



Thursday 1 December 2022 | Autumn Term | Issue 10

@SouthWestIFT



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## Welcome from Roger Pope CBE

### ESW Associate & Strategic Leader of Teaching & Research Schools | Education South West

I am not an avid watcher of television, but every so often I get hooked.

As I write, it is on the BBC "SAS Rogue Heroes" series. Let's leave aside what it tells you about my inner yearning to be the kind of person I will never be. It's the notion of a rogue hero as leader that interests me.

The programme is based on a factual book by the excellent Ben McIntyre. The characters are tough (often brutal), psychologically scarred rule-breakers. They defy convention, refute authority and find their own innovative and creative ways of blowing-up the enemy. They founded the SAS in North Africa in the Second World War, and to the extent that the SAS still have an unparalleled reputation for bravery and effectiveness today, they must be deemed to have been successful.

The idea of a maverick leader is attractive. It is mythologised in swashbuckling pirates, highwaymen, Robin Hood and his leadership of his merry men. We see traces of it in business leaders like Richard Branson and Elon Musk. *(I pass no comment on the fact that all the examples who come immediately to mind are men.)*

It has also been popular in teaching. Maverick, unconventional teachers seem heroic by inspiring pupils by declaiming poetry whilst bestriding the classroom desks. The early Academies were often led by entrepreneurial, risk-taking leaders who would stop at nothing to achieve what they wanted, giving rise to the term "hero head", or "super heads". Sadly, some pushed the rules so far, they ended up in gaol, whilst schools often nose-dived as soon as the hero moved on.

We live in duller times – thank goodness. Teaching is less about spectacular splashes and more about the carefully-planned, sustained learning, not of a few, but of all pupils in a class. Leadership is about building teams, succession planning and sustainability in every sense of the word.

In today's schools we need leadership that is quiet, kind and thoughtful. That is why you are interested in SWIFT programmes.

*It may not be the brute heroism of the early SAS heroes – but it is surely as brave.*

## Appropriate Body Reform and Induction Assessment

The White Paper, '**Opportunity for all: strong schools with great teachers for your child**' committed the Government to reforming the role of Appropriate Body Services.

The White Paper outlined the changing role of Local Authorities and a focus on moving towards a fully Trust-led system, which has informed the proposed reforms to who can operate as an Appropriate Body Service.

The Department for Education led a public consultation to ensure that Appropriate Bodies deliver their critical statutory functions effectively.

The consultation outcomes have now been published. [Read more on page 2...](#)

# Appropriate Body Reform and Induction Assessment Government Consultation Response

The consultation sought views on three areas:

## 1) How Appropriate Body Services can perform their role effectively.

This focused on the systems in place for statutory induction, including checking entitlements and supporting Early Career Teacher (ECT) progress; as well as any barriers that Appropriate Bodies face in carrying out their role effectively.

## 2) Induction Assessment Process.

This focused on how far the assessment process during induction adds value to ECTs, schools and the profession more broadly.

## 3) Reforms to who can operate as an Appropriate Body.

This focused on the transition period of transferring the role of AB from Local Authorities to Teaching School Hubs (TSHs), including any challenges that organisations would face because of these reforms.

**The outcome report is a summary of the responses received, the Government's response to the consultation and the next steps.**

[READ THE CONSULTATION OUTCOME HERE](#)

## SWIFT Autumn Leadership Forum Levelling Up the South West | Lee Elliot Major OBE "All the secrets are within our own system."

Thanks to the ease of online forums, we were delighted to be joined by Lee Elliot Major OBE as keynote speaker at our Autumn Term Leadership Forum in transit home to the South West from a trip to Norway.

As Britain's first Professor of Social Mobility at the University of Exeter, Lee spoke with practical passion on "Levelling Up the South West." An essential issue that is adding traction to the North-South Westminster debate. Delegates were particularly privileged to be in the audience the day before a hot-off-the-press feature in Schools Week.

