



Thursday 5 October 2023 | Autumn Term | Issue 18



IN THIS ISSUE

1 Welcome from Roger Pope CBE

Reflecting on a trip to the opera.

1 For Black History Month 2023

Revisit our History Masterclass.

2 Primary English Subject Leader Briefing

2 SWIFT in Numbers

3 Interview with Jenny Sutton, Regional Principal, South and West - National Institute for Teaching

4 The Role of Implementation Climate in Tackling Disadvantage with Kingsbridge Research School

5 Support for Parent-Teachers in the South West

5 SWIFT Reference Group | an opportunity for you?

5 SchoolPro TLC on Attendance

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 Volt Entrepreneurs.



www.sw-ift.org.uk
#rootedinpartnership

Welcome from Roger Pope CBE

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

Last week I caught a production at the Royal Opera House.

At £19 for a standing ticket, it has to be the best bargain in the West End for a four-hour entertainment. From where I stood, I could see the conductor clearly.

Of which job do his actions remind you?

He had a clear sense of how the music should sound, taking the notes from the page and interpreting them to form a coherent and effective whole. In rehearsal, he had communicated this final picture to the singers and orchestra, and had trained and coached them to produce the outcome he wanted. He built mutual trust. They trusted him to achieve the final outcome; he trusted them to respond, work together and to give their all.

By the night of the production, his work was largely done. It was only needed to encourage and urge the performers by subtle nudges and indications from his whole being; to keep them working in time and expression as a team. And to allow others to be the first to take the applause when the final curtain came down.

It is what school leaders do every day – and I do not only mean the Senior Leadership Team. Leaders at every level do it. Every single class teacher does it with his or her class. Leadership is horizontal, as well as vertical in a school. If you ever doubt that you lead your peers, think about how your mood affects those around you in the office or staffroom, how your attitude to your work, your values, your aspiration for the children affects others.

A conductor has a couple of dozen performers to lead. School teachers and leaders have the multiple interactions of hundreds of children and staff and parents to lead and manage and mediate towards the goal of wanting the best for every single child.

Step forward and take a very big and very well-deserved bow (and hear the applause!).

For Black History Month 2023

To mark this year's Black History Month, you might like to revisit our History Masterclass with historian, author, raconteuse, Dr Miranda Kaufmann who talked about diversity in the History Curriculum using Black Tudors as her inspiration from her book, "Black Tudors: The Untold Story."

By teaching Black British History, those students with African ancestry can feel a sense of belonging, in that they are part of British History too.

"[It is too easy] by emphasis and omission to make children believe...that every great thought was a white man's thought and every great deed...a white man's deed."

(W.E.B. DuBois, American sociologist, historian, civil rights activist and author).

[READ ABOUT DIVERSITY IN THE HISTORY CURRICULUM MASTERCLASS HERE](#)
[AND FIND MORE INFORMATION ABOUT 2023 BLACK HISTORY MONTH HERE](#)

News Items

Primary English Subject Leader Briefing

“Reading lessons not writing lessons. You have given me the confidence to address this in my schools. Thank you!”

If you have yet to attend one of the Primary Subject Leader briefings, the following might capture your professional development imagination, as it did mine when I attended the Primary English Subject Leader Briefing last week.

Attended by over 50 other colleagues, Ilsham National English Hub Lead, Danni Cooke and LAP South West Literacy Lead, Carly Watson led the session as they shared their insights, enthusiasms and knowledge aplenty

This online English Subject Leader briefing is free to attend and provides invaluable lifelines across our Teaching School Hub region with an agenda of policy and subject updates, a sense of community, feedback opportunity, and which are, in part, content driven by the Subject Leaders themselves.

In particular, this session enjoyed a key ingredient of sharing book recommendations that were relevant and engaging, with both title top tips and reading routines. Danni demonstrated the point that the more you know about books the more you can make recommendations.

But for practical astuteness in the classroom, Danni reminded Subject Leaders to think about different reading age ranges and to understand that children are readers in their own right; plus, the power of encouraging them to want to read and how one reader is different to another.

This was reading for pleasure, and creating sustained independent readers and reading habits.

It is important to think about how you draw children to books and not only for the reading advantaged. What are you doing for the reading disadvantaged?

Subject Leaders can act as influencers in their school and classrooms as a reading role model.

