



SFET Teaching School Hub

Success for Every Teacher
Serving Hampshire and Surrey

TSH newsletter edition 1: autumn 2021

Welcome

We are delighted to introduce the first *SFET Teaching School Hub* newsletter. Our aim is to provide a communication channel and single reference point for anyone seeking information regarding the multitude of training, support, system leadership and professional development opportunities available across the region.

We work with a wide range of organisations including Curriculum Hubs, Research Schools, Subject Associations, RSHE Hubs, SCITTs, Universities, Hampshire and Surrey Local Authorities, the DfE, EEF, *Schools Alliance for Excellence (SAFE)*, STSN, and other Teaching School Hubs.

By working together with you, we can improve teacher development for all teachers and leaders across our schools, irrespective of phase, faith or fortune, to ensure every child has access to high quality teaching, learning and outcomes.



Become a regional ambassador school today.

Contact us



www.tshubsfet.org.uk



tshub@sfet.org.uk



[@SFET_TSHub](https://twitter.com/SFET_TSHub)



The newsletter provides a snapshot of the [Teaching School Hub website](#); a one stop shop for all your information, organised under helpful headings, where you can access everything you need from one place.

Train to Teach

Early Career Teachers (ECF & Appropriate Body)

Professional Development and Training

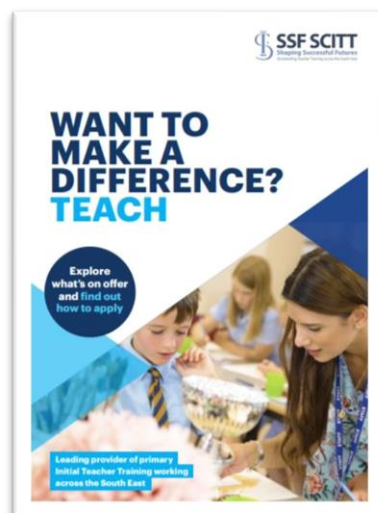
Research

Bespoke School Support

Train to Teach

There are several, school-led teacher training providers in the region and our joint vision is to recruit and train outstanding teachers and school leaders of the future. [Click here](#) to find links to their websites and upcoming recruitment and information events, in what is widely regarded as **the best recruitment pool in the country!**

Our [SCITT](#) currently trains **over 170 trainees** a year in schools across Hampshire, Berkshire, Surrey, Sussex and the London Boroughs. We are looking forward to developing new and additional partnerships with other ITT providers across the region; working together to support one another and to ensure a regional voice at a national level.



[Click here to download our brochure](#)



There are many Hampshire and Surrey based school-led initial teacher training providers that wish to recruit and train outstanding teachers and school leaders of the future. [Click here](#) to find out more or to visit their websites.



To view the events calendar, please [click here](#).



If you are a provider and would like to be featured on this page or take part in regional recruitment events then please get in touch (tshub@sfet.org.uk).



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Train to Teach

Train to Teach Spotlight on SCITTs



South Farnham SCITT - Training in schools across Surrey, Hampshire, West Sussex, Berkshire and the London Boroughs of Sutton, Kingston, Richmond and Croydon; come to an information seminar. **NEW SOLENT HUB OPEN.**

Date	Time	Information Seminar Venue
Tuesday 2 nd November 2021	5:00pm – 6:00pm	South Farnham School (Farnham, GU9 8DY)
Monday 8 th November 2021	5:00pm – 6:00pm	Earlswood School (Redhill, RH1 6JX)
Friday 19 th November 2021	12:30pm – 1:30pm	Online event (via Teams)
Monday 22 nd November 2021	5:00pm – 6:00pm	Holy Trinity Pewley Down School (Guildford, GU1 3PT)
Monday 29 th November 2021	5:00pm – 7:00pm	Train to teach Event (Reading – virtual)
Thursday 2 nd December 2021	5.00pm – 6.00pm	St Martin's C of E School (Epsom, KT18 7AD)
Tuesday 7 th December 2021	9:30am – 10:30am	Online event (via Teams)
Monday 13 th December 2021	8:00am – 9:00am	Online event (via Teams)

This year **George Abbot SCITT** (training across Surrey and Hampshire) will be running a combination of virtual and face to face information events. [Book in and find out more here.](#)

Monday 8th November - 16.30 via zoom

Friday 10th December - 9.30am George Abbot School, Guildford

Tuesday 11th January - 18.30 via zoom

Monday 7th February - 9.30am George Abbot School, Guildford



Basingstoke Alliance SCITT's vision is to train human-first teachers in the latest research informed pedagogy, in order to provide the local community with passionate and confident teachers who enhance the life chances of our children.

Click on the links to register for an information event:

18/11/21 - Book [here](#)

20/01/21 - Book [here](#)

24/03/21 - Book [here](#)

19/05/21 - Book [here](#)



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Train to Teach Spotlight on SCITTs



Teaching Partnership
Transform • Lead • Inspire

The i2i Teaching Partnership is an alliance of highly successful secondary schools across Surrey, Hampshire, Berkshire and Middlesex, with Weydon School in Farnham as the lead school.

