



National College for  
Teaching & Leadership

## Teaching schools newsletter

Welcome to the December Teaching Schools newsletter.

It was great to visit Arthur Terry School in the West Midlands for this term's Teaching School Council meetings. It's always good to be in schools for these meetings - a powerful reminder that all we do needs to be focused on improving the impact we have on outcomes for children and young people. The Teaching Schools Council is a great example of the reflective, continuously improving nature of teaching schools. They challenge those of us responsible for policy as well as each other, and they share the excellent practice that is emerging in different localities. Most importantly, the Teaching Schools Council helps to inform our policies, bringing powerful perspectives that help us to appreciate how things are working on the ground.

As I mentioned last month, this is my last newsletter before I move on to a new role. It has been a huge privilege to have led the teaching schools programme over the last few years. It has been particularly pleasing to see the expansion of the programme into places where support is needed most. I love the collaborative nature of teaching school alliances. It's great to see the power and impact of well-planned and deliberate collaboration between schools, with early years and post-16 settings, universities, local authorities and other local and national groups. Thank you for the investment you are making in building and sustaining productive partnerships. Thanks also for your friendship, challenge, support and good humour. I look forward to working with you in my new role.

Wishing you all the best for a peaceful Christmas and a very happy and successful new year.

**John Wm Stephens**

Deputy Director - Teaching Schools and School Improvement

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## Teaching Schools Council

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### A note from the chair of the Teaching Schools Council, Andrew Warren

The Teaching Schools Council was pleased to publish the Effective Primary Teaching Practice review written by Dame Reena Keeble. The report is clearly grounded in a wide ranging evidence base of what works and reads as good, common sense - the sort that we often crave when facing the challenges of teaching today. It has also achieved what any good review should do - it has sparked a lively debate, both among teachers but also in the press.

We also recently published another review, this time into modern foreign languages with Ian Baukham as the author. I trust that this review, like the primary one, will be well read and widely discussed.

#### Andrew Warren

Chair of the Teaching Schools Council

## Key messages

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### Changes to the local leaders of education (LLE) programme

Local leaders of education have made and continue to make a significant contribution to supporting schools, providing one-to-one support, coaching and mentoring for headteachers.

In the academic year 2014 to 2015, a more devolved and system-led approach to the LLE programme was piloted with 20 teaching school alliances managing the programme, successfully designating over 300 LLEs. The pilot supported our expectations that teaching schools are better positioned to identify and deploy local system leaders.

The success of the pilot, combined with the expansion of the national leaders of education (NLE) programme and changes to its eligibility criteria, mean that the National College for Teaching and Leadership (NCTL) will no longer designate LLEs but will instead give teaching school alliances the freedom to identify and deploy these system leaders locally. NCTL is currently working with the Teaching Schools Council to make resources from the LLE pilot available to all teaching schools. More details will be provided on this in the next newsletter.

NCTL will be communicating these changes to LLEs in the new year, confirming that those designated in other roles, such as pupil premium reviewers and Women Leading in Education coaches, will be unaffected by these changes.

If you have any questions on this, please do contact the team at [lle.enquiries@education.gov.uk](mailto:lle.enquiries@education.gov.uk).

### Improved approach to designating NLEs and teaching schools

In response to your feedback, the deadline for completing the Key Information Form has been extended to **Thursday 12 January 2017**. Our priority with this exercise is to capture the most accurate and consistent data possible and we hope that providing schools with more time will allow for this.

To support the completion of your alliance's return, please see our guidance, video tutorials and a transcript of the web chat the teaching schools team conducted last month.

If you are having any problems with completing the form, please contact [teaching.schools@education.gov.uk](mailto:teaching.schools@education.gov.uk).

## Funding opportunities

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### Physics Lead School opportunity - applications invited for September 2017

The Institute of Physics (IOP) and the Department for Education are inviting applications for the next round of Physics Lead Schools, as part of the highly successful Stimulating Physics Network (SPN) project. The SPN project works to increase participation in physics, particularly amongst girls, by facilitating teachers' continuing professional development and pupil engagement activities in schools across England.

