



IN THIS ISSUE

1 Welcome from Roger Pope CBE
Finding support from our collaborations.

1 SWIFT Teacher Training has now launched!

2 Farewell and Thank You to SWIFT Director, Chris Harris and Welcome to Jen Knowles

2 SWIFT Diversity, Equality and Inclusion (DEI) Professional Community | End of Term Report

3 SWIFT 2023 Summer Conference

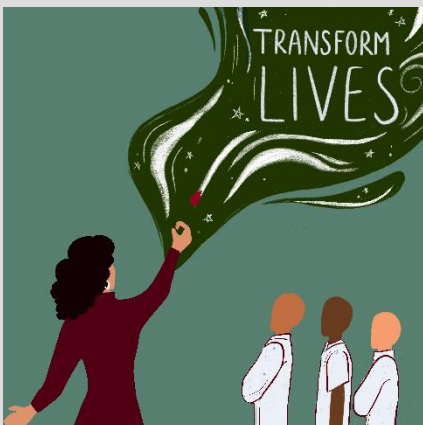
4 Interview with Fiona McNeile, Programme Manager

4 Annual Teaching School Hub School Leader Satisfaction Survey

5 SchoolPro TLC Guidance on Taking Subject Access Requests Seriously

6 About Us and Keeping in Contact

6 - 8 Our Sponsors
Read about current products and services from our sponsors: Educating, Exeter Supply Partnership, Lyfta and Praestantia Technology.



www.sw-ift.org.uk
[#rootedinpartnership](https://twitter.com/RootedInPartnership)

Welcome from Roger Pope CBE

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

Well done, everyone!

At the end of the Covid lockdown year, most school leaders said they had never known such a tough year. As we reach the end of this year, many school leaders I meet tell me that...they have never known such a tough year. Why is it that our leadership skills are being challenged to such lengths?

The year has felt like a perfect storm. It is not only that there has been learning to catch-up after lockdown. A significant number of students have found it difficult to regulate their behaviour after establishing new norms during lockdown. Societal shifts in working patterns for adults have affected children. A working-from-home culture has impacted attitudes towards full attendance at school. A fifth of adults of working age in our big cities are receiving ill-health benefits, with consequent impact on family function. And the political and economic instability has surely contributed to the pattern of teacher strikes. Oh – and teacher recruitment is proving difficult too.

So, this is when we have to dig deep into our leadership reserves. It's a time when we have to believe in ourselves, to let go of what we cannot change and focus on those things that we can influence in our own schools. We need to take pride in what we have achieved, not beat ourselves up about what we have not been able to do.

And we need to take strength from our networks, find support from our collaborations, and invest in our staff for the future.

That's what SWIFT is all about, and we will do all we can to support you as we go forward into a new school year.

SWIFT Teacher Training has now launched!

Further to the Department for Education's re-accreditation process, SWIFT Teacher Training is officially one of 176 newly accredited Initial Teacher Training providers.

Recruitment for the first cohort will be commencing from October 2023 for a September 2024 programme start with ITT accreditation conferring power to award Qualified Teacher Status to new teachers.

This is an exciting time for SWIFT and completes our joined-up Golden Thread responsibilities for teacher and school leader development in providing high-quality teacher training across the South West.

We gratefully thank all our partners and colleagues already involved in the groundwork and in particular, we acknowledge the creative leadership of Executive Director, Martin Smith, Director, Sarah Frame, Programme Manager Nicky Sheppard and Administrator, Abby Spearing.

Watch out for news of our Get into Teaching events and marketing campaign across our socials and enjoy our new artwork (*see an example here*).

[FIND OUT MORE ABOUT SWIFT TEACHER TRAINING HERE](#)

News Items

Farewell and Thank You to SWIFT Director, Chris Harris and Welcome to Jen Knowles

“Partnership, relationships, collaboration, good practice. You could call it SWIFT-ness.”

Education is conventionally cyclical. Pupils and young people evolve and progress through their schooling steps before moving on in their life journey. The same is true of our colleagues.

At the end of this academic year, we will be saying a sad farewell, but a grateful thank you to Chris Harris as he moves on to his new role as Deputy Headteacher at The King’s School in Ottery St Mary.



