



UPDATE ISSUE 4 Thursday 7 April 2022 | Spring Term

IN THIS ISSUE

1 Opportunity for all: strong schools with great teachers for your child

Roger Pope reflects on the first Education White Paper in six years.

1 - 2 Summer Conference 2022

Find out more about this year's flagship leadership event both in-person and online.

3 Teach First Early Career Framework (ECF) Survey

Find out what Early Career Teachers think about the ECF in the Teach First survey.

3 SWIFT Spring Leadership Forum

Jude Owens reports on some of the highlights of this second leadership forum.

4 An Interview with Appropriate Body Induction Tutor

Martin Lewis shares his insights into this important role supporting ECTs at Kingsbridge Community College.

5 The Department for Education Get School Experience Service

Find out about the benefits of signing-up your school.

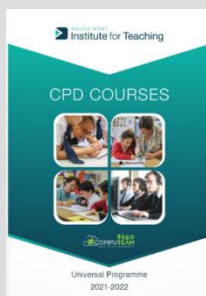
6 About Us

SWIFT is proud to be built on a partnership model.

6 Keeping in Contact

6 - 7 Our Sponsors

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Opportunity for all: strong schools with great teachers for your child

By Roger Pope CBE

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

“The quality of teaching is the single most important in-school factor in improving outcomes for children, especially those from disadvantaged backgrounds.”

The opening sentence of the White Paper says it all, and it is good to see this truism given such prominence. It is easy to lose sight of this as we discuss systems and structures and accountability and all the other stuff that is always in danger of diverting schools and Trusts from what matters.

The White Paper is clear on how Trusts are to become the norm by 2030, and also that one of the ways in which they will be judged is the extent to which they place staff at their heart.

The expectation is that a Trust:

“trains, recruits, develops, deploys and retains great teachers and leaders throughout their careers, proactively engaging in Initial Teacher Training and the Early Career Framework, supporting staff development by using National Professional Qualifications and other evidence-based professional development and providing them with opportunities to progress. Deploys the best staff in the schools where they are needed most and prioritises staff wellbeing.”

There is much to cause us great cheer in these statements. The policy of the Golden Thread of a teacher's career is now firmly cemented, and we can be sure it will be with us for the lifetime of this Government – and given the power of momentum, well beyond.

Teaching School Hubs are here to stay, and SWIFT will be alongside you to make sure you have the very best opportunities in ITT, ECF, NPQs and much more.

Enjoy your Easter eggs!



HM Government
Opportunity for all: strong schools with great teachers for your child

Summer Conference 2022

The flagship leadership event!

Effective resilient leadership in five steps; Ofsted updates, findings and questions; Raising aspirations and transforming life chances of disadvantaged pupils. The keynotes for our 2022 Summer Conference.

Nine school weeks today on **Thursday 30 June 2022** we'll be joining together for this year's event that builds on the success of the past two years with opportunity to meet and network in-person at Exeter Racecourse, as well as the option to join online.

We are committed to provide schools in the South West with a high-quality conference that matches the best of any leading national educational body.

You can read more on the next page...



CONFERENCE

Thursday 30th June 2022 | 09:00 – 15:45



Exeter Racecourse & Online | #sumconf22

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Summer Conference 2022

This year's Summer Conference is themed around current priorities in education; including professional development, curriculum, disadvantaged and school improvement with options for leaders from all phases.

We are looking forward to welcoming our three keynotes who offer a range of compelling insights into leadership today:

Diana Osagie | Founder and CEO of The Academy of Women's Leadership

James McNeillie | Ofsted South West Regional Director

Sir Hamid Patel | CEO of Star Academies, England's highest performing Trust



The conference is open to everyone: school leaders, Governors, teachers, researchers and other educational professionals are all warmly invited to attend. We are delighted to be working closely in the delivery of the National Professional Qualifications (NPQs) with our partners, Leading Schools South West (LSSW) and OneCornwall and all current LSSW NPQ programme members are entitled to a 50% discount on member or non-member rate.

