

January Newsletter 2024/25

Dear colleagues,

I hope this message finds you well and that you had a restorative Christmas break. This newsletter provides a brief update on recent Teaching School Hub activity in 2024/25.



Initial Teacher Training

As outlined in previous correspondence, we continue to play a strategic leadership role in Initial Teacher Training (ITT) across our region this academic year. Our key objectives for 2024/25 are:

- Increasing school engagement with ITT
- Providing recruitment and curriculum development support for all local accredited ITT providers
- Raising school awareness of the Teacher Degree Apprenticeship route

Liam Powell will continue his valuable work supporting this strategic leadership role. If you wish to contact him about any of the above, please email him at LPowell1@leltsh-tmet.uk.

ITT & Early Career Frameworks

September 2024 marked the introduction of the combined ITT and ECF Framework, which offers three years of structured support to those entering the profession. Whilst updates to the ITT framework are already in place, updates to the ECF framework will be implemented for ECTs registering in September 2025. Key changes include:

1. Additional curriculum content covering early cognitive development, SEND, and oracy
2. A reduction in mentor training length from two years to one year
3. Differentiated pathways for ECTs based on their prior experience

We will share further details ahead of September 2025 and will continue to provide induction training for both ECTs and mentors as usual.

National Professional Qualifications

Last term marked the launch of the new **NPQ for SENCO**, with over 70 colleagues participating since November. Delivered in partnership with Best Practice Network, the program is facilitated by local SEND experts Lisa Loaiza-Sanchez and Lynsey O'Keefe, both of whom bring exceptional expertise in SEND leadership.

There will be a second cohort of NPQs this year in April and **we are now accepting [expressions of interest for Spring 2025 NPQs](#)**. As with the Autumn 2024 cohort, scholarships will be available to schools serving the most disadvantaged communities. Additionally, the DfE has confirmed that all schools can access funded places for the following NPQs:

- NPQ for Leading Primary Maths
- NPQ for Headship
- NPQ for SENCO

Spring cohorts for [NPQLT](#), [NPQLPM](#), [NPQSENCO](#), [NPQSL](#) and [NPQH](#), will begin in **April 2025**. The next cohort for all other NPQs will be in the 2025-26 academic year.

Partnership Group

This year, we are eager to further strengthen our Partnership Group. If you would like to contribute to our strategy and improvement journey, please send your expression of interest to me directly at srenshaw@leltsh-tmet.uk.

Useful Links

The DfE has recently published the summary report for the third wave of the Working Lives of Teachers and Leaders survey, which is available at: [Working lives of teachers and leaders: wave 3](#). The report covers a range of issues, including reflections on careers in education, and information on teacher retention and career intentions.

DfE are inviting responses from as many people as possible at all levels, across all agencies, to ensure they get a multi-agency response to review the Working Together to Safeguard Children statutory guidance introduced in 2023. The survey opened on Monday 9th December, and **will close at 3pm on Friday 10th January**. The survey can be found [here](#).

The National Institute of Teaching has published 3 reports in the last month on:

[Developing support strategies for Initial Teacher Education mentors](#) – this study aimed to understand the current situation of school support for mentors, and to share insights and strategies to enhance that support in future practice.

[Delivering the ECF in small schools in rural and coastal communities](#) – this report aimed to understand the experiences of delivering the ECF in these areas in England, to learn about current great practice, and what models of design and support for delivering the ECF might be helpful and feasible in these contexts.

[Assessing the impact of virtual school experience visits in Initial Teacher education](#) – which looked at the effectiveness of two modes of implementing exposure to expert research-informed practice and immersion in a live teaching environment as part of the ITAP programme: virtual school visits and in-person school visits, aiming to better understand the challenges and opportunities associated with both

I hope this provides you with a useful update on our most recent activities to support the schools in our region, and we look forward to working with you all this year.

Very best wishes for the remainder of the term,

Simon Renshaw