



Proudly Serving North
Warwickshire and
East and Southern
Staffordshire



John Taylor
Teaching School Hub

North Warwickshire Nuneaton & Bedworth Cannock Tamworth Lichfield East Staffordshire



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Proudly serving the districts of North Warwickshire, East Staffordshire, Cannock, Lichfield, Tamworth and Nuneaton and Bedworth, The John Taylor Teaching School Hub is based at John Taylor High School, an Outstanding comprehensive school near Burton on Trent, and are part of John Taylor MAT.

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Welcome

Through the provision of high-quality services and by forging local partnerships, we have established a strong track record of, and reputation for, delivering outstanding professional development and support for teachers and leaders. As the John Taylor Teaching School Hub we will continue to do so through:

- ▶ ITE via the John Taylor SCITT Primary and Secondary routes
- ▶ Early Career Framework fully funded Full Induction Programme in partnership with the Education Development Trust

- ▶ Five National Professional Qualifications (3 Specialist NPQs, NPQSL and NPQH) in Partnership with Ambition Institute
- ▶ Appropriate Body services
- ▶ Additional CPD packages to meet local needs, including an offer from the Staffordshire Research School





We aim to work inclusively and collaboratively, to secure the best quality teaching and learning for children and young people across the region through a sustainable model of developing teachers and leaders.

Our Aims and Objectives

- ▶ To identify and coordinate expertise from across the region, using the best teachers and leaders to provide high quality training and leadership development for staff across the Teaching School Hub districts and support the achievement of excellence in learner outcomes.



- ▶ To learn from and mobilise expertise across a wide spectrum of subjects, phases, contexts and types of education.
- ▶ To provide a high quality 'golden thread' of professional learning entitlements and opportunities to teachers and leaders at all career stages.
- ▶ To recruit outstanding new entrants to the teaching profession, providing them with the highest quality training and retaining them to meet local recruitment demands.
- ▶ To ensure that our most talented people are given leadership opportunities which will strengthen schools and create future capacity.
- ▶ To engage in action research and development that informs and improves pedagogy and professional development across all phases.

Initial Teacher Education

Our Experience

John Taylor has been a SCITT since 2015 and we have gradually expanded our provision each year to include a variety of routes: Secondary and Primary routes, salaried and unsalaried routes and for the first time in 2021 we have introduced a part time route.

We have a proven track record of recruiting and training talented teachers and retaining a large proportion of them in our local area.

We offer schools and MATs different partnership models according to their desired level of involvement and their capacity.

Current partnership models include:

- ▶ Schools who work with us on a placement only model, where they host trainees during their training year.
- ▶ Lead School Direct schools, who have their own allocation of trainees, but have chosen us as the accrediting provider for QTS.





Our Vision

As a Teaching School Hub, we hope to be able to build on our success and expand our provision, our vision is to develop all models of partnership and establish delivery hubs in different localities, so that our programme is accessible to trainees throughout our TS hub region and provide a pipeline of trainees and high-quality Early Career Teachers to satisfy teacher recruitment in local areas.

Our Model

We very much regard the ITE year as Year 1 of an ongoing induction into teaching. Where our trainees secure employment in our local schools we very much hope that they will seamlessly progress to engagement in our Early Career Framework Full Induction Programme which we are delivering in partnership with Education Development Trust.

Next Steps

We have an ITE Management Board comprising of senior leaders with responsibility for trainees in their own school and would invite expressions of interest from anyone interested in attending to find out more about our SCITT or alternatively we are happy to have a discussion with any school or MAT who is interested in finding out more about our partnerships models or is keen to get involved in the delivery of our programmes.

If you have any questions or wish to register an interest in becoming involved, please direct them to Leah Axten at l.axten@jths.co.uk or visit our website for more information jttshub.co.uk



Key Personnel



Gill Martin
SCITT Director



Mike Simmons
Secondary SCITT Lead



Louise Houlders
Primary SCITT Lead



Leah Axten
SCITT Co-ordinator

Appropriate Body Services

Our Experience

John Taylor has significant experience in Appropriate Body work. We have been offering an Appropriate Body service to schools since 2016, working annually with between 70 and 100 Early Career Teachers.

Who can register their ECTs with us?

Any school can access our Appropriate Body services. It remains the decision of the headteacher to choose their AB. As a Teaching School Hub we are increasing our capacity in anticipation of working with Early Career Teachers throughout East Staffordshire, Lichfield, Tamworth, Cannock, North Warwickshire, Nuneaton and Bedworth and are excited by the opportunity of developing partnerships with all schools across our area.

