

Continuing Professional Development 2023-24



1	Introduction
2	Leadership Formation Programme
3	Aspiring Leaders
4	EducareM - National School of Formation: Christ the Teacher
5	EducareM - Tabor Programme
6	IEducareM - Building the Kingdom
7	National Professional Qualifications (NPQ) - Leadership
8	Certificate in Understanding the Single Central Record
9	Duty to Manage Asbestos
10 & 11	Compliance and Assurance - Compulsory Training
12	Cadmus: Ten Useful Things
13	Cadmus: The Pupil Well-Being Menu
14	MathsHub Introduction
15	MathsHub: Types of activity
16	Mastering Number at Reception and KS1
17	Mastering Number Embedding the Impact
18	Mastering Number at KS2 Work Groups
19	Mastery Readiness
20	Primary Teaching for Mastery: Development Work Groups
21	Primary Teaching for Mastery: Embedding Work Groups
22	Primary Teaching for Mastery: Sustaining Work Groups
23	Years 5-8 Continuity: Work Groups
24	Secondary Teaching for Mastery: Development Work Groups
25	Secondary Teaching for Mastery: Embedding Year Support
26	Secondary Teaching for Mastery: Sustaining Work Groups
27	Secondary Maths Subject Leaders Community
28	Secondary MAT Maths Leaders Community
29	Primary English Hub
30	Reading for Pleasure: Transforming your school's reading culture (TSRC)
31	Supporting Early Language Development

Love is repaid by love

The St John Bosco Catholic MAC is committed to the development of all our staff. As part of our commitment within the People Strategy the development, and opportunity for development, is fully supported through the Performance Management process.

There is an expectation that all staff have a responsibility for developing themselves, and that those who undertake identified key roles in their school will be willing to undertake training as recommended or requested, some of which have been identified as compulsory.

A range of high-quality short courses are offered to support personal and professional development of employees in both schools and the central team.

The MAC also has a number of key partners who we will sign post staff to. If there are any courses you would like to undertake that do not feature in this document please do speak to your line manager.

For those high value courses the MAC views this as an investment in its people and as such will seek to recover costs for training if employees leave the organisation in a specified timeframe.



Leadership Formation Programme

Who is it for ?

This programme is for those who are currently middle leaders in our schools. It strives to begin to prepare those early stage career middle leaders for transition into leadership.

How will it be delivered?

- To complete the Leadership Formation Programme participants will
- Attend 5 x 2-hour workshops
- Prepare and plan a Systems leadership project in an area of choice supported and identified within your school setting
- Receive expert advice on how to plan the next steps in their leadership journey

Content

The five workshops will be delivered in person and will focus on key areas of the leadership agenda in Catholic Schools looking at issues such as:

Leading Catholic Life and being Section 48 Inspection ready

Mastering the OFSTED framework

What does first class Governance look like and how to do work with it?

Finance, Health and Safety and Compliance

Leading people, Managing People

Learning Outcomes

Acquisition of skills and knowledge into the wider workings of a school.

Delegates have the opportunity to work as part of a distinct group of staff who are considering their career pathway into leadership.

A unique opportunity to undertake a research project that can be used to develop outcomes and experiences for both staff and students.

Aspiring Leaders

Content

Who is it for ?

This course is designed for those individuals who have been identified as being ready for next steps in senior leadership roles.

This course is offered specifically for those who are aspiring to be future Catholic leaders.

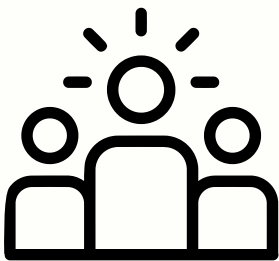
How will it be delivered?

To complete the Aspiring Leaders course participants will:

- Attend 4 x 2-hour workshops
- Complete tasks specific to workshops for submission and review

Learning Outcomes

Gaining a clear understanding of leadership within a Catholic school, working both practically and strategically.



The workshops will focus on specific skills and practical applications linked to the Headteachers Standards.

1.Catholic Leadership and Management

- Ethics and professional conduct
- Governance and Accountability
- Organisational Management
- Continuous School Improvement
- Professional Development

2.Catholic Culture

- Working in Partnership
- Christ at the Centre
- Catholic Social Teaching

3.Quality of Education in Catholic Schools

- Teaching
- Curriculum and Assessment

4.Behaviour and Attitudes, Personal Development and Catholic Life

- Behaviour
- Inclusion
- SMSVC
- Safeguarding

EducareM - National School of Formation: Christ the Teacher

Cost

£1,795 + VAT <https://educarem.org.uk/christ-the-teacher/>

3 delegates 2023-24 (Eligible to attend the NSF Accompaniment Programme 2024-25)

3 delegates 2024-25 (Eligible to attend the NSF Accompaniment Programme 2025-26)

3 delegates 2025-26 (Eligible to attend the NSF Accompaniment Programme 2026-27)

3 delegates 2026-27 (Eligible to attend the NSF Accompaniment Programme 2027-28)

Who is it for?

Applicants from serving Catholic Headteachers, governors, Senior Executive posts and directors.

How will it be delivered?

- Residential 1 – Immersion event x 3 days
- Residential 2 – Deepening event x 2 days
- Corrymeela Experience x 3 days
- Residential 3 x 2 days
- National retreat day
- UK study visits

Content

Part 1: National retreat is a unique opportunity to explore and reflect on one's own spirituality and leadership within the context of Catholic Education.