Based at our Colyton Office at Colyton Grammar School in his role as Director of Teaching School Hubs and Assistant Headteacher; true to the partnership ethos of SWIFT, Chris has counted himself fortunate to work closely with the Colyton team, as well as the other Central Team members and of course, with our wider SWIFT partnership.

The SWIFT Central Team counts itself fortunate that Chris has been with us for two years and we have all benefitted from his dedicated and dynamic leadership that has masterfully been modest and yet momentous in leading on the programme delivery of the Appropriate Body Service (AB), Early Career Framework (ECF) and National Professional Qualifications (NPQs). And always with an eye for detail, calm tenacity, pragmatism – and a superb sense of humour.

As SWIFT also evolves and progresses it seemed well-timed to share some of Chris’s reflections on his time with SWIFT and as a tribute to his conscientious work.

It has been important to me and the SWIFT Team to present our essential values in our core SWIFT business so that we are trusted by our schools. This is true of our delivery on the Hub programmes driven by a desire to support all schools of all types - whether a large Multi Academy Trust or a small standalone primary. We want to support them equally and to facilitate and ensure that they are getting access to the best of national programmes and to deliver a high-quality service for all.

This trust and support benefits from our knowledge and relationships that we tailor for the local needs of our schools so that the programmes work for everyone. [...]

We welcome Jen Knowles, currently Director of West Country Training School Alliance as successor to Chris.

I am delighted to be taking on the role of Director of Teaching School Hubs (TSH) from September, building on the excellent foundations laid by Chris and the SWIFT team. It is a privilege to have opportunity to work with 500+ schools across Devon, Plymouth, Torbay and beyond in teacher development at every stage of their career.

This next stage of the TSH programme brings openings for further refinement of courses and programmes based on your feedback to further improve the experience of working with us and I look forward to working with you all.

[READ THE FULL ARTICLE HERE](#)

SWIFT Diversity, Equality and Inclusion (DEI) Professional Community | End of Term Report

“We allowed ourselves to feel uncomfortable with some of the conversations and recognising that we all hold onto prejudice.”

I was invited by SWIFT Director, Martin Smith to lead the termly SWIFT Diversity, Equality and Inclusion (DEI) Professional Community for this academic year and I was overwhelmed by the large number of people who attended the first Autumn Term session. Particularly, as I know how busy everyone is in school so people have to be selective about the training they choose to attend.

It was pleasing that a good range of people joined the group, including Headteachers, senior leaders and teachers, some of whom were leading on DEI in their organisation.

Moreover, the same people returned to the termly sessions, which showed that it meant something to them. Others joined us along the way with about 20 to 25 in attendance for our in-person meetings at Countess Wear Primary School in Exeter. It was decided to meet in-person because during the pandemic a lot of this work had been virtual and it felt important to meet face-to-face together, since DEI work, benefits from conversation and discussion.

I started at the beginning, because I feel that if people dive into doing work on DEI without fully understanding equality and diversity, unintended mistakes or unintentional offence is a potential risk. Furthermore, if it is rushed, there is not always the buy-in and engagement from staff, parents or pupils.

One of the first things we looked at in the Autumn Term launch meeting was helping delegates to understand the rationale for DEI work and thinking how to unpick and identify any biases we hold ourselves. We allowed ourselves to feel uncomfortable with some of the conversations and recognising that we all hold onto prejudice, even if we do not always think that we do so. This was an important step before moving forward and allowing the group to cascade the same work with their own staff.

At this point, we did not discuss children at all; which I understand probably seems counterintuitive in education. But I appreciate from my experience that you have to work firstly with all the staff and get their buy-in and understanding [...]



By Ruhaina Alford, Executive Headteacher, The Carey Federation (Halwill and Ashwater Primary Schools)

[READ THE FULL ARTICLE HERE](#)

Find out more about SWIFT and our partners [here](#) | 2

“Identity is harboured in our schools.”

Some conferences have a buzz. And at our recent SWIFT 2023 Summer Conference there was a distinctive buzz.

It started with delegates arriving early to the Exeter Racecourse venue ready for the conference; as well as enjoying the opportunity to network and engage with new and existing colleagues, and chatting to sponsors and exhibitors.