The session also looked at Key Stage 2 children's reading data, the national picture data, Literacy Trust reading trends, support from Ilsham National English Hub, Reading Framework updates, vocabulary in action with the Education Endowment Foundation (EEF), action planning for the academic year, Libraries Week and future sessions.

The session was comprehensive, supportive and encouraging from a kind and realistic place of understanding what schools are experiencing – not least the legacy of the Covid-19 lockdown and precious missed education.

By the way, today (5/10/23) is [National Poetry Day](#) on the theme of Refuge – so look out also for [National Poetry Week](#) activities!

Subject Briefings are free for SWIFT members or there is a nominal fee for non-members.

By Jude Owens, PA to the Executive Team and Governance

SEE OUR CPD BOOKING PORTAL [HERE](#)
CONTACT [ILSHAM ENGLISH HUB](#) TO ACCESS
RESOURCES OR ACCELERATOR FUNDING TO SUPPORT
THE VALIDATED PHONICS SCHEME FOR INFANT, JUNIOR,
SPECIAL AND PRIMARY SCHOOLS

SWIFT in Numbers

We are delighted that we have another successful year of recruitment onto our core Appropriate Body Service (AB), Early Career Framework (ECF) and National Professional Qualifications (NPQs). Thank you to all the schools for your ongoing support and may I also offer a shout out to the SWIFT Central Team who are passionate about supporting our schools in every way we can.

Appropriate Body Service (AB)

[Supporting 928 Early Career Teachers \(ECTs\) and in turn, their Headteacher and Induction Tutor.](#)

This year, the Department for Education has accredited Teaching School Hubs as regional Appropriate Body providers.

SWIFT is now supporting ECTs from over 100 additional schools who were previously supported by the Local Authorities. To ensure ongoing system development and continuous improvement of our AB provision, our AB teams are part of the Teaching School Hub Council national quality review programme.

Early Career Framework (ECF)

[Supporting 1,500 Year 1 and 2 Early Career Teachers \(ECTs\) and Mentors.](#)

Our ECF programme has significantly evolved over the past three years and whilst remaining authentic to the world class resources developed by Lead Providers, Teach First and National Institute of Teaching, we are able to offer programme enhancements which go beyond the Core Framework.

In addition to our programme enhancements, our seminars are delivered by experts and leaders who are integral to the local education system and who have acquired significant experience in delivering ECF training.

Our programme members experience excellent national curriculum provision delivered and tailored to your school's local context. As a main ECF delivery partner in the region, our programme members are able to develop networks with peers in their immediate local area and build long-lasting relationships which will support them beyond the ECF programme provision.

National Professional Qualifications (NPQs)

[Celebrating a 95% pass rate for Cohort 1a leadership of the reformed NPQs and a 100% pass rate for the Cohort 1b specialist NPQs and supporting over 1300 programme members for Cohorts 2 and 3.](#)

The programmes are delivered through face-to-face conferences and online seminars by over 130 expert Facilitators who are all serving leaders in the region.

Integral to our continuous review and evolution, this year, as part of Colyton Grammar School and ESW's role as Associate Colleges, we are involved in a Test and Learn pilot of both the ECF and NPQ programmes with the National Institute of Teaching (NIoT).

Our association with the NIoT will also enable us to share impactful research evidence within our Hub area via our professional development delivery.

By Fiona McNeile, Programme Manager for AB, ECF, and NPQs

FIND OUT MORE ABOUT OUR PROGRAMMES HERE:
[APPROPRIATE BODY SERVICE](#)
[EARLY CAREER FRAMEWORK](#)
[NATIONAL PROFESSIONAL QUALIFICATIONS](#)

Interview with Jenny Sutton, Regional Principal, South and West – National Institute of Teaching



“I genuinely love working with our Associate Colleges because [THEY] all want to build a really strong partnership with us, that genuinely ensures the programmes we develop and deliver together are of maximum benefit for teachers and leaders.”

Jenny Sutton is the National Institute of Teaching's founding Regional Principal for the South and West and was previously a Head of School Partnerships at Teach First leading on their relationships with Teaching School Hubs as Delivery Partners for the Early Career Framework (ECF) and Reformed National Professional Qualifications (NPQs), having previously spent seven years as Teach First's South West Regional Director, founding their work in this region.

