

Teaching Schools Council South West

Newsletter – June 2017

Dear Colleagues,

I am sure we are not alone in looking forward to a spring break in what is a busy term in schools!

The TSC SW team have been busy working with teaching schools on the following key areas:

- Facilitating teaching schools to come together and share good practice and opportunities with others, for example working alongside the Kingsbridge Community College Research School network
- Developing a regional team of NLG advocates
- Delivering middle leadership for aspiring leaders and building capacity for school support through the Targeted Leadership Fund across the region
- Facilitating summer conferences for teachers and leaders (Remember! [Joining the Dots](#), 16 June!)
- Supporting a regional response to the [Strategic School Support Fund \(SSIF\)](#)

Our early summer term has been immersed in facilitating and supporting teaching schools, MATs and Local Authorities to collaborate to develop proposals to the SSIF to meet the needs of our most vulnerable schools by addressing the key regional school improvement priorities. Namely:

- Developing EYFS, Phonics & Oracy
- Improving teaching of numeracy and mathematics
- Building capacity for leadership at all levels of the system
- Whole school strategies to improve the outcomes of the most disadvantaged, pupils with SEND and EAL pupils fastest

The TSC was commissioned to facilitate the development of strategic proposals to the SSIF that address regional priorities and we invited expressions of interest to receive additional support for the development of proposals across the region. In summary we received 51 EOIs, of which 14 will be supported by the TSC and equate to over £4 million for school improvement in our region if successful. For information we have provided some context to the interest in the SSIF across our region:

Regional Priority	Eols received	Sub region	Eols received
Maths	10	Somerset, Bristol, Bath & NE Somerset, N Somerset & South Gloucestershire	21
Disadvantaged	15	Devon, Cornwall and Isles of Scilly, Plymouth and Torbay	13
Leadership	15	Gloucestershire, Swindon and Wiltshire	10
Oracy / Phonics / Literacy	11	Dorset, Bournemouth and Poole	7

Finally, mathematics is a key national and regional priority, therefore the TSC and RSC teams are working with the regional Maths Hubs to develop a maths strategy for the region. More information will follow!

Best wishes,

Jenny Blunden and Simon Cowley
Teaching School Council SW Members



Update from Gloucestershire, Swindon and Wiltshire

The Teaching School Council development of Regional Teaching School Link people aims to facilitate a more joined up approach to system leadership across the South West. The region is co-ordinated by Chris Mitten, and I am responsible for one of the four sub-regions: Gloucestershire, Swindon and Wiltshire.

It has been a privilege to visit more of the fourteen Teaching Schools across the region over the last couple of months to explore the work that is taking place and to see if there is anything I can support with. I have met with Headteachers and TS leaders from Balcarras, Coney Hill & Milestone, Swindon, and Avon Teaching School alliances and continue to be impressed and inspired by the dedication and moral purpose of the leaders and their organisations in driving forwards the school-led self-improving system.

All the Teaching Schools in the sub-region meet regularly with colleagues from the Local Authority, Multi-Academy Trusts, Dioceses and the Regional Schools Commissioners office to share their plans and to collaborate to deliver professional development, ITT and school improvement support work.

More and more Teaching Schools are offering exceptional professional development and networking opportunities through conferences. I attended the Jurassic Coast and Taunton Teaching School Alliance conferences over the last couple of months – both were extremely well organised and attended, with excellent national speakers such as Sir David Carter, David Didau, Matt Parker, Jenny Blunden, Steve Savory and Bradley Simmons as well as sharing best practice through workshops led by system leaders.

Pickwick Learning Teaching School Alliance secured funding through the recent Building System Leadership Capacity Grant round to support a school in Salisbury to become a Teaching School in the next 12-18 months. The hub that is being set up will provide welcome TS support and services to an area that currently has limited TS capacity. The next funding round is due to open in September – if there is an area of your region that you feel needs a new Teaching School please contact

teachingschools.enquiries@education.gov.uk for more information.