Get into Teaching Virtual Information Seminars - various dates on Zoom

This online webinar is aimed at anyone considering Secondary school teaching as a career in the Surrey/Hampshire area and will provide a wealth of information as well as the opportunity to ask questions to our panel of teaching and recruitment professionals. [Book your free place here.](#)

Get into Teaching Information Seminar at Weydon School, Farnham on Wednesday 3rd Nov.

If you are thinking about a career in Secondary school teaching then join us for an informal 'Get into Teaching' information seminar and tour at Weydon School in Farnham. [Book in here.](#)

Get into Teaching Information & Coffee Morning at Reigate School on Saturday 20th Nov.

The i2i Teaching Partnership SCITT is hosting a prestigious 'Get into Teaching' event for people in the area considering training to be a Secondary teacher. i2i will be showcasing their teacher training programme which has now expanded to include a new training hub at Reigate School. Teachers and current trainees will be on hand to answer questions about routes into teaching, gaining school experience, the application process and the bursaries that are available. This event is a drop-in event and will be held at Reigate School. [Book in here.](#)



The Godalming Learning Partnership is a large group of schools serving the children and families of the Godalming area. We are a strong collaborative group with a long history of working closely together to achieve more for our young people, schools and community. The GLP's 2021 information leaflet is now out. Click [here](#) to access (scroll to the bottom of the page).



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Train to Teach

Early Career Teachers (ECF & Appropriate Body)



SFET Teaching School Hub
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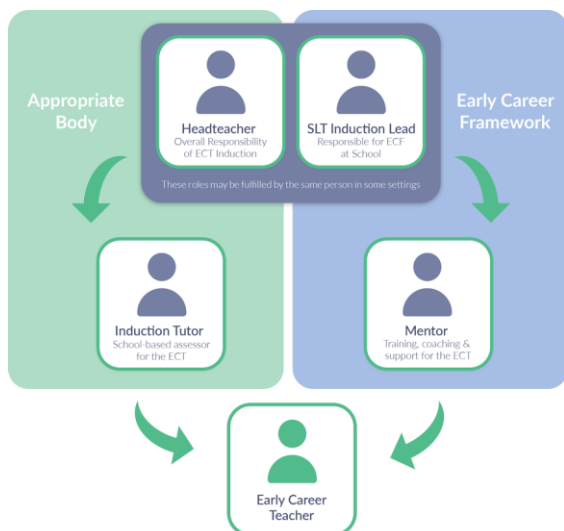
We offer both the [Early Career Framework](#) (ECF) and an [Appropriate Body](#) service to over 260 ECTs in schools across Hampshire and Surrey. You will find a wealth of information about the Early Career Framework and Induction reforms on our [website](#).

Regional Delivery Partners



Partnership sits at the heart of our Teaching School Hub.

Our ECF provision is delivered by outstanding regional delivery partners across the hub area. The regional understanding of these schools ensures that local knowledge, understanding and context underpins facilitation.



Click [here](#) to find out more about the changes to induction.

Register [here](#) for all ECT services.



Early Career Teachers (ECF & Appropriate Body)



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“The ECF is a game changer in terms early career retention and teacher quality. It represents the most significant reform to teaching in a generation. It embeds a funded entitlement to training and guarantees all early career teachers access to a shared understanding of the best available evidence - akin to the highest performing systems internationally”

Professor Samantha Twiselton, OBE



Let SFET Teaching School Hub Appropriate Body support you!

We currently support 260+ ECTs in both **primary** and **secondary** schools as an Appropriate Body across Hampshire and Surrey, with more schools joining every year due to our workload friendly programme, focused on efficient use of time for greatest impact on the ECT's progress and attainment.

Our **primary** and **secondary** programmes run separately to ensure phase specific training and support led by South Farnham (**Primary**) and George Abbot (**Secondary**) with each phase supported by phase specific delivery partners across both Hampshire and Surrey.

Our '**Full Early Career Induction Programme**' incorporates both our Appropriate Body service and Early Career Framework full induction programme (FIP).

Priced at only £150pa, this offers the best value for money designed around teacher workload.

Now is the time for Headteachers and Governing Bodies to be *bold* and to choose the provision that is *right* for their school staff so that we can, collectively, provide our children with the best education, outcomes and opportunities possible.

Click [here](#)
for more
Appropriate
Body
information

Early Career
Teachers (ECF &
Appropriate
Body)

Professional Development

Visit our [website](#) to find out more about the wealth of CPD opportunities and free resources on offer to your school.

COMING SOON

Visit our [events calendar](#) to see what is coming up soon near you.

The wealth of professional development opportunities in the area can make it challenging to keep an eye on the events being offered.

Our Teaching School Hub will signpost regional and national training for you in one place (www.tshubsfet.org.uk).