Part 2: Three-day immersion event is an unprecedented experience to engage in a meaningful and deep way with prominent international educationalists and authors.

Part 3: During the Lent term of the programme, there are two residential events. These build on the Immersion event and are aimed at deepening and developing the theological reflection into transformational practice. In addition to presentations there will be guidance on presenting new thinking and advocacy for transformation.

Part 4: Participants are offered two opportunities to experience an individualised transformational project through study visits within the UK.

Part 5: Participants are offered the opportunity to spend explore spiritual renewal under the guidance of a highly trained spiritual guide.

Part 6: Participants will be provided with a reflective manual of articles and publications to support their development during the year.

Part 7: Participants are invited to be active advocated for Catholic education across the UK. As advocates for transformational education, members will be encouraged to be a prophetic voice for the vision of Catholic education in appropriate local and national forums and the media.

Learning Outcomes

Participants will be awarded a certificate on behalf of Archbishop Malcolm McMahon and the trustees of EducareM in recognition of their work during the programme and to record their entry into the NSF National Network. Completion of the NSF enables delegates to gain credits towards post graduate study at St Mary's, Twickenham.

EducareM - Tabor Programme

This course is designed for those middle and senior leaders; and those new to a governance role in a Catholic school.

How will it be delivered?

- Residential 1 – x 2 days
- Residential 2 – x 2 days
 - Online meetings
 - Research project
 - School visits

Content

Research project: applying learning to own setting is a key aspect of the programme. Delegates complete a research-based project linked entirely to their own school action plans, and to reflect on their own leadership growth and the impact they have on the common good.

Facilitated groups: Online meetings, focusing on reflective leadership growth and development, arising from the conferences and research projects.

School visits: Delegates engage with at least one visit to a quality assured NSF Christ the Teacher graduate school, including focused learning walk, discussion and authentic immersion opportunities.

Transformative projects: Delegates are invited to choose from transformational visits to:
1. Bar convent, York: focuses on equality, participation and aspiration.
2. Laudato Si Centre, Salford: focuses on i) transforming people, ii) human rights activism, iii) environmental activism.

Costs

£1,075 + VAT

<https://educarem.org.uk/tabor-programme/>

4 delegates 2023-24

4 delegates 2024-25

4 delegates 2025-26

Learning Outcomes

All graduates of the programme are invited to an annual re-focus, ensuring continued formation.

Establishing a community of transformational, authentic and enabling school leaders at a national level.

EducareM - Building the Kingdom

Who is it for?

This course is designed for school leaders or those who are involved in curriculum mapping and planning.

How will it be delivered?

Dependent on the Level of course.

Course are delivered face to face over a period of 4 days throughout the academic year.

Content

Developing a radical 21st Century curriculum in a Catholic School: Contextualising the National Curriculum within the beliefs and values of the Catholic tradition.

Through the National School of Formation, a dynamic and challenging approach to teaching and learning in a Catholic School has been developed. This initiative calls for the contextualising of all learning within the beliefs and values of the Gospel and the Catholic tradition, aspiring to reach the highest possible levels of learning.

Cross phase delegates will work with a team of experienced curriculum developers, including Sister Judith Russi SSMN and members of the National School of Formation, to consider approaches that will promote critical and higher order thinking skills across the curriculum.

Learning Outcomes and Costs

Learning Outcomes

You will develop a wide range of creative strategies for moving learning into action, faith in action; and will be supported as you enable students to develop their advocacy skills for change for those in the greatest need in society.

You will be able to implement Caritas in Action across the school.

Cost
TBC

All Principals to complete the next relevant phase 2023-24

National Professional Qualifications (NPQ) - Leadership

Who is it for?

The National Professional Qualifications (NPQs) are a suite of DfE accredited qualifications for school leaders, designed to support professional development - helping school leaders and teachers become more effective.

All of the qualifications are based on NPQ Frameworks which draw from the very latest evidence and research and complete the golden thread, running from initial teacher training through to school leadership, rooting teacher and school leader development in the best available evidence and collective wisdom of the profession.

How will it be delivered?

These qualifications are delivered through our partnership with Bishop Challoner SCITT.

NPQ in Leading Teaching (NPQLT) - 3 full day face-to-face events, 38 hours online learning, 6 hours coaching, 90% engagement in elements of blended programme, unseen summative assessment case study

NPQ in Leading Behaviour and Culture (NPQLBC) - 3 full day face-to-face events, 38 hours online learning, 6 hours coaching, 90% engagement in elements of blended programme, unseen summative assessment case study

NPQ in Leading Teacher Development (NPQLTD) - 3 full day face-to-face events, 38 hours online learning, 6 hours coaching, 90% engagement in elements of blended programme, unseen summative assessment case study

NPQ in Leading Literacy (NPQLL) - 2 full day face-to-face events, 6 online seminars, 1500 word case study

Content & Costs

Frameworks for the NPQ suite of qualifications can be found

<https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms/national-professional-qualifications-npqs-reforms>

Cost

Most are funded until end 2024

Certificate in Understanding the Single Central Record

Who is it for?