The recently launched Strategic School Improvement Fund (SSIF) is proving to be a key focus for Teaching School leaders and the Council at the moment, with Teaching Schools, MATs and Local Authorities submitting over 50 expressions of interest (EOI) across the South-West. The Teaching School Council have assessed how well each EOI matches the criteria matrix and is offering to provide support to high scoring EOIs. They also aim to match together similar expressions of interest to ensure SSIF bids are addressing regional priorities, target eligible schools (at least 70% of schools named on bids must be eligible) and are scaled up to have impact in a large number of schools. I have been hugely impressed with how different organisations have come together in this process, demonstrating the positive impact of successful collaborations.

The current SSIF round closes on 23 June and there will be further rounds in the next academic year. For more information visit:

<https://www.gov.uk/guidance/strategic-school-improvement-fund>.

To discuss a potential bid or to explore collaborating with others to submit one please contact me via email on jpassmore@corsham-pri.wilts.sch.uk

I look forward to meeting with you soon and hope to see as many of you as possible at the Joining the Dots conference on 16 June at UWE in Bristol which would provide an opportunity to meet to discuss next steps with the SSIF process.

James Passmore

Regional Teaching School Link, Gloucestershire, Swindon, Wiltshire
Director, Pickwick Learning Teaching School Alliance

News from Bristol, Bath, NE Somerset, Somerset and South Gloucestershire

Although we are now a couple of months on from the first Teaching Schools Council SW Leadership Conference: **Making Intentional Design a Reality** that took place in Taunton on 31st March, I would like to thank everyone who took part and made it such a success, not only on the day itself, but in terms of laying such a strong collaborative foundation for our organisational future in the South West. We are extremely grateful to Sir David Carter, National Schools Commissioner, for opening the conference with such a thought-provoking and inspiring presentation and for staying to answer delegate questions, but we are incredibly indebted to all the speakers and workshop leaders who gave such generous and invaluable contributions with their time and expertise. Indeed, one of the main themes seen in the event feedback was how much the delegates appreciated the huge range of professional experience and mastery present on the day. With this shared wealth of educational and strategic proficiency throughout the South West, we look forward to carefully and deliberately planning how we can all work together even more effectively in the future. In the words of Steve Savory who provided such an insightful regional perspective in leading the call for collaborative action between Teaching School Alliances to improve student outcomes across the region: *"We have a golden opportunity to shape this school led system, to take responsibility individually and then collectively to make a difference for the young people in it now and the future. If not us – who?"*

An ongoing project of collaborative work we would like to update you on is the current county-wide **KS2 Maths Improvement Programme in Somerset** utilising the combined capacity of Taunton Teaching Alliance, Wessex Teaching School and the Redstart Teaching Alliance; with support from the Boolean and Jurassic Maths Hubs. Begun in January 2017, the Local Authority commissioned programme is ongoing in its delivery of a number of key aims including improving the quality of Maths leadership and succession planning in Primary and Middle Schools, raising the outcomes of Year 6 students through specific teacher training, IMPACT (Improved Maths Progress and Classroom Teaching) training, increasing teacher's knowledge of the national picture in Maths and the available links to Maths Hubs and identifying 'Key to Success Schools', i.e. those schools that need more in-house, personalised SLE support to help them improve student outcomes. In the first year of this programme over sixty Primary and Middle Schools across Somerset are taking part and our plans for the future include providing a similar programme for KS1 with the involvement of more Teaching Schools within Somerset, as well as rolling out the programme structure to Teaching Alliances in Devon, Dorset and beyond.

The new Strategic School Improvement Fund will bring us together further in order to create capacity for school improvement through collaboration. I am already encouraged by how colleagues in the sub-region have grasped this opportunity and are working together and at scale to drive improvement aligned to the regional themes. These are exciting times and I look forward to working though the Expressions of Interest on May 23rd with my Teaching School SW colleagues.