We want to ensure that you get to hear about events run by your regional curriculum hubs, DfE, schools and other outstanding training providers

NPQ
National
Professional
Qualifications

SENCO
Award

TA
Development
Programme

Outstanding
school-led
CPD

RSHE
Hub

DfE
Training

Curriculum
Hubs

Subject
Associations

Other CPD
Opportunities



SFET Teaching School Hub
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Hampshire and Surrey contains a wealth of CPD experience and expertise for every step in your career. There is a variety of training available, much of it school-led, for support staff, trainees, teachers and leaders.

- ✓ Check the website regularly for updates www.tshubsfet.org.uk
- ✓ Let us know if you would like us to feature something from your school: tshub@sfet.org.uk

Professional
Development
and Training

NPQs

National Professional Qualifications



STSN
Growing tomorrow's leaders



STSN is working with SFET Teaching School Hub and Teach First to provide the full suite of reformed NPQs. This partnership brings together the best local knowledge and context with the national experience and programmes of Teach First and we are really pleased that we have a wide range of excellent system leaders from across Hampshire and Surrey facilitating our delivery.

There are two cohorts annually, starting in November and February. We are delighted that our November cohorts are full and recruitment for the spring is well under way. All NPQs are taught through a blended balance of online individual learning, online seminars and face-to-face meetings and a simplified end-of-course assessment.

Please [click here](#) or visit the [STSN website](#) for further information and application forms.



SFET Teaching School Hub
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Fantstic news for our current and future NPQs.

Teachers and leaders employed in state funded schools and state funded organisations that offer 16-19 places in England can access fully funded NPQs from now. This new funding is part of the government's long-term education recovery plan, to support teachers and pupils following the disruption to learning faced as a result of COVID-19.

Access to funding remains conditional on successful validation of participants' registration information against Teaching Regulation Agency records, so you must ensure that the information supplied to your NPQ provider matches your teacher record. You can check and update your record via the [Teaching Regulation Agency Teacher Self-Service Portal](#).

If you are not eligible for scholarship funding, you can still undertake an NPQ and should contact STSN directly npq@stsn.co.uk



Professional
Development
and Training

RSHE Hub

RSHE Training and Support 2021-22: a whole-school approach to addressing issues and creating a culture where sexual harassment is not tolerated.

In the OFSTED review of sexual abuse in schools and colleges, published on 10th June 2021, children and young people told inspectors that sexual harassment and online sexual abuse are such a routine part of their daily lives they don't see any point in challenging or reporting it. As a designated DfE RSHE Hub for primary and secondary schools, we have supported over 800 teachers from 600+ schools across the south of England to deliver this statutory, specialist area of the curriculum, dealing with complex and sensitive issues.

From September, we have continued to deliver this phase specific training in partnership with *Schools Alliance for Excellence*, updated to focus on Ofsted's review of sexual abuse, to consider a whole-school approach to addressing issues and creating a culture where sexual harassment is not tolerated. This online training has been extremely well received with over 160 teachers and 62 headteachers participating.

*Thank you so much that was really helpful; great session – really useful information.
Participant 2021*

*Thank you, Tracy; you are so inspirational. Participant
September 2021*

The first two sessions for both primary and secondary schools have taken place but if you missed these, recordings are available on our website www.tshubsfet.org.uk. Further sessions will consider: online relationships, safety and harms; respectful and sexual relationships; mental wellbeing; physical health and fitness; healthy eating, health and prevention; drugs, alcohol and tobacco; and First Aid amongst others. You can book through the [Hub website](#).



'It's a privilege to be part of this training programme. To have keen secondary teachers attend and have the opportunity to ask questions and share expertise is invaluable to our profession. The RSHE syllabus, if delivered correctly, will make a strong difference to our students, both now, and in their adult lives.'

Jacqui Sellers, Secondary Programme Lead

A treasure trove of resources can be found on the SFET Teaching School Hub website [here](#). Head to the pink section and look for the [RSHE Hub](#) dot. There is also a separate tab for Ofsted's 'Review of sexual abuse in schools and colleges'.

Professional
Development
and Training

SENCO Award

SFET Teaching School Hub is delighted to be partnering with Roehampton University to deliver **The National Award for SENCOs (NASENCO)**

Postgraduate Certificate in Leadership and Management in Special and Inclusive Education.

The fundamental benefit of this school-led programme is that expert SENCOs within SFET Teaching School Hub deliver 6 days of content (blended online/face to face). This provides essential, local Specialist Education, Health and Social Care networks and contacts.

Other key features of the programme include:

- 10 taught days that can fit around an existing job and personal commitments.
- Roehampton University deliver 4 days and provide a university tutor, library access and extensive electronic resources on and off-site .
- Fulfils statutory requirements of the *2014 Children and Families Act* that all new-to-post SENCOs should have a postgraduate qualification.
- The credits gained on this course can be put towards an MA.
- School-based mentor to support.



The programme aims to enhance inclusive practice and provision for pupils with Special Educational Needs by enabling SENCOs to be effective in leading teaching and learning, coordinating practice and provision for children with SEN and/or disabilities in their schools, supporting and managing other staff and ensuring that pupils receive high quality education that enables them to learn, develop and participate.

