and sustainable improvement.

The TSI offer is a core aspect of a sector-led school improvement strategy and the Department for Education's (DfE) work with schools and trusts through our regional teams. I want to thank you personally for offering your time and expertise to make a fundamental difference for schools and trusts, and ultimately for children and their educational experience and attainment.

2. What is the focus of the 23/24 offer?

The DfE believes that **strong trusts are the best structure for supporting long-term school improvement and levelling up education standards**. Therefore, support for eligible schools should (in most cases) either anchor them to a strong trust where they are not already part of one or support them through their existing trust by strengthening their own trust's school improvement model.

The TSI offer for academic year 2023/24, has been developed with these principles at its core.

3. Who is eligible for support?

Schools and trusts are entitled to support if they meet one of the following criteria:

- receive 2 or more consecutive requires improvement Ofsted judgements, with the latest one in the 2023 to 2024 academic year
- receive a single inadequate Ofsted judgement in the 2023 to 2024 academic year
- are assessed to be in need of immediate support by a regional director.

This applies to single schools and schools within a MAT.

N.B. If a school or trust does not meet these criteria and either self-identifies as needing help or where DfE regional delivery teams judge that to be the case, TSI can be accessed by exception.

4. What type of support is available?

All eligible schools/trusts will have access to 10 days of support and advice from a system leader – normally a CEO of a high-quality MAT (supported by their wider team), or National Leader of Education (NLE) when a suitable MAT CEO cannot be found. The system leader will:

- help the recipient school/trust leadership team to **identify and implement strategies for improvements** within the school/trust and support the building of relationships with a MAT.
- **Signpost towards additional support** available (e.g., curriculum and behaviour hubs), helping to identify activities likely to support the needs of a recipient school/trust and providing guidance on how to access.
- Have conversations about **long term sustainable improvement**, including joining a strong MAT.

5. An enhanced strand of support

Acknowledging that different schools have varying degrees of need, and some do require support beyond the initial 10-day deployment, this year we are introducing an enhanced strand of support targeted at the most vulnerable schools and trusts: This will allow some schools to access **one** of the below:

- a funded trust partnership (£10,000 to support trusts with the costs associated with implementing an SLA), to sustain support to vulnerable schools from a high-quality trust).
- up to an additional 5 days of support via a short-term TSI extension.

Giving supported schools/trusts a longer period of support ensures that the supporting trust can be more holistic, deliver the long-term implementation of improvement approaches and monitor the impact their support is having.

Process for obtaining agreement for a funded Trust

Partnership

This process map outlines the steps involved in assessing and obtaining agreement for a funded trust partnership, from the initial assessment by the system leader to the funding approval and initiation process by the DfE.

1. Assessment and Documentation

- The system leader assesses if a school/trust may benefit from a trust partnership as part of their 10-day TSI deployment.
- If considered beneficial, the system leader documents the following in a written document (separate to the end of deployment form):
 - Sets out the potential benefit to the school
 - Confirms the school/trust's agreement to enter into a trust partnership.
 - Includes information on a suitable match if identified.
 - Provides all contextual information (e.g., existing relationships, preferred trust) to assist DfE in identifying a suitable partnership trust.

2. Submission to RDP

- The system leader submits the end of deployment return and all trust partnership related documentation to their RDP.

3. DfE Evaluation

- DfE considers all applications received.

4. Summary Email

- DfE sends a summary email to the school/trust.

- Copies may be sent to the Diocese/LA where appropriate.
- The email confirms whether funding has been approved or not.

5. Funding Approval

- If funding is approved:
- DfE issues a grant offer letter.
- DfE provides the partnering trust with full terms and conditions.
- DfE initiates the funding process.

6. End of Process

- The process for obtaining agreement for a funded trust partnership is complete.

Schools/trusts wishing to set up formalised trust partnerships should follow the DfE's non-statutory [guidance](#) which explains what they are and how they can be used and sits alongside a model service level agreement (SLA). For funded trust partnerships authorised as part of TSI, we expect the arrangement to last for a period of 12 months. Where approved, DfE will provide £10,000 in grant funding towards the cost of the partnership. This will be paid in two payments of £5000 as follows -

- a. up-front upon receipt of a signed grant offer which confirms that a signed service level agreement is in place between the school and the trust
- b. at the end of the partnership upon receipt of a report from the trust detailing the activities undertaken and confirmation from the school these went ahead as described.

If a school and trust wish to enter an **unfunded trust partnership**, DfE has no formal role in approving this. However, we would strongly encourage trusts to inform RG about any unfunded partnerships and to seek a steer about whether future growth would be approved.

[Process for obtaining agreement to provide up to 5 additional support days](#)

1. Assessment and Documentation

- Towards the end of their 10-day deployment, the system leader assesses if a school/trust may benefit from additional days of support
- If additional support days are deemed beneficial:
 - Contact RDP with details of required additional support days
 - Provide contextual information to support the request

2. Submission to RDP

- The system leader submits their request and contextual information to their RDP who will QA this information and share with Regions Group.

3. DfE review

- DfE reviews the request for additional support days.
- DfE aims to approve or decline the request within 5 working days.

4. Outcome notification

- DfE emails the system leader regarding the outcome of their request.
- If declined, DfE provides clear rationale for the decision.
- If approved, DfE provides an updated timeframe for support completion (usually, an additional 5 days of support should be delivered within one academic term or 12 weeks).

5. Delivery of additional support

- System leaders provide the agreed additional support within the specified timeframe.
- Ensure that the support is completed within the agreed academic term or 12 weeks.

6. End of Process

- The process for obtaining agreement for accessing additional support days is complete.

NB: DfE will not pay for any extra days unless they were formally agreed with DfE.

7. The key to a successful deployment

For the above to be effective, it is vital system leaders engage with the recipient school/trust in a way that builds both understanding of current context, strengths and needs and a relationship of transparency and trust. Without these two components, it is unlikely that support provided will be aligned effectively to address areas of need or will be received and acted upon positively and productively.

Where support is directed towards a school within a trust, it is imperative that support is channelled through the Trust CEO. This approach serves a dual purpose. Firstly, it guarantees alignment with the broader policies and objectives of the trust and increases the likelihood of the support being provided resonating with the overarching mission and vision of the trust, ensuring synergy across all constituent schools.

Secondly, directing support through the Trust CEO also offers an avenue to influence trust policies where improvements are identified within the recipient school. When system leaders identify successful strategies or policies within a particular school that could benefit the entire trust, involving the Trust CEO becomes instrumental in advocating for those changes. This approach fosters a culture of continuous improvement within the trust, where successful practices can be disseminated and adopted for the collective benefit of all schools

System leaders are expected to take full ownership of co-ordinating the support offer and delivering most of the support required. Where, however, system leaders have identified areas in which the recipient school/trust could benefit from further specialist and validated assistance, they can draw upon skills and expertise from within their own organisation to, in effect, act as a conduit through which expert support for areas beyond their own personal remit (such as subject specialist support, timetabling, financial and HR support) can be deployed. Nevertheless, it is important to note that all work undertaken under the offer is commissioned, monitored, and subsequently validated by the system leader, who is solely responsible for its sign off via the deployment form (section 8) and accountable for its effectiveness in delivering improvement.

Finally, system leaders must consider the effectiveness of those with responsibility for governance to determine if independent external support would be beneficial to the Trust board. When carrying out the initial diagnosis a system leader might want to undertake conversations with the chair/trustees/governance professional and executive team, as well as reviewing papers and minutes from recent board meetings to help reach this decision.

If system leaders determine the governing board would benefit from independent external support, they might consider using their own governance professional(s) to work together with the supported school or trust to integrate any improvements into a wider improvement plan. Where, however, system leaders (and their executive team] do not have the relevant governance expertise to provide governance support, please contact your local RDP who will instruct you on the next steps.

