



Bright Futures

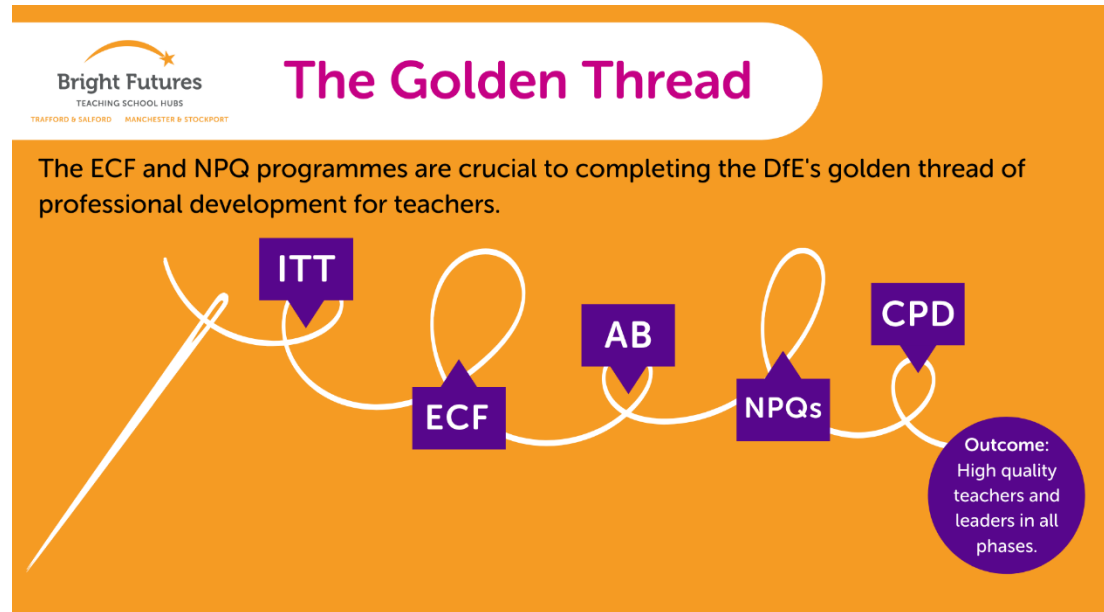
TEACHING SCHOOL HUBS

TRAFFORD & SALFORD MANCHESTER & STOCKPORT

Bright Futures Teaching School Hubs CPD Offer 2022 – 2023

The work of The Teaching School Hub is to focus building capacity and knowledge at classroom and leadership level. Year 1 has seen Teaching School Hubs embed delivery of the Golden Thread:

- Early Career Framework (ECF)
- Appropriate Body (AB)
- Reformed suite of National Professional Qualifications (NPQs)



Due to the scale of ECF, AB and NPQ delivery in Year 1, Bright Futures decided not to develop a Continuous Professional Development (CPD) offer, instead the focus was on embedding delivery of the Golden Thread and developing relationships with DfE accredited Curriculum Hubs. Moving toward Year 2 of delivery there is the annual opportunity to review this position.

For Year 2 CPD delivery the DfE has set criteria for which a CPD offer will need to be approved for delivery by. The two primary requirements are:

- Hubs have capacity to deliver CPD
- Hubs' offer meets the local need

To understand local need, Hubs must be aware of the local Curriculum Hub offers and any ensure any submitted proposals do not duplicate their offers.

Subject specific proposals will need to be shared with the relevant local Curriculum Hub to ensure proposals do not overlap with Curriculum Hub provision. In addition the following criteria must also be adhered to, on a course by course basis:

- TSHs have a focus on teacher development, all courses must have a target audience that reflects this, for example, not Teaching Assistants or school business professionals.
- If a course is subject specific, it should prioritise EBacc subjects. If the subject is outside of EBacc, be clear on the rationale behind this within the brief description of the course.
- All courses must be underpinned by a clear and solid evidence base.
- Hubs need to declare that all courses are designed in line with the Education Endowment Foundation's (EEF's) professional development principles.
- CPD courses must not duplicate or conflict with the ECF or NPQ programmes. For instance, a senior leadership course is covered by the NPQSL, and thus would be rejected.

Across our designated Teaching School Hub areas we know contexts vary - geography, local school context, pupil/staff demographics and a myriad other factors. Our Teaching School Hubs have multiple stakeholders – local schools, delivery partners, the DfE and indeed its own staff and representatives.



