

Rother Teaching School Alliance

Newsletter

December 2018



CPD Opportunities in 2019

National Professional Qualification in Middle Leadership (NPQs) Cohort 4 intake deadline for UK participants: 11th January 2019 The programme is for those who are, or are aspiring to become a middle leader with responsibility for leading a team. Dates will be arranged to suit the local cohort. Programme cost is £810.00, £400 for schools between 100-175 and £225 for schools with less than 100 pupils. Our programmes are quality assured by the Institute of Education at University College London who hold a DfE licence to deliver the programmes.

Apply <http://www.leadershipcolab.org.uk/>

For further information about all NPQ qualifications please visit

<https://www.strichardscc.com/teaching-school/cpd-leadership/>

Early Leadership Programme

This programme is for new leaders or leaders in the early stages of their leadership career - typically this course attracts new phase leaders or early career leaders who will be or are currently leading a team but may not be ready for Middle Leader training.

The programme content includes a lot of personal learning about leadership psychology and leading oneself before others.

This is a very successful programme which is also popular internationally - it would be great to bring this to the Rother area.

Key information

Three day programme with a celebratory presentation twilight.

The costs of the programme, if facilitated locally, are £480 per participant based on a minimum of 13 participants

To keep costs down, we are offering to run the programme on a Saturday morning 8.30-1.30 at a local venue

The programme is run over two terms with approx 6 weeks between face to face sessions.

Please send an expression of interest to me and I will liaise with the University re dates.

For further information please visit

<https://www.strichardscc.com/teaching-school/cpd-leadership/>

LGBT+ VISIBILITY & INCLUSION LEADERSHIP PROGRAMME

CAST and LGBTed In Partnership with Newick Teaching School are delighted to offer a fully funded* programme of training, promoting more diversity into school leadership, specifically teachers identifying as Lesbian, Gay, Bisexual, Transgender and/or Intersex

The programme is fully funded for teachers at any stage in their career, working in state funded schools. Those working in other educational settings, including FE institutions are not eligible for funded provision, but are welcome to apply. A very limited number of non-funded programme places are available at £975 per participant.

Booking: www.castcpd.co.uk quoting reference VISLT

Enquiries: courses@castcpd.co.uk

Closing date: 12noon Friday 11th January 2019

(or as soon as capacity is reached)

****PROGRAMME NUMBERS ARE STRICTLY LIMITED****

Initial Teacher Training

If you know of anyone who is interested in teaching Geography please share the information below with them.

Geography scholarships – applications open

If you are recruiting trainee geography teachers, please promote the £28,000, tax-free geography teacher-training scholarship to your candidates.

The scheme is aimed at high-quality geographers who are passionate about geography. Successful candidates must secure a training place leading to achieving QTS status at an ITT provider or lead school, who has permission to recruit granted by DfE by September 2019. They must have a subject relevant 2:1 (or predicted) degree. Candidates with a 2:2 (or predicted) degree may be considered if they can demonstrate significant subject knowledge.

Successful applicants will receive additional support to enhance their subject knowledge and gain access to high-quality professional development resources.

Applications to these prestigious scholarships are now open. Candidates can apply via the [Royal Geographical Society](#).



For further details, including eligibility, please visit [Get Into Teaching](#).

Have your say on the Shortage Occupation List (SOL)

In June 2018, the Government commissioned the Migration Advisory Committee (MAC) to carry out a full review of the composition of the [shortage occupation list \(SOL\)](#), and to report its findings in spring 2019. The SOL is comprised of occupations and job titles held to be in shortage across the UK, where it would be sensible to fill them through non-EEA migration. Job titles on the SOL are not required to undertake the Resident Labour Market Test or meet the five-year salary threshold for settlement and are given priority in the allocation of working visas if the quota for visas is met.

Currently, secondary teachers for mathematics, physics, general science, computer science and Mandarin are on the shortage occupation list. Following their review, the MAC will recommend whether these occupations should remain or be removed from the SOL and whether other occupations should be added.

If you are interested in submitting evidence to the MAC to argue for more teaching subjects to be included on the shortage occupation list, please access the online form using the link below and follow the instructions given: [shortage occupation list 2018: call for evidence](#).

Please submit your evidence online by 11:45pm on 6 January 2019.





Women In Maths Event for Year 10 Pupils

Wednesday 13th February 2019

University of Sussex 10.00am– 3pm

A FREE event for Year 10 pupils to discover the opportunities at A-Level, Higher Education and future careers.

