Mentors Matter!
Generate Teaching Hub's Annual Plan 2024 to 2025

Website version

Our role: Connecting great teachers to the best professional development in Halton, Warrington & Wigan.

Our why: We believe that the more coherent the leadership of teaching is, the better the outcomes for young people.

Contents

1. Our Reach in Numbers – Years 1 to 3

1 bespoke CRM database designed

1 'outstanding' Ofsted inspection of the Early Career Framework supported

2 'outstanding' Ofsted inspections of National Professional Qualification programme supported

1 local leadership conference

3 delivery plans approved by Department for Education

3 local peer professional networks initiated

3 licences awarded from nationally accredited partners

9.5 days Continuing Professional Development delivered

20 primary (3-7 and 5-11 years) teacher trainees awarded QTS & PGCE

6 performance and finance reports approved by the Department for Education

9 National Professional Qualifications launched

50 cohorts National Professional Qualifications delivered

35 cohorts of Early Career Mentors delivered

45 cohorts Early Career Teachers delivered

57 CPD participants

67% of all NPQs in Halton, Warrington & Wigan.

83% of local schools engaged with Generate Teaching Hub in year 2; year 1 (70%).

83% of all local schools engaged in a hub service

86% Early Career Teachers rate their current job satisfaction as good or very good

87% Early Career Teachers satisfied or very satisfied with our ECF programme

95% Early Career Teachers rate quality of their mentor as good or very good

100% teacher trainees secured first positions in teaching

111 Appropriate Body school registrations

487 Early Career Mentors enrolled and trained

568 Early Career Teachers enrolled and trained

765 NPQ participants

1,379 number of teachers enrolled on Generate Teaching Hub programmes.

66,835 hours of synchronous training delivered in year 1 (18,897) and 2 (23,403) and 3 (24.535)

£683,999 saved from local school budgets through accessing our fully funded NPQs.

2. Introduction

We are pleased to produce our fourth annual plan, as the Teaching School Hub structure for English schools is further established and embedded, following the re-accreditation by the DfE for a further four years. Teaching School Hubs are central to the continued reform of teacher training and development, from entry through to senior leadership level. Locally, Generate Teaching Hub is the key link to communicate and coordinate professional development across Halton, Warrington and Wigan.

Last academic year was our third full year of operation with a continuing focus on improving our offer. This included making more local adaptions to contextualise our offer, implementing learning from our independent evaluation and focusing on further support for facilitators. Engaging with local headteachers and senior leaders via local networks and through the Appropriate Body quality assurance process, provided a channel for the sharing of key information and the opportunity for valuable feedback.

We continue to develop our core team and partnerships (locally and nationally) to ensure that we have the expertise and resources. The use of new technology (ECT Manager) along with a dedicated Appropriate Body Co-ordinator role has ensured that we were able to successfully meet the demands of the Appropriate Body transition from Local Authorities to the Teaching School Hub. By harnessing the knowledge and skills of local leaders, the Appropriate Body quality assurance process has been robust and supportive. We are confident that we are ready and well-prepared for Year 4 and the full transfer of Appropriate Body services to Teaching School Hubs.

The theme for our fourth year is *Mentors Matter*, recognising the key role that mentors play in the successful delivery of the 'golden thread'. From ITT and through the ECF, successful mentors help to retain those teachers at the very start of their career through dedicated support, training and development. This is balanced alongside their own professional development and the wide and varied role, they play in schools. By utilising the knowledge and support of mentors' schoolwide, along with a coherent approach to NPQs, schools are well-placed to demonstrate high quality teaching and continuous improvement, resulting in improving outcomes for all pupils.

We enter the new academic year awaiting the opportunity to submit a final report and payment of our claim for the Summer Term 2024 and sign off from the Department for Education of our Year 4 delivery plan (submitted early July 2024). Financially our model is reliant on an extensive list of different budget lines (n. 54) with only 3 of these lines being grants and all others generated from forecasted earned income. Close monitoring of the budget will again be undertaken to manage our limited resources.

This Annual Plan sets out how we will manage our resources and deliver a quality service to local schools:

- Section 3 introduces our intent statement outlining our purpose and unique approach to delivering a Teaching School Hub.
- We review the work of Year 3 in Section 4, reflecting on our key points of learning that are driving further improvements in year 4 of our designation.
- In Section 5 we outline the external forces we are operating within and the opportunities and challenges they bring.
- Section 6 outlines in detail our Hub structure, listing our team, resources, partners, governance process.

- Our core activities are listed in Section 7, noting the areas here significant new activity is taking place. To ensure quality of delivery we show how much activity is locally designed and chosen to ensure the key indicators agreed with Department for Education are achieved.
- Section 8 provides the outline framework for all our communications and external promotions.
- We finish the plan with detailed information added as an Appendix showing our Theory of Change, Delivery Plan for Year 4, the results of our activities and a summary of our risk register.

3. Our Intent Statement

Our Role
As *the* Teaching School Hub for all schools in Halton, Warrington and Wigan, the role of Generate Teaching Hub is defined as: *Connecting great teachers to the best professional development in Halton, Warrington and Wigan.*

Generate Teaching Hub is led by professionals who are passionate about ensuring coherent training and support is in place to assist teaching colleagues in our schools. We are responsible for enabling high quality services to all teachers, from point of entry into the profession through to senior leadership roles.