An uplifting buzz.

CEO of Uffculme Academy Trust (UAT), Lorraine Heath OBE opened the conference on a Reasons to be Cheerful note. [...]

Commending “such a professional generosity in the system” Lorraine praised schools and Multi Academy Trusts as “anchor institutions” who provide a support network at no cost, helping each other and sharing values, vision and moral purpose. Surely an example of optimism over experience. [...]

Professor of Social Mobility at Plymouth Marjon University, Sonia Blandford is already a SWIFT black belt and has been leading a series of professional development “extras” sessions for our Early Career Framework programme. [...] Sonia spoke on a topic close to our hearts here in the South West, “Born to Fail? Social Mobility: a working-class view.”

Social Mobility is achieving positive change in socio-economic status, and more widely building better futures for all, in terms of wellbeing, health, and engagement with all that life has to offer.

As CEO of one of the largest national Multi Academy Trusts, Oasis Community Learning, keynote John Murphy was well placed to talk on the “Opportunities and Challenges When Growing a MAT.” [...]

“Children have one chance” and Oasis want young people to flourish and to have a sense of optimism with equity and excellence for ALL children.

But what does it look like?

Oasis have built a team of leaders across every stage as deliberate and intentional foundation blocks that underpin education as the golden ticket.

Learning and development are important, but it is also important to think how to deliver the culture and to encourage everyone to be part of the vision for the long-term. Working with the community and believing that children can achieve with support

Back together in the main conference hall there was a sense of anticipation about the keynote by Stephen Morgan MP, Shadow Minister for Schools who presented on “Labour’s Vision for Education.” Stephen keeps close to the world of education as a School Governor and “a firm believer in the power of education to transform lives, create knowledge, skills, relationships and opportunities,” thanking staff for their “incredible work in difficult circumstances” - not least in recent years of the post-pandemic.

Things are and will get better. Schools are striving to provide a world class education that children and young people deserve and with wonderful professional development on offer from SWIFT there is the opportunity to be more effective and to make a difference.

Once again, we thank EVERYONE involved in this year's Summer Conference: **our speakers, sponsors and exhibitors, and of course, our delegates.**

Report by Jude Owens, PA to the SWIFT Executive Team



Most children **love** coming to school,
Some come to school to be **loved**...



Oasis 9 Habits

- Considerate
- Joyful
- Honest
- Humble
- Patient
- Hopeful
- Compassionate
- Forgiving
- Self-controlled



Our Vision

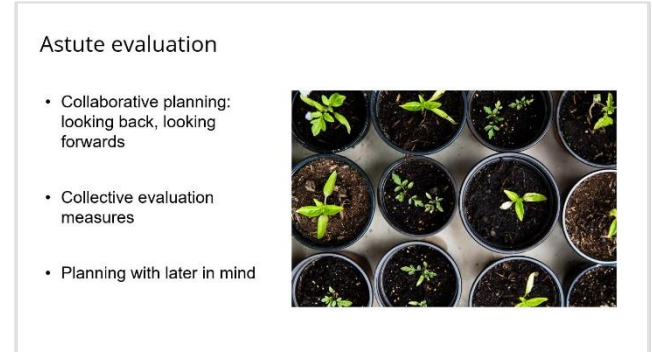
Our vision is of a school system that **nurtures** the talents of teachers and leaders at all stages of their careers so that they can provide children with the world-class education they deserve.

Definition
From Latin – feed or cherish

- Care and protect while something grows
- Help, encourage development
- Cherish or hope (nurture a desire)



Just as the children are settling in / transitioning our parents are transitioning too. Some may handle this transitioning period easier than others but for all parents this a big chapter of their parenting lives.



Astute evaluation

- Collaborative planning: looking back, looking forwards
- Collective evaluation measures
- Planning with later in mind



Interview with Fiona McNeile, SWIFT Programme Manager

“I am very fortunate to have a role that is fulfilling in many ways.”

The SWIFT Central Team also counts itself fortunate to have Fiona McNeile as a key team member.

Albeit modest sized, the team is highly functional and purposeful with Fiona as Programme Manager for our key Department for Education Golden Thread services from the Appropriate Body Service and Early Career Framework for Early Career Teachers, to National Professional Qualifications for aspiring school leaders.