Workshop sessions will be led by Ruh Alford, Phil Armstrong, Graihagh Crawshaw & Faye Craster, Jon Eaton, Jean Gross CBE, Sufian Sadiq & Lorraine Hughes, Sam Sims and John Tomsett. Online delegates will be able to view all three keynote sessions and only the workshops that take place in the main room. Video recordings of the main room sessions will be available to delegates after for a limited period.

We look forward to seeing you at the conference!

[FIND OUT MORE HERE](#) AND [BOOK YOUR PLACE HERE](#)

Cost: SWIFT Members £70 | Other Colleagues £100

**50% discount on either rate for leaders currently completing NPQs with LSSW*

Other News Items

Teach First Early Career Framework Survey

Find out what Early Career Teachers think about the Early Career Framework in the Teach First survey.

Feedback is integral to our work as educators and trainers in informing and, ultimately, motivating us to progress and perfect our practices and procedures.

In the case of the Early Career Framework (ECF), the SWIFT Team were delighted with the recent results of a nationwide survey conducted in January by national provider, Teach First, which asked Early Career Teachers about their experience of this two-year statutory induction programme.

Part of the Department for Education’s (DfE) teacher recruitment and retention policy, the ECF provides a high-quality, structured professional development programme of training, support, and resources for Early Career Teachers (ECTs) and their Mentors and SWIFT benefitted from participating in the DfE’s pilot ECF programme last year.

This academic year, Colyton and Kingsbridge Teaching School Hubs are working together as SWIFT with Teach First in an area-wide partnership, supporting 794 programme members in schools across Devon, Plymouth and Torbay.

Results of the survey are very pleasing. Any Teaching School Hub that was 2% or more above the national “positive response” average is considered to be high-performing, which was the case for many responses from SWIFT programme members and is it worth reporting some of the survey questions/responses here:

Training Quality

Please rate the overall quality of the training and support you have received so far on the Early Career Framework Programme.

This includes online seminars, in-person seminars, mentor interactions, online self-directed learning content as well as other aspects of the programme.

	Very good	Good	Average	Poor	Very poor	Total positive responses
Average for Delivery Partners	21%	52%	21%	5%	1%	73%
SWIFT Average	29%	52%	16%	4%	0%	81%
SWIFT Average vs DP Average						+8%

Commenting on the Teach First Early Career Framework survey results, SWIFT Director Martin Smith said:

“This is an important survey in providing feedback to SWIFT about the experience of our ECF programme members and it reflects the supportive and responsive commitment and dedication of the SWIFT Team and positive participation of our programme members.

We look forward to the continuation of the programme and supporting our Early Career Teachers and Mentors.”

The SWIFT Team will be hosting a series of information webinars providing guidance for schools for the 2022-2023 ECF programme and Appropriate Body service for schools who are new to the SWIFT ECF Programme and for existing schools on the programme.

READ THE FULL ARTICLE HERE AND HOW TO BOOK FOR ONE OF THE 2022-2023 INFORMATION EVENTS

SWIFT Spring Leadership Forum

PA to the SWIFT Executive Team, Jude Owens reports on some of the highlights of our second leadership forum.

Over 170 school leaders from across the Devon, Plymouth and Torbay area came together online on the first Wednesday in March for the Spring Leadership Forum with the shared focus of school improvement and teacher development.

SWIFT Director, Martin Smith welcomed delegates and introduced the South West Institute for Teaching as Colyton and Kingsbridge Teaching School Hubs, two of the 87 Teaching School Hubs working together on the Department for Education’s national programme...

Keynote speaker, Tom Sherrington opened the conference with his Introduction to Walkthrus and Tom will be working with schools on a SWIFT programme next academic year.



Coaching is an increasingly acknowledged essential teaching and learning tool, and Walkthrus consider 50 key teaching techniques in five steps with “wrap around” ideas, providing guidance about what is needed to teach well. It is not enough to simply hope that teachers will improve. Professional development must be a key driver, rather than accountability; thereby moving away from top down observations to a ground up and organic professional dialogue in schools...