Our Why
Generate believes that the more coherent the leadership of teaching is, the better the outcomes for young people. Our purpose is therefore stated as: ***Growing coherent leadership of teaching***

Core Principles
Generate Teaching Hub's core principles are aligned to the core principles of our parent organisation – Warrington Primary Academy Trust (Warrington Primary Academy Trust):

1. **Children First**:
   We have high expectations for every child in our locality and our work underpins that expectation; at the heart of everything we do as an organisation is in the interest of children first and foremost.
2. **Resilience**:
   We are unrelenting in our pursuit of excellence whether it is for educational outcomes, quality of service or for our organisational functions. We embrace change and seek to continually improve our offer and impact.
3. **Pioneering**:
   We are passionate about learning what will improve children's lives and their outcomes, placing innovation and the expansion of the application of evidence based practice at the core of our services

Our Approach
We have chosen the term 'Generate' to allow our work to reach across our three local areas and maintain our focus on our core purpose. The term is deliberate and describes our active approach; by our actions we will be:

- **…Generating Improvement:** We actively support progress in schools by encouraging innovation, the starting of new activities and inspiring continual improvement in teaching and learning practice.
- **…Generating Collaboration:** We have a proactive attitude to communicating with a wide network of partners to sustain the sharing, learning and promotion of excellent practice.
- **…Generating Learning:** We create local change, having an impact on improving outcomes for our schools, their staff and ultimately benefiting the children in our area.

Importantly, we have compiled a Theory of Change (Appendix 1) to coherently capture our inputs, context, outputs and outcomes on a page. This map recognises the local and national context driving Teaching School Hubs.

4. Year 3 Review

As we enter the fourth year of operation it is the time to assess the recent activities of Generate Teaching Hub. We set out below how we are gathering insight and evidence to review our work and then what we have learnt. Our learning will inform activities and plans for 2024/25 and beyond, e.g. see our Delivery Plan (Appendix 2).

How Have We Reviewed Year 3?
Over time, we have built in a number of processes to ensure regular, targeted reflection on activities and to give space for insight from several perspectives. This involved:

- Our national partner, Teach First, gathering anonymous feedback on the ECF from ECTs and ECMs in March and August 2024. Ongoing systems are also in place to gather feedback from NPQ programme members (NPQEYL, NPQLL and NPQLPM). They also received an Ofsted inspection in May 2024 obtaining an 'Outstanding' grade.
- Our national partner, BPN, gathering ongoing anonymous feedback from participants and facilitators on the NPQ programmes after each training seminar. They also received an Ofsted inspection in June 2024 obtaining an 'Outstanding' grade.
- Gathering insight from the full Year 2 review of the ECF programme (March 2024) which followed on from the interim and Year 1 reviews in 2023 conducted by the Department for Education.
- Receiving end of year data from the Department for Education on total engagement levels in Appropriate Body, ECF and NPQs for each of our Local Authority areas.
- A report from our Independent Hub Assessor evaluating the impact of NPQs and the notion of a 'leadership lag' having conducted in-depth qualitative interviews.
- Open, frequent dialogue with school leaders in each of our 3 areas; through Area Lead representation, CPD Board meetings (Wigan), membership of Halton Learning Alliance, our Steering Group and the Strategic Board.
- Networking and intelligence sharing through the national Teaching School Hub's Council, North West Teaching School Hub networks, Liverpool City Region Teaching School Hub and Greater Manchester Teaching School Hub engagement (including the Greater Manchester Learning Partnership).
- Development and use of a bespoke data base tracking school engagement and programme delivery.

What Have We Learnt?
Our remit, as first issued in March 2021, has continued to be updated by the Department for Education throughout the first designation period. This has meant reflection and change has been required consistently. We have therefore implemented adjustments to our activities on a regular basis to drive continual improvement.

Training and Development Needs
- There is a clear need to raise awareness, amongst school leaders, of what training and development support exists for the profession and who/how can they access it. The evaluation work undertaken by our Independent Hub Assessor supports and highlights this view.
- MATs are, increasingly, providing their own training and development for their own staff. Therefore, there is a perceived lack of need for other training/programmes/support.
- As Early Career Teachers move into their third year of teaching, there is an opportunity to provide training which builds on the ECF and further strengthen the network links that have been tentatively developed.

Early Career Framework

- We have continued to collect through Teach First anonymous survey feedback from ECTs and ECMs. Table 1, see below, show some key responses. We have not yet received the data from the mentor survey and will update these records once this is available. We are pleased satisfaction rates, though generally slightly lower in year 2 ECTs to year 1 ECTS, remain high. Responses around the positive value of mentoring have significantly increased, we believe that this is due to the change of status that mentors now have. The value of the mentor role has increased across ECTs, mentors and ITs. Job satisfaction and well-being remain high and above average. However, it is clear that in school support is an area to be monitored; as is the fall in manageable workload for ECTs.

	ECT	ECM	ECT	ECM	ECT	ECM
	2021/22 Yr 1 only		**2022/23 Yr 1 only**	**2022/23 Yr 1 / Y 2**	**2023/24 Year 1/Y2**	
No. of replies	48	24	140	28 to 32	59	tbc
ECF satisfaction	94%	90%	87%	96%/85%	80%	tbc
Value of the ECM	89%	-	89%	-	97%	tbc
Adequate support from school leaders	89%	-	84%	-	88%	tbc
Job satisfaction	87%	-	86%	-		tbc
ECT Workload manageable	68%	61%	58%	61% / 68%	60%	tbc
Wellbeing at work	79%	71%	73%	85% / 74%	78%	tbc

Table 1: ECF anonymous positive survey responses via Teach First 2022-24

- Feedback from school leaders, Induction Tutors, ECTs and Mentors has indicated that many schools would prefer delivery of the ECF during the school day to address issues of staff well-being and the demands of the school timetable. This year we will be offering all schools the choice of either daytime or twilight training sessions - thanks to the commitment and flexibility of facilitators. We will monitor the impact of this carefully and will be keen to see if this has a positive impact on mentor engagement, which continues to be a challenge.
- Building on the successes of the 'cross-hub' delivery of Year 2 of the ECF, we will continue to use this delivery model using the intel from local partners to identify facilitators. Quality of delivery in 23/24 was much improved due to the strong subject knowledge of facilitators, clear subject/phase specific groups and networking opportunities. Quality assurance processes led by Teach First highlighted good practice and the strengths of this model.
- Continuing to develop facilitator confidence in adapting Teach First materials will be key in improving the overall quality of seminars. This will move away from the 'script based' approach of previous years. Face to face 'Generate Facilitator' training will support this, along with the improvements to the training model proposed by Teach First.
- Working in partnership with neighbouring hubs, has resulted in all ECTs accessing training in a timely manner. All ECTs can access subject specific/phase specific training and a cohort that is in line with their statutory induction, running a separate April Cohort has been essential in enabling this.
- There is still some confusion around the language and roles and responsibilities associated with the ECF. Induction Days will be renamed 'Welcome Conferences' to avoid any confusion with AB and Statutory Induction. Welcome Conferences will include an introductory session on Generate Teaching School Hub and the role of the Area Lead schools to further develop an understanding of our local partnership model and to improve understanding of our communications process via the area leads. Prompt sheets for each ECT will support them in