Prior to this role, Jenny spent ten years as a Teacher of English and Drama, Head of Faculty and Assistant Head in two large secondary schools in Islington and Hackney.

Jenny is an 09 cohort member of Future Leaders and Teach First Ambassador.

1. How do you anticipate the work of the Associate Colleges/Teaching School Hubs in working with the National Institute of Teaching will benefit their schools?

The National Institute of Teaching offers genuinely schools-led programmes. We are led by the School Led Development Trust, an organisation set up by four leading School Multi Academy Trusts: the Harris Federation, Star Academies, Oasis Community Learning and Outwood Grange Academies Trust. They are responsible for 188 primary, secondary and Post-16 schools and colleges and educate 100,000+ children in communities ranging from Southampton to Middlesbrough and from Blackpool to Battersea.

This provides a very rich national network for the National Institute of Teaching to tap into when it comes to the delivery and design of our programmes. For example, our suite of National Professional Qualifications (NPQs) all provide national Masterclasses led by the best experts from that national network. This provides new insights for schools in Associate Colleges to tap into, alongside the regionally-run aspects of the programme, which are grounded in local context e.g. termly in-person conferences. We also host Virtual School Visits for our NPQ programme members in schools in our founding MATs, which similarly provide a window into areas of good practice nationally.

The focus of these is driven by our research and feedback from our programme members about their needs. For example, for the NPQ in Leading Teacher Development, if schools were struggling in getting early teachers to buy into practice-based learning, the National Institute of Teaching could share a virtual visit of a school that has successfully embedded this into their school and look at some of the key factors and principles underpinning successful implementation. It is vital for us that all our delivery is facilitated by those working in schools and leading this work day in, day out.

We also have a rich network of national experts outside of our four founding Trusts; providing speakers that more isolated schools and communities might not necessarily be able to hear from or might have to travel to London to hear from. For example, programme members on our ECF programme are able to attend a series of Masterclasses with experts, such as Tom Bennett leading sessions on behaviour. We provide these national webinars free of charge for colleagues who are on a National Institute of Teaching programme.

Thirdly, we have a strong research arm to our work and are continually being commissioned to deliver research in key areas of development for the educational sector. For example, we are working in partnership on a piece of research in how artificial intelligence (AI) could be used in education and we are interested in how AI could be used in professional development to increase efficiency and teacher well-being, recognising the potential challenges of achieving a good work-life balance in education.

We are also keen to look at research in areas of particular interest for our Associate Colleges. For example, we are currently working on a piece of research with SWIFT about how the Early Career Framework (ECF) is running in small schools, particularly small primary schools. We also include the experience and feedback from our Associate Colleges when considering future policy developments.

Finally, we are working towards becoming a university that is dedicated to the professional development of teachers and leaders and this will hopefully provide exciting opportunities for our Associate Colleges.

2. What do you believe is the greatest challenge for the National Institute of Teaching?

I think the greatest challenge for the National Institute of Teaching is the pace of the work - going from the design, to implementation to delivery stage in a short space of time in a relatively small organisation across several programmes.

In year one, we are delivering initial teacher training for 500+ trainees and delivering the ECF to thousands of programme members and delivering the full suite of NPQs, so there's lots of piloting and learning in a short space of time. We have also recently been successful in our bid to be accredited to deliver the new NPQ in Leading Primary Maths.



READ THE FULL INTERVIEW [HERE](#) WITH JENNY SUTTON, REGIONAL PRINCIPAL, SOUTH AND WEST, NATIONAL INSTITUTE OF TEACHING

The Role of Implementation Climate in Tackling Disadvantage with Kingsbridge Research School



“It is everyone’s business, and we help to make it everyone’s business by implementing our Pupil Premium strategy in such a way that people know what’s expected, feel supported to enact it, and rewarded when they do it.”

The purpose of a Pupil Premium strategy is to structure – and communicate – the way we intend to improve outcomes for disadvantaged pupils. By understanding needs, and by engaging with high-quality evidence, schools can develop an appropriately targeted response.