One further bit of good news is that the South West NLG Advocate bid to NCTL has been successful. Funding has been released to appoint four sub regional NLG Advocates, each being aligned to Teaching School and SRIB sub regions. Interviews take place this term and those successful will start fully in role from September. More news to follow...

Tony Bloxham

Director - Taunton Teaching Alliance
Regional Teaching School Link for Bristol, Bath, NE Somerset,
Somerset and S Gloucestershire

Update from Cornwall, Devon, Plymouth and Torbay

The focus of most Teaching School Alliances in recent weeks has been the Strategic School Improvement Fund. While I am sure this is covered elsewhere in the newsletter, I would like to take this opportunity to thank those who have shown willingness to collaborate, and take innovative approaches to tackling our regional priorities. I would also like to acknowledge the understanding, and response of teaching school leads under a very pressured timescale. Our last regional TSA meeting was a real example of this collaboration and dialogue in practice. I was very proud of everyone's engagement and, as one NLE commented 'this is the first time I have seen a school-led system working in practice'. I would say we have work to do, and we can learn from this first round to ensure we are strategic in how we develop and initiate programmes in the future. For those unsuccessful with the EOI, I am happy to support and advise, and ensure we can draw from collective expertise to support future bids.

There is a lot of activity from TSAs offering other CPD opportunities and conferences. These are a great way to access bright minds, influential figures and expertise to help inform our practice. And again, where possible, I will support these events.

I have conducted more TSA visits and additional peer reviews. The model is ready to roll-out next academic year alongside the RAG SEF – we have delayed this due to the focus in the SSIFs.

Lastly, on a personal note, I would like to thank those TSAs who have offered NLEs and LLEs when I have made requests to broker support for schools. Again, this is the system beginning to work, and I am keen to see multi-lateral TSA support for schools in the South West.

Have a great summer

Best wishes,

Jim

Dr J Rogers

Regional Teaching School Link Cornwall, Devon,
Plymouth, Torbay

Director of Plymouth Teaching School Alliance

www.plymouthteachingschool.co.uk

[PlymouthTSA twitter](#)

[TSC South West twitter](#)

News from Bournemouth, Dorset and Poole

Since taking up the role of sub-regional link I attended the first RSC led SRIB convened at Thomas Hardy School. These meetings enable school improvement discussions between LA, Teaching School Council and RSC leads. One outcome of these has been to identify common school improvement themes that can be funded by the Strategic School Improvement Fund, through bids up to £500,000. Consequently, local Teaching Schools met with LA leads to discuss those themes and identify schools that are eligible for support. With the current round open, many groups are planning to submit bids, my common aim is to try to enable more joined up working, ahead of the next SRIB meeting in early July.

I am keen to visit all Teaching Schools in the coming months and work with them jointly through local LA forums and the South Coast Central group of Teaching Schools. One of the challenges all Teaching Schools have been asked to meet is to ensure every school is connected to at least one Teaching School. This will help ensure that the best practice in schools can be identified and celebrated by wider sharing as well as ensuring that schools in more challenging circumstances can be supported sooner rather than later.

Thank you to colleagues from Jurassic TSA for running the successful conference on 26th April, which saw David Didau lead a discussion around successful pedagogy and how evidence based work is challenging some commonly held beliefs as well as Sir Bradley Simmonds sharing some pre-Purdah thoughts on school improvement priorities in the South West.

The Teaching School annual conference for the sub-region will take place in November this year. This will be a similar format to the conference last November entitled 'Piecing the Jigsaw Together'. The conference focus will be on 'Life without Levels' and the excellent development work that is happening in our local schools. We will hear from a number of well-regarded keynote speakers and will run workshops centred on sharing best practice and systems leadership. As soon as a date is confirmed we will let colleagues know. Over the last two terms Clare Adams from Ringwood has led on a Targeted Leadership Project that involves emerging system leaders in Bournemouth, Dorset and Poole in a leadership experience which combines some leadership development sessions with coaching whilst supporting a school leader or team in another school. We are currently looking to fund a similar project next year in Dorset and I am keen to work with interested schools, so please get in touch, if you are interested to learn more.