8. How will the offer be delivered?

Working with DfE regional teams and new Regional Delivery Partner's (RDPs)

Schools and trusts eligible for support will be matched to a system leader (normally a MAT CEO or an NLE where a MAT CEO isn't available) who will provide them with support and advice. System leaders providing support will be managed by contracted Regional Delivery Partners working in conjunction with DfE Regional teams. The TSI offer Regional Delivery Partner (RDP) lead for each region is:

Region	Lead RDP name	Contact email address
East of England	Lesley Birch	LBirch@meridiantrust.co.uk
East Midlands	Chris Wheatley	Ceo@flyinghightrust.co.uk
London	Amanda Parry	A.parry@hispmat.org
North East	John Hardy	Headteacher@sjvschool.co.uk
North West	Amanda Bennett	A.bennett@greathightstrust.org.uk
South East	Amanda Parry	A.parry@hispmat.org
South West	Andrew Earnshaw	Andrew.earnshaw@iaspire.net
West Midlands	Mike Donoghue	M.donoghue@jtmat.co.uk
Yorkshire and the Humber	Amanda Bennett	A.bennett@greathightstrust.org.uk

It will be the role of the DfE regional team and the RDP to match an eligible school/trust with a suitable system leader. It is important that matching considers the capacity, experience, and expertise of system leaders as well as regional strategic priorities, to make an appropriate match.

Where a system leader is identified as a potential match, their RDP will be in touch regarding their availability and to ensure the match is suitable. If the system leader agrees to supporting the school/trust, they will be contacted by their RDP to confirm the match.

Where a school raises concerns about a match, this will be discussed with them by the matching team and provided with clear rationale for the decision.

System leaders will be contacted by their RDP with the final details of the match, including contact details for the relevant person at the school/trust and any contextual information that could inform the support they provide.

System leaders are likely to be called upon at different points during the 2023/24 academic year and asked to support schools as they become eligible for the TSI offer.

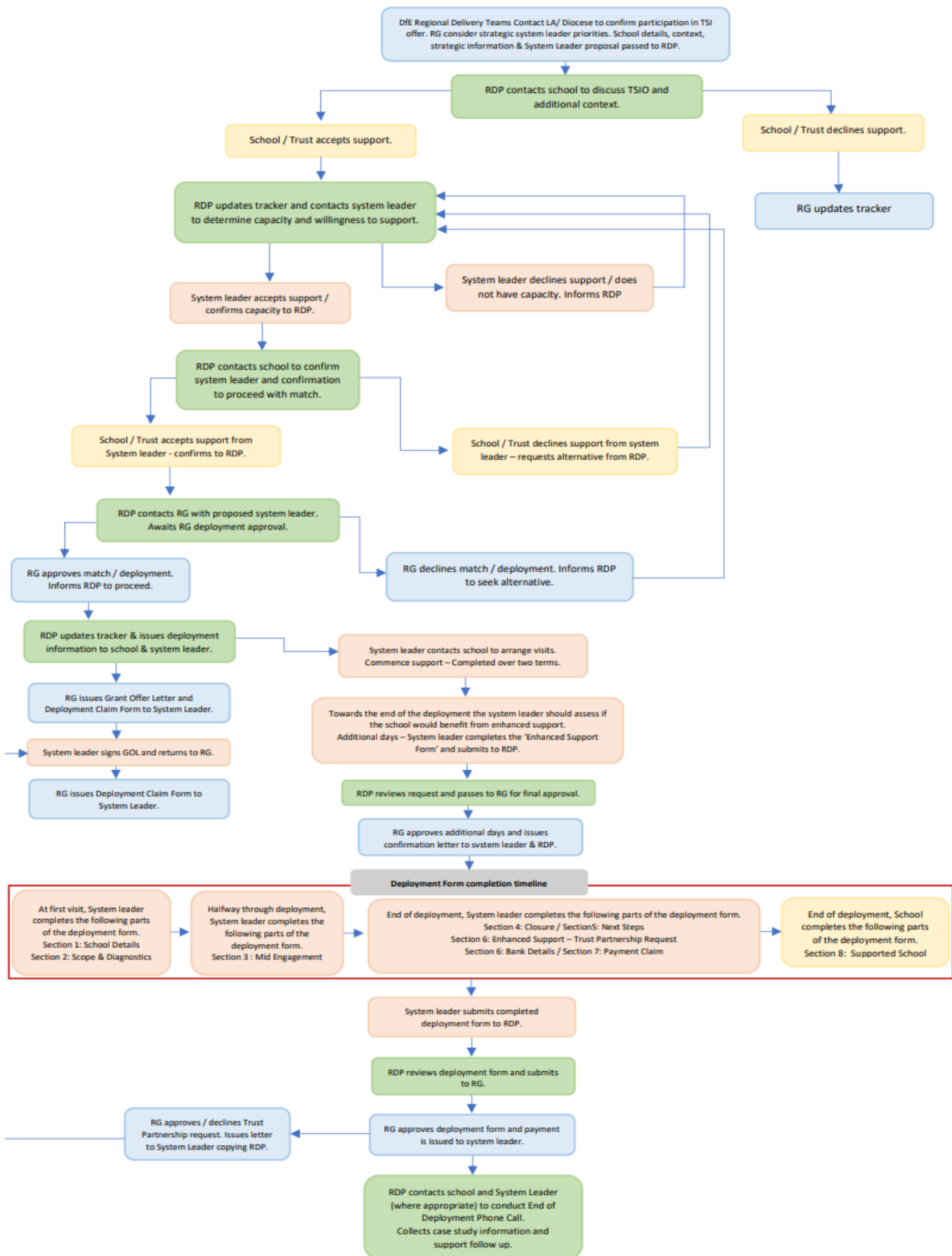
Contacting supported schools / trusts

System leaders will be sent a message via email if DfE/ or their RDP consider them to be a suitable match for an eligible school/trust. If a system leader is matched to a trust, they will be providing trust level support and should contact the Trust CEO. If they are matched to a school, they should initially be in contact with the headteacher. Contact details will be included in the email. This deployment email will also include a copy of the Deployment Form (see below – note the linking tabs for continuous deployment use) for completion throughout the deployment, and for submission at its conclusion. RDPs will keep in contact with system leaders throughout their deployment. System leaders are expected to indicate at the earliest opportunity if there is an unforeseen delay in providing support, or if their capacity changes and they are no longer able to support a school/trust, to enable alternative support to be put in place as soon as possible.