The course content is informed by current SEN and disability legislation and underpinned by current theory and research led practice pertaining to Special and Inclusive Education. It will provide professional development for new to post SENCOs to enhance the quality of teaching for children and young people with SEN and/or a disability and to improve provision and outcomes for them.

For further information and how to apply follow the link:

[PGCert National Award for SEN Coordinators | University of Roehampton](#)

SENCOs play a vital role in leading the coordination of provision for children and young people with SEN and/or disabilities in schools. Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school and they must achieve a National Award in Special Educational Needs Coordination (NASENCO) within three years of appointment.



TA Training

Targeted CPD for Teaching Assistants: Supporting Teaching and Learning in Schools

This course is aimed at existing and new teaching assistants to support effective teaching and learning under everyday classroom conditions and when delivering structured interventions out of class.

In these challenging times, we are proud to deliver a cost-effective programme built upon a personalised package of online training. This interactive approach will help participants to develop and reflect upon teaching and learning to enhance their classroom performance.

Developed in partnership with the National Association of Professional Teaching Assistants and drawing upon the guidance and recommendations from the EEF *Making Best Use of Teaching Assistants* research; our new training suite for Teaching Assistants, in collaboration with **Anspear**, is a combination of inspiring online and face to face workshops with independent personalised modules to be completed by participants in between sessions, supported by a range of digital resources.



The effective use of TAs under everyday classroom conditions			The effective use of TAs in delivering structured interventions out of class			Integrating learning from work led by teachers and TAs		
<p>1</p> <p>TAs should not be used as an informal teaching resource for low attaining pupils</p> <p>The evidence on TA deployment suggests schools have often used TAs in a situation in which TAs are often used as an informal teaching resource for pupils in most need. This has the effect of separating pupils from the classroom, their teacher and their peers.</p> <p>Although this has happened with the best of intentions, the evidence suggests that the status quo is no longer an option.</p> <p>School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.</p> <p>Page 13</p>	<p>2</p> <p>Use TAs to add value to what teachers do, not replace them</p> <p>If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try to organise staff so that the pupils who struggle most have as much time with the teacher as others. Deploying TAs from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</p> <p>Where TAs are working individually with low attaining pupils the focus should be on relating access to high-quality teaching, for example by delivering brief, but intensive, structured interventions (see Recommendations 5 and 6).</p> <p>Page 14</p>	<p>3</p> <p>Use TAs to help pupils develop independent learning skills and manage their own learning</p> <p>Research has shown that improving the nature and quality of TA tasks to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p> <p>Page 15</p>	<p>4</p> <p>Ensure TAs are fully prepared for their role in the classroom</p> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>Creative ways of ensuring teachers and TAs have time to meet include adjusting TA working hours (start early, finish early), using assembly time and having TA job teachers for part of Planning, Preparation and Assessment (PPA) time.</p> <p>During lesson preparation time ensure TAs have the essential 'need to know':</p> <ul style="list-style-type: none"> • Concepts, facts, information being taught • Skills to be learned, applied, practised or extended • Intended learning outcomes • Expected/required feedback. <p>Page 16</p>	<p>5</p> <p>Use TAs to deliver high quality one-to-one and small group support using structured interventions</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>Page 19</p>	<p>6</p> <p>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</p> <p>Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a sound evidence base, so if schools are using programmes that are unproven, they should try and replicate some common elements of effective interventions:</p> <ul style="list-style-type: none"> • Sessions are often brief (20–30mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to ensure this consistent delivery • The intervention is structured supporting resources and lesson plans, with clear objectives • TAs closely follow the plan and structure of the intervention • Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child • Connections are made between the out-of-class learning in the intervention and classroom teaching (see Note 7). <p>Page 20</p>	<p>7</p> <p>Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions</p> <p>Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.</p> <p>Page 23</p>		

Click [here](#) to read the full EEF report

Click [here](#) for info or to book.

Only £150

Professional Development and Training

English Hubs offer support to local schools, academies and free schools to improve the teaching of phonics, early language and reading in Reception and Year 1.



English Hubs



English Hubs

Springhill English Hub

Springhill English Hub, Southampton

The support that Springhill English Hub provides, includes:

- Two free places, per school, at showcase events, including supply cover costs (criteria dependant).
- A review of action planning following attendance at a showcase event.
- A full audit of a school's early language and phonics provision carried out by one of the hub team and support with further action planning.
- Potential funding of up to £6,000 per school to invest in resources / training. This may be match funded or fully funded depending upon the circumstances of the school.
- Up to six days of intensive school-to-school support led by one of our experienced literacy specialists over the period of a year,
- Medium level support through online webinars and training

Looking to promote a love of reading and provide excellent teaching in phonics and early language. Our English Hubs focus on supporting the slowest progress children in Reception and Year 1 and ensure every child is successful, regardless of background, needs or abilities. Any school can request support from an English Hub. However, if there is more demand than capacity, hubs will select schools to receive support based on the school's capacity to improve, the level of need for support and the level of disadvantage of the children at the school.

English Hubs

Whiteknights English Hub

Whiteknights English Hub, Reading

Whiteknights works with eligible schools in the south of England to assess their phonics provision, select and purchase a validated SSP programme.