The South Coast Central website is an excellent example of our collaborative working and it is now fully up and running to enable local schools to identify Pupil Premium Reviewers, ITT providers and courses that run locally. It is also a tool for schools to locate a system leader either locally or more remotely if this seems more appropriate, and make contact *directly* with the specialist's linked Teaching School in order to make a request for support. We envisage the website continuing to grow and develop to perpetuate the ideology of working together for the good of our local schools. Please visit the site by following this link

<https://www.southcoastcentraltsp.co.uk/>

The South Coast Central Business Admin Network has also been formed, chaired by Danii Curtis from Poole Teaching School Alliance. The Administrators of the South Coast Central Teaching Schools are reaping the benefits of being part of a supportive alliance and able to share ideas and concerns at regular half-termly meetings.

Liz Garman
Regional Teaching School Link
Bournemouth, Dorset and Poole

Opportunity to Support More Women Into School Leadership for Somerset

A Women in Leadership programme organised by two Somerset teaching schools The Affinity Teaching Alliance and The Redstart Teaching Alliance recently held event two of the three event programme. The programme was established to help tackle the under-representation of women in school leadership roles. Although teaching is dominated by a female workforce, just 65 per cent of headteachers are women and this drops to just 36 per cent at secondary schools in England.

The first event in a series of three Women in Leadership conferences discussed individual's vision and values, event two looked at Building and Managing teams and the final event in September will look at Delivering the vision and career progression, organisers are thrilled to have secured Rebecca Clark, Regional Schools Commissioner for the South-West as the keynote speaker. Participants on the programme have also been matched with coaches and mentors to assist them in an individual project and to help them kick start a path towards becoming a headteacher or head of department.

The second meeting was led by Sarah Watson, Headteacher at the Castle School in Taunton and Suzanne Flack, CEO & Executive Principal of The Redstart Learning Partnership. The guest speaker was Dame Joan McVittie, who gave a heart-warming and very practical presentation on her career and successes to date.

Dame Joan began teaching in 1974, during her career she took a break to raise her two daughters, she returned to teaching in London and took her first headship in 2000. At Dame Joan's second headship at Woodside High, Haringey, in 2006, the school was rated outstanding by Ofsted in two successive inspections and become a National Support School and Dame Joan a National Leader in Education. Dame Joan was awarded a Damehood in honour of her contribution to education at both local and national level.

The afternoon session was hosted by a number of local leading male and female headteachers who focussed on building teams and their journey to headship. Alison Wray, a delegate on the programme is a teacher at The King

Alfred School, Highbridge, and commented, "This is an extremely exciting programme to be involved in. I feel the norm in teaching is to make a choice between career progression or raising children and this causes many female professionals a lot of difficulty. This programme will help individuals like myself assert themselves as aspiring leaders as well as working mums." Since the programme started 13 participants on the programme have applied for senior leadership positions and many are currently going through interviews. The 30 women future leaders are all looking forward to working with their coaches on their individual projects and attending the final event in the Autumn term.



Pupil Premium Champion School – South West

As part of our role as Pupil Premium Champion school for the South West, Twynham Teaching School has continued to lead the development of system leadership and the sharing of good practice in supporting disadvantaged students in this region. At the forefront of this has been the Pupil Premium Reviewer training that we have successfully run on four occasions. This has enabled us to train over fifty Pupil Premium Reviewers from across the South West and create the capacity for effective reviews to take place whenever the need arises. We have also been involved in sharing good practice, with a particular focus on effective planning and increased accountability within Pupil Premium development. This has included speaking at and running workshops at teaching conferences in Bournemouth, Poole and Plymouth. Our next aim is to begin to bring together different schools from across the region so that we can be more effective in sharing good practice. We will also continue to offer Pupil Premium Reviewer training and reviews themselves. Any interested school should contact us at the following address teachingschool@twynhamschool.com

Case Studies

If you wish to share your work from across your alliance please contact Tam Mason for further details on uploading case studies on evidence based teaching activity to the Teaching School Council website.

