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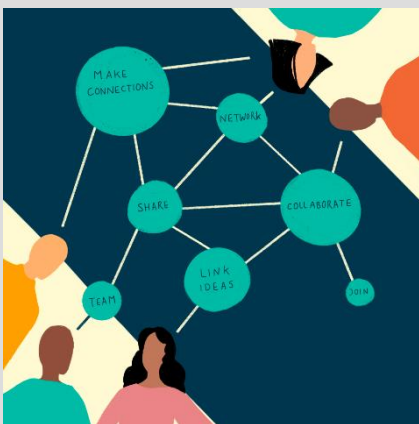
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[www.sw-ift.org.uk](http://www.sw-ift.org.uk)  
#rootedinpartnership

## Welcome from Roger Pope CBE

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

Does a pig grow if you weigh it?

Listen to a discussion about whether there are too many tests and exams for children, or whether we collect too much data and do too much analysis in schools. Sooner rather than later you will hear the clinching common-sense denouement: “You do not make a pig grow by weighing it.”

I think top surgeon Atul Gawande would disagree. In his very readable book “Better,” he writes about how to improve performance in hospitals. We often belittle ourselves as teachers, comparing ourselves unflatteringly with doctors. If only we used evidence like they do, then all would be well.

Gawande ponders on the nature of medicine and surgery where split-second decisions can mean the difference between life and death. “What,” he asks, “does it take to be good at something in which failure is so easy, so effortless?” In his eyes, the task of improvement is as difficult for doctors as it is for teachers. And points out what the two professions have in common.

We all use athletes in our staff training and assemblies as aspirational role models for improvement. We talk of the values of perseverance, hard-work, practice, and coaching. But doctors and teachers share something that athletes do not. If an athlete does not perform well, he loses a competition. If we do not perform well, a patient loses his present life, and a pupil the potential of his future life. Our professions have a moral dimension that athletes do not.

Which is why teaching is both such a rewarding and such a stressful profession. What we do – or do not do – matters. The pressure to improve and get better is not about moving up league tables. It is a moral pressure. And where better to start than by measuring. Weighing a pig does not indeed make it grow. But it tells you about the health and diet of the pig. It tells you where the pig is in line with expectation, and if you pay attention to what the weighing is telling you, and act to alter the pig’s diet, you will get a bigger, healthier pig.

No-one wants to be average. But there is no sin in being average, because under the law of the bell curve, that is what most of us will be. The sin lies not in being average, but in settling for it. Gawande suggests that in order to become the positive deviant who is above average, start counting something. If you then show interest in the patterns shown by your counting, you become a scientist yourself. If you act upon your findings, you become a better teacher.

*Weighing does not make the pig fatter, and neither does it make a pupil achieve more. But it’s a great starting point.*

## NPQs Cohort 2a Success

Congratulations to the National Professional Qualifications (NPQs) Cohort 2a Specialists’ Programme Members for an excellent mean pass rate of 98% following the recent assessment process, 2.4% higher than the national pass rate of 95.6%

This is our biggest cohort to date and we commend your motivation, contributions during the seminars and commitment to the programme.

# News Items

## The Happy Design Experience of our SWIFT Artwork

If you hold with the belief that every picture tells a story, the SWIFT Team like to think that this is especially true for our artwork.

You will see our luminous, colourful characters in assorted school situations on our website, flyers, newsletters, socials; even Christmas and thank you cards and other messaging to you.

Whatever your personal point of view, it would seem to be a truth universally acknowledged that modern life is visual and your brand matters. It speaks of who you are – whether that is you as a person and/or your organisation and what you stand for and believe in and how you share this brand with your audience – and thinking big as we like to do at SWIFT, sharing it with the world!

Schools encourage their children and young people to stand out from the crowd. To be their own person. To embrace their own creative and individual potential. And whilst PR photographs serve a purpose to model positive behaviour and situations to staff and young people; we wanted to complement these pictorial representations in our communications and building on this thinking, we commissioned Olivia Petrini, a talented former Sixth Form student from Colyton Grammar School - the lead school for our Colyton Teaching Hub – to work with us on this project.