9. Process Overview

	School / Trust identified as eligible	School / Trust confirmation	Engage School in TSIO	Engage System Leader	Confirm provider	Regional Director approval	Deployment	Engagement	Up to 10 days of activities commence (See 10-day model)	Enhanced Support Options	Enhanced Support Request	Deployment Completed (See 10-day model)	Report & Claim	Follow up engagement call	Case Study / Follow on support
DFE Regional Delivery Team (RG)	Contact LA/ Diocese to confirm participation in TSI offer. RG consider strategic system leader priorities. School details, context, strategic information & System leader proposal passed to RDP.					Gain Regional Director approval & confirm with RDP.				RG gain approval for additional support days / funded trust partnership and confirm to RDP...	Additional days - RG gains relevant approval and issues confirmation and new GOL to SL. Ensuring RDP are included in all correspondence.		Receive & process form. Approval TP and claim. Process payment.		Support case study or Trust Partnership where applicable.
	<i>4 Weeks</i>					<i>1 week</i>					<i>5 days</i>		<i>10 days</i>		
Regional Delivery Partner (RDP)	Receive information from RG. School details, context and suggested / preferred system leader.		Contact made with system leader to determine capacity and any conflict.	Contact school to confirm, system leader proposed & further details.	Submit for approval. Inform RG of school & system leader agreement.		Issue final deployment emails and information to system leader & School/trust				RDP will review request for additional support days and submit to RG for approval.		Receive form, review and submit to RDD	Hold end of deployment call with supported school (and system leader where appropriate) to understand their experience of the offer & future plans. RG updated with any issues	Support case study or Trust Partnership where applicable.
	<i>5 Days</i>		<i>3 days</i>	<i>3 days</i>	<i>3 days</i>		<i>3 days</i>				<i>3 days</i>		<i>3 days</i>	<i>10 days</i>	
System Leader			Receive RDP contact. Confirm ability to support. (Y/N)				Receive deployment information	System leader contacts school to arrange initial meeting	First visit carried out. Initial scoping and diagnostic form completed (Refer to 10-day model)	Towards the end of the deployment, system leader should access whether the school may benefit from enhanced support - additional days or engaging in a funded trust partnership.	Additional 5 days - SL completes and submits form to RDP, prior to deployment completion. Trust Partnership - SL completes TP Request (enhanced support) section on claim form.	Deployment completed. Closure & next steps on form completed.	Complete form, sign, send to school to sign. Provide details of TP where required. Submit to RDP	Engage with RDP for end of deployment call.	Support case study or Trust Partnership where applicable.
			<i>3 days</i>					<i>10 days</i>	<i>4 weeks</i>	<i>Second term of deployment</i>		<i>Confirmed on Deployment</i>	<i>10 days</i>		
Supported School		Receive contact from RDP and confirm engagement in TSIO. Add any additional context.		Confirm engagement & system leader suggestion.			Receive deployment information	Arrange initial meeting with System Leader	Host System Leader and engage positively	Discuss and agree details of enhanced support with system leader.		Deployment completed.	Sign off form as deployment complete.	Engage with RDP for end of deployment call.	Support case study or Trust Partnership where applicable.
		<i>5 days</i>		<i>3 days</i>				<i>10 days</i>	<i>4 weeks</i>	<i>Second term of deployment</i>		<i>Confirmed on Deployment</i>	<i>3 days</i>	<i>10 days</i>	

The offer relies upon the effective working of four key partners – the DfE Regions Group Regional Team (RG), the contracted Regional Delivery Partner, the system leader, and the supported school/trust. In order to frame the whole offer from the four key partners, the chronology of the process is outlined below with linking timeframe expectations (from left to right).



To further illustrate the process and connectivity between partners - the [flow diagram](#) above has a focus on when system leaders should expect to commence contact and support offers alongside the 'Deployment form' expectations.

10. System leader support

In order that the recipient school/trust can experience the scale and scope of working with system leaders and trusts with a diversity of personnel and expertise, the core offer includes a 10-day deployment. This is to allow time for system leaders to go further than diagnosing areas for improvement within the school/trust and beginning to deliver bespoke support.

The focus of the support, therefore, should be to:

- help schools/trusts identify the right short-term priorities
- begin delivering bespoke support/implementing improvement plan
- put actions in place to secure sustained improvement, including the longer-term capacity to deliver continuing improvement through a strong trust family

Where a system leader believes a short 5-day extension would be beneficial for the school/trust receiving support, these additional support days should be used to supplement the days dedicated to delivering bespoke support and implementing the improvement plan.

We expect that support will primarily be delivered face-to-face but can be done remotely where this is more valuable or avoids unnecessary negative environmental impact.

Early into the deployment dynamic, the system leader should assess the strength of the recipient school/trust's current improvement approach and determine whether to spend time to support them to develop new strategies or reflect on and update their existing strategies. These improvement strategies should address leadership, governance and financial management alongside the curriculum, behaviour, attendance, pedagogy, workload, and wellbeing through the signposting of [DfE approved programmes](#).

The system leader will be asked to complete a Deployment Form (see below) and submit it at the conclusion of the deployment to the DfE via your RDP. This includes a claim form for payment. It also includes any recommendation on whether the school/trust would benefit from additional funded elements of support (see reporting and funding section).

The system leader will, of course, adapt their support to the circumstances of the school/trust, but we have provided a model (right / next page) as a suggested structure for the support you provide and the guidance and documentation you could consider. This process can be used irrespective of the agreed number of days of deployment. A template version of this model is available on the next page, for system leaders to populate with regard to their own deployment, but please note that this does not form part of the final submission.

Click [here](#) for a worked example for a secondary phase maintained school receiving a "Requires Improvement" judgment.

8. The Deployment Form and its completion

To ensure ease of reporting, and to document the deployment effectively, we have produced a deployment form to 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 system leaders are instructed to only use free text boxes where an explanatory note is required. Even here, the expectation is for such a note to be brief. The form contains eight sections:

- 1) **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.
- 2) **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.
- 3) **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.
- 4) **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.
- 5) **Bank Details** – in order for the DfE to process a claim for payment.
- 6) **Payment Claim** – This should detail the amounts claimed for, based on the number of days of deployment (funded at £600 per day)
- 7) **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.
- 8) 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 your 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



Case studies

Case study: Manor Primary, Mendell Primary and Sandbrook Primary

Supported by: Yvonne Brown, CEO of Leading Learners MAT

Context of school and why system leader matched to provide support:

- Manor Primary School, Mendell Primary School and Sandbrook Primary School are all located on the Wirral, and are rated 2RI, 3RI and 4RI respectively.
- Yvonne Brown, CEO of Leading Learners, was originally approached by a consultant at Wirral LA and asked to facilitate a leadership training day for the schools.
- Subsequently, Yvonne was matched to provide support under the TSI offer and the schools have now entered into trust partnerships.

Support carried out:

Support has focused around 5 key areas:

1. Leadership development - supporting the SLT in each school to monitor and evaluate the quality of teaching and learning, sharpen the focus of strategic plans and school evaluation documents and to engage with parents and the school community.
2. Curriculum and subject leadership - facilitate subject specific training, and support subject leaders to monitor the implementation and impact of the curriculum
3. EYFS provision
4. Reading and phonics – support to develop improvement plans
5. Governance development – support to strengthen governance



Impact:

- School improvement support plans have been developed and are being implemented
- Increased leadership capacity across the 3 schools
- All 3 schools have appreciated the benefits of working with Leading Learners MAT and are seriously considering joining the trust.

Next steps because of the support:

All 3 schools have entered 12-month funded trust partnerships with Leading Learners MAT and are considering joining the trust.

Case study: Campsmount Academy (Yorkshire and Humber)

Supported by: Paul Tarn, CEO Delta Trust and Yvonne Bootman, Director of Education at Leger Education Trust

Context of school and why system leader matched to provide support:

- Campsmount Academy in Doncaster is part of Leger Education Trust. The academy was judged RI by Ofsted in March 2022; behaviour and attitudes, leadership and management, and sixth-form provision were all areas of concern.
- Support was offered to raise outcomes for the 2023 cohort and beyond, with particular focus on Maths, inclusion and attendance, and leadership mentor support.

Support carried out:



- Scoping and audit of needs, resulting in matching of curriculum subject leader support including intervention strategy support for Maths leaders, and shadowing opportunities for Engineering subject leaders.
- Facilitation of raising ambition opportunities, including access for science students to Delta Trust's "High Ability" conference.
- Sharing of attendance strategy offers, review of current strategies, and collaboration between attendance managers.
- Sharing practice visits between academy trust schools, focusing on driving sustained improvement strategies.

Impact:

- SLT and curriculum leaders are now engaged in identification of actions and rationale.
- Joint "change teams" have been developed, connecting schools and resources.
- Latest attendance figures show improvements compared to 2021/22 data.