Tam Mason can be contacted at tam.mason@tscouncil.org.uk for further details.



News from Poole Teaching School Alliance

The priority for Poole Teaching School Alliance this year has been developing our strategic vision to provide a complete learning journey for all stages of career in Education. This, alongside the local drive to support recruitment and retention in the profession, has led us to broaden our wings and further develop our provision. We have developed our offer prior to ITE supporting talented individuals to access a Degree in Teaching and Learning to further their own development and in turn broaden their options should they wish to train to teach. Our School Direct programme is continuing to grow and expand in response to the needs of the locality; we now have two further places we can offer for the Primary route. Our well-established, successful NQT programme 'From Surviving to Thriving' will run for a 4th consecutive year and will lead in to our revamped Teaching and Learning Programme. This will support Recently Qualified Teachers and improving teachers as well as those on the road to outstanding. It is a flexible programme offering alternative routes to meet individual needs. Very excitingly, our Leadership By Design programme launches in October. This has been developed by local Headteachers and offers a range of CPD opportunities to meet the varying needs of the colleagues and context we will be working with. Please do visit our newly launched website to see what is on offer.

Leadership By Design

Poole Teaching School Alliance has been researching and developing a new leadership programme for September to support Middle and Senior Leaders in their ever demanding roles. The launch of the programme will see an inspiring conference focused on the mindset of leaders and how to have the most effective influence. We are very excited to be welcoming Andy Buck as our keynote and a local company called OptimusOD who will support our leaders to develop resilience in their role and become more outward looking about the impact they have. An action research approach throughout the rest of the programme will enable leaders to develop and change their practise in response to theory inputs over the year. A key element of the programme is that leaders will work with Headteachers to identify their own professional development pathway. Local Headteachers and leaders are contributing their expertise for a range of workshops and masterclasses that leaders can opt into as part of the programme, enabling them to really personalise their own development.

Pupil Premium Conference

Marc Rowland's input at our Pupil Premium Conference in April was key in supporting the development and approach to working with vulnerable learners locally. We were also lucky enough to hear from Kate Atkins from Rosendale Primary School. She shared some of the innovative approaches they have used at Rosendale and talked of her very exciting ReflectED research project funded by the EEF. As a result, we have a hub of local schools engaging in the research.

Local Specialist Teachers

An exciting development has also been our work across teaching schools in Poole and Bournemouth to develop a Local Specialist Teacher (LST) role. A local need for excellent practitioners to work alongside teachers in the classroom prompted discussions with Headteachers to identify the skills required for the role and we have just recruited 12 inspiring LSTs across Poole and Bournemouth. Following some training and development, they will be available to work with schools in September.

Degree opportunities

Our partnership with the Learning Institute this year has been growing in preparation for Poole TSA to offer a Degree in Teaching and Learning starting in September. The uniqueness of the route is that students can 'earn whilst they learn' receiving input sessions one day per week, completing their Foundation Degree in two years followed by a one year top . It is an exciting venture that we cannot wait to begin! The next open evening will be held on the 12th June 2017, 4:30pm at Broadstone First School. To book please see our website.

To find out more about any of the above opportunities, please visit our website

www.pooletsa.org.uk

The Jurassic Coast TSA Workload Challenge Research Project

We are now nearing the end of our research project which set out to see what (if anything) teachers could learn from doctors about how they use data. Ten participant teachers from primary and secondary schools within our Alliance took part in an interdisciplinary event in Exeter where four clinicians (three GPs and a consultant surgeon) shared their experiences of collecting and analysing data in their working lives. The teachers discussed and reflected on the similarities and differences between the approaches taken by the two professions and have used these to compile action plans where they implemented a change management model ('stop, start, continue doing...') to prioritise their next steps. We are still in the process of analysing the findings from the project and evaluating its impact but it's certainly been fascinating so far. Participant teachers have agreed to do a whole host of things from stopping collecting unnecessary data through to asking people charged with 'managing data' more questions and collecting staff views about what they understand is the purpose behind a school's data policy. The project stemmed from the recommendations of the Reducing Teacher Workload Data Management Review Group. Their report can be accessed [here](#). If you would like to know more about the project please contact Laura Webb at (lwebb@woodroffe.dorset.sch.uk)