The next keynote speaker was HMI, Stephen Lee on the latest Ofsted briefing presenting key messages about curriculum, which was a central focus of the Education Inspection framework (operational for the past four years). Previously, Progress 8 data could have triggered an inspection; but this is Ofsted’s conscious attempt to refocus the conversation on the central purpose of schools.

Since Ofsted’s Chief Inspector Amanda Spielman started in post in 2017, Ofsted has refocused on the curriculum and in particular the substance and knowledge that we want young people to acquire, so that they know more and remember more of what they learn. Learning needs to be broken down into components as sequencing to ensure that pupils are secure in their learning before they progress. Otherwise, there is the danger of missing knowledge and accumulating gaps as a “cumulative disfluency...”

READ THE FULL REPORT [HERE](#) AND FIND MORE ABOUT THE WALKTHRUS PROGRAMME [HERE](#)

An Interview with Appropriate Body Induction Tutor Martin Lewis at Kingsbridge Community College

The Appropriate Body Service plays a key role in the Department for Education's Teacher Recruitment and Retention Strategy (2019) with a responsibility for statutory teacher induction, as well as checking that Early Career Teachers receive a programme of support and training based on the Early Career Framework.



Nearly two-thirds of the way through this school year, we are pleased to bring you this interview with Appropriate Body Induction Tutor, Martin Lewis.

How long have you been the Induction Tutor at KCC?

For seven or eight years - after I inherited the role! I've experience of working in Initial Teacher Training (ITT) from my previous roles and particularly, when I taught in the North West as a subject lead and then as an Assistant Principal, I worked with Manchester Metropolitan University and the Arts and Humanities PGCE. When I came to KCC I became the Initial Teacher Training Co-ordinator (ITEC) and a subsequent change in personnel and the need to look after our NQTs resulted in me taking on the role of Induction Tutor.

What type of responsibilities do you have as an Induction Tutor?

It's fair to say that the role of Induction Tutor has grown due to the new legislation and statutory requirements for Early Career Teachers (ECTs). There is more rigour and in turn support for ECTs, and it has more structure and the role and responsibilities for schools have grown as a consequence.

The role has enormous value in building a community of Early Career Teachers (ECTs) whom I need to ensure are fully supported; as well as supporting Mentors within the wider school community.

Essentially, my main responsibilities as Induction Tutor are to ensure that our Senior Leadership Team, Mentors and myself are doing what they need to do and engage in direct and regular contact with the ECTs. This means celebrating when it's going well and to support "when the wheels wobble." Now that induction is twice as long with the two-year programme, this balances the pressure in terms of "a long and thin approach, rather than short and sharp."

It's worth noting that the impact of Covid and school closures has had a profound impact on this current generation of new teachers who are now benefitting from this wider element of support.

Induction paperwork is of course, another important responsibility.

Here at KCC, I work with the Assistant Principal (Teaching and Learning) to ensure the SWIFT Appropriate Body Service and Department for Education (DfE) registration are both correct and that ECTs and Mentors are all on the system. I'm aware that the DfE are looking at streamlining this process after a few issues this year.

Under what types of circumstance would you have additional support from the Appropriate Body as part of your role?

I've had cause to contact the SWIFT Appropriate Body Service with reference to the new ECT Manager system, in clarifying deadlines and if, and when, I've misjudged timings and I've also contacted them for support about the paperwork.

Also, in the Quality Assurance process when I've spotted some anomalies, it has been helpful to know that help is available. I know that this support is especially helpful for small schools who might not have the in-house expertise and who can reach out to the SWIFT Appropriate Body Service for advice and guidance. In the event of ECTs who are cause for concern, it has sometimes been necessary to go into school to undertake lesson observations.