understanding the role of delivery partner, lead provider, an Appropriate Body, Local Authorities, headteacher, induction tutor, mentor
- Mentor engagement dropped significantly (both in Year 1 and Year 2). Teach First further adapted the programme to address some of these concerns. We are supporting this further by combining ECF Mentor Training with a networking opportunity. Feedback from mentors has highlighted that they value the opportunity to link with other mentors to share practice, concerns and create personal networks. This will be further enhanced by a 'Mentors Matter' half day conference to support mentors in their work whilst recognising their value and expertise in the whole of the golden thread.

National Professional Qualifications
- The limited number of scholarships for the Autumn 2024 cohorts and the uncertainty around Spring 2025 has created challenges in recruitment, particularly in communicating eligibility to schools. Working closely with neighbouring hubs and lead providers, we plan to continue to deliver the whole suite of NPQs to schools.
- Working with two different NPQ providers (due to Department for Education procurement decisions) continues to result in some confusion with participants and issues with recruitment. Ongoing discussions continued throughout the year without any clear conclusion.
- Due to the more intensive delivery partner responsibilities with the Teach First NPQs, engagement with participants is very positive. They know and appreciate Generate Teaching Hub as a support which is resulting in stronger relationships with these schools.
- Local partners continue to provide strong support in facilitator recruitment and communications.
- There is now a stronger 'Generate' presence at NPQ sessions. Our NPQ Co-ordinator attends Day 1 of BPN NPQs to introduce Generate Teaching Hub, increasing awareness and understanding of the hub. This has also enabled us to forge stronger relationships with facilitators who provide positive feedback about the support they have from Generate.
- Feedback from Teach First NPQ day conferences (through the Quality Assurance and from participants) recognises the strong subject knowledge of facilitators and the matching of conference content to the needs of the group. We will continue to provide bespoke material to support conference sessions.

Continuing Professional Development
- Building on the foundations of the ECF, our first cohort of ECT Plus participants have responded positively to the programme. Engagement is high with participants completing gap tasks, sharing resources and ideas via a Slack channel and reporting on how the programme is having a positive impact on their practice. Cohort 2 began just before the summer break. Quality assurance processes will continue to be used to measure the effectiveness and impact of the programme.
- Although we planned to offer our EYFS SELECT programme again, we were keen to support the Early Years Stronger Practice Hubs and signposted schools to the wide range of support they have to offer.
- We will continue to signpost and connect schools with the curriculum hubs, research schools and approved programmes to ensure that all practitioners have access to high quality CPD.

Initial Teacher Training
- Recruitment into teaching remains a challenging market. We up-scaled our locally focused marketing and invested in further support to primary trainees. Other providers locally and nationally are reporting low recruitment and poor quality of applications.

- Our training partnership with Wade Deacon Trust is proving positive and offering trainees are wider peer network; we will look to expand this sharing of skills and expertise.
- The termly ITT network has proved a consistent platform for sharing skills, knowledge and advice across local ITT providers. This will continue in year 4.
- Investment in a partnership with Rainbow and Inspire NW Teaching Schools provided the space for northwest HEIs and SCITTs to coordinate plans for ITT mentor training from September 2024; we will be undertaking evaluations of the common aspects of mentor support by local providers.
- The new ITT Strategic Lead role for all Teaching School Hubs required mapping school engagement in placements and we coordinated the Northwest Teach School Hubs in liaising with ITT Accredited Providers. We continue to understand that school ITT placement engagement is not the key issue; the most pressing issue is low level of applicants into the profession.

Appropriate Body
- During the final year of the transition process, regular communication and the sharing of information with local authority partners has been key. The strong positive relationships that have developed and become established over the last two years have resulted in information being shared in a timely manner, ensuing that ECTs can continue their statutory assessment. Local Authority representatives have supported the Appropriate Body as assessors and with quality assurance visits. Their skills and intel have further enhanced the service we offer to schools.
- The role of Appropriate Body Co-ordinator has developed and, through her support and bespoke service, schools feel well-supported by the Appropriate Body service. The use of ECT Manager and a dedicated phone line have resulted in clear processes and systems.
- Updated resources and exemplars (provided by schools) are available on ECT Manager along with webinars on writing progress reviews and assessment reports. These have been well-received and resulted in an improvement in the overall quality of reports.
- Our Appropriate Body Board model ensures consistency and collective decision making. As the number of ECTs has increased, we have appointed more Appropriate Body Assessors. Training will be key in ensuring a consistency of approach
- Quality assurance of Appropriate Body services will be important in checking fidelity and entitlements, alongside evaluating the impact of the service. The Appropriate Body Peer Review conducted with Calderdale and Kirklees TSH, supported us in evaluating our service and identifying next steps. The NW AB TSH Network regularly meets to further support consistency and quality across the locality and, from Autumn 24, working in partnership with Rainbow TSH we will further develop our moderation processes. This will further increase confidence in our judgements and the advice we provide to schools.
- To ensure our service supports local school improvement by Local Authorities, we will agree a protocol to share school level data.