Spain's Visiting Teachers Programme

One of the JCTSA's SLEs, Susie Fernandez from Shaftesbury School, was selected to be an assessor for Spain's Visiting Teachers Programme. She spent three days in Madrid in early May interviewing and assessing applicants and was very impressed by the quality of the candidates. This is a DfE initiative to enable schools in England to recruit high quality MFL teachers from Spain for initially a one year period. If you are still looking to recruit languages teachers for 17/18 it is not too late to apply to be part of the Programme. See <https://www.gov.uk/guidance/spains-visiting-teachers-programme> for details.

Workload Challenge Research

In December 2016 The Mead Teaching School was successful in an application to the NCTL for Work load challenge research funding, one of 11 successful schools across the country. The aim is that projects will build on the recommendation from the workload review groups.

The research undertaken by The Mead Teaching School involves staff from three schools who are considering the question:

“How can we develop appropriate planning to increase confidence in teaching and reduce workload.”

The work is focussing on three key curriculum areas, computing, science and design and technology, as initial feedback from teachers suggested these subjects were those where confidence was lowest and impacted significantly on workload. We are working closely with Professor Graham Handscomb who meets with the research team regularly to support a robust research methodology.

By the end of the project (July 2017) we aim to:

- Have captured a true picture of workload issues linked with planning across participating schools
- Develop termly planning scaffolds for all year groups for science, DT and computing supporting teachers to plan for high quality and effective teaching and learning sequences
- Develop an online ‘planning pod’ for all scaffolds and associated resources
- Develop a range of guidance materials to support teachers in the use of the planning scaffolds
- Identify clearly how the development of planning scaffolds has impacted upon workload and teacher confidence for computing, DT and science

We are reporting to the National College on our progress regularly, with the final report due in Autumn 2017. For further information please contact teachingscool@themead.wilts.sch.uk

Maths Counts

We were delighted to be awarded a grant by the [Education Endowment Foundation](#) (EEF) to develop, trial and implement a maths intervention for learners most at risk of not meeting age related expectations in number skills. This wide-ranging programme, called [Maths Counts](#), has been developed by maths specialists and provides one-to-one intensive maths support. It is resourced by a unique digital tool onto which diagnostic information can be uploaded along with resources, ideas and lesson planning that can be accessed by the Learning Partner (Teaching Assistant). Home learning opportunities can also be accessed by parents and evidence of learning is available in the form of documents, photographs, video clips or other media.

In September 2016 we recruited 35 schools from London, Bristol, and the South West for a national efficacy trial, where pupils in Years 3–6 were identified as eligible for support if they were working at or below the Year 2 programme of study in mathematics. As the trial has progressed, impact data from post intervention assessments have been shared with the University of Durham, who are acting as independent evaluators of the programme.

We are approaching the end of the trial now, with our 35 schools coming together for their final reviews this month. We are very excited about our initial data findings but are now awaiting the final outcomes which will be made available as an Education Endowment Foundation report and will be accessible from our website when complete.

For more information:

[Workload Challenge Research](#)

[Maths Counts](#)

[The Mead Teaching School](#)

[Education Endowment Foundation](#)

If you have questions or would like to find out more about our research, please contact Kyra Ings, Teaching School Administrator at teachingschool@themead.wilts.sch.uk

Innovative Modular NQT Programme

Cornerstone Teaching School

The Cornerstone Teaching School has created a new, high-quality, flexible and cost-effective approach to training for the NQT induction year. Its NQT Induction Programme addresses the financial challenges of current school budgeting, while fully recognising the importance of investing in high-calibre training for new staff. It reconciles these two issues by offering a modular format made up of elements that can be selected individually, in bundles, or



as a full programme including registration of the NQT with Cornerstone as the Appropriate Body, and attended in person or remotely, through Skype, from anywhere in the country.