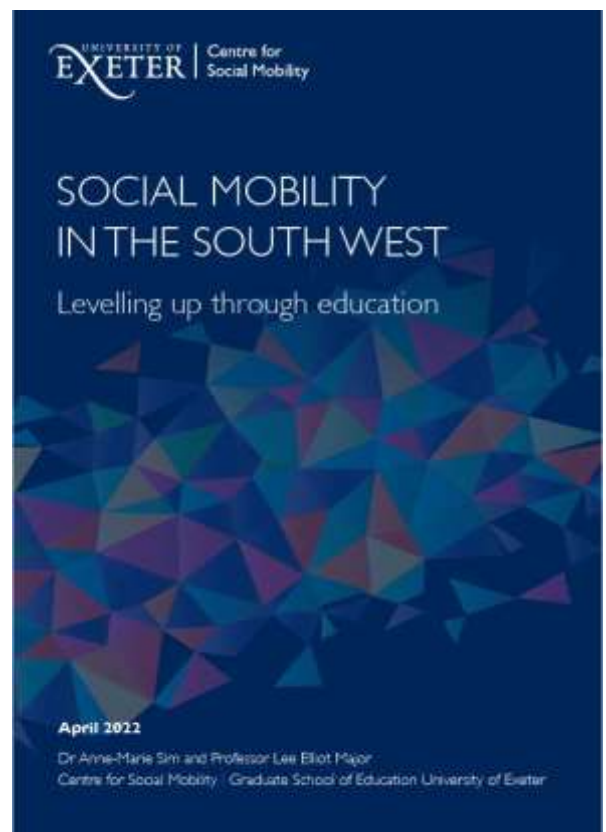
Lee hardly needed to remind school leaders that the classic images of the South West's beautiful coastlines and landscapes - *and not forgetting, the time-honoured cream tea* - can too often mask the level of disadvantage within our region.

As his starting point, Lee explained his involvement in the pivotal "Social Mobility in the South West | Levelling up through Education" report. Supported by the Cobalt Trust, the report published in April 2022 highlighted the region's poor social mobility and unique challenges, and offered practical and impactful recommendations. Very pleasingly, the report is proving to be a call to action, and has clearly "lit some fires," successfully bringing people together who have been thinking about the same issues and are now working together to find realistic solutions.

The report figures were stark. Educational outcomes for poorer children in the South West are very low. In 2019, disadvantaged pupils in the South West were furthest behind at the end of both the primary and secondary stages of their education. Fewer disadvantaged pupils attained basic English and Maths GCSE qualifications and fewer went on to university than in any other region nationally.

Lee's energy and excitement about implementing the report's recommendations was evident. Lee is working beyond the South West and speaking to lead national providers, as well as presenting to the Labour Front Bench, and the current Government. [...]

**Report by Jude Owens, PA to the SWIFT Executive Team**



[READ THE FULL REPORT OF LEE ELLIOT MAJOR'S KEYNOTE ON LEVELLING UP THE SOUTH WEST HERE](#)

# Other News Items

## SWIFT Professional Communities What are they?

*A vital benefit of the SWIFT Membership offer supporting our schools, you can find out more here about our "PCs."*

Professional Communities (PCs) are 31 groups of practice within Primary and Early Years (12), Secondary (15), Special (one) and Schools Operations (three) that are facilitated by current teachers and leaders with expertise in their field.

Where available, they are also connected to Curriculum Hubs, such as English, Maths and Science.

For many groups this is an exciting opportunity to meet with like-minded others for the first time in a generation on a regular basis in all of the main curriculum areas; as well as key areas. For example, SEND, Finance and Estates.

### What is their purpose?

Meeting termly, either as a twilight or half day, PCs aim to fulfil the following roles:

1. **To capture and discuss the priorities of community members to share best practice and connect to the best of regional and national evidence.**
2. **To organise contributors drawn from a range of institutions to challenge and develop thinking.**
3. **To develop shared areas of interest, resources and materials for use within schools.**

### How much do they cost?

All Professional Communities are **FREE** for SWIFT members. For non-members, there is normally a small fee for CPD twilight sessions and also for speakers for half day events.

### Can you give me an example of what they look like?

Tom Dunn and Maria White Lead the Primary History/Geography Professional Develop Community and are established leads in their own schools.

Supported by a SWIFT PC Co-Ordinator they develop meetings and agendas. For their first meeting in the summer, they provided examples of curriculum intent and an opportunity for members to share discussion and best practice. Members suggested further areas they wished to explore and so this term the PC has followed this up through looking at how schools are implementing their curriculum, looking at enquiry approaches and the mapping and planning to ensure progression.