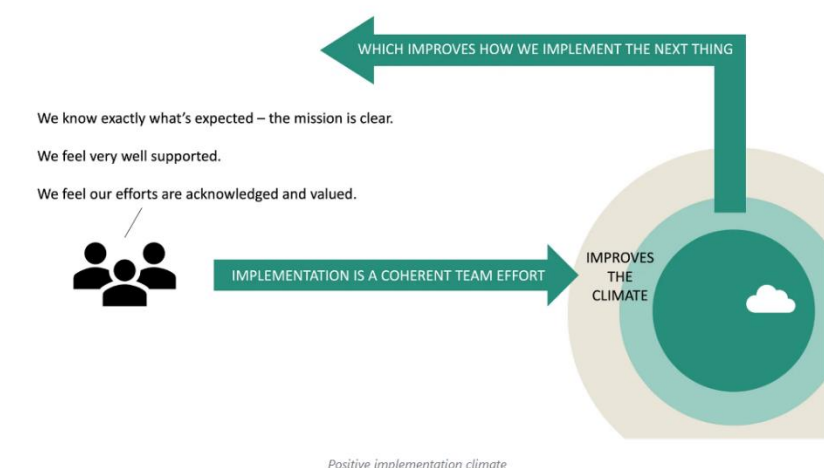
But any Pupil Premium strategy document is only as good as its implementation. There are numerous reasons why even well-conceived approaches can fail to have the desired effect. For example, if we rely on single-hit training events, initial enthusiasm can soon fizzle out. Similarly, a lack of shared understanding about what an approach involves can quickly limit its effectiveness and impact.

The concept of ‘implementation climate’ can be a helpful way into thinking about the kinds of strategies a school might use to move from documentation to effective, sustained practice.

What is implementation climate?

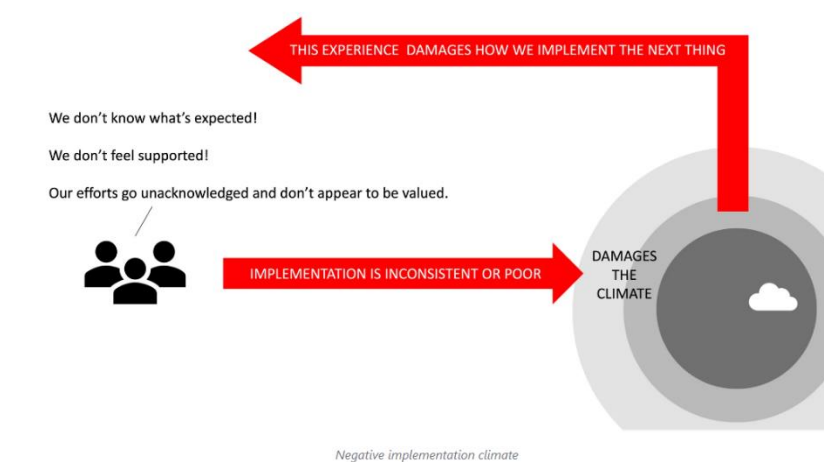
With some variety, most definitions state that implementation climate is the extent to which people perceive that a particular evidence-based practice is expected, supported, and rewarded by an organisation (for reference, the box at the bottom of this page lists several definitions).

In other words, it is whether staff perceive that the thing we are asking them to do is visibly high on the agenda, and that we show we are invested in it to the extent we claim by tangibly supporting and rewarding it.



This diagram summarises this idea and points out that improving implementation climate can have a positive influence on subsequent implementation efforts. In other words, we should focus on implementing things well because it has a broader impact on the way the school implements things more generally.

We can easily picture the damaging effects of poor implementation by imagining the inverse as in the second diagram.



Showing that a strategy is expected, supported, rewarded.

Practically, we might help staff to see what is expected through regular communication, clear documentation, or by modelling and sharing examples of key practices. Support might be provided by giving staff sufficient time to learn how to use a new practice, or by sharing high-quality resources.

To help staff feel rewarded, it can be powerful to acknowledge and share good practice, perhaps by forming a ‘champion’s group’ or by bringing people into a dedicated implementation team that acknowledges and draws on their expertise.

By Jon Eaton, Director of Kingsbridge Research School

READ THE FULL ARTICLE [HERE](#) AND THE EEF’s EFFECTIVE PROFESSIONAL DEVELOPMENT GUIDANCE REPORT [HERE](#)

Support for Parent-Teachers in the South West



Parental Leave Group Coaching And Return to Work workshops

with The MTPT Project

Fully-funded for parent-teachers in Devon and Cornwall thanks to SWIFT and One Cornwall TSH Partnership.