A-Level taster workshop from AMSP

Female graduates from University of Sussex of Mathematics talk about their Mathematics career paths.

Interactive sessions from Zoe Griffiths and Rob Eastaway, renowned Mathematics Communicators.

Register your schools for up to ten places by contacting Letty Gallagher.

legallagher@pcs.e-sussex.sch.uk



Young people Aged 14-25 and love to perform? The National Youth Theatre want to meet you! National Youth Theatre auditions at DLWP.

For more information visit <https://www.dlwp.com/event/nyt-auditions/>

Cressida Cowell supports the Read On. Get On. campaign to narrow the gender gap in children's reading

05 Dec 2018



The **Read On. Get On. (ROGO) campaign** has published a **new report** today which reveals that children's enjoyment of reading (74.7%) and daily reading levels (50.5%) are lagging worryingly behind their reading skills (85.7%).

The report, **ROGO Index 2018**, also found that girls continue to outperform boys in all areas of reading, despite the gender gap in children's reading enjoyment narrowing since the coalition launched in 2014.

To help close the gender gap in children's reading enjoyment and get more children reading on a daily basis, the ROGO coalition has published a **best practice guide** for primary schools containing a range of different activities and initiatives.

Our wonderful author ambassador, Cressida Cowell, has also created a set of exciting **reading for enjoyment posters** to support the campaign, including:


To read the rest of the article and find free resources please visit

<https://literacytrust.org.uk/news/cressida-cowell-supports-the-read-on-get-on-campaign-to-narrow-the-gender-gap-in-childrens-reading/>

Laurel Trust Research

Congratulations to all 11 Early Years Settings who are participating in Action Learning Sets in 2019!

SEND me to a school who knows me.
How can common SEND identification systems and interventions be developed and embedded across a range of settings in the Rother and Rye area?




Who we are.
A Teaching School, an Education Improvement Partnership of 29 schools and Early Years Hubs plus the University of Sussex.

Our context

- In the Rother area 19.2 % of children grow up in low income families, and on average 1/3rd of pupils are entitled to free school meals
- Hastings Rother and Rye areas sit in the 3rd percentile on national deprivation scores and the area is characterised by low levels of social mobility
- Our local area data pack shows pupils with statement or EHCP underperform in relation to Statistical Neighbour (SN) average and National.
- The average point score (APS) across the 17 early learning goals is close to national average (27.5% EIP/26.7% national) for SEND. Although the area average sits around the national average there are two pockets of significantly lower performance, Sidley (North Bexhill) and Rye.

Our network.
Rother Early Years Excellence Hub has successfully established EYEHs in Bexhill and Battle and have previously worked together in an action learning set.



All staff can access good practice in teaching and learning

What do the practitioners need to do?
Choose an aspect of SEND identification and support for transition that you would like to identify as a learning activity; think about possible challenges this may pose your children; plan contingencies to allow them all to engage (differentiation); evaluate; adapt for cycle 2.

Stage One: choose the feature that you want to focus on.

Meeting One: put forward the focus area and take on the suggestions/advice/questions from other participants.

Stage Two: implement the first steps, write them up in your learning journal and note the outcomes.

Meeting Two: share your actions and findings with the other participants, and take on their suggestions/advice/questions.

Stage Three: implement the next steps, write them up in your learning journal and note the outcomes.

Meeting Three: share your actions and findings with the other participants, and take on their suggestions/advice/questions.

Stage Four: implement the final steps, write them up in your learning journal, share your outcomes and the results of your research practice with colleagues both within and outside of your action learning set and note the outcomes.

Then submit your learning journal to the EYEH coordinator.


Children's needs identified and passed on to teachers – no time is wasted

Rother and Rye EIP

We think SEND early identification is a key part of enabling all children to make good progress in their learning.

Through working in action learning sets we expect that practitioners will be in a position to;

- Provide SEND identification training for pre-school settings that is appropriate for all the staff in those settings and will enable them to better identify the needs of all their children.
- Where appropriate deploy a SEND practitioner from each hub to support pre-school settings in screening and intervention strategies. We expect the practitioner to model good practice and upskill the EYFS practitioners in our area in the key area of SEND identification but also in related areas such as managing behaviour and developing numeracy and literacy skills.
- In addition we wish to be able to better identify the different elements of transition that make it effective for the pupils involved.



Parents know early what the challenges are for their children and can work with the school and support the transition process.