It was to be an insightful exercise. We had to consider how to transmute our SWIFT vision and values as two of the Department for Education's Teaching School Hubs in creating high-quality opportunities for staff to learn, develop and connect, so that all children, especially the disadvantaged, achieve the best educational outcomes into a series of images that would stand out and show our schools and partners what we believe in at SWIFT.



Communication is everything to us. Our communication commitment is to be clear, concise, humble, together with schools and relevant for schools and we were to discover that this was a good starting point for our SWIFT artwork.

At the heart of our artwork is staff and pupils. Think of the designs of schoolchildren in the yard with their smart uniforms and school bags. Think of the teacher with the wizard's paintbrush inspiring her pupils. Of the pupil diligently sat at their desk arm raised to answer the teacher's question with a genuine alacrity and alertness.

[READ THE FULL ARTICLE HERE](#)

## SWIFT School Business Management Professional Community Legislative Updates

The start of a new year can mean different things for different people. Opportunity to start afresh, to renew, to recharge and reset and in the case of our Spring Term SWIFT School Business Management Professional Community to get up to speed with a general employment and human resources update on changes in legislation and best practice.

This termly Professional Community is one of a focused series that SWIFT is pleased to offer to our schools. Free to attend for SWIFT members and £25 for non-member schools. Speakers present on relevant topics to guide and update the School Business Managers. We know that changes in the law are a fact of life and in a busy school environment it must feel like things are endlessly changing and that is why it is all the more important to know what is on the horizon and how to adapt and make any necessary changes.

Even online for this Spring Term session, there was a discernible air of concentration as Marie Ashton from national law firm, Browne Jacobson specialists in education, presented on the updates afoot this year.

Many of the legislative changes are due to come into effect from the start of the next financial year on 6 April 2024. As you know, the devil is in the detail; but schools can get ahead with lead-in prep time now. Hence the Business Managers were listening so attentively.

Marie highlighted the following changes that schools need to be aware of this year:

- **Statutory Unpaid Carers Leave** | The Carers Leave Act 2023 | From 6 April 2024.
- **Flexible Working Changes** | Day One Right | 6 April 2024 | Changes to processing requests Employment Relations (Flexible Working) Act 2023 | Proposed to come into effect from late July/Early August.
- **Extended Redundancy Protections** | Protection from Redundancy (Pregnancy and Family Leave) Act 2023 | From 6 April 2024.
- **Duty to Protect Employees from Sexual Harassment** | Worker Protection (Amendment of Equality Act 2010) Act 2023 | From October 2024.
- **Minimum Levels of Service for Education Sector Strikes** | Strikes (Minimum Service Levels) Act 2023 Consultation opened on 20 October 2023 and will close on 30 January 2024.

General advice for schools is as follows:

- Keep staff updated of any changes.
- Undertake any staff training as necessary.
- Maintain accurate record-keeping.
- Update school policies.

**A cautious distinction when considering the changes:**

**Employees** = have a contract with the school]/Multi Academy Trust, i.e. teachers and support staff.

**Workers** = come into school and are not engaged in a contract of employment, e.g. music teachers, exam invigilators.

Reports by Jude Owens, SWIFT Executive Assistant

FIND MORE PROFESSIONAL COMMUNITIES [HERE](#) AND OTHER PROFESSIONAL DEVELOPMENT OPPORTUNITIES [HERE](#)

# Interview with Fiona Harvey, Deputy Head (Scholarship) at Colyton Grammar School

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*“I believe as school leaders, we must challenge and be positive in promoting teaching as a career that is brilliant, rewarding and a worthwhile choice.”*

It feels fitting that Fiona Harvey is the Deputy Head at Colyton Grammar School with special responsibility for scholarship. Fiona started her teaching career at this high-achieving school back in 1999 as a Newly Qualified Teaching (as they were then called) in her first Teacher of English post and where she has been proud to grow and evolve to her current post on the Leadership Team. A West Country girl, Fiona grew up in Cornwall and graduated in English at the University of Exeter. Colyton is the Lead School for the Colyton Teaching School Hub – one half of SWIFT, working in partnership with Kingsbridge Community College.