Fiona transitioned seamlessly to her role in SWIFT having previously worked as Business Manager with the former Dartmoor Teaching School Alliance; which has helped to enhance and evolve her understanding of the emerging role of Teaching School Hubs. We value Fiona for her clarity, diligence, pragmatism, and powerful work ethic and drive.

As this second complete year of the Early Career Framework draws to a close, we thought that it would be fitting to invite Fiona to reflect on the programme.

1. As SWIFT Programme Manager what are your number three priorities working closely with teachers and school leaders?

As SWIFT Programme Manager, a key priority is to work with our SWIFT Team to ensure consistent, high-quality programme delivery to all schools in our region. The processes and requirements of the Golden Thread programmes are complex, and my aim is to support schools by providing access to the world class programmes with minimum workload for leaders and teachers.

Having worked in educational support roles for over six years, I have built an in-depth understanding of the pressures and demands on schools, Multi Academy Trusts (MATs), leaders and teachers. We work hard as a team to keep informed through constant one-to-one communication with SWIFT schools and leaders to ensure our delivery models are aligned to the needs of the region. This has been key to the continuous improvement and development of enhancements beyond the requirements of the Golden Thread programmes and services which are now in place.

2. What is most rewarding for you personally in your role as SWIFT Programme Manager?

I am very fortunate to have a role that is fulfilling in many ways. From our Early Career Framework (ECF) programme, it is a privilege to be able to support Early Career Teachers (ECTs) to develop their craft and to progress in their careers.

Already we have Year 2 ECTs who have completed their SWIFT ECF programme and statutory inductions, who will be Mentors to new Year 1 ECTs in September. Others are fulfilling Subject Lead roles or taking on School Leadership Team responsibilities, and many are progressing their training through the National Professional Qualifications (NPQs).

To be part of this journey is very rewarding and from my Appropriate Body Service role, I learn how this translates in the classroom and affects whole school progress. As NPQs Programme Manager, it is humbling to support future leaders and be part of their career journey too.

I also get to work with awesome and fascinating professionals! MAT CEOs, Mentors, Facilitators and Delivery Leads, Subject Specialists, ECTs, the wonderful network of SWIFT partners and our super SWIFT Central Team mean that I learn something new every day. Given the variation to my role, I am lucky that there is never a dull moment!

3. What has been the biggest challenge (if any) and how have you successfully overcome it?

Moving from a Teaching School Alliance Business Manager role to a regional Teaching School Hub Programme Manager role was a shift in gear and I have had to upskill my knowledge in national programme delivery requirements extremely quickly.

As with any change to the education system, navigating the best path for delivery to schools which best meets local needs has also taken a lot of careful planning and I would not have been able to do this without the support of our Central Team.

READ THE FULL INTERVIEW WITH FIONA [HERE](#) AND FIND OUT ABOUT OUR SWIFT PROGRAMMES [HERE](#)

Annual TSH School Leader Satisfaction Survey

The Department requires all Teaching School Hubs to survey school leaders about their experience of participating in one or more of the Teaching School Hub programmes, which could include:

- **Early Career Framework**
- **Appropriate Body Services (Induction of Early Career Teachers)**
- **National Professional Qualifications**
- **Other CPD like Making a Difference with Pupil Premium**

We would be grateful if a senior leader from your school could complete this short, five-minute survey anonymously before **Friday 15 September 2023**.

Please note this is a standardised DfE Survey.

ACCESS THE TEACHING SCHOOL HUB ANNUAL SCHOOL LEADER SATISFACTION SURVEY [HERE](#)

SchoolPro TLC Guidance on Taking Subject Access Requests Seriously

Our sponsor SchoolPro TLC provides guidance for schools and MATs following the recent publication by The Information Commissioner's Office (ICO) on new guidance on how businesses and employers (including schools, colleges and MATs) should handle Subject Access Requests (SARs).

Alongside this, the ICO also released a blog post that highlights many organisations are either misunderstanding the nature of SARs, or underestimating the importance of responding to requests:

“It’s important not to get caught out.” - New SARs guidance for employers issued - [ICO.org.uk](https://ico.org.uk)

It would seem to be opportune to re-emphasise some of the key points around SARs and some of the important lessons for education establishments taken from the blog post itself.