Next steps because of the support:

- Continuation of leadership support and shadowing support, to further strengthen the quality of teaching and learning.
- Behaviour and Fixed Term suspensions analysis will be carried out with further support offered.
- Quality assurance of Inclusion strategies will be carried out to identify next steps.
- Joint curriculum outcome monitoring will be conducted.

Case study: Tenterden Schools Trust

Supported by: Matthew Crawford, Trust Leader Embark Foundation



Context of trust and why system leader matched to provide support:

- Tenterden Schools Trust was identified for support due to the trust having a relatively new CEO, new Chair of Trustees, and an RI school. Conditions for growth had been set by the Regional Director.
- Embark Foundation was identified as a suitable match, at the trust's journey looked similar to the likely growth trajectory for Tenterden Schools Trust.
- There is clear alignment in values between the two trusts and Tenterden has benefitted from support provided by a National Leader of Education in a strong trust that is out of area.
- Support from out of area was seen as a positive. Distances involved have incurred extra costs for Tenterden, but is seen as excellent value for money.

Support carried out:

- An initial virtual meeting was held to discuss context and scope of work. Following this, the Tenterden CEO spent two days visiting Embark, observing schools and exploring structures, including the Governance structure, School Improvement model, and staffing.
- An engagement meeting was held between the two trust English Leads to further develop the curriculum model.
- Embark's Finance Director met with Tenterden staff to discuss use of trust reserves for school improvement, and to discuss the overall reserves policy.
- Embark's Director of Education joined the interview panel for Tenterden's Director of Education role. The newly appointed Tenterden Director of Education subsequently spent time shadowing Embark's Director of Education.
- Embark's CEO visited all Tenterden schools, to share observations and offer advice on ongoing structures and practices.

- Embark's Chair of Trustees ran an awayday for TST Trustees on vision and values.
- Tenterden attended an exploratory meeting with other schools considering joining a MAT.

Impact:

- Tenterden's Governance structure was adjusted to include Education Standards, Finance and Audit Committees.
- A national search for a Finance Trustee and Chair of Finance Committee was conducted successfully.
- Tenterden's School Improvement Model was refined, leading to a successful restructure in order to employ a Director of Education
- Tenterden's RI school was upgraded to Good following an Ofsted inspection in April 2023, meaning all schools in the trust are now Good.
- Senior Executives within the trust have positively used the DfE MAT Assurance Framework document to develop strong School Improvement leads working across the Trust.
- Tenterden has created a Core Service Level Charter, clarifying the central offer from the Trust, to support marketing to the trust to potential new member schools.
- Curriculum, teaching and learning, and subject groups have been established across the Trust.
- Trustees have approved, a new reserves policy, a restructure, and a new School Improvement model.
- Trustees benefit from working with an NLG. More robust Governance practices in place.

Next steps because of the support:

Mutual support offered between Trusts and an ongoing relationship has been formed.



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Additional support elements

Reducing persistent absence

Reducing absence and tackling persistent absence in all schools is a priority for the Secretary of State and the department; ensuring that pupils regularly attend is a pre-requisite for all other efforts to support pupils making up lost learning. We will notify you where absence is identified as a particular concern in a school/trust you are supporting. We expect you to explore what plans they have in place to maximise attendance and tackle persistent absence.

[‘Working together to improve school attendance’](#) is the Department’s guidance setting out expectations for schools and local authorities for improving attendance. The government intends to make the Working Together to Improve Attendance guidance statutory when parliamentary time allows; in light of this guidance, you may wish to explore that schools and MATs have:

- Developed a whole school culture that promotes the benefits of high attendance and have a named senior attendance champion on the SLT.
- A clear school attendance policy which all leaders, staff, pupils, and parents understand
- Processes in place to ensure the admission and attendance registers are completed accurately, including day to day processes to follow-up absence
- Systems in place to regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance before putting effective strategies in place. Schools that are [sharing their daily attendance data](#) with the department can use the [‘Monitor your school attendance’](#) reports to support this. Aggregate data is [published fortnightly](#) at LA and above level to enable local and national comparisons.



- Strong relationships with families to listen and understand barriers to attendance so they can work with them to remove them, including considering whether [reasonable adjustments](#) are needed to ensure that children with Special Education Needs and Disabilities (SEND) can access full-time education.
- A collaborative relationship with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.
- Effective governance which supports stronger attendance.

In supporting a school to reduce absence and persistent absence, SLs will wish to look at how pupil premium (PP) funding is being used to improve attendance, particularly for the most vulnerable, and the gap between disadvantaged pupils' attendance and their peers. SLs may want to refer to the Department's [guidance for school leaders](#) on using PP and the EEF's practical [guide to using PP effectively](#).

For MATs, you may wish to explore the following overarching responsibilities set out in the guidance. The trust has arrangements in place to:

- Promote attendance across its schools' ethos and policies.
- Ensure its school leaders fulfil their expectations and statutory duties on attendance.
- Regularly review attendance data across its schools and discuss, and challenge, trends to help its schools focus improvement efforts on the individual pupils or cohorts that need it most.
- Ensure school staff receive adequate training on attendance.

Where you are considering whether external governance support is necessary, you should also consider whether and how governance structures support strong attendance. If the eligible school is receiving support from one of the department's attendance advisers, you may need to discuss the

schools action plan to ensure any additional support is in collaboration and not duplication.

You may wish to refer schools to the department's [effective practice examples for improving attendance with schools and trusts](#). This page has a range of webinars covering whole school approaches from a variety of schools to training sessions targeting specific themes within the new guidance.

There are useful links to guidance on the same page to help schools, trusts and governing bodies maintain high levels of school attendance including roles and responsibilities.

How effectively is the school using its pupil premium (and recovery premium) funding?

Improving attainment for disadvantaged pupils has been a government priority since the introduction of the pupil premium in 2011. Given the additional impact of the pandemic on disadvantaged pupils, well-evidenced effective practice that raises their attainment is needed now more than ever.

DfE has published a guide for school leaders on [using pupil premium](#) effectively. The Education Endowment Foundation (EEF) has also published a set of [pupil premium resources](#). You should familiarise yourself with these publications and ensure school leaders are aware of them.

You may wish to explore with the school how it can effectively implement the 5-step process in the DfE guide:

1. Identify the specific challenges faced by your disadvantaged and vulnerable pupils
2. Use evidence to identify appropriate and effective responses



3. Develop a plan for using your pupil premium to maximum effect
4. Implement your plan
5. Evaluate and sustain your strategy

You should ensure that the school is aware of the [pupil premium conditions of grant](#), notably that schools must:

- use all of their pupil premium in accordance with the menu of approaches, which can be found on page 7 of the DfE [using pupil premium](#) guide; and
- publish a statement on their use of pupil premium and its impact each year by 31 December. They must use the DfE [pupil premium strategy statement template](#) to do this. You can use the school's statement to better understand its existing pupil premium strategy.

The school will also be in receipt of [recovery premium](#) funding in 2022/23 and 2023/24. Recovery premium for mainstream schools is based on pupil premium eligibility and schools should use both grants to improve education outcomes for disadvantaged pupils. In special settings allocations are based on total pupil numbers.

The [recovery premium conditions of grant](#) state that the funding must be used in accordance with the pupil premium menu of approaches (though, unlike pupil premium, it cannot be used to fund the National Tutoring Programme) and accounted for in the school's pupil premium strategy statement.

PE and sport premium

The PE and sport premium is a £320 million a year ringfenced grant to primary schools, and other educational establishments with primary aged children. Schools must use the funding to make additional and sustainable



improvements to the quality of PE, sport and physical activity they offer. The premium must be used to develop or add to the PE and sport activities that a school already offers and make improvements now that will benefit pupils joining the school in future years.