Scholarship is an essential part of school life at Colyton that has twice been judged Outstanding by Ofsted – the most recent inspection being in November 2022. As a school, they encourage their students to step out of their comfort zone and to take on new challenges and “to adapt to new situations, solve new problems and acquire new domain specific information,” which is reflected and modelled by their teachers in their continual learning.

It was with this in mind that we invited Fiona to share her insights into her role as one of our experienced SWIFT Facilitators for the National Professional Qualifications (NPQs).

## **1. What do you find to be most rewarding as a National Professional Qualifications (NPQs) Facilitator?**

There are three key aspects that I find most rewarding as an NPQs Facilitator.

Firstly, it gives me the opportunity to stay updated with the most current educational research so that I am constantly refreshing my ideas and teaching strategies through the materials. Secondly, I think it is a beneficial way to be very outward-looking and I get lots of ideas from the participants on the course about what they are doing in schools, what works, what perhaps has not worked as well, and which I can feed into my own practice. And then I think thirdly, it is very rewarding to get to know and support aspiring leaders. Too often, the media can present an image of teaching in quite a gloomy way. But in my role as a Facilitator (and for the Programme Members themselves) you get to meet aspirational, passionate, enthusiastic professionals who are truly dedicated to improving student outcomes.

## **2. How is this impacting on your current role?**

I think being a Facilitator encourages you to be constantly reflecting on your own leadership and practice. During many of the seminars we are asked to share our experiences from our own leadership positions and to provide real life examples of what is working. But also, what has not worked, and this means that I am constantly revisiting and learning from my previous experiences. Moreover, when we are talking about, for example, the Education Endowment Foundation’s (EEF) guidance reports, it is a good reminder for me to consider how closely we are following the evidence-based approaches. So, it is impacting positively on my own leadership abilities and how to bring about positive change.

I think it also helps with the professional development that we offer in school. Not only for those who are undertaking an NPQ, but more widely within our own teaching and learning strategy or when we are thinking about developing people, we are always able to look at the NPQ programmes and materials. I think also perhaps previously there has been a perception that when you move on to the leadership team, you forget what teaching is about or you can sometimes get distracted by other priorities. Being a Facilitator means that I always have teaching and learning at the heart of what I do.

## **3. What do you consider to be the main benefits of the NPQs for school leaders?**

I think it is important to make your staff know that you are thoroughly invested in them. That you value them, and that you wish to provide them with opportunities to develop their careers, and to develop their understanding of different roles that are available in different career routes. Also, making sure that you recognise they wish to grow and that you see their true potential; there might not be a position opening up soon within their current school, but that you still want them to develop their experience, so they are ready for future leadership roles.

I think another benefit of the NPQs is that it is sustained over time. It is not just a course that you send people on and then they come back to school and do not have the time to think about it. Their learning should be ongoing and should give them the opportunity to develop their thinking, and the chance to take on a departmental or whole school project. This provides not only leadership opportunities, but also, when they are ready to apply for their next steps, they have evidence of change, and of something they have done and can talk about the impact. So, I think it is a question of supporting their career progression and making sure that they are feeling refreshed and invested in.

I also benefit by speaking to colleagues from other schools and finding out what they are doing. I can build on these relationships, and I enjoy getting to know them in the breakout rooms and at the conferences. I always come back with ideas of how we can make improvements at my school.

## **4. What do you perceive to be the biggest challenge for school leaders?**

I think there are two significant problems that the teaching profession is facing.

READ THE FULL INTERVIEW WITH FIONA HARVEY, DEPUTY HEAD AT COLYTON GRAMMAR SCHOOL [HERE](#)

# Implementation and Planning to Sustain

*“Practices often lose effectiveness when they are scaled up, a phenomenon known as ‘voltage drop.’”*

## To be, or not to be

We often introduce programmes or strategies assuming they will continue indefinitely. Very rarely do we state or even think about how long a particular practice is supposed to last. But, of course, there are all sorts of options in between infinitely ‘to be’ and imminently ‘not to be’. We might decide to:

- Maintain the practice in its current form
- Scale up the practice
- ‘Institutionalise’ the practice
- Extend or restrict its reach
- Improve it, or improve aspects of it
- De-implement it to make way for something that’s likely to be more effective
- Specify its ‘shelf life’

Rather than pondering these decisions in year two or three when a practice is already under way, we would be well advised to think about them during the ‘Prepare’ phase. In other words, we should plan our ‘sustain’ strategy in advance.