The UK's leading charity for parent-teachers, The MTPT Project is delighted to partner with SWIFT to increase support for teachers over the parental leave and immediate return to work period.

Colleagues in Cornwall and Devon will be able to access The MTPT Project's termly Return to Work workshops and Parental Leave group coaching programmes, fully-funded by SWIFT and One Cornwall TSH Partnership.

Firstly, the Parental Leave Group Coaching Programme is open to teachers currently on a period of maternity, adoption or shared parental leave.

Over three-monthly online sessions, participants will explore themes of change, identity, limiting beliefs and plans for the future to help them settle confidently into their new identities as parents and cohorts will run in the Autumn, Winter, Spring and Summer.

"I really enjoyed the group coaching aspect and took inspiration from the other parents involved and hearing their stories and journeys."

Parental Leave group coaching participant, September 2022

Secondly, there are seven Return to Work 90-minute online workshops to choose from throughout the year, depending on the colleague's return to work date.

Workshops will provide participants with information about their legal entitlements as returning parents; as well as practical tips to stay on top of domestic and professional responsibilities during a time of transition. Attendees will also benefit from the opportunity to network with other returning teachers and enjoy the headspace to consider their boundaries and priorities as they prepare to return.

"I found returning to work a more positive experience and am excited about the next few years of my career, particularly how to balance this with motherhood."

Return to Work workshop participant, March 2023

Combining both parenting and teaching identities can be a challenge, but with this additional support, open to all State School colleagues in Devon and Cornwall, SWIFT and One Cornwall Teaching School Hub, The MTPT Project will be with you to conquer any hurdles and celebrate your successes both at home and in your careers.

By Emma Sheppard, Founder of The MaternityTeacher PaternityTeacher Project

RETURN TO WORK WORKSHOP (TEACHERS) | [BOOK HERE](#)
PARENTAL LEAVE GROUP COACHING (WINTER) | [BOOK HERE](#)
FIND OUT MORE ABOUT THE MATERNITY TEACHER PATERNITY TEACHER PROJECT [HERE](#)

SWIFT Reference Group | an opportunity for you?



As previously introduced in the September issue, we are pleased to provide further details about our proposed SWIFT Reference Group as part of our Teaching School Hubs' responsibility of programme delivery to schools and continued commitment to Diversity, Equity and Inclusion (DEI).

The Reference Group will be founded on inclusion and collaboration.

Participation will not be limited by any of the Protected Characteristics (Equality Act 2010): Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex, and Sexual Orientation.

We welcome expressions of interest from all colleagues of all backgrounds and positions within all organisations across our Teaching School Hub region.

YOU INVITE YOU TO READ MORE ABOUT THE SWIFT REFERENCE GROUP AND HOW TO EXPRESS YOUR INTEREST [HERE](#)
WE INVITE YOU TO RESPOND BY **MONDAY 6 NOVEMBER 2023 AT 12 NOON.**

SchoolPro TLC on Attendance

As one of their school improvement services for educational leaders, our sponsor SchoolPro TLC shares an attendance case study that highlights their work in this key area for schools.



When we start attendance work with our schools we always talk about the 'journey' that we are about to embark on. There are a few quick wins when it comes to attendance improvements and it is the robustness of policy and the rigour in which the policy is carried out that makes the lasting impact.

The Starting Point

When I first met the Attendance Lead at an Infant School in Gloucestershire, it was great to see the drive they had in improving the attendance of the children.

Our starting position was comparable with the national picture, with whole school attendance sitting at slightly over 94% for the 2021 - 2022 academic year.

However, rates of persistent absenteeism and vulnerable group attendance, specifically Free School Meal (FSM) and Pupil Premium children (PP), had been below the national average over the previous years and both of these aspects were raised in the schools IDSR.

So where did we start...?

The initial attendance audit focused on key areas:

- § Policy
- § Attendance monitoring
- § Interventions
- § Communication
- § Safeguarding

Following this, an Attendance Action Plan was produced that was to be monitored by the Attendance Lead and other members of the leadership team, along with the Governors.