Helen Day and Jade Passfield Lead the Primary English PC in conjunction with Danni Cooke from the Ilsham English Hub. Over the last year they have had, in addition to sharing good practice from schools an Ofsted HMI to develop ideas around reading deep dives and a nationally recognised trainer looking at Overcoming Barriers to Writing.

### How do I get involved?

If there is not a PC listed for your community they will be advertised termly so keep looking.

Or you can contact Nicky Sheppard to be put in touch with the PC Lead who will invite you to the next meeting.

**By Andy Ogden, SWIFT/Tarka PC Co-Ordinator**

FIND THE CURRENT PROFESSIONAL COMMUNITIES [HERE](#)  
AND YOU CAN SEARCH AND BOOK [HERE](#)

## 'Flourishing for All' – Implementing and Embedding Character Education Professional Development Community

It was a lovely and uplifting way to end the penultimate Monday in November.



The Character Education Professional Community is designed for all Primary (and Secondary) School Leads who wish to develop the ethos, culture, curriculum and personal development of pupils within their own school setting.

At the heart of Character Education is teaching character and embracing a characterful approach to teaching and learning. This second session in the series followed the inaugural event that explored 'why' we should teach character and embrace a characterful approach to learning and teaching, and now explores the next step of 'How?'

Andy Ogden, Director of Tarka CPD & Director of Devon Training School Partnership welcomed delegates to the session and introduced session lead, Lyndsey Bolton, Character Education Lead at Alumnis Multi Academy Trust.

For Alumnis, it was their new CEO Neil Moir who gave leaders and teams the opportunity to "refresh" the direction of travel and Trust identity after the Covid lockdown, which led to a reframed a holistic curriculum, termed the "C360." Alumnis is passionate about and committed to personal development for their pupils and young people and has developed a character led way of working across the Trust.

The Mission at Alumnis is a commitment "to providing an education that is unsurpassed: developing in students the academic skills, intellectual habits, character virtues and wellbeing that enable each unique individual to flourish as a global citizen" and the C360 is based on four essential cornerstones.

SWIFT sponsor, Lyfta presented on how they bring Character Education into school through an immersive digital platform. Lyfta provides a platform for young people to explore and understand the world and themselves better. They can develop their own character through storyworlds and connect across the world in a social and interpersonal sense.

Meaning to "lift up" from the Nordic word, Lyfta attempts to lift the world into view for students. The platform uses carefully curated short documentary films that support character and values through a connection with real-life stories.

Schools across all the phases use Lyfta storyworlds as educational resources linked to their curriculum, working with teachers to develop into subject and PSHE Schemes of Work in order to support lessons and help boost an all-important sense of belonging.



[READ THE FULL ARTICLE HERE](#)

# Interview with SWIFT Member

Acting Deputy Headteacher (for Quality of Education) at The Park Community School, Aimee Mills



*“It’s about allowing teachers to be lifelong learners, which in turn, allows students to be lifelong learners.”*

Recently promoted to the leadership role of Acting Deputy Headteacher (for Quality of Education) at The Park Community School in Barnstaple, North Devon; Aimee Mills builds on nine years as an Assistant Headteacher, two of which were in West London before moving to Devon. With her past experience of a big educational community and sharing good practice, Aimee is pleased to be actively involved as one of SWIFT’s member schools.

## **1. Please can you provide an overview of how you and The Park Community School are involved in the SWIFT partnership?**

Firstly, the Early Career Framework (ECF) programme in which I am currently a Delivery Lead for Years 1 and 2 Early Career Teachers (ECTs) across the region.

It is great to be part of the delivery of this flagship Department for Education statutory programme and we have a Year 2 ECT teacher here at The Park School, so we are hugely part of the programme.

I am even in the process of training up our ECF Co-ordinator to (hopefully) be a Delivery Lead next year.

Secondly, we benefit from the SWIFT Continuing Professional Development programme. Highlights for me include the Summer Leadership and Literacy Conferences and also this school year, I am involved in leading the new North Devon Professional Community leadership group. It is exciting! As part of this network, I am really keen to develop school-to-school support as the way forward, working with at least five local North Devon schools.

Thirdly, the National Professional Qualifications (NPQs). 14% (13) of our teaching staff are currently enrolled on an NPQ – including myself! I am undertaking the NPQH, and we have staff on the NPQSL, NPQLT, NPQLBC, and the NPQLTD programmes. This is excellent professional development for our current and future school leaders.