## Programme Drift and Voltage Drop

If we don’t actively sustain a practice, we can expect to see a loss of effectiveness. The term ‘programme drift’ refers to a situation in which the expected impact of an approach diminishes over time, often because people stray from the core principles – or ‘active ingredients’ – that make it work. Alternatively, they might substitute their own, less effective versions – known as ‘lethal mutations.’

An implication of this is that part of our sustainability strategy should be to reinforce the active ingredients. We might, for example, use an existing coaching infrastructure to support fidelity to the approach, or regularly refer to a Teaching and Learning manual to prompt the desired behaviour.

Practices often lose effectiveness when they are scaled up, a phenomenon known as ‘voltage drop.’ As we try to scale our reading comprehension strategy, for example, from Year 7 English lessons to all subjects in KS3, we might encounter several sources of friction. Many might view it as an imposition on their role (‘I’m not an English teacher – I don’t have time for this!’). We might find that there isn’t a shared understanding of the evidence and rationale for the approach, leading to a damaging lack of buy-in. We might find we don’t have the capacity we need to support individual departments and teachers with the approach. ‘Voltage drop’, then, refers to the decreasing effectiveness we see as we attempt to scale up a strategy.

Rather than assuming that things like readiness, capacity and expertise will remain constant, we should, in the words of the EEF’s implementation guidance report, ‘treat scale-up as a new implementation process’, checking that the problem is still the problem and that the approach is a good fit for the expanded context.

## Monitoring as part of the development process

However, not all view programme drift and voltage drop as inevitable:

*“... we reject the notion that an intervention can be optimized prior to implementation, and explicitly reject the validity of ‘program drift’ and ‘voltage drop.’ Rather, we suggest that the most compelling evidence on the maximal benefit of any intervention can only be realized through ongoing development, evaluation and refinement in diverse populations and systems. Instead of viewing contextual factors as interfering with the delivery of an effective intervention and needing to be controlled, we see the opportunity to learn about the optimal fit of an intervention to different care settings.”*

**From “The Dynamic Sustainability Framework: Addressing the Paradox of Sustainment Amid Ongoing Change.”**

**By David A. Chambers, Russell E. Glasgow and Kurt C. Stange.**

Which is to say:

- no programme is so perfect that it can’t be improved;
- the way to improve it is through ongoing development, evaluation and refinement in real-world, complex situations; and
- barriers and threats are actually learning and improvement opportunities – as long as we actively look for and reflect on them.

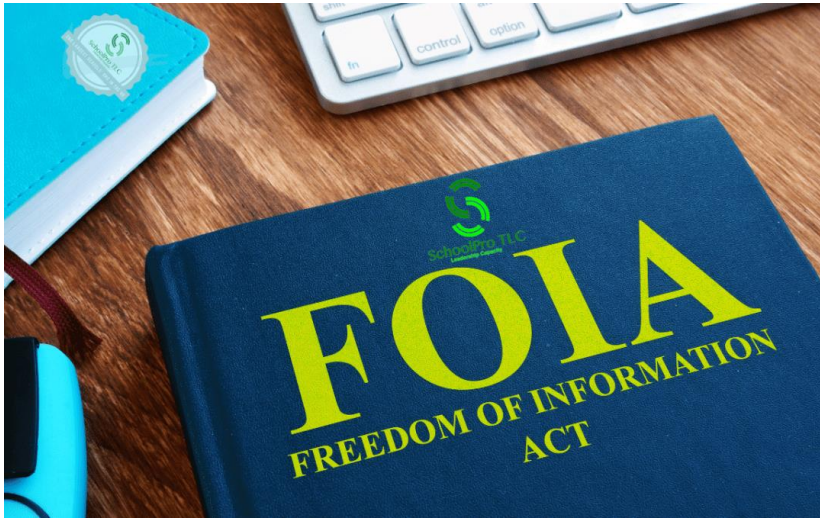


**By Kingsbridge Research School**

READ THE FULL ARTICLE [HERE](#) AND FIND MORE ABOUT KINGSBRIDGE RESEARCH SCHOOL [HERE](#)  
FIND THE DYNAMIC SUSTAINABILITY FRAMEWORK: ADDRESSING THE PARADOX OF SUSTAINMENT AMID ONGOING CHANGE [HERE](#)