As an English Hub they support schools in a variety of ways:

- Invite schools to view best practice in action at showcase events;
- Review and refine action plans;
- Carry out school-based audits of early language and reading provision;
- Offer bespoke in-school support run by our team of literacy specialists; and
- Fund or match fund schools to buy resources including commercial phonics packages and training.

For more information on the wide range of support provided by both hubs, click [here](#).

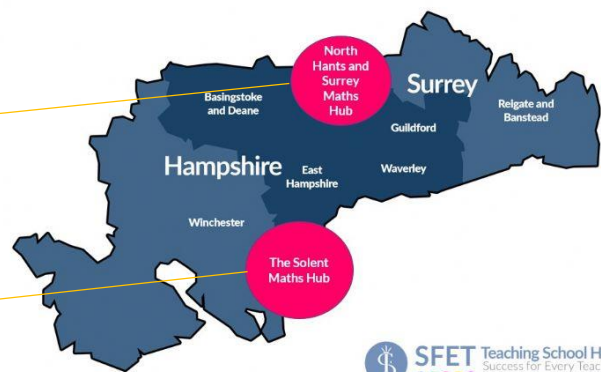
Professional Development and Training



MATHSHUBS

The Maths Hubs Programme, coordinated by the [NCETM](#), brings together mathematics education professionals in a collaborative national network of 40 hubs, each locally led by an outstanding school or college, to develop and spread excellent practice, for the benefit of all pupils.

The **Maths Hubs** aim to provide all schools across the region with the opportunity to implement and engage with a Teaching for Mastery approach within their school. They are focussed on the use of research, building learning organisations and creating a passion for mathematics in teachers and children.



Early Years and Primary	Secondary	Post-16
<p>Teaching for Mastery – Maths Hubs support schools at every stage of embedding and embedding a teaching for mastery approach. In 2021/22 all projects will reflect the importance of providing those areas of the curriculum where understanding is essential for pupils to be able to move on.</p> <p>Schools joining the programme for the first time have two possible entry points:</p> <ul style="list-style-type: none"> Mastery Readiness Teaching for Mastery Development <p>Schools carrying on with, or rejoining, the programme, take part in one of two stages:</p> <ul style="list-style-type: none"> Embedding teaching for mastery Sustaining teaching for mastery <p>All projects follow the Work Group model with expert leadership which supports schools in developing strong curriculum, teaching, and professional development practices that reflect a teaching for mastery approach.</p>	<p>Teaching for Mastery – Maths Hubs projects help secondary departments to consider what effective mastery of maths look like for their students. Schools participating in one of three phases of development:</p> <ul style="list-style-type: none"> Teaching for Mastery Development Work Groups, for departments joining for the first time Embedding Work Groups, for the second participation year Sustaining Work Groups, for the third participation year <p>Mathematical Thinking for GCSE: Work Groups offer teachers and their departments support to address the reasoning and problem-solving challenges of associated with assessment at GCSE.</p> <p>Years 7–11 Coherence: Formerly known as Challenging Topics at GCSE, this offers participants the chance to explore, deconstruct and teach a particular key topic area through the curriculum, developing insight into effective teaching approaches, and considering implications for curriculum design.</p> <p>Secondary Subject Leadership: Work Groups will offer support to secondary heads of department/subject leaders, to enable them to better understand and implement teaching for mastery approaches across their departments, and to develop in this role as leaders of both student learning and teacher professional development.</p> <p>Secondary Maths MAT Leads: This centrally led programme is for those who lead maths across multiple schools, and will enable them to better understand and develop effective maths pedagogy approaches across those schools.</p>	<p>This range of projects aims to support teachers of all students in Year 12 and above, including those needing to retest GCSE.</p> <p>Supporting Post-16 GCSE Resit: These Work Groups get to grips with a variety of methods designed to support teachers of students resitting their Maths GCSE.</p> <p>The three Level 3 projects below are all led by Maths Hubs in partnership with the Advanced Mathematics Support Programme (AMSP).</p> <p>New to teaching Core Maths: Teachers new to Core Maths will develop specialist knowledge for teaching the qualifications, and receive their confidence in delivering it.</p> <p>Developing Core Maths Pedagogy: Teachers looking to expand existing provision can join Work Groups exploring the pedagogy and practices of this qualification.</p> <p>Developing A Level Pedagogy: The demands of A Level Maths are explained as participants develop knowledge of the content and requirements of the specifications with a particular focus on Covid recovery.</p>
<p>Years 5 to 8 Continuity: Primary and secondary teachers collaborate on this project to ensure continuity of mathematical learning from Year 5 to Year 8. Work Groups will take an aspect of the maths curriculum or a pedagogical approach as the focus for their work and develop a consistent approach to it.</p>		
<p>Specialist Knowledge for Teaching Mathematics (SKTM)</p> <p>There's more to subject knowledge than knowing how to do the maths yourself. Teachers and teaching assistants need to have a clear understanding of how children grasp and retain mathematical concepts. Again this year, Maths Hubs are running Work Groups designed to enhance subject knowledge, available specifically for:</p> <ul style="list-style-type: none"> Early Years practitioners Primary teachers Primary teaching assistants Secondary early career teachers Secondary non-specialist teachers 		
<p>ITT Providers</p> <p>A network of local ITT providers will continue work started in 2019/20 to develop working partnerships, spread good practice, and share work on mastery with trainee teachers.</p>		

Covid-19 Recovery

Many positive lessons were learnt from online collaboration during Maths Hubs activities in 2020/21. They will be built upon in 2021/22.