Putting the Actions in Place

A new policy was launched in line with the Department for Education (DfE) guidance for September 2022, with staff undertaking training to understand their roles and responsibilities in achieving good attendance for all children. The children were spoken to in assemblies and SAM (School Attendance Mascot) was launched, where the best attending class each week got to look after SAM for the following week.

Parents and carers were sent an attendance letter signposting them to the new policy and class attendance was reported on each week in the school newsletter. Communicating with all stakeholders in this manner set the benchmark for the expectations of all.

The monitoring of attendance was moved from fortnightly to weekly with a key focus on persistent absenteeism and FSM/PP children. The leadership team added this to their weekly agenda and each child was 'banded' with specific interventions implemented at each stage. For example, if a child dropped below 95% attendance, a letter was sent home informing parents that their child was now below the national average for attendance and informing them how the school could support them in ensuring their child's attendance improved. The word 'support' changed the thinking of parents as previously, parents looked upon attendance communication as a negative (much like behaviour...but that is a different discussion!).

With those systems in place, this led to 'early intervention', and positive, supportive attendance discussions took place far earlier and prevented that downward trend continuing.

Attendance was now a daily discussion with positive connotations. This enabled the 'profile' of attendance to be raised and developed a culture of good attendance, which in turn led to better outcomes for the children.

I visited the school termly to meet with the Attendance Lead, to view attendance data, discuss progress and improvements in-line with the Action Plan.

By Richard Morley, Director at SchoolPro TLC



READ THE FULL CASE STUDY [HERE](#) AND FIND MORE INFORMATION ABOUT ATTENDANCE SERVICES [HERE](#)
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; 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, or if you wish to unsubscribe, then please email PA to the Executive Team and Governance, Jude Owens | Jude.Owens@sw-ift.org.uk

Connect with us on our socials for more updates and links to offers and news from our partners

[Facebook](#) [LinkedIn](#) [Twitter](#)

Our Sponsors



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

Everyone is Talking about Skills

The recent Local Skills Improvement Plans (LSIP), the buzz at employment events, reports by the South-West Social Mobility Commission and others.

What they are saying is that there seems to be a lack of professional skills in many young people entering the job market.

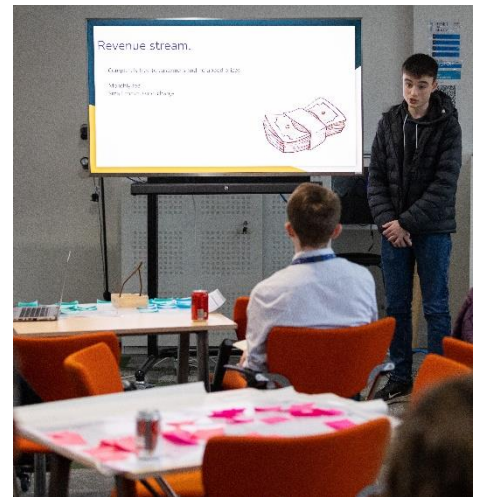
Weaknesses are in communication, time management and the ability to collaborate effectively. Young people are not demonstrating the ability to be flexible, solution-focused or responsive, and they do not seem to have a commercial mindset when it comes to decision-making. All of which affects their employability and their future success.

How do you fill this professional skills gap when there is hardly enough time to teach the National Curriculum and ensure young people also have a sport or hobby for that well-rounded education?

The programme at Volt Entrepreneurs is unique, proven, affordable and doable. Completed as a bootcamp over half term or during school breaks, or as an extracurricular activity during term time, the result is a cohort of students with the mindset and professional skill set to achieve their potential in life.

Students say, *"I hadn't heard of intrapreneurship before", "I thought innovation was scary but it's not, I now know how to act on my idea [...] the programme was amazing, I learned so much."*

Teachers say, *"You have transformed the lives of these young people" and "you've made it easier to fulfil the Gatsby benchmarks."*



Volt
Entrepreneurs



VISIT THE VOLT ENTREPRENEURS WEBSITE [HERE](#) AND CONTACT FOR A TASTER SESSION OR A TALK [HERE](#)

LYFTA

Lyfta brings learning to life and the world closer to your classroom with their immersive learning platform.

Experience the lives of real people through interactive 360° spaces and carefully curated captivating short films.