"Working with the SWIFT Appropriate Body Service Team, it's helpful to know that support is there whenever I need it: whether for sharing expertise and guidance with the registration paperwork, managing the online ECT Manager system, the Quality Assurance process and to be reassured that what we're doing is right."

WE THANK MARTIN FOR HIS INSIGHTS INTO THE APPROPRIATE SERVICE AND HIS ROLE AS INDUCTION TUTOR. READ THE FULL INTERVIEW [HERE](#)

The Department for Education Get School Experience Service

As a Teaching School Hub, we support Initial Teacher Training in our region. As part of this work we are asking schools to consider signing-up to the Get School Experience Service.

[Potential trainee search tool \(click here\)](#)

The Get School Experience Service helps match people who are interested in getting into teaching with schools that offer virtual and in-school experience.

Benefits of joining

Promote your school and subject to potential teacher training candidates

By creating a profile on the service, you'll be able to:

- promote your school and teacher training initiatives | the site has over 4,000 users per month.
- attract candidates in your area | users search for school experience by location, and it is known that there is an unmet demand for school experience in the South West

Manage virtual and in-school experience

Use the service to:

- advertise virtual and in-school experience dates.
- reduce the admin burden by managing all your requests and communications with candidates (SWIFT will manage the admin and logistics on behalf of KCC and Departments).
- help you select suitable candidates, based on your requirements.

Build relationships with potential applicants

By offering school experience, you'll:

- help candidates find out if teaching is the right career for them.
- offer an insight into teaching in your phase and subject.
- meet potential future teachers for your school.

What does this mean for us as a Subject Department?

You'll be asked very occasionally, at times convenient to yourselves:

- to host a potential trainee for a morning or afternoon.
- to put together a short timetable to enable them to experience a range of classes within your Department.

As a teacher?

You could be asked:

- if you would like a potential trainee to visit your lesson
- if you would like to be involved with a virtual school experience visit.

Thank you for considering signing-up your school to the Get School Experience Service.

**TO SIGN UP YOUR SCHOOL SEE [HERE](#)
FOR HELP GETTING SET UP ON THE SERVICE [EMAIL](#)**

The Get school experience service.

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Promote your school and subject to potential teacher training candidates

By creating a profile on the service, you'll be able to:

- promote your school and teacher training initiatives - the site has over 4,000 users per month
- attract candidates in your area – users search for school experience by location, and we know there is an unmet demand for school experience in the South West

Manage virtual and in-school experience

Use the service to:

- advertise virtual and in-school experience dates
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- help you select suitable candidates, based on your requirements

Build relationships with potential applicants

By offering school experience, you'll:

- help candidates find out if teaching is the right career for them
- offer an insight into teaching in your phase and subject
- meet potential future teachers for your school

To get started, go to <https://schoolexperience.education.gov.uk/schools>.

Or, you can:

1. Search for 'Get school experience'.
2. Click through to the site.
3. Select the 'Manage school experience' link under 'if you're a school'.

If you'd like help getting set up on the service, email us at: school.experience@education.gov.uk



The Get School Experience Service.

Get School Experience is a service that helps effectively match potential candidates who are considering becoming teachers with schools that provide the chance to experience a classroom and to showcase their school.

The aim of this service is to:

- minimise the admin burden associated with planning and running school experience, including sending communication directly to candidates
- give you access to a large pool of potential teaching candidates – we have over 5,000 users on the site per month
- help those candidates make an informed choice that teaching is right for them
- help you build a pipeline of potential future teachers for your school, or set of schools

Benefits

By using the service, you'll be able to easily:

1. create a school profile that candidates can view to promote your school and teacher training initiatives to potential teaching candidates
2. advertise your school and school experience dates
3. find out more about prospective teaching candidates
4. build relationships with potential applicants
5. attract potential ITT trainees to your school

How to join

To get started, visit the following link: <https://schoolexperience.education.gov.uk/schools>. Alternatively, search for Get School Experience, click through and then click 'Manage School Experience' below the text that says 'if you are a school'.