This course is designed for those individuals are responsible for updating and maintaining the Single Central Record (SCR)

This course is also recommended for all school leaders so they have a detailed understanding of the statutory duties surrounding the SCR.

How will it be delivered?

This course is an online course with The National College.

- Online
- 1 hour 10 minutes

Content

- Why is the SCR important?
 - Statutory guidance
 - Administration
- Roles and responsibilities
 - Common mistakes
- Maintenance and best practice
 - Case studies

Learning Outcomes

Recognising the importance of implementing and maintaining a SCR that is In line with statutory guidance and importance to Ofsted.

Understanding the relevant statutory and non-statutory guidance that is involved in maintaining the SCR.

Recognising who and what should be recorded on the SCR and providing an understanding of key pre-employment checks.

Identifying individual roles and responsibilities, including who should be assigned to regularly maintain and administer the SCR.

Understanding how to implement a clear tracking and monitoring process to ensure compliance, exploring different formats and developing best practice.

Cost

£60 + VAT

<https://nationalcollege.com/courses/single-central-record>



Duty to Manage Asbestos

Who is it for?

Anyone with duties under Regulation 4 of CAR 2012 – Management of Asbestos in Non-Domestic Premises is suited to this course.

People have responsibilities if they repair or maintain non-domestic premises or even just access them. This can include both employers and employees, those who are self-employed, and building owners.

All Principals MUST hold this training certificate.

How will it be delivered?

How will it be delivered?

This course is an online course with The National College.

- Online
- 4 hours

Content

The duty to manage asbestos training is divided into seven key sections. They focus on all of the crucial awareness elements to increase people's knowledge of the dangers of working with hazardous materials. The sections include:

- Section 1 – Introduction to Duty to Manage Asbestos. This section gives a detailed overview and introduction to how to manage asbestos safely
- Section 2 – Legislation Behind Managing Asbestos. This section teaches the legal requirements involved in managing asbestos safely and who has the duty to manage the material.
- Section 3 – Developing an Asbestos Management Strategy. This section help employees and employers develop a detailed strategy for your workplace to ensure asbestos is handled correctly, those who require training are fully qualified and more.
- Section 4 – Asbestos Risk Assessments. This section helps learners complete one of the most important parts of managing asbestos safely and correctly. It ensures each learner knows how to build a detailed and informative risk assessment on any potential asbestos materials.
- Section 5 – Reporting Results. This section builds on the previous one and delves into communicating the results of any asbestos work. It establishes a clear log of each task carried out, each team member involved and each risk reduced.
- Section 6 – Asbestos Registers and Management Plans. This section takes each of the skills built up so far in the course and channels them into creating efficient and effective management plans for dealing with the substance.
- Section 7 – Asbestos Remediation. The final section of this training course is a remediation of the asbestos work. This will teach learners all they need to know on how to remedy any asbestos-related issue successfully.

Learning Outcomes

After completing the training, you will be presented with your duty to manage asbestos awareness certificate to identify you as fully qualified to deal with this material safely.

Cost

£60 + VAT <https://www.natas.co.uk/duty-to-manage-asbestos-online-course/>

Compliance and Assurance Compulsory Training

Staff Group	Training
All	Fire Awareness in Education Prevent Duty Asbestos Awareness GDPR EU: Essentials Schools with: Allergies / Anaphylaxis Schools with: Asthma Schools with: Diabetes Schools With: Epilepsy Accident Reporting
Senior Leaders	FGM Awareness Health and Safety for Managers Safer Recruitment in Education School Trips for Management Mental Health Awareness for Management
Teachers	FGM Awareness
Teaching Assistants & Pastoral	FGM Awareness First Aid and RIDDOR School Trips for Organisers and Support
Administration	FGM Awareness Fire Warden (Education) Display Screen Equipment First Aid and RIDDOR Safer Recruitment in Education (AOM/OM's Only)

Compliance and Assurance

Compulsory Training

<p>Technicians</p>	<p>Manual Handling COSHH Fire Warden (Education) Ladder Safety Display Screen Equipment Eye Protection Spill Kit Training - Chemicals and Oils Risk Assessments Fire Extinguisher Use</p> <p>ICT Only - Cybersecurity</p>
<p>Site</p>	<p>Risk Assessment Lone Working in the Workplace Manual Handling Ladder Safety Legionella Awareness Slips, Trips and Falls COSHH Electrical Safety LOLER PUWER Personal Protective Equipment Working at Height Fire Warden (Education) Accident Reporting Eye Protection Spill Kit Training - Chemicals and Oils Spill Kit Training - Bodily Fluids Fire Extinguisher Use Health and Safety Managers First Aid and RIDDOR</p>
<p>Cleaners</p>	<p>Manual Handling COSHH</p>
<p>Kitchen Staff</p>	<p>Fire Extinguisher</p>

Cadmus Inclusive Thinking differently for a brighter tomorrow...

Ten Useful Things: A Menu of Short Courses, Delivered via
Microsoft Teams

MAC purchase for every school for 2023/2024.