# Guidance on Handling Freedom of Information (FOI) Requests



## Understanding Valid FOI Requests

- **Definition of a Valid Request:** Schools must respond to written requests that clearly state the requester's real name and provide a contact address (which could be a postal or email address). The request should also specify the information sought. As the ICO state, this is not a hard test to satisfy and "almost anything in writing which asks for information will count as a request under the Act." (What should we do when we receive a request for information? | ICO)
- **No Requirement for a Reason** | Schools should remember that the reason for the request is not required and should not influence their response.
- **Only Provide Recorded Information** | The Freedom of Information Act covers recorded information that is held by the school including printed documents, computer files, letters, emails, photographs, and sound or video recordings. This means that schools do not need to provide information they do not collect and hold as part of their regular routines.

## Cybersecurity and Online Surveys

- **Concerns with Online Forms** | A number of recent FOI requests have included links to online surveys, Google Forms, or similar. However, for cybersecurity reasons, we would advise schools to avoid using these methods to provide information.
- **Alternative Methods** | Schools are advised to use established communication channels to respond to FOI requests, ensuring data protection and cybersecurity. This could be as simple as requesting the questions are sent directly by email which can then be responded to without needing to click on unknown links.

## Best Practice for Schools

- **Timely Response** | Schools have 20 school days or 60 working days (whichever is shorter) from the receipt of the request to respond.
- **Data Protection** | Ensure that no personal or sensitive data is inadvertently shared while responding to FOI requests. There are some limited exceptions to this but it is best to consult your DPO prior to sending the data if you have questions or concerns.
- **Transparency and Accountability** | Maintain a transparent process while ensuring the accountability of the information provided.

## Refusal of Requests

- **Grounds for Refusal** | Requests can be refused if they exceed cost limits, are considered vexatious, or are repetitive.
- **Use of Exemptions** | Apply exemptions judiciously, considering the public interest in both disclosing and withholding information. There is generally quite a high bar for the use of exemptions in a Freedom of Information request and the exemption has to be fully explained to the requester in a 'refusal notice'.

## Final Notes

- **Documentation and Record-Keeping** | Keep records of all FOI requests and responses for accountability and training purposes. Most of our schools will log FOI requests on the portal either within the SAR log or the Data Decision log.
- **Consultation with Experts** | When in doubt, consult with information governance experts or legal advisors to ensure compliance. We are happy to provide guidance as the DPO although FOI does generally sit outside the role of a Data Protection Officer.

FIND OUT HOW SCHOOLPRO TLC CAN SUPPORT YOUR SCHOOL WITH DATA PROTECTION AND OTHER SERVICES HERE AND CONTACT [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; 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, or if you wish to unsubscribe, then please email SWIFT Executive Assistant, Jude Owens | [Jude.Owens@sw-ift.org.uk](mailto: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](#) [X \(Twitter\)](#)

# Our Sponsors

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



## New SWIFT Sponsor ONVU Learning

We are pleased to introduce our new sponsor ONVU Learning. A complete 360-degree video and audio lesson capture solution to help educators reflect, collaborate and analyse the entire teaching and learning process.

ONVU Learning stands as a pioneer in offering a unique video lesson capture solution to schools. It not only provides a 360-degree view of the entire classroom with studio-quality audio, but also offers an intuitive platform to allow teachers to record, review, and delve deep into their lessons. By facilitating this in-depth and self-reflective analysis, ONVU Learning empowers educators to enhance their professional growth and enable leadership teams to establish uniform, effective practices within their schools.

ONVU Learning are committed to assisting schools in their quest for excellence. Their approach minimises the cost and time whilst overcoming the one-size-fits-all issues typically associated with traditional Continuous Professional Development (CPD) methods; thus, ensuring that resources are utilised efficiently. Moreover, their innovative solution addresses the common anxieties teachers face with traditional lesson observation, fostering an environment of collaborative learning and knowledge.