Roles and Responsibilities of the Appropriate Body

With the introduction of Teaching School Hubs the remit of an Appropriate Body has changed in line with recent reforms and the introduction of the Early Career Framework.

From September 2021 Appropriate Bodies will be responsible for:

- 1 Registering ECTs on to the Teaching Regulation Agency system.
- 2 Monitoring the support Early Career Teachers receive, including:
 - ▶ Checking that ECTs are receiving their statutory entitlements, and that regard is had to the statutory guidance
 - ▶ Carrying out ECF fidelity checks
 - ▶ Ensuring schools are supported to provide ECTs with an ECF induction (see right for further explanation).
- 3 Monitoring of Assessment:
 - ▶ Appropriate Bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' standards, based on the headteacher's recommendation.



Key Personnel



Mike Simmons
Teaching School Hub AB
Lead and Secondary AB
provision



Louise Houlders
Primary AB provision



Carly Kelly
Appropriate Body
Co-ordinator

Charges for the AB Service

Charges for the Appropriate Body will be based on the type of induction programme schools choose to follow for the Early Career Framework, as each of the three routes require different levels of fidelity checks and Quality Assurance. See our website for the latest updates.



Next Steps

Contact **Carly Kelly**
Appropriate Body Co-ordinator
c.kelly@jths.co.uk

Fidelity checks required	School opts to	Engage with a fully funded Full Induction Programme (FIP) using a lead provider (e.g., full support package from the TS Hub)	Engage with a Core Induction Programme (CIP) Deliver their own programme, using high quality materials and resources, accredited by the DfE	Design and deliver their own 2-year induction programme based on the ECF
		Check new teachers receive statutory entitlement and are fairly and consistently assessed.	Check new teachers receive statutory entitlement and are fairly and consistently assessed.	Check new teachers receive statutory entitlement and are fairly and consistently assessed.
			Check that schools have provided a breakdown of how the core elements of the Core Induction Programme will be scheduled and sequenced over the course of the programme.	Check that the design of the programme covers the evidence-based statements in the ECF.
				Check that schools have provided a breakdown of how the core elements of their Programme will be scheduled and sequenced over the course of the programme.
				Check that ECTs have received planned elements of the induction.

“ ABs will be expected to check in a greater level of detail where schools have opted to design their own school-based programme due to the greater risk that a school-based induction could diverge from the ECF when DfE accredited materials are not used as the basis for an induction programme.”

DfE April 2021

The Early Career Framework

The Early Career Framework (ECF) forms a vital part of the DfE's Teacher Recruitment and Retention Strategy (2019) which sets out to ensure that careers in teaching are attractive, rewarding and sustainable.

The Early Career Framework sets out an entitlement of support for all Early Career Teachers (ECTs) and underpins a new entitlement for 2 years of professional development designed to support new teachers in developing their practice at the start of their careers.

Accessing the Teaching School Hub's Full Induction ECF offer is the DfE's preferred route for all schools.

It sets out what early career teachers are entitled "to learn about" and "learn how to do" when in their first years of teaching. Following the early roll out across regions of the UK in 2020-21, this entitlement becomes **statutory for all early career teachers from September 2021.**



Key Personnel



Kirby Dowler
Early Career Framework
Lead



Jeanette Taylor-Perks
ECF Co-ordinator



The content of the ECF has been designed to build upon, and complement, early career teachers' initial teacher education. It is intended to support them to develop in five core areas:

1. Behaviour management
2. Pedagogy
3. Curriculum
4. Assessment
5. Professional behaviours

Full Induction Programme

We are offering a fully funded Full Induction Programme developed by **Educational Development Trust**, in partnership with **Sheffield Institute of Education** part of Sheffield Hallam University, which delivers:

An evidence-led programme of training for your staff, designed around what really works, and how people really learn.

- ▶ Exceptional professional development designed for ECTs, where they will learn skills they can use straight away.
- ▶ A focused development programme for mentors, with local and regional training run by expert facilitators, and peer coaching sessions with a 'buddy' mentor.
- ▶ Engaging and accessible online learning, alongside face-to-face and virtual training delivered by school-based experts.
- ▶ Peace of mind... our Delivery Partner team manage all aspects of the training, freeing up in-school staff to focus elsewhere.
- ▶ A training schedule carefully constructed to be compatible with school life, with the realities of a teaching timetable and school commitments in mind.