<p><u>Identifying and Supporting Pupils with Foetal Alcohol Syndrome Disorder (FASD)</u> <u>Thursday 28th September 2023, 1:30 – 2:30pm</u></p> <ul style="list-style-type: none"> • Identification • Potential barriers to learning and accessing school life. • Support strategies and resources. 	<p><u>The Bucket Therapy Approach</u> <u>Thursday 19th October 2023, 1:30 – 2:30 pm</u></p> <ul style="list-style-type: none"> • Bucket Therapy is a fun intervention designed to improve your pupil's attention and listening skills. • Everything you need to set up and run Bucket Therapy immediately. 	<p><u>Pathological Demand Avoidance (PDA)</u> <u>Thursday 2nd November 2023, 1:30 – 2:30 pm</u></p> <ul style="list-style-type: none"> • What is PDA? • Identification • Potential barriers to learning and accessing school life. • Supportive strategies and resources.
<p><u>De-escalation Techniques</u> <u>Thursday 23rd November, 1:30 – 2:30 pm</u></p> <ul style="list-style-type: none"> • What can cause big emotions to escalate? • Self-monitoring and regulation skills • A range of de-escalation strategies and resources for behaviours. 	<p><u>Supporting Refugee Learners and those who speak English as an Additional Language</u> <u>Wednesday 6th December 2023, 1:30 – 2:30 pm</u></p> <ul style="list-style-type: none"> • What is EAL and how can we support refugee learners? • Supporting the development of English speaking and understanding – strategies and resources. 	<p><u>Identifying and Supporting Sensory Needs</u> <u>Tuesday 30th January 2024, 1:30 until 2:30pm</u></p> <ul style="list-style-type: none"> • Sensory avoiding and seeking behaviours. • Exploring eight of senses. • Sensory avoiding and seeking behaviours. • Strategies and resources. • Sensory Diets.
<p><u>Nurture Principles</u> <u>Thursday 15th February 2024, 1:30 – 2:30 pm</u></p> <ul style="list-style-type: none"> • Explore the principles of nurture. • Creating a nurture based approach in the classroom. • Strategies and resources. 	<p><u>Adapting Quality First Teaching for SEND</u> <u>Tuesday 20th February 2024, 1:30 – 2:30 pm</u></p> <ul style="list-style-type: none"> • Explore potential barriers to learning linked to the four broad areas of need. • Strategies and resources to adapt teaching. 	<p><u>Developing Expressive and Receptive Language Skills</u> <u>Wednesday 28th February 2023, 1:30 – 2:30 pm</u></p> <ul style="list-style-type: none"> • Strategies and resources designed to support pupils in developing their expressive and receptive language skills in order to access learning.
<p><u>Supporting Pupils with Down Syndrome</u> <u>Thursday 14th March 2023, 1:30 – 2:30 pm</u></p> <ul style="list-style-type: none"> • Potential barriers to learning and accessing wider school life. • Supportive strategies and resources. 		

Cadmus Inclusive

Thinking differently for a brighter tomorrow...

The Pupil Well-Being Menu

MAC purchase for every school for 2023/2024.

<p><u>Supporting Pupils with Bereavement</u> <u>Thursday 21st September 2022, 1:15-3:30pm</u></p> <ul style="list-style-type: none"> • Understanding the different ways in which pupils may experience grief. • How to support pupils who may be preparing for a bereavement or experienced a bereavement- sudden and expected loss, trauma and suicide. • Dealing with potentially difficult conversations. • Supportive resources • Developing a supportive whole school policy and approach. • Remembering - long term support. 	<p><u>Managing Anxiety</u> <u>Friday 1st December 2023, 1:15-3:30pm</u></p> <ul style="list-style-type: none"> • Anxiety - what is it and possible causes? • What can anxiety look like? • Supporting pupils to identify and manage their anxiety. • Supportive strategies and resources.
<p><u>Building Self-Esteem and Confidence</u> <u>Thursday 11th January 2024, 1:15-3:30pm</u></p> <ul style="list-style-type: none"> • Explore the background: What is self-esteem and confidence and how can do they impact upon learning and access to school life? • How to support pupils to grow their self-esteem. • How to support pupils to grow their confidence and resilience. • Supportive strategies. <p>Useful Resources.</p>	<p><u>Supporting Pupils Who Are Afraid to Get Too Close.</u> <u>Thursday 29th February 2024, 1:15-3:30pm</u></p> <ul style="list-style-type: none"> • Explore attachment. • Strategies to support pupils in making and maintaining positive relationships with their peers and adults. • Resources.

Course Location: The Cadmus Hub, Tantarra Street, Chuckery, Walsall, West Midlands, WS1 2HU.

Recommended engagement for all our schools in a PEIA



Maths Hubs Professional and School Development Opportunities

Again this academic year, the 40 Maths Hubs across England are offering a wide variety of professional development opportunities to individuals, departments and schools.

All of the projects involve teachers developing their knowledge and pedagogy for maths teaching, whilst collaborating with their peers and putting their new knowledge to work in their classrooms. Most also aim to influence classroom and collaborative practice that benefits maths teaching and learning across a department or school.

These professional development opportunities are coordinated by the NCETM (National Centre for Excellence in the Teaching of Mathematics) and the Maths Hubs Network, which consists of 40 hubs that cover the whole of England and serve all state-funded schools and colleges.

For 2023/24, there are over 30 different projects available. Generally, teachers will work alongside colleagues from other schools, in a small group led by a local experienced teacher with expertise in professional development and the school phase in question. A small number of projects involve larger groups, coordinated and led regionally or nationally. Meetings are a mix of online and face to-face. The work takes place over an extended period, across two or three school terms, which allows for experimentation and experience-sharing within the group. Many projects include a parallel objective of embedding improved practice, leading to more secure learning across a department or school.