Our staff have also been involved in Professional Communities (PC) and currently in the Geography and History PCs; which are invaluable subject networks. We have also enrolled on some of the Maths CPD sessions, which have been great for our staff development and the learning experience of our pupils.

I like to think it is a well-rounded partnership as The Park School is part of the Tarka Trust – a key SWIFT delivery partner - as the secondary school, alongside seven primary schools (our main feeders), all benefitting from the SWIFT CPD opportunities. In fact, I was invited to get involved in the ECF by Tarka Trust Deputy CEO, Andy Ogden.

So, I am delighted to say that The Park School has taken opportunity of ALL of SWIFT’s membership offer.

Finally, as Colyton and Kingsbridge Teaching School Hubs working together, I know that SWIFT acts as an effective facilitator and is part of the levelling up within the region.

As a rural school, professional development options can be limited in terms of travelling beyond the South West to London and elsewhere with a significant impact on school budgets and staff time.

Hence, SWIFT is playing a key role in providing professional support. When I worked in London, we had 14 schools within a six-mile radius. Here in North Devon, we have six miles between each school.

## **2. How is The Park School benefitting from working with SWIFT?**

As noted above, really.

Our role in delivering the Early Career Framework programme, including our own participating staff; is proving to align the rest of the staff with our core CPD. When our ECTs progress through the programme it ensures a continuity of learning and supports career development of our staff, which underpins the work of our school.

As so many of our staff are taking part in the CPD on offer, particularly the NPQ programmes, we have managed to create a coherent development path right from the start of a teacher’s career through to Middle Leader and Senior Leadership level. The opportunities SWIFT have provided has meant that our staff are encouraged to take on additional responsibilities and to further their careers

## **3. What are the main benefits for you professionally?**

For me, I like to think that my involvement with SWIFT and engagement in the NPQH has helped me in part to get my promotion! So, for me, my career progression and enhancing my leadership skills.

For example, my attendance at the SWIFT Summer Conference in July was pivotal and sharpened my view of our school vision and school improvement plan. Keynote speaker Diana Osagie was inspirational. I learned a lot from her in the time that she spoke and I liked her clarity and (as she promised) I read her book in an hour after the event!

READ THE FULL INTERVIEW WITH SWIFT MEMBER, AIMEE MILLS [HERE](#)

# About Us

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SWIFT is built on a partnership model of Colyton and Kingsbridge Teaching School Hubs; ten Teaching Alliances; local ITT providers; Education South West, Learning Academies Partnership SW, Ted Wragg MAT and Westcountry Schools Trust (WeST) Multi Academy Trusts; Kingsbridge Research School, Curriculum Hubs; Devon Schools Leadership Service; Teach First and the Chartered College of Teaching.

By creating a strong, mature partnership, SWIFT acts as a multiplier within the education system, meaning we are much more than the sum of our parts. By working together in the spirit of mutual support and towards common goals we can make this a reality. The more than principle is enshrined in our logo, which is a stylised more than sign. >

We have a clear vision: to be a trusted partner for schools. We are guided by a set of values that ensure we support teachers and leaders to improve the educational outcomes for all children and young people, especially disadvantaged groups. To achieve this vision in accordance with our values, we have developed clear aims that guide our activities, and a coherent theory of change to show how the issues facing schools, our activity and our aims all line up.

# Keeping in Contact

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You have received this newsletter because you are currently one of our Colyton and Kingsbridge Teaching School Hubs' Schools and Partners.

If we have not got your preferred email address correct, then please email PA to the SWIFT Executive Team, Jude Owens, who will be pleased to update our records [Jude.Owens@sw-ift.org.uk](mailto:Jude.Owens@sw-ift.org.uk)

Follow us on [Facebook](#), [LinkedIn](#) and [Twitter](#) for updates and links to offers and news from our partners.

# Our Sponsors

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YOU CAN FIND MORE INFORMATION ABOUT OUR SPONSORS AND HOW TO GET IN CONTACT [HERE](#)  
YOU CAN ALSO READ THEIR BLOGS ON CURRENT TOPICS ON OUR NEWS PAGE [HERE](#)

# INVENTORY

## Introducing Lesson Scan | Safe and Secure Self Registration for students

Encouraging student independence across educational settings is often beneficial for student development whilst also freeing up essential time for your teachers.