Further detail can be found at [PE and sport premium for primary schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)

Research Informed Networks

[The Research Schools Network](#) is a collaboration (EEF and IEE) to create a network of schools that support the use of evidence to improve teaching practice across schools, colleges, and early years settings. From 2023, the Research School Network will consist of 33 Research Schools, including six new schools, that are distributed across England. The Research Schools Network is a central component of the EEF's [new regional strategy for 2023-26](#).

System leaders may wish to connect to their local Research School when considering their rationale for deployment offers.

An Excellent teacher for every child reform offers

System leaders may wish to connect to the current reform offers of the Early Career Framework (ECF) and suite of NPQs including:

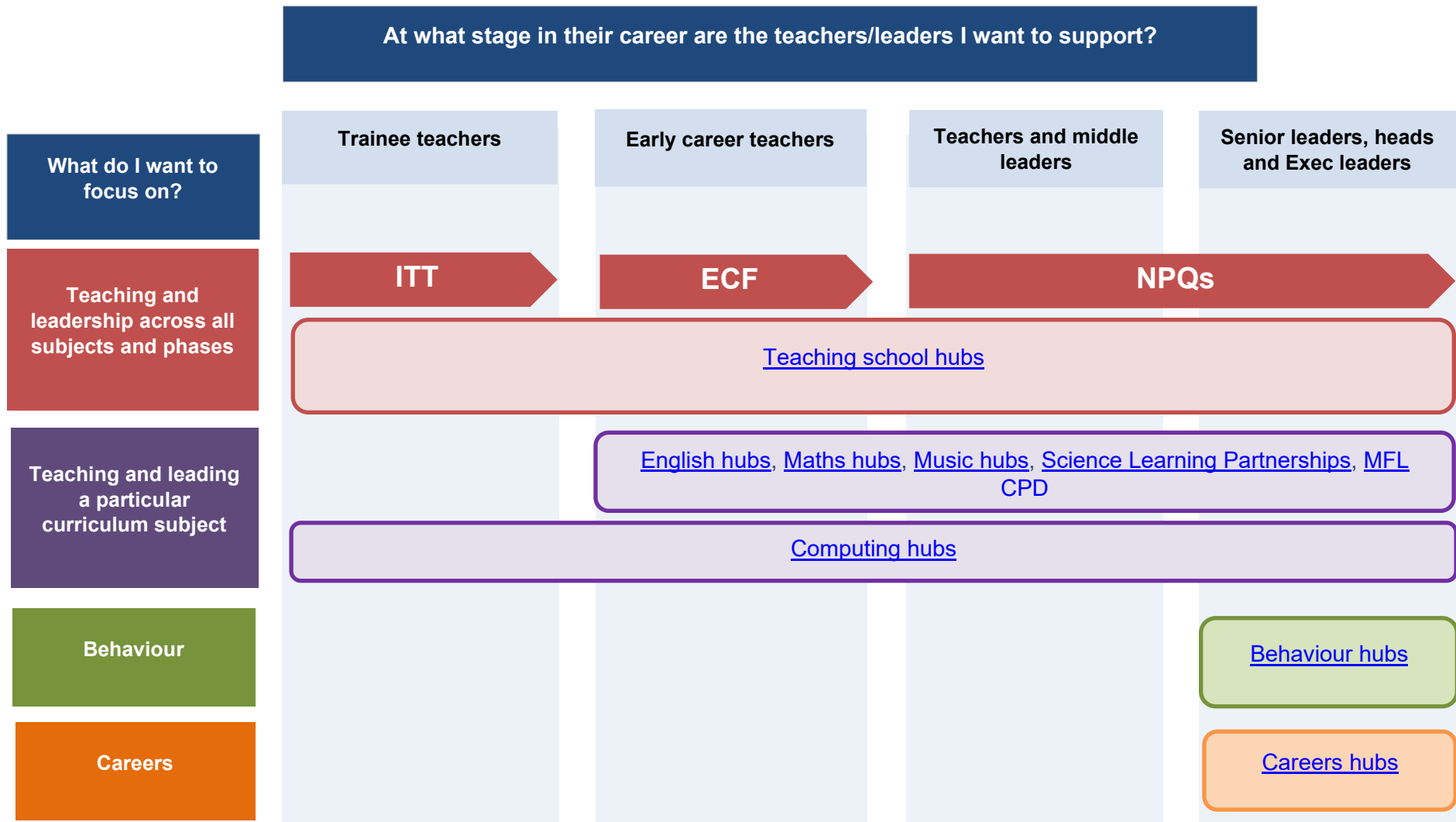
Specialist NPQs: NPQs in Leading Teaching (NPQLT), Leading Behaviour and Culture (NPQLBC), Leading Teacher Development (NPQLTD) and Leading Literacy (NPQLL)

Leadership NPQs: NPQs in Senior Leadership (NPQSL), Headship (NPQH), Early Years Leadership (NPQEYL) and Executive Leadership (NPQEL)



Department
for Education

Additionally, of interest could be the connectivity to the new SENCO National Professional Qualification (replacing the National Award in SEN Co-ordination as the mandatory qualification for new SENCOs) via their local [Teaching School Hub](#). Find local TSHs [here](#).



DfE encourages collaborative working between [hubs](#). This diagram focuses on the support that hubs provide directly to teachers and leaders.

Annex A – summary of content

Approved DfE programmes

1. Financial support

School Resource Management Advisor

School Resource Management Collection

2. Teacher Development

National Professional Qualifications

Early Career Framework

High Potential Initial Teacher Training

3. Recovery, Behaviour and Curriculum Hubs

National Tutoring Programme

Behaviour Hub

Maths Hubs Programme

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English Hubs Programme

Music Hubs

Systematic Synthetic Phonics

Science Learning Partnerships Programme

Enhanced Science Subsidies

Computing Hubs Programme

SEND Hub

4. Workload Reduction

5. Mental Health

Annex A – Approved DfE Programmes

Alongside the [additional support](#) available for referral, system leaders should consider whether any of the following approved DfE programmes may be beneficial/relevant to the school/trust and their improvement needs. If so, the school/trust should be made aware of their options, how they can access this additional support and be encouraged to take advantage of these offers. These details are provided for you below.

1. Financial support

School Resource Management Advisor (SRMA) programme

The SRMA programme provides free, independent, and tailored advice and support from experts in this field. The programme is open to all local authorities, maintained schools and academy trusts that would welcome peer-to-peer advice and support, whatever your financial position.

SRMAs are independent advisers who have significant experience of school business management and have undergone a challenging accreditation process. Your SRMA's skills and experience will be matched to your specific context.

SRMAs work with schools, trusts and local authorities across all types of educational settings with a range of different needs, in all financial circumstances. Through supportive, peer-to-peer conversations they give advice that is tailored to your school, local authority or trust.

You can find out more information on the programme by visiting the [SRMA gov.uk page](#) or to request an SRMA visit email the team at: SRMA.ESFA@education.gov.uk.

School Resource Management Collection

To support schools and trusts improve outcomes for pupils by getting the best value from all their resources the department has developed, in partnership with the sector, the School Resource Management (SRM) offer.

The SRM offer is a collection of free tools, guidance, and support available to all state-funded educational settings in England to help them build their resource management capability and obtain best value from all their resources.

The offer includes support with financial benchmarking, procurement, Integrated Curriculum and Financial Planning (ICFP), recruitment, digital technology, and more. You can access the full suite of SRM resources via the [SRM gov.uk collection page](#).

2. Teacher Development

National Professional Qualifications

National Professional Qualifications (NPQs) are trusted, transferable qualifications targeted at different groups of teachers to provide a coherent framework for development at every stage of their career.