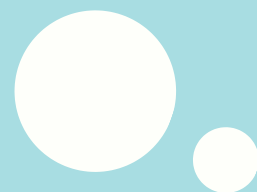
Participants will be involved in either Work Groups, programmes or communities, according to the experience offered to participant teachers (see page 3). However, all offer fully-funded, high-quality professional development, and the chance for participants to become more effective teachers of maths.



Coordinators of the Maths Hub Programme

www.ncetm.org.uk

Types of activity



Work Group	Work Groups support schools to bring about school- or departmental wide development in maths. Lead participant teachers from the schools collaborate locally with their peers to focus on this school wide change, along with the associated practice development and professional learning. Work Groups are led by a teacher (or former teacher) expert, who is experienced in both maths education and in leading teacher professional development.
Programme	Programmes support individual teachers or leaders of maths in their professional development. There are two types: Specialist Knowledge for Teaching Mathematics (SKTM) programmes, where individuals develop specialist knowledge to improve their practice; and Local Leaders of Mathematics Education (LLME) development programmes, to equip practitioners to lead work with teachers and schools. Both involve participants joining a cohort of colleagues from other schools or colleges, and exploring centrally produced NCETM materials.
Community	Professional learning communities also emphasise supporting individual teachers or leaders of maths in their professional development. Participants collaborate formally and informally, over a sustained period of more than a year, to deepen their understanding of maths culture, curriculum, pedagogy, and professional development. Community Leads establish a professional learning culture that supports professional dialogue and mutual support, offering their own expert input where appropriate.



Mastering Number at Reception and KS1

Supporting pupils to develop good number sense

Fully Funded

What is involved?

This programme focuses on the key knowledge and understanding needed in Reception classes, and progression through KS1. Participating schools will receive central training (online and face-to face) and a wealth of pupil-facing resources.

These resources will provide teaching materials for four short sessions each week, aimed at developing children's fluency and flexibility with number. Lead Teachers in schools will also contribute to an online community to share practice and engage in critical reflection.

Who can take part?

Lead participants from Work Group schools will be three teachers – one each from Reception, Year 1 and Year 2 – known as Lead Teachers. Some support will also be given to subject leaders and headteachers. Where appropriate, Lead Teachers are expected to support the other teachers in their year group.

This programme and its Work Groups are open to all schools that have not yet engaged with the Mastering Number Programme.

Benefits

- Your pupils will develop and demonstrate good number sense
- You will develop a secure understanding of how to build firm mathematical foundations
- You will work to develop teaching strategies focused on developing fluency in calculation and number sense for all children
- You will develop understanding and use of appropriate manipulatives to support your teaching of mathematical structures

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Mastering Number Embedding the Impact

Support for schools that have already engaged in Mastering Number

Fully Funded

Benefits

What is involved?

This community is for schools who have already engaged in Mastering Number. One nominated Lead Teacher will receive support to make Mastering Number a permanent element of the school curriculum.

The Lead Teacher will engage in an online learning community and have continued access to all teaching materials, recording of central sessions, and sample teaching videos.

Who can take part?

This community is open to all 2022/23 Mastering Number schools who are engaged in a 2023/24 Teaching for Mastery Work Group (or have a formal expression of interest in working with the hub on teaching for mastery in future years). It is also open to schools who engaged in Mastering Number 2021/22 who have not previously engaged in this community.

- Your pupils will show confidence in exploring additive relationships
- Your pupils will make good progress towards the Early Learning Goals and year group expectations
- You will work with colleagues either in your school or in a local school to better understand how the Mastering Number resources can enhance teaching
- You and your school leaders will build on the learning of the first year of involvement to embed and sustain the practice in future years

The community is fully funded by the Maths Hubs Programme, so is free to participating schools.

Find out more

Search embedding mastering number online or contact your local Maths Hub:

Visit nctm.org.uk/maths-hubs/find-your-hub

Mastering Number at KS2 Work Groups

Secure firm foundations in multiplicative relationships

Fully Funded

What is involved?

Knowledge of multiplication and division and its applications forms the single most important aspect of the KS2 curriculum, and is the gateway to success at secondary school. This project enables pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

Teaching materials will be provided to cover five short sessions a week, with participants expected to support colleagues in their year groups to use the resources with all Year 4 and 5 classes.

Who can take part?

This project is for schools that are involved in Mastering Number at Reception and KS1, and are also in a Sustaining Work Group. Lead participants from Work Group schools will be two teachers – one from each of Year 4 and Year 5. Support will also be given to maths leads and headteachers.

Benefits

- Your pupils in KS2 will develop automaticity in multiplication and division facts through regular practice
- You will develop an understanding of how pupils progress in their knowledge and understanding of multiplicative concepts
- You will work as part of a professional learning community to refine your practice
- You and your school leaders will develop Mastering Number at KS2 as part of the curriculum in Years 4 and 5

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more

Search mastering number at KS2 online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Mastery Readiness

Support for primary schools that want to adopt teaching for mastery in maths, but would benefit from a staged approach

Fully Funded

Benefits

What is involved?