**Regional Leaders CPD and Networking at Link Academy Trust |
Friday 8 November 2023 from 1630 – 1800
Morchard Bishop C of E Primary School**

Join leaders at Link Academy Trust and the team from Lyfta to learn how immersive human stories are helping the Trust to improve student outcomes and engage students more deeply with their learning.

You will hear how the Trust are broadening their students' horizons by giving them access to people, places and perspectives through Lyfta and hear about the growth in confidence, positive impact on oracy and inclusion of all students in lessons they have seen as a result.

If you would like to attend, please see the booking link below.
Places are limited.

BOOK YOUR PLACE AT THE REGIONAL LEADERS CPD AND NETWORKING EVENT [HERE](#)
FIND OUT MORE ABOUT LYFTA [HERE](#) AND CONTACT [HERE](#)

 **Educatering**
The School Food Revolution

GROWING GREAT CHEFS

For October, we are concentrating on International Chefs' Day, 20th October. This year's campaign is 'Growing Great Chefs' and what better way than to share this with the next generation of 'Great Chefs.'

Cooking is more than making a tasty meal. It involves calculations, weighing, time management, patience and learning the importance of healthy eating. Introducing cooking at a young age can build fine motor skills and the perseverance of trial and error too. You can start by washing the vegetables, peeling the potatoes or carefully chopping the ingredients (use a butter or a child friendly safety knife for this).

If you would like some ideas on how to introduce cooking to your children, we can offer some advice via email.

WE WOULD LIKE TO TAKE THE CHANCE TO SHOWCASE OUR BRILLIANT SCHOOL CHEFS. TAKE A LOOK AT SOME OF THE INCREDIBLE CREATIONS MADE FOR YOU.



CHALLENGE

We would like to see your cheffing skills in action. Can you create one of the following dishes? Send your photos of your creations to jodie.peak@goosemoor.uk

MIXED FRUIT SALAD
OATY COOKIES
HANDMADE PIZZA (CHOOSE YOUR TOPPINGS)



Supporting First-Class School Dinners

Educatering offers a complete school and catering solution for schools.

It supports schools to use the best in locally sourced, restaurant quality products to provide exciting, child-led, nutritionally balanced meals.

**Highest quality
Fresh produce
Locally sourced
Compliant with current legislation**

Educatering's origins date back to 1957 and its Devon-based family business, Dart Fresh / Goosemoor Foodservice.

Over 65 years on, Educatering enjoys the reputation as leading provider of quality food products and produce across the South West.

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

Exeter Supply Partnership

Exeter Supply Partnership (ESP) has had a very positive start to the new term and they hope that you have too.

Their teachers have been busy attending professional development workshops to refresh their skills and knowledge, ready for the year ahead and ESP are excited to welcome so many lovely new teachers to their growing team.

There are nearly 120 registered teachers with ESP across Devon and Torbay and they are looking forward to assisting schools with their supply needs.

If you are looking for supply cover for your school, see the reminder here of ESP's services and how you could benefit from working with ESP for your supply needs.

Office hours | 0700 – 1700 Monday to Thursday
0700 -1600 on Friday.

Out of hours | 1700 – 2100 Monday to Thursday and Sunday for next day cover.

[CONTACT EXETER SUPPLY PARTNERSHIP HERE](#)
[FIND MORE INFORMATION HERE](#)
PHONE 01392 927171 OPTION 1

What services do ESP provide for schools:

- Day to day supply cover
- Short term supply cover
- Free vacancy advertising
- Targeted recruitment support
- Bespoke arrangements

All at no additional cost to schools, including no 'finders' fees.



Why choose ESP:

- A unique not-for-profit set up - no commission or hidden fees!
- We provide access to free professional development for our supply team
- We put schools and our supply team at the heart of everything we do
- Fair rates for schools and our supply team
- Supportive, friendly and professional office team

“ESP have become my 'go to' first choice for supply be it a last minute request or planned ahead they couldn't be easier to contact or more helpful.

We can rely on quality teachers at the best rates. I would and regularly do recommend them to teachers and schools alike.

Rockbeare Primary School

www.exetersupplypartnership.com



Find out more about SWIFT and our partners [here](#) | 9

Colyton
TEACHING SCHOOL HUB



Kingsbridge
TEACHING SCHOOL HUB



SOUTH WEST
Institute for Teaching

www.sw-ift.org.uk