Individual Local Authority meetings with representatives from a range of stakeholders were held in all 4 designated Local Authority areas (including representation from respective Directors/Deputy Directors of Education and school representatives – 4.05.2022), as part of our needs analysis, common themes emerged across all 4 Local Authority areas. These themes were shared with a Senior Capacity Improvement Advisor from The Teaching School Hub Council:

Themes Emerged from Stakeholder Consultations	Feedback from Teaching School Hub Council	Teaching School Hub next steps
<ul style="list-style-type: none"> • Subject Leadership (responsibility of subject leadership has significantly increased under the new Ofsted framework): <ul style="list-style-type: none"> ○ Primary phase subject leadership including Early Years ○ Understanding the accountability framework 	<p>Where there is a designated Curriculum Hub eg Maths, STEM, computing, English (despite covering KS1 and KS2 curriculum) should be the first port of call. The Hubs would need to demonstrate they are working in partnership with all corresponding Curriculum Hubs and many already have a subject leadership offer (around subject pedagogical knowledge) that The Hubs would be expected not to replicate. The Early Years offer is limited from Curriculum Hubs but again we'd need to demonstrate working in partnership with the Curriculum Hubs.</p>	<p>Liaise with designated Curriculum Hubs to identify:</p> <ul style="list-style-type: none"> • Subject leadership offers and share with Local Authority sub-groups • Links with accountability framework within Curriculum Hub offer <p>Following liaison with Curriculum Hubs identify 'gaps' where there is no corresponding designated Curriculum Hub, explore:</p> <ul style="list-style-type: none"> • Local Authority provision/preferred direction of travel • An offer from within Bright Futures Development Network/Alliance for Learning
<ul style="list-style-type: none"> • Reading at KS3: <ul style="list-style-type: none"> ○ Impact of COVID ○ Assessment of reading/early identification at KS3 – are those that are struggling to read being accurately identified ○ Understanding of phonics for KS3 teachers 	<p>This has the most room for developing however The Hubs would need to demonstrate working the English Hub and explore what does it offer for KS1 and KS2? Would there be any overlaps? What could be developed/progressed to support KS3?</p>	<p>Liaise with English Hub to:</p> <ul style="list-style-type: none"> • Explore its KS1 and KS2 offer to determine suitability for KS3 • Explore opportunity/remit to develop a KS3 offer <p>The National Literacy Trust has agreed to facilitate on The Hubs new NPQLL – there is significant flexibility on conference day</p>

<ul style="list-style-type: none"> ○ Successful interventions to access all subjects with an emphasis on reading eg inferences and deduction (in addition to phonics) 	<p>There is an overlap with the new National Professional Qualification for Leading Literacy (NPQLL)</p>	<p>agendas - depending on applicants and possible marketing, KS3 Reading could be a focus.</p> <p>The NPQLL will offered with an emphasis on KS3 reading.</p>
<ul style="list-style-type: none"> ● Quality of Teaching: <ul style="list-style-type: none"> ○ Many aspects of ECF content have been hugely beneficial, something every teacher can benefit from. Quality First teach for all. 	<p>This is the proposal with the most obvious overlap with existing provision; how is this audience different to that of NPQLT/NPQLTD? How would The Hubs avoid duplication with NPQLT/NPQLTD, designed to be part of the 'golden thread'?</p> <p>There was a suggestion The Hubs could use its marketing to create connections between the Early Career Framework (ECF) and NPQLT/LTD and emphasise personalised/contextualised/ local delivery models – again The Hubs could use NPQ conference days for this.</p>	<p>For the NPQLT– there is significant flexibility on conference day agendas - depending on applicants and possible marketing, links between NPQ and ECF content could be a focus.</p> <p>The NPQLT will be offered with an emphasis on quality of teaching.</p>

Conclusion

In response to feedback from The Teaching School Hub Council and identified next steps, we have decided not pursue an official Teaching School Hub CPD offer for Y2 CPD delivery against the DfE criteria.

There are some careful next steps and scoping out to do in order to be able to meet the DfE criteria in time for the delivery plan for 2022/2023. The scale of our delivery on ECF, AB and NPQ means we are one the largest in the country and as our ECT numbers double with Year 1 and Year 2 running concurrently we have to ensure our focus does not detract and that we maintain our high-quality provision. Partners are also aware of the changes to the ITT expectations as well as our expansion of our bigger multi-site SCITT.

Our focus continues to be to work closely with our key stakeholders and the wider sector to deliver on our commitment to create a world-class teacher development system at Bright Futures.