From September 2021, all Early Career Teachers will be entitled to:

- ▶ 2 years of new, funded, high-quality training available either as a Full Induction Programme, Core Induction Programme or school-based programme.
- ▶ Funding for 5% time away from the classroom for teachers in their second year.
- ▶ A dedicated mentor and support for these mentors including access to funded high-quality training.
- ▶ Funding to cover mentors' time with the mentee in the second year of teaching.
- ▶ Further funding for schools opting for the Full Induction Programme for mentors to access training from the lead provider (backfilled up to 36 hours).

Next Steps

Contact **Jeanette Taylor-Perks**
ECF Co-ordinator
j.taylor-perks@jths.co.uk

Visit our website jttshub.co.uk
to view the full programme curriculum.

National Professional Qualifications

Our Experience

Since 2017, John Taylor has successfully delivered Middle and Senior Leadership NPQs to over 150 local school leaders.

“NPQML built my confidence in managing others, increased my belief in my ability and is opening up new and challenging opportunities for my career.”

Previous NPQML Delegate



Nathan Morland
Teaching School Hub
Director



Jeanette Taylor-Perks
NPQ Co-ordinator

Key Personnel

“ The new NPQs pay less attention to generic management and leadership styles. They pay more attention to the knowledge and skills that teachers and school leaders need to work to the best of their ability and tackle the persistent problems of their daily roles.”

Ambition Institute, 2021

Our Offer

The National Professional Qualifications (NPQs) are an accredited suite of qualifications that equip teachers with the expertise to lead sustainable improvement across their schools. NPQs are underpinned by the latest evidence of what works in schools and a key component of the DfE's 'Golden Thread' of high-quality professional development for teachers and school leaders.

The John Taylor Teaching School Hub will be delivering NPQs in partnership with our chosen Lead Provider, Ambition Institute. We will be delivering a suite of five NPQs, starting from November 2021, including:

Specialist NPQs – completed over 1 year	
Leading Teaching (NPQLT)	For teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.
Leading Teacher Development (NPQLTD)	For teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school.
Leading Behaviour & Culture (NPQLBC)	For teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.
Senior Leadership NPQs – completed over 18 months	
Senior Leadership (NPQSL)	For school leaders who are, or aspiring to be, a senior leader with cross-school responsibilities.
Headship (NPQH)	For school leaders who are, or aspiring to be, a headteacher or head of school with responsibility for leading a school.
Executive Leadership (NPQEL)	For school leaders who are, or aspiring to be, an executive headteacher or have a school trust CEO role with responsibility for leading several schools.

In addition to these 5 NPQs, Ambition Institute offer the NPQ in Executive Leadership (NPQEL) as a national cohort.

Our facilitators are experienced in delivering NPQs. Our preferred model is for NPQs to be co-facilitated by leaders with primary and secondary experience and expertise to enhance the delegate experience and offer informed advice and guidance throughout.



Who can do an NPQ with us?

Any school in our Teaching School hub area, or in another Hub region, if that local Teaching School Hub is not offering a particular NPQ.

If you are interested in registering for, or completing one of the Ambition Institute's NPQs then visit our website jttshub.co.uk or contact Jeanette Taylor-Perks at j.taylor-perks@jths.co.uk

Staffordshire Research School Introduction

Welcome

Research Schools aim to lead the way in the use of evidence-based practice, supporting the Education Endowment Foundation (EEF), an independent charity, in their mission to break the link between family income and educational achievement and improve teaching practice and pupil outcomes.





The Staffordshire Research School at John Taylor has been a member of the Research School Network since 2019 and is one of 27 Research Schools (and 10 Associate Research Schools) that make up the Research Schools Network.

During this time, we have supported many teachers, leaders and support staff through our professional development offer and bespoke partnerships with schools, Trusts and Local Authorities from across the Midlands and beyond.

Our Core Purposes are to:

- ▶ Mobilise knowledge from the wide range of evidence and research to make it accessible for school leaders and teachers.
- ▶ Share effective practices and model how these can be strategically implemented through high-quality CPD and 1:1 follow-on support for schools.
- ▶ Help leaders and teachers to make evidence-informed decisions to improve teaching, learning and outcomes for all children, with a particular focus on those from disadvantaged backgrounds.

Our CPD and Support Offers

Each year we provide a range of CPD offers through training that is accessible to all schools and through bespoke partnership programmes.

You can find out more about these opportunities and sign up to our newsletter for regular updates at researchschool.org.uk/staffordshire



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