Engagement

In 2023/24 we continued to expand the range and frequency of engagement events we organised and networks we attended. Our core team have attended all ECF Year 1 and Year Welcome Conferences for ECTs and Mentors, NPQ Day 1 and Day 3 sessions and full day conferences for the Teach First NPQs, along with all CPD events and headteacher network meetings. Quality assurance of the ECF, with Teach First colleagues, provides opportunities to not only observe delivery but meet with programme members. Local Area Leads continue to represent us at local networking events. Along with our regular hub bulletin, this has helped:

- To raise the profile of Generate as the Teaching School Hub for Halton, Warrington and Wigan.
- Ensure schools are up to date with professional development opportunities latest research and statutory information.
- Develop and establish relationships between facilitators and the hub team.
- Provide valuable feedback on how programmes are landing in schools and the service received from the hub.
- Develop further knowledge about the context and needs of schools (particularly through Appropriate Body quality assurance visits).

We will continue to build on this in 2024/25 as the new NPQSEN is launched, providing us with further opportunities to engage with new facilitators but also participants/schools who may have not engaged with the hub previously. It will be interesting to gather feedback on the content of this new mandatory NPQ which we can then share with lead providers and the DfE through the usual channels.

Our Independent Hub Assessor review focused on the idea of the 'lag' and the effectiveness of leaders in engineering organisational coherence in professional development. CEOs, Executive Heads and experienced headteachers contributed to this evaluation and identified a clear desire and need for further support in ensuring that the golden thread is impactful in their settings. In organisations where this being done successfully, the evaluation identified that the following factors were evident:

1. Leaders' understanding of organisational coherence is nuanced.
2. Leaders' understanding of implementation goes beyond surface-level compliance.
3. Participants are guided to view their learning as whole school development.

These key findings provide us with the opportunity to engage school leaders, at all levels, to explore and support them in developing organisational coherence. Our Independent Hub Assessor will support us and Area Leads in providing events for school and trust leaders.

In line with our theme of *Mentors Matter*, we have planned ECF Mentor Seminars to support networking opportunities. This will enable the sharing of good practice between mentors and a forum for discussion around this key role. A half day conference for mentors (both ECF and ITT) is planned which will highlight how crucial the role of mentor is in delivering the reforms of the golden thread along with recognising their value and importance.

The first cohorts of the NPQSEN will provide us with new engagement opportunities. It will be interesting to see how the content of this mandatory NPQ lands with participants who will come from a variety of backgrounds and experiences. Attending these sessions will be important in developing relationships with new facilitators, programme members and schools who may have not engaged in the hub's services previously.

We will continue to evaluate and improve our communication co-ordination to further strengthen the brand of Generate and create stronger coherence and understanding of our organisational structure and offer. Regular attendance and representation at headteacher forums in Halton, Warrington and Wigan will continue to increase contact opportunities with school leaders.

5. External Context

Teaching School Hubs were established to locally deliver the national reform to professional development in teaching as set by the Department for Education. Our third year saw our re-designation and two revisions of our handbook (7th and 8th) and an unexpected continuation of a strategic leadership role for Initial Teacher Training. The transition to only Teaching School Hub's providing the Appropriate Body service was completed.

To manage risk (both organisational weakness and external threats) Generate Teaching Hub has produced a review that is re-assessed every term by the Strategic Board (see Appendix 5). To inform planning and measurement of our service, we have set out below the key drivers of change in our environment that we are aware of now and can foresee in the near future:

Political Forces
During 2023/24 we completed our third year of designation as a Teaching School Hub. Working within the context of national policy we became a strategic partner for the Liverpool City Region and Beyond Early Years Stronger Practice Hub and continued as a lead primary school for the Behaviour Hub programme. The team re-bid for designation in October 2023 and this was secured in February 2024, meaning Generate Teaching Hub will be the teaching school hub for Halton, Warrington and Wigan through to at least August 2028.

Department for Education funding has been and will continue to be a challenge. A general election was called at the end of May for 4th July 2024. This proved limiting as election rules meant our communications had to pause for several weeks but also added to the short-term funding decisions being made and / or placed on hold. We are managing the fall-out of NPQ scholarship allocations – a complex, uncoordinated and limiting factor on school engagement in professional development. This will affect take-up in Autumn 2024 and, also with no plans (at the time of writing) for Spring 2025, future NPQ demand will again be affected.

We have been given less local area data by the Department for Education than usual. Therefore, analysis of market share and also cold spots in local schools is limited at present. We hope with a new government focused on increasing teacher numbers and retention rates, positive opportunities for professional development through Teaching School Hubs will become clearer over the next academic year.

Provision of choice in the market is still diluted and creating competition of resources across all services. Our tactics to deliver our strategic plan will remain agile to adapt to new funds, policy and priorities that may change with little notice.

Economic Forces
Whilst inflationary rises have been less severe in recent months we are operating without clarity of pay awards for 2024/25. This means Generate will continue to be prudent in planning its spend and particularly careful in terms of employment obligations. Our partner model is crucial to managing this challenge and have ensured financial risk is shared as equitably as possible.

We have again been required to agree long term contracts with lead providers through to 2028 for the NPQs and ECF programmes and are taking Appropriate Body commitments through to at least 2026. Our grant income is static for the next 4 years, so earned income is fundamental to our financial management. We have erred on the side of caution for income and costs. A leadership re-structure that is cost neutral to the budget ensures that longer term overheads from staff costs are aligned to delivery roles not management structures, thus reducing indirect costs.

Social Forces
Our school leaders have continued to report the pressure of managing the impact after the Covid pandemic is greater than during the crisis. Common themes of increased parental expectations and complaints, lower pupil attendance and new patterns of behaviour, along with long standing issues nationally around supporting SEND pupils and reading standards. Rising mental ill health amongst staff, pupils and their parents is also reported. Poverty is a national issue and impacting upon the classroom[1]. Disadvantaged pupils are seeing the gap widen in terms of attainment.[2]

Local and national networks are reporting another year of low interest in teaching as a profession, especially at Primary level. This is concerning and will add to future lowering of ECT numbers. We have seen local delivery partners merge or cease activity and will continue to focus on collaboration of resources, ideas and expertise to be ready for an upturn in demand.