Each NPQ has two cohorts annually. For AY 2023/24 these start in October and February. Participants will need to firstly choose a Provider and then register on the DfE registration platform.

There are five specialist NPQs to address the broad range of responsibilities of current and aspiring middle leaders, which:

- support the training and development of others, including early career teachers;
- develop teachers who are subject leads or responsible for improving teaching practice in a subject or phase;
- develop teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase;
- develop teachers who have responsibilities for leading behaviour and culture; and

- develop teachers to lead other colleagues to embed mastery approaches to teaching mathematics across a primary school, key-stage or phase.

These are:

- National Professional Qualification for Leading Teaching (NPQLT)
- National Professional Qualification for Leading Teacher Development (NPQLTD)
- National Professional Qualification for Leading Literacy (NPQLL)
- National Professional Qualification for Leading Behaviour and Culture (NPQLBC)
- NPQ for Leading Primary Mathematics (NPQLPM): **(registration available from autumn 2023, with delivery commencing from February 2024)**

There are also four Leadership NPQs which are underpinned by the latest evidence of what works:

- National Professional Qualification for Senior Leadership (NPQSL)
- National Professional Qualification for Early Years Leadership (NPQEYL)
- National Professional Qualification for Headship (NPQH)
- National Professional Qualification for Executive Leadership (NPQEL)

New headteachers, within the first 5 years of headship at a state-funded school, can also access the free Early Headship Coaching Offer, if they are completing or have already completed the NPQH.

For academic year 2023/24, there is full scholarship funding available to cover NPQ course costs for suitable teachers and leaders employed by:

- state-funded schools
- state-funded 16 to 19 organisations
- independent special schools
- virtual schools (organisations run by local authorities that support the education of children in care)
- hospital schools

- young offender institutions

It's also available for practising teachers employed by local authorities, such as local authority supply teachers. Some other Early Years Settings are eligible for the Early Years Leadership NPQ.

Additional grant funding directly to the school to incentivise uptake is also available to all primary schools (£200 per participant, uplifted to £800 per participant where the school has 150 pupils or fewer) and other schools with 600 pupils or fewer (£200 per participant). This is called [NPQ Targeted Support Funding](#).

Non-eligible settings can participate in NPQs on a self-funded basis.

For more information please visit [national professional qualifications frameworks](#)

Early Career Framework

The Early Career Framework (ECF) sets out what high quality professional development early career teachers (ECTs) are entitled to access at the start of their career. The ECF was developed in consultation with an Expert Advisory Group and in collaboration with a wide range of teachers, school leaders, academics, and experts. The content of the framework and its underpinning evidence was independently assessed and endorsed by the Education Endowment Foundation (EEF).

The ECF reforms were rolled out nationally in September 2021 entitling all ECTs in England to access high quality professional development at the start of their career.

ECTs now receive two years of development support and training based on the content of the Early Career Framework (ECF). The offer for ECTs includes:

- 5% off timetable in the second year of induction for all ECTs to undertake induction activities including training and mentoring (in addition to the existing 10% off timetable they get in their first year of induction)
- high quality, freely available materials based on the ECF
- a dedicated mentor (and support for these mentors if they are using the government funded provider-led training programmes)
- funding for mentors to spend with early career teachers in the second year of induction - this is based on 20 hours of mentoring across the academic year.

All ECTs have a statutory entitlement to ECF-based training. There are three approaches schools can choose from to enable the delivery of an ECF-based training programme, which are:

- o A DfE-funded provider-led programme.
- o Schools deliver their own training using DfE accredited materials and resources
- o Schools design and deliver their own two-year induction programme for ECTs based on the ECF.

Schools can find information and guidance and sign up for the programme via [the online service](#). For further information about the ECF, statutory induction and ECF based training please visit this [website](#).

High Potential Initial Teacher Training

The High Potential Initial Teacher Training and Leadership Development (HPITT) programme is a route into teaching designed to attract high performing graduates and career changers who might not otherwise have joined the profession to work in challenging schools, serving low-income communities, with high numbers of disadvantaged and low attaining pupils. The programme is currently delivered by Teach First.

It is an employment-based route with trainees completing a two-year Leadership Development Programme, with the award of Qualified Teacher Status (QTS) at the end of year one and a Postgraduate Diploma in Education (PGDE) at the end of year two.

Schools can apply to partner with Teach First at any time of the year and new trainees will be placed in a school at the start of the academic year.

Schools interested in the programme can apply by filling in an online form on the Teach First [website](#).

3. Recovery, Behaviour and Curriculum Hubs

National Tutoring Programme (NTP)

[NTP](#) makes available subsidised tutoring to boost progress and support for those children most in need. The NTP will enter its 4th and final academic year from September 2023.

There is extensive evidence that tutoring is one of the most effective ways to accelerate academic progress. That is why we have invested over £1 billion in a tutoring revolution so every child and young person who needs help catching up can access high-quality tutoring.

ACADEMIC YEAR 2023 to 2024:

There continue to be 3 types of subsidised tuition that schools can offer:

- Academic Mentors: employed to work as full-time, in-house staff members to provide intensive support to pupils who need it.
- Tuition Partners: external tutoring organisations, quality assured by DfE's delivery partner.
- School-Led Tutoring: offering flexibility for schools to use their own staff to provide tutoring, which may involve personnel they currently employ, or staff newly engaged for this purpose (which could include retired teachers, supply teachers, support staff or others).

State-funded schools will receive [NTP funding](#) over the course of the academic year to deliver tuition to their pupils. This funding is paid in termly instalments via local authorities and academy trusts. The funding is intended to cover 50% of the cost of tutoring, with schools making up the remainder using pupil premium or other core school budgets.

When identifying pupils for tutoring, you should focus on:

- disadvantaged pupils
- pupils who are working below the relevant test or grade boundary in an applicable subject

But, as with previous years, schools can use their discretion to offer tutoring to any pupil they feel requires additional support.

Schools are in charge of designing and delivering a tutoring offer that suits the needs of their pupils. DfE will support this by:

Providing [guidance for schools](#)

- Providing [NTP funding](#)
- Helping schools to [find a high-quality Tuition Partner](#)
- Providing, via a delivery partner, [training for school-based tutors](#)
- Recruiting, also via a delivery partner, [well-qualified Academic Mentors](#) who are available to schools to employ
- Providing personalised support for the school leaders you work with - to request this service, please contact the NTP team directly at NTP.Engagement@education.gov.uk

<mailto:NTP.Engagement@education.gov.uk>

16 – 19 Tuition fund for those secondary schools with 6th form

To ensure tutoring is available to all age groups in education, separately from the NTP for 2020/21 the Department made available up to £96m to support small group tuition for 16–19-year-olds through the 16-19 Tuition Fund (and £9m to support the improvement of early language skills in reception classes).

The Fund can be accessed by FE and sixth form colleges, school sixth forms, and other providers of 16-19 education.

It supports disadvantaged students, including those with special educational needs and disabilities who have Education, Health and Care Plans.

In February 2021 we announced a further £102m to extend the 16-19 Tuition Fund into the 2021/22 academic year.

We will provide £222m to extend the 16-19 Tuition Fund for a further two years from 2022/23 academic year.

Further information can be found here [16 to 19 funding: 16 to 19 tuition fund - GOV.UK](https://www.gov.uk/government/news/16-to-19-tuition-fund-extended) (www.gov.uk)

Please access: [National Tutoring programme: guidance for schools 2022 to 2023 - GOV.UK](https://www.gov.uk/government/news/national-tutoring-programme-guidance-for-schools-2022-to-2023) (www.gov.uk) for more information.