As the impact of the pandemic hopefully recedes, the result for Maths Hubs will be a blend of face-to-face activities and frequent online collaboration.

As we hear of events and opportunities we will post them onto our [website](#). For the most up-to-date news and events please visit your local Maths Hub's website by following the links below.

www.solentmathshub.org.uk

www.nehantsandsurreymathshub.co.uk



"The whole is greater than the sum of its parts"
Aristotle

Professional Development and Training

Inspiring the next generation in Science, Technology, Engineering and Maths (STEM), Canterbury Christ Church University, operating as **The STEM Hub**, holds the STEM Learning schools network contract for the South East of England and provides information and links to STEM Enhancement & Enrichment activities.



Saint George Catholic College manages the Hampshire and Dorset Science Learning Partnership (SLP), which aims to provide quality, subject specific CPD for Primary, Secondary and FE providers throughout the region.

Science Learning Partnerships across the country coordinate and facilitate CPD in science, combining local expertise in teaching and learning with specific school-to-school support.

There are a variety of opportunities to access science CPD via the SLP, with networks, conferences, courses and standalone sessions running throughout the year. These are designed to provide impactful, subject specific CPD for all members of the science department, from Early Career teachers to heads of department, technicians and even SLT leads and governors.

To find out the most up to date information on which courses are currently available, please see the links below, or email slp@stgcc.co.uk for more information.

Hampshire and Dorset SLP website: <https://www.stgcc.co.uk/slp> - this contains details of the upcoming courses being hosted and delivered by the SLP.

STEM Learning website: <https://www.stem.org.uk/cpd> - this allows you to search nationally for any upcoming courses that are of interest.

Twitter: @HantsDorsetSLP – provides reminders and updates on upcoming CPD opportunities.



SFET Teaching School Hub
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[Downlands Community School](#) coordinates and manages the Sussex & Surrey Science Learning Partnership. SLPs work collaboratively to design opportunities, together with our expert presenters, to help you to provide the very best science education for your students.

Click [here](#) for the events calendar and [here](#) for this month and next month's newsletters for all upcoming courses for the rest of the year.

Highlights include the [HOS conference](#) on 9th November.

We offer quality, high impact science CPD through a range of full, half day or twilight sessions. We also work with schools on an individual basis to provide bespoke support to meet the differing needs of schools across the area. In addition to our published timetable of CPD courses, we offer bespoke CPD to meet your school's specific needs.



Computing Hubs

A vision for every child in every school in England to have a world-leading computing education.

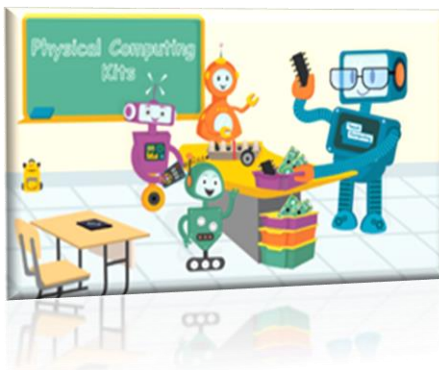
You can contact each of the regional computing hubs through our website – [click here](#).



Bohunt - Liphook



Langley Grammar School



NEW IN! Physical Computing Kits:

Looking to teach physical computing in your classroom next year but not sure where to start? Do you need free guidance, training and access to the latest physical computing equipment? Get your hands on the latest technology and help your students learn how to build physical projects that are controlled with computers. **All for free!** [CLICK HERE](#) for more information or to book...

Computing Hubs have provided a **full curriculum** that contains everything you need to teach computing at key stages 1 to 4, including lesson plans, slides, worksheets, homework and assessment. All the content is completely free to access, and has been created by subject experts, based on the latest pedagogical research and teacher feedback. [CLICK HERE](#) to access this.

UPCOMING EVENTS & FREE TRAINING

The Computing Hubs are offering **incredible free CPD** offers for your school – too many to list in this space.

[Take a look at what's on offer here!](#)



GREAT DEVELOPMENT! Subject Knowledge Certificate:

Computer Science Accelerator is a professional development programme for teachers, funded by the Department for Education, leading to a national certificate in computer science subject knowledge.

This fully funded programme will help you develop or refresh your subject knowledge up to GCSE, with bursary funding available for state-funded schools and colleges to support your learning.

[CLICK HERE](#) for more information or [HERE](#) to choose your pathway



[Book a free health check](#) for your school

Click [here](#) to find out more about the **Behaviour Hubs** programme. To be eligible, schools must have a 'Requires Improvement' rating from Ofsted (if you have recently converted to an Academy - the result of your last inspection).