Schools with additional challenges need bespoke support to ensure their systems and cultures are conducive to a teaching for mastery approach. Those who are not yet ready to join a Teaching for Mastery Development Work Group will prepare for implementing a teaching for mastery approach which is embedded and sustained across the whole school. This will involve receiving support from Mastery Readiness Leads, and developing classroom culture and attitudes to maths that will support a teaching for mastery approach, both on the part of teachers and their pupils.

After the year-long programme, Mastery Readiness schools will be ready to progress into Development Work Groups and beyond.

Who can take part?

Schools will have an identifiable barrier to being able to successfully implement teaching for mastery at present. Barriers may include an Ofsted grading of RI or Inadequate, poor pupil progress in maths, serving an area of low social mobility, or issues in the school that have meant the implementation of sustained change has been difficult.

- Your pupils will demonstrate an improved mathematical mindset and potential to progress in the subject
- Your school leaders will promote a collaborative learning culture amongst staff in order to make improvements to the teaching and learning of maths
- You will put into practice the school's shared vision for what maths will look like in your school
- You will try new approaches to teaching maths and reflect on the impact of your changes regularly, so that you can share good practice beyond your own classroom

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more
Search mastery readiness online or contact your local Maths Hub:
Visit ncetm.org.uk/maths-hubs/find-your-hub

Primary Teaching for Mastery

Development Work Groups

Be part of the continuing programme to develop teaching for mastery in maths in primary schools

Fully Funded

What is involved?

Two teachers from each participating school join a Work Group, consisting of around six local primary schools. Each Work Group is led by a trained Primary Mastery Specialist. Work Groups meet regularly to plan, observe and discuss teaching for mastery. In between meetings, teachers explore mastery approaches in their own classrooms and across their school.

Support is provided from a local classroom-based Mastery Specialist who leads the group. This model of professional development involves hands-on learning and peer-to-peer support. It is evidence-based and designed to support substantial long-term change.

Who can take part?

This is for state-funded primary schools in England. Each school must send two teachers to half-termly school-based teacher research groups. Each term, the Mastery Specialist will visit each of the schools.

In 2023/24, those teaching in special schools will have an enhanced offer that will enable them to network with other schools in a similar context.

Benefits

- Pupils will show a positive attitude towards maths and enjoy learning the subject
- Leaders will develop a common vision, culture and set of principles which support teaching for mastery
- Teachers will enhance their maths subject knowledge with an emphasis on progression within key areas of maths
- Teachers will cultivate a deep understanding of the principles and pedagogies related to teaching for mastery

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more

Search developing mastery work groups online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Primary Teaching for Mastery

Embedding Work Groups

Collaborative professional development to support schools in their second year of teaching for mastery

Fully Funded

What is involved?

Work Groups in this project will support schools to scale up teaching for mastery approaches from individual teachers' classrooms, ensuring whole-school practices are consistently adopted. There are at least five workshops across the year, plus support from a Mastery Specialist.

Those who have been in a Development Work Group become part of this project, focusing on systems and culture to support teaching for mastery, as well as support for school leadership and subject leadership.

Who can take part?

This is for schools who have previously participated in a Development Work Group. All must show a strong commitment to embedding teaching for mastery approaches, and at least the lead teacher from the Development Work Group must have already started using mastery approaches. The school leadership team including the headteacher must also be involved, to ensure there is a whole-school commitment.

Benefits

- You will enhance your mathematical subject knowledge, emphasising key areas of maths
- You will plan, teach and reflect on lessons with a mastery approach
- Your school leaders will understand the school-wide structures which enable staff to develop mastery approaches
- You and your school leaders will establish systems to support ongoing professional learning within school

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more

Search embedding mastery work groups online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Primary Teaching for Mastery

Sustaining Work Groups

Support for schools to make teaching for mastery 'business as usual'

Fully Funded

What is involved?

This is for primary schools who have previously been involved in a Development or Embedding Work Group, or who are Mastery Specialist schools.

Sustaining Work Groups are a permanent form of support where schools can focus on continued improvement, consistency and refinement of teaching for mastery. Teachers, maths leads and headteachers are all involved, looking at collaborative planning and subject knowledge development. The expectation is that schools remain in a Sustaining Work Group for many years to come.

Who can take part?

Schools will have previously participated in a Development Work Group and might have received support for embedding mastery. Participating schools must show strong commitment from their leadership for sustaining mastery approaches, and for most teachers to have already started using these.

Each school will have a lead participant in the Work Group, normally the maths lead. At different points in the year, other teachers will also participate.

Benefits

- You and your school will enhance your mathematical subject knowledge, emphasising key areas of maths
- You and your school will plan, teach and reflect on lessons with a mastery approach
- You and your school will understand the school-wide structures which enable staff to develop mastery approaches
- You and your school leaders will establish systems to support ongoing professional learning within school

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Years 5-8 Continuity

Work Groups

Strengthen the transition from primary to secondary school

Fully Funded

What is involved?

Work Groups in this project focus on curriculum and pedagogical continuity over Years 5 to 8. Participants will collaborate with colleagues from across KS2 and KS3, working on mathematical tasks together and reflecting on the resulting activity and learning. Sessions will take place in KS2 and KS3 settings, offering the chance to see tasks in the context of a classroom. School-based activities between meetings encourage participants to make use of the resources with their own pupils.

Who can take part?