Behaviour Hubs Programme

The Behaviour Hubs programme provides school and MAT leaders with bespoke support, training and advice aimed at improving behaviour culture and creating a calm, safe and supportive environment, where pupils and staff can work in safety and are respected. The programme pairs up partner schools and MATs with lead schools and MATs who have exemplary behaviour cultures. The programme is fully funded by the DfE. It is typically a one-year programme for schools and a two-year programme for MATs. All partner schools and MATs can expect to get support with:

- diagnosing specific areas of improvement
- designing and developing new approaches to addressing poor behaviour
- developing clear, sustainable behaviour cultures for all pupils

There are 3 possible pathways of support:

1. **Core support:** For schools who want to work more independently (12-20 days)
2. **Extended support:** For schools who need one-to-one support (30-40 days)
3. **Multi Academy Trust support:** for MATs that would like to implement change across schools within the trust (22-30 days)

Partner schools can apply at any time, although no new cohorts of MATs are currently being accepted. New cohorts join the programme at the beginning of each term and therefore do not have to wait for the start of the next academic year. Schools can find more information and [complete an application form via the website](#).

You can find more information [here](#).

Systematic Synthetic Phonics

By ensuring high quality systematic synthetic phonics (SSP) teaching, the government wants to improve literacy levels to give all children a solid base upon which to build as they progress through school and help children to develop the habit of reading widely and often, for both pleasure and information.

There is sound evidence that systematic phonics is a highly effective method for teaching early reading. The evidence indicates that the teaching of phonics is most effective when combined with a language-rich curriculum. Evidence has also shown that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.

Different SSP programmes provide different approaches to implementation and varying levels of ongoing support. Schools should explore the different SSP options before deciding which suits them best. It may be that schools are already using a programme but would benefit from the opportunity to re-evaluate whether it remains the most effective one for them.

In April 2021, the department published the revised core criteria for effective SSP programmes and launched a new process to validate those programmes. After 3 rounds of evaluation, the last round being in 2022, 45 SSP programmes were validated. These validated programmes are those who have demonstrated that they meet the standard expected to provide effective teaching. Further information can be found online at [Choosing a phonics teaching programme - GOV.UK \(www.gov.uk\)](#).

There is no statutory requirement for schools to choose one of the SPP programmes on the validated list. However, validation indicates that a programme has been assessed by a small

panel with relevant expertise that considers it meets all the DfE criteria for an effective SSP programme.

Schools pay for an SSP programme, but prices vary for different programmes.

English Hubs Programme

The English Hubs Programme is a school-to-school improvement programme dedicated to improving the teaching of reading, particularly for disadvantaged children, focusing on Systematic Synthetic Phonics (SSP), early language, and reading for pleasure. Since its launch in 2018 the programme has provided appropriate and targeted support to several thousands of schools across England. There are 34 English Hubs across the country. All primary schools that would benefit from support in the teaching of early reading are eligible for support via the programme.

Different types of support are available including:

- **Intensive support:** literacy specialists within each Hub will provide tailored support to local schools to develop their practices. Schools are selected based on their phonics screening check data (PSC) and following an audit from the Hub school.
- **Medium level support:** general support for various aspects of teaching reading and early language.
- **Showcase events:** demonstrating best practice and the support Hubs can offer.

It is likely that the majority of partner school places for 2023/-24 will already be filled, however, subject to availability of places and the needs of the school, from September 2023 Hubs are no longer restricted to onboarding new partner schools solely at the start of the academic year and are permitted to take on partner schools throughout the academic year, subject to selection. Schools are encouraged to speak to their local hub who will be able to confirm whether intensive support places are available. Medium level support and the showcase events are available from September 2023 and run throughout the year. (NB. some schools may have received this support or be in the pipeline to do so based on the outreach work of their local English Hub).

[Find your local hub](#) and contact them directly to apply. For more information, please visit the [guidance](#).

Maths Hubs Programme

Each Maths Hub is made up of a partnership of schools, colleges and other organisations working together to provide support for maths teaching in a particular region of England. A Hub's work takes many forms and includes face-to-face CPD and online support with over 30 different maths-specific CPD opportunities to teachers in all phases, ranging from subject and pedagogical knowledge to leadership and whole-school maths improvement.

The programme offers:

- support from the school's local Maths Hub
- free or subsidised professional development programmes (including Teaching for Mastery)
- programmes focused on recovery, including Mastering Number in primary and Checkpoints in secondary
- up-to-date information about all local maths education activities
- a network of local leaders of maths education (LLMEs)
- nationally coordinated professional development and research projects
- the opportunity to share work or ideas through the school's local maths hub

Maths Hubs are accessible to all state-funded schools subject to capacity. Activities take place throughout the year at 40 hubs, which together serve the whole of England.

Professional development programmes are fully funded, so free to participating schools, and typically begin in the autumn term. Schools may need to reserve their places on support programmes, typically in the preceding summer term.

To see all the CPD projects on offer in 2023/24, schools and post-16 settings can [download this catalogue](#) or this [A3 poster](#). Secondary schools can also download a poster featuring [all the secondary projects](#).

[Find your local hub](#) and contact them directly to access support, including applying for the Teaching for Mastery programme, or through the National Centre for Excellence in the Teaching of Mathematics ([NCETM](#)).

Advanced Maths Support Programme

The Advanced Maths Support Programme (AMSP) aims to increase participation in Core Maths, AS/A level Mathematics and Further Mathematics, and improve the teaching of these Level 3 Maths qualifications.

The programme provides national support (with more than 40 area coordinators deployed) - all teachers and students in state-funded schools and colleges are eligible to apply. Support is tailored to the needs of the school or college, with additional support offered in areas of low social mobility.

Area coordinators work with schools and colleges in their area to:

- support and promote the study of Core Maths, AS/A level Mathematics and Further Mathematics.
- arrange AS/A level Further Mathematics tuition for students when their schools and colleges cannot provide it themselves.
- organise enrichment events for Key Stage 3, Key Stage 4 and Key Stage 5 students, often involving links with local universities and employers.
- provide a wide range of flexible professional development opportunities for teachers
- assist in the planning of advanced maths provision.
- facilitate [teacher network meetings](#).

Support is available now and throughout the next academic year.

Schools can request to be kept informed at: amsp.org.uk/subscribe and register at: amsp.org.uk/register.

See the [Advanced Maths Support Programme website](#) for more information. [Home | AMSP](#)

Science Learning Partnerships Programme

The national network of school-led Science Learning Partnerships (SLPs) improves the standard of science teaching in primary and secondary schools and FE colleges through delivering high-quality CPD and bespoke school-to-school support at a departmental and whole-school level.

The SLPs draw on local expert science teachers and partners to support schools and colleges to deliver a knowledge-rich curriculum through excellent teaching. The SLPs are led by schools and colleges with cutting-edge expertise in science themselves.

Each SLP provides a programme of subject-specific support that covers all Key Stages and is tailored to national priorities and local need. The support provided by SLPs integrates appropriate STEM Learning offers including:

- [Teaching and learning resources](#)
- [STEM Clubs](#)
- [STEM Ambassadors](#)
- [STEM Community](#)

Schools can access support directly by contacting their nearest Science Learning Partnership via the [website](#).

Enhanced science subsidies

Generous subsidies are available for eligible schools in England and are funded by the Department for Education. They contribute towards the cost of attending high-impact science CPD at the National STEM Learning Centre in York.

Your subsidy will cover the entire cost of your CPD (including associated resources) and provide an additional cash subsidy of £150 per course day, which can be used towards travel, supply cover, science equipment or further local CPD. In addition, as part of our all-inclusive experience, your accommodation, meals and refreshments are also included.