Behaviour HUBS

NCELP | National Centre for Excellence for Language Pedagogy

Understanding, improving and promoting language learning

Professional
Development
and Training

The **National Centre for Excellence for Language Pedagogy (NCELP)** was set up in December 2018. It works in partnership with university researchers, teacher educators and expert practitioners, and Specialist Teachers in Leading Schools across the country acting as language hubs, to improve language curriculum design and pedagogy, leading to a higher take up and greater success at GCSE. Click [here](#) to find out more.

NCELP are funded by the Department for Education (DfE) and co-directed by The University of York and The Cam Academy Trust. Their substantial package of support includes professional development tools, teaching resources, and workshops, and takes forward the recommendations made in the Teaching Schools Council's [Modern Foreign Languages Pedagogy Review](#) led by headteacher and linguist Ian Bauckham.

NCELP aim to:

- Connect classroom practice and research
- Develop pedagogy, with resources to deliver it
- Improve intrinsic motivation and increase GCSE uptake

EDTECH

Demonstrator Programme

The **EdTech Demonstrator Programme** was developed by the DfE to ensure schools and colleges across England could access free, expert advice on educational technology. The programme launched shortly before the Covid-19 pandemic enforced an extended period of remote teaching and learning in the Spring of 2020. The programme is now in its second year and has evolved from crisis response to offer support to schools and colleges in developing digital strategies which make effective use of technology to enhance teaching and learning. [Click here to view the launch event video](#) which provides further information on the importance of digital strategy in addressing the educational challenges of the next few years.

EAL HUB
EVERYONE A LEARNER

RESOURCES ASSESSMENT CPD SUBSCRIBE TOPICS SAMPLES TUTORIALS
FREE TRAINING SEN HUB INCLUSION HUB DAILY BRAIN WARMERS LOGIN

EAL HUB - EVERYONE A LEARNER

THE HOME OF INCLUSIVE RESOURCES AND SUPPORT

EAL HUB is the place to come when you need support for EAL or SEN pupils in your class.

Take a look at our EAL Pyramid of Need below to see what Tier of support you require and then browse the resources available across each Tier.

Many of our resources support EAL learners, but also a range of other literacy needs.

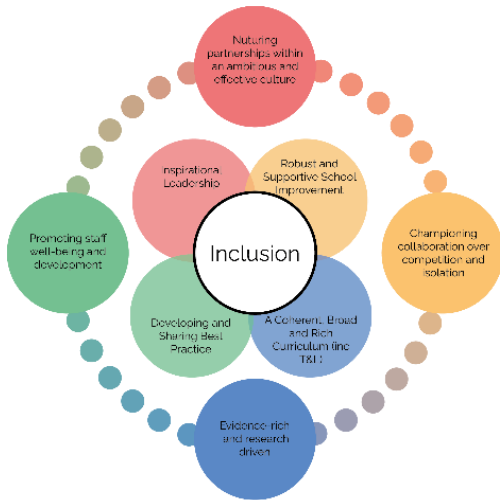
Click [here](#) to find out more about what the EAL Hub can offer you



An education system that is better for all

Schools Alliance for Excellence is an education partnership established in Surrey in 2019

An inclusive, school-led partnership where all children and young people have the opportunity to flourish, enjoy learning and achieve the best possible outcomes through excellent education.



By bringing together all schools, providers, the Local Authority Authority and key partners, SAfE is more than the sum of its parts, sharing expertise and providing a safe community that enables challenge, support, improvement and innovation to flourish.

SAfE is committed to providing the highest quality professional learning that supports schools to drive improvement, develop staff, share best practice and provide professional challenge.

SAfE's Professional Learning and Development Offer 2021/2022

SAfE's 21/22 offer provides a wide range of opportunities for colleagues at all levels in schools linked to the Teacher and Headteacher Standards including:

- Classroom practitioner programmes and networks to support classroom practice
- Inclusion and Additional needs
- Leadership programmes and networks to support leaders from new to experienced and whether at middle or senior levels
- Governance support



EVENTS IN THE WEEKS AHEAD

Join an event.

[Take a look at what's on offer here!](#)

Hampshire Schools

If you are a school that is based in a county other than Surrey and are interested in accessing services,

SAfE would be delighted to hear from you.

Please contact bookings@schoolsallexcel.com or call 07368 934 356

Surrey Schools

Surrey schools: for all events please log-in and book through the bookings portal:

<https://bookingschoolsallianceforexcellence.co.uk/>

Please visit the [SAfE website](#) for further information about work as an education partnership and links to strategic partners.



Supported using public funding by



ARTS COUNCIL
ENGLAND

Hampshire Music Education Hub

SURREY MUSIC HUB

Music Education Hubs are groups of organisations – such as local authorities, schools, other hubs, art organisations, community or voluntary organisations – working together to create joined-up music education provision, respond to local need and fulfil the objectives of the Hub, as set out in the National Plan for Music Education. Click [here](#) to find out more.