As the last academic year ended, we saw a sudden and frightening rise in social unrest in England focused on riots fuelled by racism. How this will affect our communities and profession is yet to be understood. What we do know is that the teaching profession continues to have a long-standing issue with under representation of diverse cultural and ethnic communities in the workforce. We will continue to seek ways to address this and contribute to change, including the subsidising of support for teachers on parental leave in partnership with the MTPT Project charity.

Technological Forces
The Department for Education controlled websites for registering new teachers and NPQ applications has seen improvement in user experience, and greater access to Teaching School Hubs in terms of data. It continues to be an obstacle to promoting professional development engagement and creates a large amount of manual administration for all schools, lead partners and Teaching School Hubs.

The Department for Education had begun to respond to the lobby for accurate and timely schools' data and in 2022/23 we could better map NPQ participation, ECF engagement and workforce size; albeit with data that is not always in sync and often relevant to past periods of time. From 2023/24 the information has yet to be shared and is limiting planning. With our own database (Gridfox) and as the largest owner of professional development in Halton, Warrington and Wigan we are conducting in-depth analysis of school engagement and patterns of change. The team are working hard to manually assess multiple databases due to the structure of designation and contracts. Finally, Artificial Intelligence (AI) is a significant long=term force that is here to stay. At present access to harness engagement is out of our budget capabilities but the potential to respond to enquiries and inform curriculum content, develop and support professional development, to name but two opportunities are options that will need exploring by the sector. In contrast to the powerful online and AI tools now available, the Department for Education is continuing to issue all Teaching School Hubs with a manual spreadsheet to update school engagement on a termly basis.

---

[1] https://generateteachinghub.org/wp-content/uploads/2024/08/A-Dual-Crisis-CYP-MH-and-Poverty-2024.pdf
[2] https://educationendowmentfoundation.org.uk/news/research-from-education-policy-institute-finds-attainment-gap-has-grown

6. Structure

The structure of Generate Teaching Hub embraces a broad range of stakeholders. In addition to the detail below we produced a stakeholder map to capture our reach. This will be continually updated as we grow.

Partners

To deliver Generate Teaching Hub's goals and our approach (as outlined above) we understand that partnerships are key. Multiple partners have been engaged in the organisation, leadership, delivery and consumption of Generate Teaching Hub's services – *it is a dynamic system that connects a wide community of practitioners.*

Our partners can be identified as three types:

i. **Strategic Partners**

These are organisations that mainly operate at a regional or national level – or influence significant resources - and connect to generating great teachers in our area. They include:

- Department for Education.
- Diocesan Boards.
- Higher Education Institutes.
- Lead Providers (Teach First, Best Practice Network, Liverpool Hope University)
- Local Authorities.
- Multi-Academy Trusts.
- Ofsted.
- Teaching School Hubs.
- Teaching School Hub Council.

We also recognise many other organisations could support our aims and will continue to broaden this list to as / when appropriate the future.

ii. **Delivery Partners**

These organisations directly provide services to our schools and have an in depth or specialist role to play in generating great teachers:

- Research Schools.
- Curriculum Hubs.
- Behaviour Hub Lead School (Evelyn Street Primary is a lead school)
- Early Years Stronger Practice Hubs.
- CPD providers.
- Local Multi-Academy Trusts.

iii. ***School Partners[1]***

Schools are our core local community (see Table 2):

	Total Schools	
Total	**296**	100%
Primary	**220**	74%
Secondary	**39**	13%
AP	**3**	1%
Special	**25**	8%
All Through	**1**	0%
Nursery	**6**	2%
Post 16	**2**	1%

Table 2: Breakdown of NW2 school audience

In addition to the core audience identified by the DfE (see table above), we understand that there are:

- (At least) 242 Early Years settings
- 16 Independent schools
- 1 Hospital School
- 9 16-19 State Funded institutions
- 3 Virtual Schools
- 1 Young Offenders Institute

The above schools include a workforce of:

- 5,963 Teachers and 3,512 Teaching Assistances serving 115,682 pupils (estimated from a teacher pupil ratio of 1 to 19.54).
- Within our teaching workforce there are 978 in senior leadership.
- 91.2% of Teachers have Qualified Teacher Status.
- 21.2% of the teacher workforce are 50 years or over.
- 83.2% of the teacher workforce are female.
- No data on the ethnicity of the teacher workforce was published.
- C. 500 are Early Career Teachers in years 1 or 2 of induction
- At least 25 different MATs, through which 67 of our primary and secondary schools belong.

Core Team
Generate Teaching Hub is driven by a small core team of staff (see figure 1 below) focused upon establishing and sustaining an effective, efficient operation. Through its services the team is the centre of excellence for effective data management and sharing the evidence base in teacher development. Employed by Warrington Primary Academy Trust and based in Kingsway Primary School, Halton the following staff roles (see figure 1) are agreed:

- CEO
- Hub Director (0.4 FTE)
- Head of Teaching School Hub & Appropriate Body Lead (1.0FTE)
- ITT Manager (0.8FTE)
- Project Coordinator (1.0FTE TT)
- Appropriate Body Coordinator (0.5FTE TT)
- EYFS Lead (0.6FTE)
- Hub Administrator x2 (=1.3FTE TT)
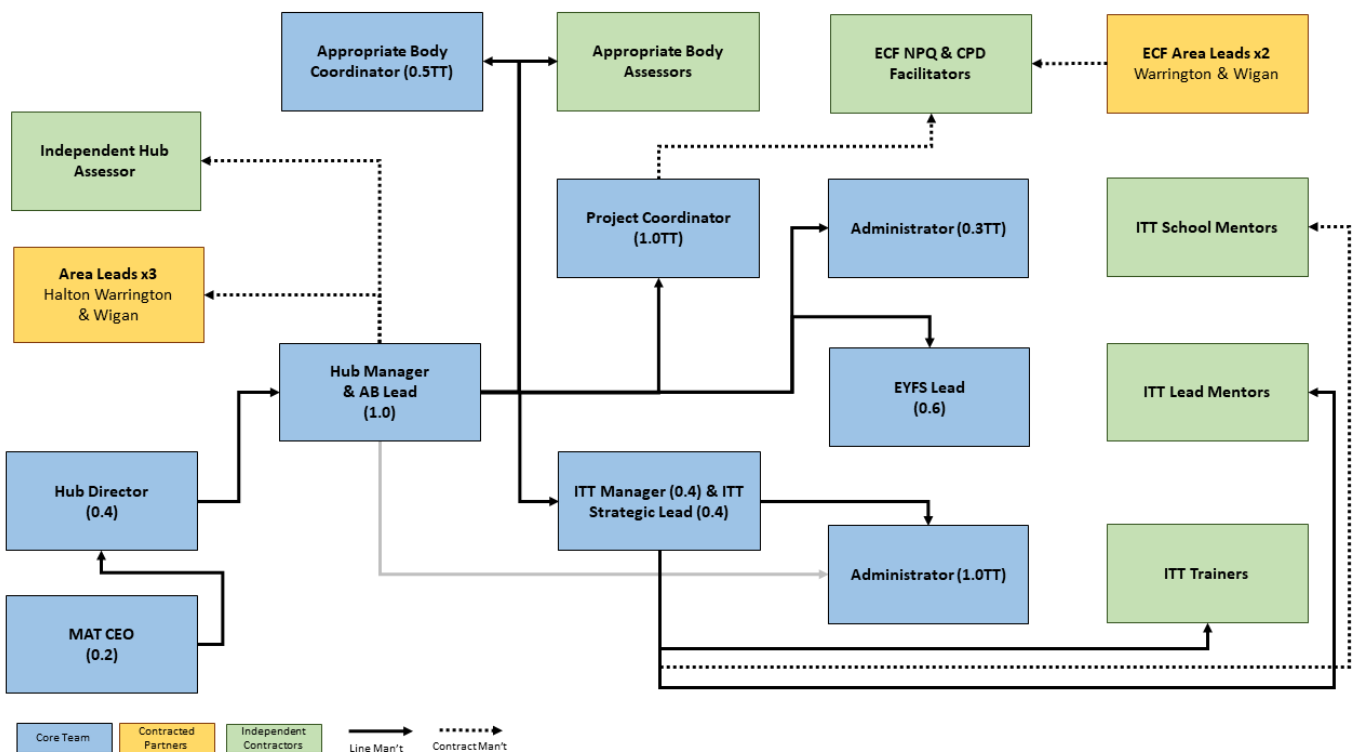
Fig. 1: Generate Teaching Hub key roles update

Area Leaders

In addition to the core team, we have three Local Area Leads (see figure 2 below) to facilitate local contact, networking and insight/ The Area Lead roles provide a senior leader contact for this role and devolve specialist contact to staff within their organisation. A service level agreement is in place for these roles.

Halton	Warrington	Wigan
Lunt's Heath Primary School	**The Challenge Academy Trust**	**Golborne High School**

Fig. 2: Generate Teaching Hub Area Lead Partners

Specialists

In addition to the core staff team, we have recruited since year one an annual network of c. 50 specialist local teachers and leaders to be:

- Facilitators of training to ECTs and to ECT Mentors.
- Facilitators of NPQ programmes.
- Trainers of CPD courses.
- Assessors for Appropriate Body services.

Specialists are predominantly recruited from local schools to ensure to maximise peer networking opportunities and access local expertise. Our Local Area Leads assist in identifying and engaging these leaders and experienced teachers. A small number of facilitators are recruited from outside of the local school system to assist with meeting demand for programmes and to ensure Generate Teaching Hub is not drawing upon experienced teachers at busy points in the year additional services (such as facilitating mid-year ECF cohorts).

We have commissioned a senior leader outside of our Hub area, to act as an Independent Hub Assessor to review our services and inform learning for future delivery (Deep Learning Ltd).

Governance
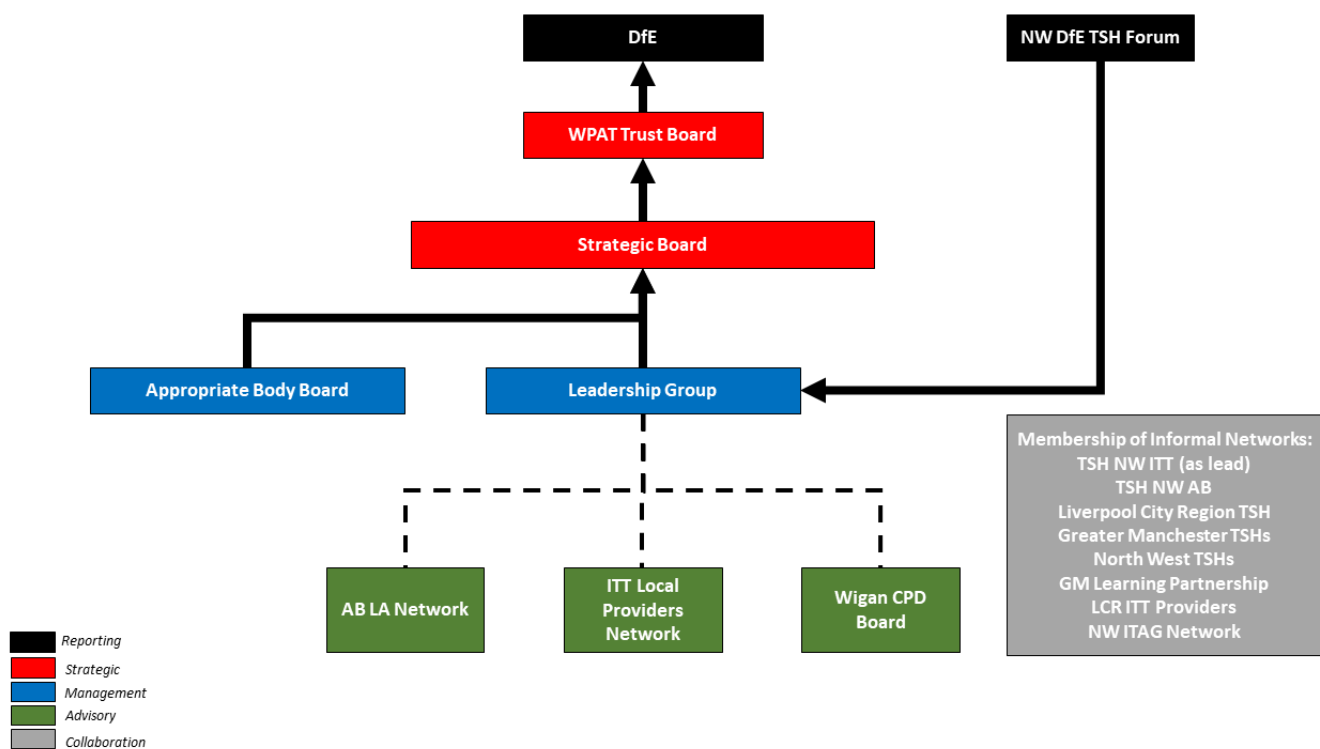
Fig. 3: Generate Teaching Hub Governance structure