With InVentry's all new feature, Lesson Scan, you can enable your students to sign into class or even group study sessions by simply scanning their student ID card against an InVentry reader.

With these marks instantly reporting back to your MIS, you will have the ability to collate accurate data on student time keeping by tracking late minutes and marks for class, whilst reducing administrative tasks for your team.



FIND OUT MORE ABOUT LESSON SCAN [HERE](#) | BOOK A DEMO [HERE](#) | CALL 0113 322 9253

# LYFTA

## FREE Lyfta Live Lessons End of Term Virtual Trip to the Theatre Wednesday 14 or Thursday 15 December 2022

With budgets and purse-strings stretched to breaking this year, many children will not have the opportunity to experience festive outings. So, Lyfta is offering a virtual theatre trip instead.

Join a #LyftaLive lesson **on Wednesday 14 or Thursday 15 December 2022** and travel to Helsinki in Finland to the Opera and Ballet for this exciting End of Term treat.

Students will go behind the scenes on this exciting virtual school trip and explore the interactive 360° spaces, including the main stage, orchestra pit, ballet studio and much more.

These live lessons provide an excellent way to build social and cultural capital in the classroom and offer your students the opportunity to enjoy an experience of the theatre, which they might not otherwise be able to access.



FIND OUT HOW TO SECURE YOUR PLACE FOR THE VIRTUAL TRIP TO THE THEATRE [HERE](#) (CLICK ON THE PICTURE TO WATCH THE INTRO VIDEO) AND DISCOVER LYFTA [HERE](#)



Educatering is a complete school food and catering solution, focusing on high quality, nutritious, locally sourced, fresh foods being fed to pupils through delicious, child-led menus and meals.

As the experts, we take on the responsibility of school catering and support Catering Teams to provide the very best for their pupils and staff; whilst ensuring their safety and the school's compliance with the current legislation.

**Educatering are proud to provide the very best in quality child-led meals, all within the school's current budget.**

Over the past 12 months, the average food cost into schools has risen to around 30% (as reported by LACA). For schools, this has led to reduced menu choices, reduced portion sizes, and/or quality, increased vegetarian meal choices and rising cost per meal for the students.

Rising food prices are already causing an impact on families, and sadly, in some cases, this is resulting in an increase of children arriving to school without eating any breakfast and a decrease in quality of packed lunches.

Schools are sometimes having to use lesser quality produce and are choosing items that are quicker to cook to reduce energy costs in order to stay within budget. This is causing a direct issue for schools to meet School Food and Food for Life Standards. Menus are being reduced and meat is being replaced by lentils and other cheaper protein sources.

Whilst portion size and quality suffer, the price per meal has significantly risen. Nine of the ten food and drink categories measured by the Foodservice Price Index recorded inflation in April 2022.

At Goosemoor Educatering, we have continued to supply locally sourced, high-quality produce with a price rise of less than 4% within the same period. We pride ourselves on doing the very best for children and families. To keep our word, we are increasing portion sizes where we can and encouraging schools to spread the word about eligibility for Free School Meals.

The quality, price and nutrition of our menus are, and will continue to be at the highest standard. All of the dishes on our menus are homemade with high quality, locally sourced ingredients and with pupils' health and wellbeing at the heart of all that we do.



*Take these Chocolate Brownies: dairy free and made with butternut squash. A vitamin-rich vegetable important for bone and eye health, good energy and it also boosts the immune system.*

FIND OUT MORE [HERE](#) AND CONTACT [HERE](#)

## SWIFT SEND Training Videos

To support your SEND Teams' professional development and designed for you to use at a time to suit your training schedules, we have prepared two training videos on:

### Teaching Assistants New to the Role Neurodiversity in the Classroom

Session lead, Karen Sewell, is former SENDCo at Kingsbridge Community College and is an experienced SEND SLE for SWIFT with expertise of running successful courses. Karen is also a SEND Associate for Education South West and a SEND Governor.



With each purchase, you will receive two **FREE** bitesize Mental Wellbeing videos by the Charlie Waller Trust.



EACH VIDEO IS £50 EACH, TO PURCHASE: CONTACT ABBY SPEARING [HERE](#)



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