The project is for those who teach and/or have responsibility for the curriculum in Years 5-8. Participants may be subject leaders or teachers with responsibility for transition in a school. They need to be supported to try out different tasks with their students and be released to attend three full-day workshops.

Benefits

- Your pupils in KS2 and KS3 will demonstrate a positive attitude to maths
- You will make common use of approaches, representations and language across phases
- You will deepen your knowledge and understanding of the curriculum across KS2 and KS3 and the expectations of pupils at the end of each Key Stage
- You and your cross-phase colleagues will collaborate on issues of curriculum and pedagogy as a normal part of your schools' transition practice

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more
Search years 5-8 continuity online or contact your local Maths Hub: Visit ncetm.org.uk/maths-hubs/find-your-hub

Secondary Teaching for Mastery

Development Work Groups

Professional development to enable you to introduce teaching for mastery across your maths department

Fully Funded

What is involved?

Secondary maths teachers whose schools want to introduce teaching for mastery can nominate two teachers ('Mastery Advocates') to join a Work Group. Mastery Advocates then form part of a locally-based group of teachers who meet regularly to develop professional knowledge and expertise, and receive bespoke support.

Teachers will collaborate with colleagues from local schools, and get support and guidance from a Secondary Mastery Specialist, to introduce and embed teaching for mastery in their department.

Who can take part?

This programme is for state-funded secondary schools in England. Mastery Advocates should be teachers with the commitment, experience and authority to lead developmental work across a maths department. The support of the Head of Maths, and the headteacher or a member of SLT, is also essential.

In 2023/24, those teaching in special schools will have an enhanced offer that will enable them to network with other schools in a similar context.

Benefits

- Your students will develop a deep, secure and connected understanding of the maths they are learning
- You will begin to develop teaching for mastery approaches within your own classroom
- You and your head of department will begin to develop an understanding of the practices and principles aligned to teaching for mastery
- You will begin to support the teachers in your department to develop teaching for mastery approaches in their practice

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more
Search secondary teaching for mastery online or
contact your local Maths Hub: Visit
nctm.org.uk/maths-hubs/find-your-hub

Secondary Teaching for Mastery

Embedding Year Support

Enhanced support for maths departments in their second year of introducing teaching for mastery

Fully Funded

What is involved?

This project is for those departments who participated in the previous year's Secondary Teaching for Mastery Development Work Group, and who are beginning to embed teaching for mastery. Mastery Advocates will work closely with an assigned Secondary Mastery Specialist to embed teaching for mastery approaches across the whole department. Specialists will provide three days of support tailored to each school.

The focus will be on constructing or refining a coherent development plan, and supporting and leading the whole department in realising the aims of that plan. The school will also be part of a Secondary Teaching for Mastery Embedding and Sustaining Work Group with other schools.

Who can take part?

Participation is for maths departments in schools that took part in a Secondary Teaching for Mastery Development Work Group in 2022/23. Lead participants will ideally be the Mastery Advocates who participated in 2022/23 Work Groups.

Benefits

- Your students will develop a deep, secure and connected understanding of the maths they are learning
- You will begin to develop teaching for mastery approaches across your department
- You and your department will collaborate to create coherent curriculums in a culture of professional learning
- You will produce a development plan and professional development programme for the department

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more

Search secondary mastery embedding year support online or contact your local Maths Hub: Visit ncetm.org.uk/maths-hubs/find-your-hub

Secondary Teaching for Mastery

Sustaining Work Groups

A vibrant professional learning community to reflect upon and develop mastery approaches

Fully Funded

What is involved?

This project is for departments who have previously participated in Development Work Groups. While the Mastery Advocates from these departments will be significant members of the Work Group, the whole department is a member of this professional learning community.

Each Work Group will have a focus for the year. The four foci for 2023/24 are: developing mathematical thinking; developing coherence; developing mathematical coherence for learners across maths and science; and a bespoke teaching for mastery focus.

Who can take part?

These Work Groups are for all departments that have previously participated in Mastery Development Work Groups and all Cohort 1-6 Mastery Specialist Departments. The two lead participants continue to be Advocates who have participated in a Development Work Group and key teachers from a Mastery Specialist's department, but particular Work Group sessions may sometimes be joined by participants' departmental colleagues.

Benefits

- Your students will develop a deep, secure and connected understanding of the maths they are learning
- You will continue to develop teaching for mastery approaches consistently across your department
- You and your department will collaborate to create a coherent curriculum in a culture of professional learning
- You will develop and implement a coherent and ambitious sustained development plan

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Secondary Maths Subject Leaders Community

A CPD community designed specifically for secondary heads of maths

Fully Funded

What is involved?

This project provides an opportunity for participants to deepen their understanding of teaching approaches, of their wider roles, and of their capacity with their colleagues to transform secondary maths learning.

They will work collaboratively with other subject leaders, discuss developments and engage with research, and use this experience to inform their work in leading and developing maths education in school.

Who can take part?

The project is for secondary heads of department/subject leaders, and is open to heads of department in schools already involved with Maths Hubs and to those who are not yet involved. In their first year of engagement with this project, participants will be part of a Work Group. In subsequent years they will be part of a Maths Hub-led subject leadership community.