Prioritising teacher well-being is at the heart of their ethos and ONVU simplify administrative duties and champion a healthy work-life balance, allowing teachers to concentrate on their primary mission: inspiring and educating their pupils. Their platform is designed to be content-neutral, catering to a vast array of individual teacher CPD needs, which nurtures a culture of ongoing innovation, growth, and the holistic well-being of both educators and students.

As ONVU continue to champion teacher empowerment and well-being, the vision remains clear: a future where teacher CPD effortlessly melds with daily practices, uplifting academic outcomes, and catalysing positive shifts in improving school standards and the broader educational community.

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

## Tomatoes in January | A Visit to Goosemoor Educatering HQ

You know what they say about strawberries in December. But consider tomatoes in January. Bright, shiny, happy red tomatoes. I was reminded when I saw these tomatoes on my recent visit to our sponsor Educatering of all that is joyful about fresh food and to think that these tomatoes are going into schools to feed our bright, shiny, happy children and young people and staff.

Part of the Goosemoor Group, Educatering are currently working with 80 schools spanning Bristol to Cornwall and all the counties in between. No wonder the team are quite rightly proud of their achievements over the past two and a half years in providing a complete school catering service. And they have a waiting list! It is pleasing that more schools are set to benefit with planning underway to onboard the next eight new schools due to join the Educatering family before Eastertime.

This close-knit Devon-based family business has come a long way in nearly 70 years, growing from a farming and fruit and veg business to the successful foodservice and limited company that it is today. Yet it is endearing that true to their roots, they still provide homegrown parsnips and swedes to local Tesco's. But then, Goosemoor makes a virtue of joining-up their business operations and also providing a joined-up catering service to schools in sourcing ingredients, bespoke menu planning, compliance and even relief catering team staff.



READ THE FULL ARTICLE [HERE](#) AND FIND OUT MORE ABOUT EDUCATERING [HERE](#) AND CONTACT [HERE](#)

**Educatering**  
The School Food Revolution

**IT'S OUR 3<sup>RD</sup> BIRTHDAY!**

EDUCATERING IS TURNING **3 YEARS OLD IN 2024!**  
What an amazing few years it has been. We cannot wait for what 2024 has in store.  
Let's look back at how many children we were able to give hot, delicious Christmas lunches to, last month. We have supplied the following to our schools for December...

<b>1060kg</b> TURKEY	<b>3085kg</b> POTATOES	<b>3970</b> PIGS IN BLANKETS	<b>181</b> SAVOY CABBAGE	<b>815kg</b> CARROTS	<b>100kg</b> GRAMY POWDER
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**SPRING SEASONAL FRUIT & VEGETABLES**

MUSHROOMS	PARSNIPS	CELERY FLOWERS	LEEDS	FRESH BROCCOLI	SPINACH	SPRING ONION	APPLES	ORANGES	CELERY
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**CHALLENGE**

Look above at some seasonal fruit and vegetables for the Spring term. We challenge you to try to make a meal or snack with some new in season fruit and vegetables. Be sure to ask a grown up to share your photo of your meal or snack on social media. Tag us and use our hashtag #educatering #goosemoorfood



## Fergus Shares his Experience of Volt Entrepreneurs

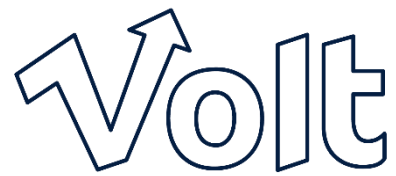
My name is Fergus, and I have proudly been working with and have been taught by Volt Entrepreneurs. I participated in their pilot runs when I was still doing my GCSEs, and then I was an intern helping them to deliver the Volt Circuit during my gap year between A Levels and University. I find that I am applying everything they taught me, not only in business, but in all my daily work as a student and an entrepreneur.

I had little desire to be an entrepreneur before knowing about Volt; let alone knowing where to begin. Now I am in the early stages of starting a clothing business, which highlights my designs by using a fictional town to enhance and entwine thematically all of my sporadic ideas.