As you can see from our *pink* CPD pages, Hampshire and Surrey have a lot to offer their support staff, trainees, teachers and leaders. There is a wealth of training available; much of it school-led. Keep an eye on the website as it is updated regularly and there are some fantastic training offers for your team. Email us if you would like us to feature something from your school: tshub@sfet.org.uk

Outstanding school-led CPD

Click [here](#) to see the wide range of outstanding school-led CPD on offer, including; EYFS, Occupational Therapy, Speech and Language Therapy and more.

There are several subject associations that provide a variety of CPD, resources, research and support. You can view them through our website [here](#).

Subject Associations

Other CPD Opportunities

The [website](#) also has a dedicated tab for other CPD opportunities, such as the Festival of Education and Early Years TV.

Professional
Development
and Training

Research



SFET Teaching School Hub
Success for Every Teacher
Serving Hampshire and Surrey

Engagement with up-to-date research and the impact of reading and training upon practice is a vital aspect of learning to teach (and developing as a teacher throughout a career). Access to this research has never been easier with institutions such as the [Chartered College](#) signposting relevant and effective research, books, conferences, Twitter feeds and new blogs helping teachers to access, digest, debate and adapt ideas. It truly is an exciting time to be working in education.



Autumn Term Free Information Webinars

'Teacher feedback to improve pupil learning' guidance report information webinar

4-4.30pm, Thursday 4th November 2021.

[Register here](#)

'Professional Development' guidance report information webinar

4-4.30pm, Wednesday 17th November 2021.

[Register here](#)

EEF 'Teaching and Learning Toolkit' information webinar

4-4.30pm, Tuesday 23rd November 2021.

[Register here](#)

[HISP Research School](#) at Thornden aims to support teachers and school leaders with the exploration of the evidence generated by the Education Endowment Foundation (EEF), with a strong focus on successful implementation.

Recent EEF resources include:

- A 'Teacher feedback to improve pupil learning' guidance report
- A 'Cognitive science approaches in the classroom' report summarising the evidence for cognitive science approaches in school settings
- An updated 'Teaching and Learning' and 'Early Years' toolkit
- A 'Professional Development' guidance report



Sign up to the HISP Research School [newsletter](#) to receive monthly updates.

Follow HISP on Twitter [@HISPPResearchSch](#)

Research



EEF 'Effective Professional Development' Guidance Report

Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is, therefore, hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.



[Click here](#) to download the EEF report, resources and this '*summary of recommendations*' poster.



EFFECTIVE PROFESSIONAL DEVELOPMENT

Summary of recommendations

1

When designing and selecting professional development, focus on the mechanisms.



- High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.
- To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.
- Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.
- Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning.
- Those who select PD should look for mechanisms in prospective programmes; those who design PD should include mechanisms in their design.
- Careful consideration is also required to ensure that PD is evidence-based, and that content is drawn from trusted sources.

2

Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.



- The mechanisms that make up effective PD can be split into 4 groups, each of which fulfils a different role.
- PD may aspire to include a mechanism from each of these groups:
 - Build knowledge**
 - Managing cognitive load
 - Revisiting prior learning
 - Motivate staff**
 - Setting and agreeing on goals
 - Presenting information from a credible source
 - Providing affirmation and reinforcement after progress
 - Develop teaching techniques**
 - Instruction
 - Social support
 - Modelling
 - Monitoring and feedback
 - Rehearsal
 - Embed practice**
 - Providing prompts and cues
 - Prompting action planning
 - Encouraging monitoring
 - Prompting context specific repetition

3

Implement professional development programmes with care, taking into consideration the context and needs of the school.



- Provide guidance on how participants can adapt professional development. Programme developers should signal to those selecting and delivering PD programmes where adaptations can be made, ensuring that the mechanisms are protected and prioritised.
- Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation.
- Recognise the time constraints faced by teachers and adapt professional development accordingly. Those designing and selecting PD should critically assess how a PD programme will fit in with the school routine.



Free Information Webinar

'Professional Development' guidance report information webinar
4-4.30pm, Wednesday 17th November 2021.

[Register here](#)



Research

Bespoke Support



SFET Teaching School Hub
Success for Every Teacher
Serving Hampshire and Surrey

Teachers are the foundation of the education system. The Government's '**golden thread of teacher development**' allows Teaching School Hubs to deliver a world-class system for teachers and school leaders at every stage of their career by transforming their training and support. Choosing SFET Teaching School Hub as your appropriate body provides your staff with career long, high quality professional development as they progress as experienced teachers through to middle/senior leaders, heads and executive leaders.

In carrying out our Teaching School Hub responsibilities, we:

- identify the best teachers and leaders from across the alliance to provide school-based professional development
- tailor development to meet the specific needs of schools
- offer coaching and mentoring
- evaluate the impact of professional development across the alliance
- offer opportunities for formal accreditation or school-based research



The aspiration that every teacher, at every stage of their career, is supported and encouraged to not just stay in teaching, but to thrive, through Teaching School Hubs, is the most exciting change to professional development in recent times.

Bespoke School Support