To ensure levels of decision making and authority are clear, we have developed three levels to our governance (see figure 3 above):

- A *Strategic Board* of senior leaders to ensure decision-makers can lever in additional resources and strategic support. They are accountable for Hub performance and drive a forward plan with a clear vision, priorities and programme for our area. The group meets on a termly basis, is chaired by the CEO of Warrington Primary Academy Trust and has representation from the Warrington Primary Academy Trust Trustee Board and core stakeholders (all 3 Local Authority representatives and a HEI representative). Our Theory of Change, Delivery Plan, Financial Forecast and Risk Review are monitored by the Strategic Board.

- A *Leaders Group* has evolved from a Steering Group, and consists of the Project Team and Area Leads to coordinate operational planning and the Hub. Area Lead partners have a service level agreement set each year. Chaired by the Director this group invites attendees as appropriate and meets termly. The Action Plan and Delivery Plan are utilised by the Leaders Group to guide decisions and measure progress.
- A number of local networks have been formed including:
  - An *Area CPD Board (Wigan) operates to* enable local partners to meet, share and provide insight into effective teacher professional development at a local level.
  - An *Appropriate Body Network* for communication and collaboration between Generate TSH and all 3 Local Authority AB personnel.
  - An *ITT Network* open to all local Accredited Providers and Delivery Partners of Initial Teacher Training, to share advice, insight, good practice and ideas.

7. Activities 2024/25

All Teaching School Hubs operate to a designation provided by the Department for Education. The priority for Teaching School Hub delivery is to provide the ECF and NPQ programmes, along with an Appropriate Body service. We have produced a summative graphic (see figure 4 below) showing our core activities. The activities are placed in order of priority from the Department for Education designation, the top being the highest priority for Teaching School Hub s as perceived by the Department for Education.

Generate Teaching Hub views all six segments in our illustration as vital and of interconnected importance.

Set out in more detail below we outline in detail activities for each section and introduce the additional requirements of infrastructure, governance and projects that complement our Teaching School Hub delivery.
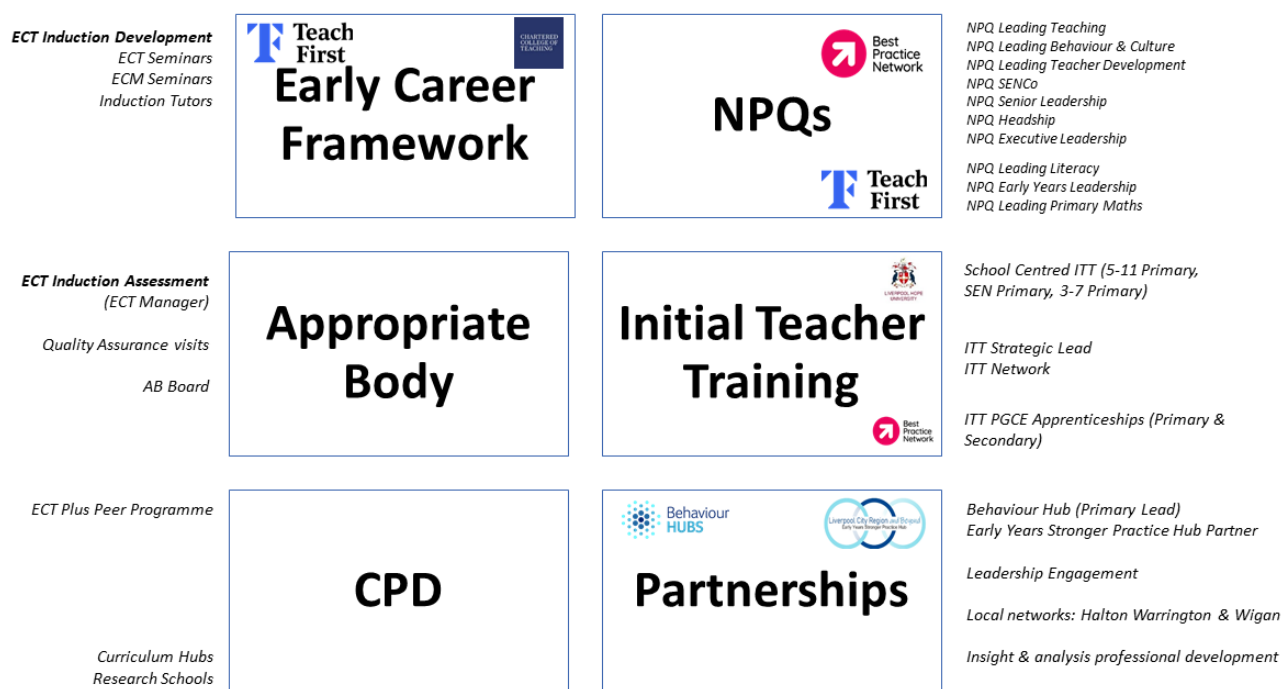
Fig. 4: Generate Teaching Hub Activity Map update

Plans for the forthcoming year now include a mixture of repeating activities (that can be refined and measured against previous years as a benchmark) plus new activities plotted in response to requests and feedback.