The Volt Circuit made it very clear which areas should be prioritized when becoming an entrepreneur, ensuring that I was well equipped, supported and seen, from start to finish. It progressed from the essence of an idea to dealing with successes and failures that may follow.

My ideas for a business were all over the place to begin with. I wanted to do a great number of things all at once. But the course allowed me to plan it all out and to find ways to do it all, without sacrificing the quality of any of the things that needed doing. I now know how to grow, how to gain a network of helpful contacts to design the product for my target audience and I will continue to use all I have learnt in my future endeavours, in the same way that I actively apply Volt techniques in my daily work.

Truly, and rather personally, I am thankful for the Volt Circuit. I'm not sure I would have been able to start without it and the amazing people behind it.



Entrepreneurs

## Entrepreneurship can change your life

The earlier you start the better!

The five key benefits of entrepreneurship ensure "you can":

1. Use your ideas to improve the world
2. Be resilient and comfortable outside your comfort zone
3. Choose your own life-style
4. Surround yourself with like-minded, creative, dynamic people
5. Become financially free

Our **5As framework** supports and mentors young people to achieve their aspirations as entrepreneurs.

FIND OUT MORE ABOUT VOLT ENTREPRENEURS [HERE](#) AND WATCH THE INTRODUCTORY VIDEO [HERE](#)

## How Exeter Supply Partnership are Supporting Multi Academy Trusts with their Staffing Needs



Exeter Supply Partnership (ESP) is a not-for-profit organisation providing a primary teacher supply service to schools. A non-commercial agency operating as a local supply pool, set-up by schools for schools and managed by senior leaders from our registered schools.

### What does ESP offer Multi Academy Trusts (MATs)?

**Not-for-profit** | No commission, no hidden fees. ESP understands the need for school funds to be spent wisely and reinvest any surplus to benefit schools and teachers.

**Compliance** | Teachers and Teaching Assistants are interviewed in person and safer recruitment checks completed and maintained by the ESP in-house team.

**Clear Rates** | A set rate across all teachers, one rate for all schools, making it fair and easy to budget.

**Central invoicing** | ESP can work with you to make the administration and finance process as simple as possible.

**Free Recruitment Support** | Advertise your school vacancies on the [South West Education Jobs](#) website for free as well as access targeted recruitment support.

**High Quality Teachers** | ESP are constantly recruiting talented teachers into their supply pool; many of whom are soon snapped up by schools, and there is no finder's fee!

**Flexibility when requesting cover** | Request your preferred teachers for your bookings and you can contact ESP in the evenings and at weekends to request your cover.

**Efficient Processes and Helpful Office Team** | Combining technology and the personal touch, ESP take into consideration your needs and individual preferences of their teachers, to organise cover quickly and efficiently to meet your requirements.

**Support for Teachers** | Taking care of their teachers is very important to ESP. They take time to get to know teachers, match them with your bookings to suit preferences, provide access to free professional development, give them control and flexibility of their work schedules, support them with career progression and above all, value their hard work and efforts.

ESP are open to working in partnership with MATs to recruit teachers locally for your schools and to work together to make organising cover for your schools as easy as possible.

**If you are a MAT looking for support with your supply cover needs, please contact ESP to discuss this further.**

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



## Cultural Capital as Curriculum Entitlement with Lyfta



# LYFTA

Dan Morrow, CEO of Dartmoor Multi Academy Trust explores cultural capital as an important curriculum entitlement for all children:

“The experience and knowledge gained by children during their formative years are important factors to ensuring their success in wider society. By integrating cultural capital into the curriculum, schools are able to provide opportunities to students - no matter their background - enabling them to effectively navigate professional and social relationships; as well as fostering a sense of belonging and well-being.”

### **FREE Webinar**

#### **Learning from Life: Unlocking Meaningful Learning through Immersive Human Stories Wednesday 28 February 2024 | from 1630 - 1715 (online)**

Join colleagues from the North-East of England at this **FREE** online event to hear how immersive human stories are helping schools in the region to unlock meaningful learning, improve student outcomes and engage students more deeply with their learning.

Hear how Teesville Academy is using the Lyfta platform to broaden their students' horizons and to give them access to people, places and perspectives to which they might otherwise not have access.

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