Physics Lead Schools will act as the hub of an active local network of schools and physics teachers. The IOP will second a nominated physics teacher as a school-based physics coach for one day a week and cover the salary costs and expenses of the coach, to a value of about £10,000 per year. For further details and to apply, visit the IOP website.

### University technical college (UTC) support grant

With many thanks to the teaching schools already supporting university technical colleges, we're still looking to match the remaining unsupported UTCs to suitable teaching schools. The list of schools still to be matched is included in the guidance document.

The UTC support grant provides funding for teaching schools to support school improvement by working with UTCs and studio schools that have not been judged good or better by Ofsted.

£20,000 per annum is available for up to 2 years of intensive educational support, including for governance. £5,000 is also available for teaching schools with proven financial expertise to support eligible schools with their financial capability.

Teaching schools looking to apply should complete this application form. The deadline for the next application round is **Friday 9 December**.

## Other opportunities and information

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### Is your school in need of a Spanish modern foreign language teacher?

We're delighted to be working with the Spanish Ministry of Education to join their Visiting Teachers programme, a scheme which has been running successfully since 1986 between Spain, and the United States and Canada.

The programme provides opportunities for schools to recruit high quality teachers from Spain.

Spanish teachers will be available from September 2017 for one year initially, with the option to renew annually for up to 3 years.

If you are interested in recruiting high quality teachers from Spain and would like further information as it becomes available please register your interest.

### **Women Leading in Education: regional networks**

We have recently appointed 9 schools to set up and run regional networks to support women teachers with career progression, overcome unconscious discrimination, share effective practice and support our coaching pledge.

The networks will raise the profile of women in education and create local, regional and national networking opportunities.

We encourage teaching schools to make contact and get involved in their local network in order to maximise opportunities for collaboration, information sharing and national reach.

To contact the Women Leading in Education team, please email [women.leaders@education.gov.uk](mailto:women.leaders@education.gov.uk).

### **Remove unnecessary teacher workload: marking and assessment policy**

Are you using the 3 teacher workload reports to help remove unnecessary teacher workload in your school? The 3 independent reports can be used to address unnecessary teacher workload in marking, planning and data management.

Have you reviewed your marking and assessment policy and practice recently? In this month's newsletter we want to draw your attention to the principles in the marking report. The report states that all marking and feedback must be meaningful, manageable and motivating.

It has a straightforward message: if the hours spent do not have the commensurate impact on pupil progress: stop. We would urge schools to review their practice and policy by using the principles in the marking report to ensure that practice is driven by what has the most impact on pupils whilst being time efficient for teachers.

Please let us know how you are using the workload reports by contacting [workload.solutions@education.gov.uk](mailto:workload.solutions@education.gov.uk).

### **Are you making the most of our school governance training programmes?**

Our development programmes for governors and clerks and our governance workshops have been extended to September 2017.

The workshops provide opportunities to address strategic policy themes and develop the skills needed for a high quality governing body. We are offering 2 new training workshops:

**Pupil Premium:** To raise the level of governors' understanding of their duty to monitor use of the Pupil Premium funding, and how it's deployed to support disadvantaged and vulnerable children in their care.

**Forming/joining a Multi-Academy Trust:** To increase participants' understanding of multi-academy trusts and progress towards joining or forming one.

We currently offer free half-day training workshops and a limited number of scholarships for the Chairs of Governors' Leadership Development Programme and Clerks to Governing Bodies Training Programme. Contact a licensed provider to book now and make the most of the available funding, or email [college.licensing@education.gov.uk](mailto:college.licensing@education.gov.uk).

If your school, or a school that you're supporting, would benefit from these programmes and workshops, please encourage them to look at our professional development for school governors content.

### New on the blog

- How to write a successful grant application - If you're interested in applying for grant opportunities, these tips will help you strengthen your application.
- What is the role of the Teaching Schools Council? - We talk to new Chair Andrew Warren about the work of the TSC.
- Pupil premium funding - the benefits of an external review - A headteacher on his experience of a pupil premium review.

### Useful links

GOV.UK



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### Get in touch

Details of how to contact us are available on GOV.UK.

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