Benefits

- You will promote and develop a shared vision, culture and set of principles for teaching and learning in maths
- You will ensure coherence in the curriculum and provide support for teaching for mastery across the department
- You and your department will establish collaborative ways of working to support ongoing developments
- You will develop in your ability to lead change

The community is fully funded by the Maths Hubs Programme, so is free to participating schools.

Secondary MAT Maths Leaders Community

A CPD community designed to support those leading maths across multiple schools

Fully Funded

What is involved?

Now in its third year, this project supports those who lead maths across multiple schools within a MAT. Participants will deepen their understanding of effective pedagogical approaches, of their wider leadership roles, and of their capacity with their colleagues to transform secondary maths teaching and learning.

New participants will complete a bespoke programme, and those continuing the project will develop their work together as a community. There will be opportunities for new and continuing participants to work together, so all can benefit from central provision and the opportunity for practice exchange with peers.

Who can take part?

The project is for those who lead maths across multiple schools within a MAT, including at least one secondary school. This includes MAT maths leads who are continuing from previous years, and new participants. To better engage in the programme, participants are encouraged to have at least one school in a Secondary Teaching for Mastery Work Group in 2023/24, but this is not essential.

Benefits

- You will promote and develop a shared vision for effective teaching and learning in maths
- You will work with subject leaders across your MAT to lead and manage maths teaching effectively, and to develop teaching for mastery approaches within your own department
- You will understand the benefits of collaborative professional development for sustained development of professional knowledge and practice
- You will understand effective models of maths teacher professional development, the rationale for using them, and the evidence that supports them

The community is fully funded by the Maths Hubs Programme, so is free to participating schools.

Recommended engagement for all our schools in a PEIA

Funded by



Department
for Education

English Hubs

<http://www.st-johnbosco-englishhubs.co.uk/>

English Hub school support other schools to deliver excellent early language and reading teaching in reception and Key Stage 1, including age-appropriate phonics and essential next steps in reading.

Contact Us
0121 5560228
marie.powell@st-
johnbosco.sandwell.sch.uk

The English Hub offers two accredited training programmes:

1. Reading for Pleasure:
Transforming your school's reading culture (TSRC)
2. Early Language Development

Further programmes available to all of our schools are:

- Basic Phonics
- Reader Leader - Mini Series
- The Importance of Running Records
- Governor Support
- Diversity and Inclusivity

Dates to be confirmed. All courses are delivered online. For more information contact Marie Powell
marie.powell@st-
johnbosco.sandwell.sch.uk

Reading for Pleasure: Transforming your school's reading culture (TSRC)

Evidence-based leadership CPD for primary English Leads

What is the TSRC programme?

The TSRC programme is a sustained, research based CPD programme aimed at primary English Leads. During the course of the programme participants will engage deeply with reading for pleasure pedagogy and leadership theory to transform their school's reading culture.

Participants will attend 5 sessions and complete gap tasks in between sessions. Gap tasks will be related to developing participants' own knowledge of children's literature, understanding of reading for pleasure pedagogy and developing the reading for pleasure culture in their school.

Those who commit will be expected to attend all sessions.

Programme Aims

- Understand the research underpinning RfP practice and pedagogy
- Widen knowledge of children's literature
- Transform whole school reading culture in your school
- Develop the leadership skills to initiate and sustain change
- Become advocates for RfP and share experiences and best practice

Session overview

Session 1	Reading for Pleasure: a whole school culture	Date and time to be confirmed
Session 2	Creating whole school change	Date and time to be confirmed
Session 3	Creating a reading school: structural changes	Date and time to be confirmed
Session 4	Creating a reading school: behavioural changes	Date and time to be confirmed
Session 5	Celebrating impact and sustaining change	Date and time to be confirmed

New English Hubs Programme Offer

Supporting Early Language Development

A school improvement course, focused on ensuring the very best outcomes in early language development

What's the big deal about early language?

- Language at age 5 is the single most important factor in influencing **literacy** levels at age 11.
- Early language skills at five are linked with **employment outcomes at age 34**.
- Spoken language skills are important in building and maintaining relationships, understanding and expressing feelings and emotions – and problem solving.
- Early language ability at two years predicts later emotional and behavioural ability
- Good language at seven predicts better quality friendships at 16 years.

Who is invited?

- 2-3 people to attend from each school, taking responsibility for appropriate cascading of training through their school.
- Primary target is Early Years leadership including Head Teacher, EY Phase Lead – plus one other depending on size of school.
- SENDCo is also suggested for some sessions.
- Focus will primarily be on Reception but refer to all Early Years teachers.

Key Aims

For the purposes of this programme, we will concentrate on the classroom/school environment, with a focus on providing:

- An understanding of a working model of language through which to observe children's language development through the primary years, and beyond.
- An understanding of the stages of 'typical' language development concentrating on the expected milestones that occur during primary years (ages 4 to 11)
- Practical classroom skills and techniques for quality first teaching in YR and KS1 that will create skilled and confident classroom practitioners and improve outcomes for all children.
- Ways and tools to identify children who may not be developing language skills as expected and ways to support those children in class.

Sessions – 3.30pm-5.30pm via Zoom

1. What is language and how it is developed?
2. Supporting Talk in Schools
3. Teaching words and making them stick
4. Identifying and Supporting SLCN
5. Making Change: Sustaining Change
6. Sharing the School Improvement Journey - (six months break session TBC)