A Reminder About Subject Access Requests

Firstly, a quick refresher on SARs:

1. **Definition of SARs:** SARs are requests by individuals to see their personal data held by organisations. This includes the sources of their information, the purposes it's used for, and the entities with whom it's shared.
2. **SARs and Employment:** Individuals can request information from their current or previous employers, such as attendance and sickness records, or HR details. In an education setting, of course, requests may also come in from pupils/students, parents, governors and anyone who believes you may be processing their personal data.
3. **Time Limit for SARs:** Organisations must respond to a SAR within a month of receipt of the request. This can be extended by up to two additional months for complex requests. There are also a few other factors that can affect the timeline depending on the context of the request.
4. **Consequences of Non-compliance:** Failure to comply with SARs is illegal. Organisations risk fines or reprimands if they fail to respond promptly to these requests. **Whilst it is unlikely (though not impossible) that an education establishment would receive a fine, they certainly could receive a reprimand. And the ICO now publishes these publicly!**
5. **Subject Access Complaints:** There were **15,848 complaints** related to SARs reported to the ICO from April 2022 to March 2023. This figure includes all organisations, not just education establishments!
6. **Recent Actions by the ICO:** The ICO reprimanded Plymouth City Council and Norfolk County Council for failing to respond to information access requests, and took action against seven other organisations who didn't comply with SARs.

How Can You Not Get 'Caught Out' by SARs?

So, taking into consideration the points made by the ICO in their blog post, how can you ensure that you don't get caught out by SARs?

1. Remember that You Have a Responsibility to Respond: Education establishments, like all other organisations handling personal data, must comply with SARs. You must provide students, parents, or employees with the requested personal data within the stipulated timeframe.
(There are a few exceptions to this which you can discuss with us as your DPO when a request comes in.)
2. Emphasise Training and Awareness for All Staff: It is necessary for you to train staff to recognise and correctly handle SARs if that hasn't already been done. A SAR could be made to any member of staff in your organisation. Requests can be informal and even made via social media, so it's important that all potential points of contact are prepared and know what the process is if they receive a request.
 - **Who do they report it to?**
 - **Do they understand the importance of this and timeframes involved?**
3. Maintain Effective Data Management: Given the potential complexity of these requests, you should ensure you have effective data management systems in place. This will help you quickly locate and securely share the requested data.

As experienced teachers and school leaders SchoolPro TLC provides support to schools and Multi Academy Trusts on:

Attendance, Curriculum, Governance, Leadership and Management, School Improvement and Timetabling, plus the Data Protection Portal tool to assist you in achieving compliance, created for DPOs, by DPOs.



READ THE FULL REPORT AND GUIDANCE [HERE](#) AND CONTACT SCHOOLPRO TLC [HERE](#)

About Us

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

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

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

Our Sponsors



YOU CAN FIND MORE INFORMATION ABOUT OUR SPONSORS [HERE](#) AND READ THEIR BLOGS ON CURRENT TOPICS ON OUR NEWS PAGE [HERE](#)

We thank all our sponsors, exhibitors and Conferences South West for attending our 2023 Summer Conference last month. See more details in the report [here](#)

Innovative, Impactful Ways to Utilise your P.E. and Sport Premium with Lyfta



Did you know you can leverage your P.E. and Sport Premium to enrich your school curriculum in P.E. and beyond through Lyfta's immersive human stories? You can book a short call to discuss access to Lyfta, ahead of the 31 July 2023 deadline for using the premium.

Many of the Lyfta storyworlds have a focus on mental health and wellbeing, sport and physical activity and act as a powerful tool to nurture and explore positive values and encourage participation, raising the profile of P.E. and sport across the school for whole-school impact.

By subscribing to Lyfta, your school gains access to powerful resources for P.E. and sport to enrich your curriculum with benefits far beyond, by building cultural and intercultural capital, excelling in personal development, weaving diversity into the curriculum and broadening students' horizons.