Help getting set up

If you'd like help to onboard, you can contact us on: Organise.School-Experience@education.gov.uk



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 and EdTech Demonstrator Schools; 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 Executive Team, Jude Owens who will be pleased to update our records Jude.Owens@sw-ift.org.uk

Follow us on Twitter

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[@SouthWestIFT](https://twitter.com/SouthWestIFT)

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And we are pleased to introduce our new sponsor, InVentry.



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YOU CAN ALSO READ THEIR BLOGS ON CURRENT TOPICS ON OUR NEWS PAGE [HERE](#)
AND FIND OUT MORE NOW ABOUT CURRENT OFFERS AND BLOGS ON THE NEXT PAGE

MILSTED LANGDON

We offer Specialist Advice for School Leaders

Are you and your staff fully informed about the pension schemes that you are members of?

Specialist Financial Planning Advice

Milsted Langdon Financial Planning has helped thousands of people make the most of their financial affairs. We offer expert, bespoke advice from local advisors and are always on hand to offer support when you need it.

We offer free pension seminars in schools to provide you with more information and advice, which will cover:

- Pension Scheme rules and reforms, including how the McCloud judgement will affect you
- Phased and flexible retirement options
- Funding options for early retirement together with making the best use of tax relief whilst working to help fund retirement
- Changes in qualification and rules of the State Pension
- All the additional features of the Teachers' pension such as ill health, death in service and dependents benefits

Awarded by the Personal Finance Society (PFS), Pension Transfer Gold Standard aims to give consumers confidence that they are working with expert pension advisers that are guided by a set of principles. These principles, alongside Pension Works' Financial Conduct Authority regulation, guide us to ensure any pension advice or pension transfers we undertake for our clients is of the highest quality.

IF YOU'RE INTERESTED IN MAKING A BOOKING, PLEASE CALL 07525 816499 OR [EMAIL DANA MACKIE](mailto:dana@milstedlangdon.co.uk)

If you would like more information about our financial planning services, please get in touch.

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- Property Insurance
- Professional Indemnity
- Cyber and Cybercrime
- Business Interruption
- Governors/Directors' Liability
- Motor/Minibus
- Employers Liability
- School Trips & Overseas Travel
- Engineering
- Public Liability
- Staff Absence Insurance
- Contract Works

In addition, we have a range of services to help you mitigate risk and reduce absence including health and safety support, valuation services, a health and wellbeing hub and HR and employment law advice.

To talk to us about your school's insurance requirements, please call **01438 739626** or email adrian.henley@towergate.co.uk



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As education insurance specialists, Towergate Insurance are on hand to provide a quotation for a range of aspects for schools and home tutors.



TO REQUEST A QUOTATION, YOU CAN CONTACT TOWERGATE INSURANCE [HERE](#) OR EMAIL [HERE](#)...



SchoolPro TLC are dedicated to making a difference to the lives of children and school staff both locally and nationally, working in partnership with schools, Academy Trusts and Local Authorities to provide specialist expertise in a variety of areas.

The Department for Education Daily Data Collection and Wonde | SchoolPro TLC blog

The Department for Education (DfE) have recently been in contact with schools about the trial for their new daily attendance data collection through their processor, Wonde. The short answer is that you can participate in this trial if you want your school to. However, there are some considerations that you should take regarding the trial.

Wonde is contracted as a processor by the DfE for the purposes of this data collection. Appropriate contracts are in place between the DfE and Wonde, and compliance and due diligence has been conducted by the DfE. The school is the data controller and Wonde is the data processor. In this case, the DfE is also data controller and becomes controller at the point it receives data from Wonde's secure portal.

Data Protection Officer: Ensure procedures have been well communicated with relevant staff. Clarify that these staff are clear with regard their specific roles and responsibilities around the system and that appropriate training has been undertaken for staff in the relevant positions.

Technical and other recommendations to be clarified as follows...

READ THE FULL ARTICLE [HERE](#)
CONTACT SCHOOLPRO [HERE](#)



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