Plus, those living a considerable distance (South East, South West, East of England and West of England) from the National STEM Learning Centre in York may also be eligible for a further £150 travel subsidy.

To find if your school is eligible for an enhanced science subsidy, simply select a course and the date that you are interested in attending and then type in your school name.

To find if your school is eligible for an enhanced science bursary, simply [select a course](#) and the date that you are interested in attending and then type in your school name. If you are logged in to your account, all you need to do is select the course and the date.

Computing Hubs Programme

Computing Hubs provide local-level engagement and support schools to improve the quality of their computing education by improving the subject expertise of computing teachers at all key stages. The offer is also available to teachers of other subjects who wish to switch to computing, and to trainee teachers. Support includes high-quality CPD with financial support to cover the cost of releasing teachers from school, digital teaching resources, and school-to-school support. The National Centre for Computing Education (NCCE) offers a Computing Quality Framework (CQF) which is an online benchmarking tool to help school leaders assess their computing provision and increase the capacity and sustainability of their computing departments. Participating schools receive support from their local hubs and progress to be awarded an accredited Computing Quality Mark.

Computing Hubs are available to all schools in England.

Schools can access the support directly by contacting their nearest Computing Hub via the [website](#). See the [Teach Computing Hubs page](#) for more information.

Music Hubs

Music hubs bring together schools, trusts, local authorities, and art, community and voluntary organisations to make sure all children and young people access high quality

music education in and out of school. Music hubs also ensure their teachers have access to music CPD. There are 117 music hubs. Music hubs can support schools in responding to the [National Plan for Music Education](#) e.g. supporting a school to build on their current planning to develop their Music Development Plan for AY Sept 2023/24 onwards.

Cost: The amount of subsidised provision offered by music hubs is determined by each hub in response to local need.

How to access: Find your [Music Hub here](#) and contact them directly.

SEND Hub

SEND Hub provides advice and guidance on ways to ensure the curriculum is accessible and inclusive for all.

Training on ways assistive technology could be used by teachers, leaders and SENCOs to support all pupils via a library of training webinars focusing on the best ways to integrate accessible technology into classrooms – supporting teachers to improve the outcomes for all their pupils.

Training materials can be accessed by all through National Star College's SEND Hub [website](#).

Language Hubs

Launched in September 2023, the Language Hubs programme will include up to 25 lead hub schools, all of which will work with other schools to improve standards of language teaching across the country in line recommendations of the Teaching Schools Council's 2016 Modern foreign languages pedagogy review (MFLPR). The programme will offer:

- Intensive, bespoke support for up to 7 partner schools within each hub region to increase confidence in modern language pedagogy and improve language provision in the local area;
- Universal CPD for all teachers nationally, underpinned by the principles and recommendations of the MFLPR;

- Curation and updating of existing curriculum resources, and the provision of new ones where necessary, to support curriculum sequencing and reduce teacher workload;
- Support for home, heritage, and community languages, including signposting to resources and guidance on how to increase access to these languages; and
- Support for transition from Key Stage 2 to 3, including the development of an online toolkit for classroom teachers to build high-quality pedagogy and support curriculum planning.

To find out how you can be involved in the Hub network, or how you can offer support please contact [NCLE](#).

The programme also includes a distinct project aimed at reversing the decline in interest and entries into German that has become a trend in recent years. Managed by the Goethe-Institut, the [Gimagine](#) project will seek to improve the profile of German in schools through building language and pedagogical capacity and raising awareness of the benefits of studying it as a language. The Goethe-Institut have established a network of German Expert Mentors (GEMs), who will provide one-to-one support to German teachers across England from September 2023 to build their knowledge and skills. GEMs will offer:

- Coaching and mentoring for language-teaching professionals;
- Updated teaching resources and materials;
- Bespoke offers that can be tailored to individual needs upon request; and
- Advice on how you can re-energise language learning in your setting.

To find out more about what GEMs can do for you, visit: [German Expert Mentors \(GEMs\) - Goethe-Institut United Kingdom](#)

4. Workload Reduction

We continue to support schools to act and remove unhelpful practice that creates unnecessary workload for schools. The DfE school workload reduction toolkit, developed

alongside school leaders, is a helpful resource that is being used by schools to review and reduce workload. The report by the Education Development Trust shows the positive outcomes from schools using the toolkit. We recommend using the toolkit to identify and prioritise workload issues. The toolkit contains a wide variety of ready-made resources to help remove unnecessary workload and improve teacher wellbeing.

5. Mental Health

The DfE is offering a grant of £1,200 for eligible state-funded schools and colleges in England [to train a senior mental health lead](#) to develop and implement a whole school or college approach to mental health and wellbeing. This training is not compulsory, but it is part of the government's commitment to offer this training to all eligible schools and colleges by 2025.

More information on how your school or college can apply for a grant and access DfE quality assured training to help develop a whole school or college approach to mental health and wellbeing are available [here](#). This includes information about how schools can adopt the [Education Staff Wellbeing Charter](#).

The DfE is funding the charity, Education Support, to provide professional supervision and counselling to school and college leaders. More than 1000 leaders have benefitted from the support so far, the department announced the expansion of the programme so that more school leaders can have access to this valuable support. School and college leaders can access support by visiting [Education Support's website](#).

Mentors/hubs

Frequently asked questions

Q. Can I deploy someone else to either support me to deliver the offer or to deliver the offer on my behalf?

We expect the system leader (for the purposes of this offer, system leader refers to a MAT CEO or NLE) matched to the school/trust to take full ownership of co-ordinating the support offer and delivering most of the support required. This means, therefore, that all work undertaken under the offer is commissioned, monitored, and subsequently validated by the system leader, who is solely responsible for its sign off via the deployment form (section 8) and accountable for its effectiveness in delivering improvement within the set timescales.

Where appropriate and likely to be beneficial for the recipient school/trust, however, a MAT CEO can also draw upon skills and expertise from within their own organisation to, in effect, act as a conduit through which expert support for areas beyond their own personal remit (such as subject specialist support, timetabling, financial and HR support) can be deployed.

With NLE accreditation being given to the individual themselves rather than their wider organization, NLEs are expected to deliver all support themselves unless formal agreement is obtained from DfE (via their RDP) beforehand to draw upon their wider team.

Nevertheless, the matched system leader remains accountable for the delivery of the deployment and the quality of the support provided. We expect each system leader to deliver themselves, as a minimum, the pre-engagement communication, scoping, quality assurance and reporting requirements to their RDP.

System leaders cannot contract the support to another individual outside of their own school/trust.

Q. How will I receive payment for the support I provide?

Please see the [reporting and funding section](#) for guidance.

Q. Will I receive expenses on top of the day rate?

No, the day rate of £600 includes VAT and expenses.

Q. How will the impact of the offer be monitored? Is there a role for the system leader in ongoing monitoring?

The system leader will be asked to utilise a short report 'Deployment Form' pre the deployment, at a mid-review and post deployment to trigger payment. The support provided should focus on ensuring that a high-quality improvement strategy is in place at either school or trust level.

Q. A trust has asked me to provide school level support to their eligible schools rather than trust level support. Is this appropriate?

Unlike previous school improvement offers, support for those schools in academy trusts should focus on improving the leadership of the trust. If following discussion with the trust leadership about the outcomes of their MAT assurance framework self-assessment you conclude that the trust has in place a sound trust-wide improvement strategy, it may be more beneficial to use your time to provide support at a school level. This decision should be made in conjunction with the trust leadership and once you have assessed the trust level improvement strategies.

Q. Can schools and trusts be offered support by exception where they do not meet the eligibility criteria?

There is an option for additional schools to be added by exception where they either self-identify as needing help or Regional Director judge that to be the case. Please contact your local RDP for more information.