Find out [How Human Stories Help Meet Ofsted's Expectations for Personal Development](#)

"As educators, we strive to provide students with holistic education that goes beyond academic achievements. Personal development plays a crucial role in nurturing well-rounded individuals who are prepared for the challenges of the future. Ofsted recognises the significance of personal development and includes it as a key area in their inspections.

What is personal development?

Personal development is one of the four key judgements that Ofsted makes when inspecting schools under the education inspection framework (EIF). It evaluates how well schools provide for the personal development of all students, and the quality with which they implement this work."

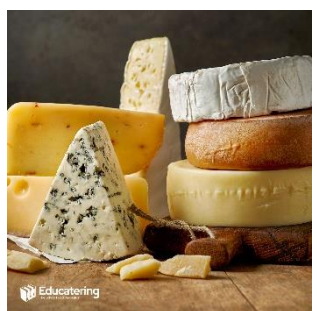
(Photo: Shanhaz from storyworld *Summer village, Winter village*)



WATCH A SHORT CLIP [HERE](#) AND BOOK A SHORT DEMO WITH A MEMBER OF THE LYFTA TEAM [HERE](#)
P.E. AND SPORT PREMIUM FOR PRIMARY SCHOOLS
FIND OUT MORE ABOUT LYFTA [HERE](#) AND CONTACT [HERE](#)



Exciting child-led menus
with only the finest, fresh ingredients
all
grown and sourced locally
where possible, with
low food miles
meaning a
reduced carbon footprint.



Educatering is a complete school food and catering solution, focused on high quality, nutritious, locally sourced, fresh foods fed to pupils through delicious, child-led menus and meals. As catering experts, Educatering take the burden off school catering teams and support them and their kitchens to provide the very best for their pupils and staff whilst ensuring their safety and the school's compliance with the current legislations.

FIND OUT HOW EDUCATERING CAN SUPPORT YOUR SCHOOL [HERE](#) AND CONTACT [HERE](#)



Some of our exceptional services to Schools and Trusts include:



Why Praestantia?

- We only deliver solutions based on customer needs:-
- We listen to understand
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Praestantia stands for excellence and you should expect nothing less.



Rhys Gwilym
Founder

"We are not 'just another IT company', our customers are at the forefront of absolutely everything we do. Our primary objective is to help you realise your IT requirements and ensure that everything runs smoothly."



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SCAN ME



Exceptional IT and Audio-Visual solutions designed exclusively for education settings. Praestantia Technology understand the difference the right IT can make to an outstanding learning environment. Let them take care of the tech so that you can focus on the learning.

FIND OUT MORE ABOUT PRAESTANTIA TECHNOLOGY [HERE](#) AND CONTACT [HERE](#)



Exeter Supply Partnership (ESP) are currently recruiting Early Years, Key Stages 1 and 2 Teachers and Teaching Assistants in Devon and Torbay!

Exeter Supply Partnership (ESP) is a community interest company = a not-for-profit organisation providing a primary supply teacher and Teaching Assistant service to schools in Devon and Torbay.

Schools and teachers are at the heart of everything with the aim of providing quality supply teachers for schools and a positive experience for teachers.

There are many benefits of working with ESP including:

A friendly, personal approach to supply with flexibility to set individual availability, year group, travel and contact time preferences and ensuring that teachers are matched with the most suitable bookings.

A recruitment support service for schools, supporting teachers looking for the next step in their career, including advertising vacancies to the supply team via our jobs board or a more targeted approach where we contact teachers about school vacancies and assist with organising interviews/meetings. This is free for our registered schools and if you decide to recruit one of our teachers there are no 'finders' fees to pay.

Subsidised or free access to professional development and workshop sessions at the beginning of September on topics including forest school, first aid, behaviour management, phonics and subject specialisms. Plus, access to The National College, where teachers can access a range of online professional development courses and webinars.

ESP is seeking to expand and grow even further to allow more schools to benefit from its positive ethos.

Please share information about ESP with any teachers who you think would make an excellent addition to our supply team.

TO FIND OUT MORE AND APPLY TO JOIN THE ESP SUPPLY TEAM [HERE](#) AND CONTACT [HERE](#)

Colyton
TEACHING SCHOOL HUB



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TEACHING SCHOOL HUB



 SOUTH WEST
Institute for Teaching

www.sw-ift.org.uk