Delivered by NLEs, experienced school leaders including SLEs, subject specialists and guest contributors at the state-of-the-art conference facility at Broadclyst Community Primary School in Exeter, the programme offers an innovative, blended approach to learning where distance issues and specific requirements can be accommodated.

The Cornerstone NQT Induction Programme is made up of three half-day mini conferences and 30 interactive weekly seminars/workshops over the academic year, all of which can be attended in person or remotely through Skype. All seminars and workshops will be recorded to enable review and recapping of items discussed. There will also be a conference day and a celebratory dinner for NQTs, mentors and other school leaders.

There are significant benefits to this unusual approach:

- Schools can purchase the full programme at a discounted rate to include accreditation, or buy individual elements or bundles to respond to individual training needs or to complement their other training.
- The requirement for schools to provide supply cover can be minimised due to the option to attend via Skype
- The weekly inputs and conference time amount to the equivalent of over eight days during the year representing excellent value.
- The programme provides an opportunity for school-based mentors to train in this role before the start of the academic year.

CEO of Cornerstone Academy Trust, Jonathan Bishop explains: “Following the success of our in-house NQT programme, we have been encouraged, not least by our own NQTs, to develop it further, and offer it to other schools in full, or through individual elements, as best suits their needs. We know we have something very special within the Trust and I firmly believe that this programme offers significant opportunities for NQTs, regardless of distance, to realise their full potential and get the best possible value from their induction year.”

One of the trust’s own NQTs, Charlotte Clark, adds: “Throughout my year on the Cornerstone NQT Induction Programme I valued the opportunity to work with NQTs across a range of year groups and experienced staff, engaging in discussion, sharing classroom-based findings and observing teachers in lessons. In the weekly meetings, focusing on a specific area of teaching and learning, we shared positive experiences within our year groups. We also discussed challenges and how best to overcome them. I have benefited from this chance to reflect upon my own practice, explore different strategies to teaching and learning, and plan further career development opportunities.”

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Cabot Learning Federation

Institute

Teacher Training

Professional Development

School Support

Research and Projects

Black & Minority Ethnic (BME) Leadership Development Programme

Part of the NCTL's Equality and Diversity in Leadership fund

The Cabot Learning Federation (CLF) actualizes the NCTL's vision on the importance of equality and diversity in school leadership. This programme recognises the need for equity of opportunity and greater numbers of BME leaders in education. Last year's participants perceived the programme's approach as "very inspirational, thought-provoking", "reflective and personalised".

The programme consists of four group sessions. Each aspiring leader also has the support of a mentor who provides guidance and advice. The mentoring system provides a personalised and reflective environment, generating open and honest sessions.

The first two sessions introduced the context and importance of equality and diversity in leadership and discussed facilitating change in a management situation. Session 3 covered comprehending the characteristics of and the dynamics within an effective team. The last session is taking place on 12th June; this session, 'Leadership skills, leading with moral purpose and emotional intelligence', analyses six key leadership styles thoroughly, participants learn how to identify their dominant leadership style and how to create a SMART progressive action plan.

We encourage everyone who is interested in the programme to attend the last session of this year's programme. CLF will continue to provide similar sessions during the next academic year to support, challenge and empower BME Leaders in pursuing and achieving their professional leadership goals. We aim to see increased numbers of BME professionals securing next stage promotion during and after the programme.

To register please contact institute@clf.cabot.ac.uk

If you would like to submit material for the next newsletter, please ensure that this is sent to Emma Williams (tsc-sw@truro-penwith.ac.uk) before Friday 13th October 2017



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