Listed below (see figure 5) are our planned activities; those marked in red are measured by the Department for Education in our delivery plan or designation offer (see the Delivery Plan in Appendix 2). Those not marked red are additional activities we are preparing to design / deliver to enhance the professional development marketplace in Halton, Warrington and Wigan.

Repeated Activity in 2024/25	New Activity in 2024/25
• Bi-weekly meeting with Teach First DPSM • Commissioning and training of local facilitators • Cross area 'hub cohorts' for Y2 delivery • Directly coordinated delivery in Halton • ECF Area Lead licences for Warrington and Wigan • ECF briefings to networks and partners • ECT & ECM feedback (Teach First) • Facilitators supporting QA • Half termly reporting to Teach First • In person 'hub' facilitator training • Licenced partnership with Teach First • Quality Assurance visits (Teach First) • Union and LA Induction • Y1 & Y2 induction • Y1 & Y2 programme • Y1 registrations - September, January and April • Y2 programme area wide	• Mentor training by Area • Mentor Event to support engagement • Use of NPQ Evaluation 'round tables' to support use of mentors in driving improvements in quality of T&L
• Bi-weekly communication meeting with BPN • Cohort allocation. • Commissioning, payment and training of local facilitators. • Completion ongoing NPQs. • Delivery of joint NPQs with BPN & Teach First Delivery Partners. • EHCO offer • Half termly reporting to Teach First • Licenced partnership with BPN and with Teach First. • NPQ briefings to networks and partners • NPQ Primary Maths • NPQ provider review • Planning dates with facilitators and venues. • Post Programme Options for Specialist & Leadership NPQs • Recruitment x5 specialist & x5 leadership NPQs	• NPQ SENCO
• Accredited provider & Strategic Partner of Liverpool Hope University • ITT Strategic Lead role • LCR HEI SCITT Teaching School Hub Mentor training • Local ITT Provider Network • Membership of NW ITTAG & NW ITT networks • NW Teaching School Hub ITT Strategic Lead Network • Placements of LHU trainees • School Based Initial Teacher Training offer (Primary 5-11, 3-7 & SEN) including placement schools, school mentors, lead mentors and trainers. • Local ITT marketing	• ITaP delivery • LHU ITT Lead Mentor for ITaPs & Quality • Placements of BPN apprenticeship PGCEs
• 10% QA visits • AB Assessors for all routes • AB Board • AB Coordinator role • ECT Manager • LA AB network • Local Authority sharing protocol • NW TSH AB Network • Year 1 & 2 Assessments • Year 1 registrations	• All ECTs to be registered with TSH AB • Moderation Partnership with Rainbow TSH
• Annual Satisfaction and training needs survey	• Mentor network events

Repeated Activity in 2024/25	New Activity in 2024/25
• CPD statement • Theory of Change • Wigan Gender Writing in EYFS Training • ECT+ Pilot programme • EYFS setting coaching and consultancy	• Leadership 'round table' events (underpinned by IHA evaluation) to promote effective use of golden thread
• Behaviour Hub Primary School Lead • CPD Board – Wigan • Cultural and ethnic diversity in the workforce feedback • GM and Lancashire Teaching School Hub network • Half termly Bulletins • Headteacher briefing emails half termly • Headteacher LA network presentations • Liverpool City Region Combined Authority Early Years Forum • Mapping of school engagement • Maths Hub NW3 Board member • Membership of GM Learning Partnership • National Teaching School Hub training event • Peer Review (with Calderdale Teaching School Hub) • Promotion of curriculum hubs and research schools • Social Media (Twitter, Instagram, LinkedIn) • Stakeholder map • Website • Cold school targeted engagement • EYFS, Primary & Secondary networks in Halton, Warrington & Wigan • Data sharing & insight agreements with Local Authorities • Early Years Stronger Practice Hub partner • Trust level engagement plan	•
• 3 Area Leads • Central database • Communications Plan • Core team • Independent Hub Assessor	• New leadership roles • DfE replacing TSH Council network
• Annual business plan • Department for Education Annexe G audit • Department for Education annual KPI Delivery plan • Department for Education termly reports • Leadership Group (half termly) • Strategic Board (termly) • Termly Risk Review • Teaching School Hub Code of conduct • Teaching School Hub Self-Assessment	•

Fig. 5: Generate Teaching Hub Activities List 20223/24

It is clear from this list that we are repeating a large number of services again in Year 4, allowing us to build expertise in planning, partnerships and delivery. There is significantly less levels of new activity for ECF, NPQs CPD, partnerships, structure and governance; however, there is much more new activity for Appropriate Body and Initial Teacher Training.

It is important to note that Generate Teaching Hub is not the sole provider of professional development in our area. We are the central point of reference and activity that goes on around us by partners and stakeholders ensures the offer to schools stays relevant, responsive and impactful.

We are interested in understanding what is being offered to our schools but not in being a deliverer of *ALL* activity. We also do *not* provide school improvement but will support local partners who do so in the best way we can. In this way, our activities connect and empower great teachers through high quality professional development.

8. External Communications

> **Our core focus for 2024/25 will be upon sharpening our message to teachers and school leaders. This will involve:**
>
> i. **Greater differentiation of our promotion and communications.**
> ii. **Greater consistency of our message to those enrolled on our programmes.**

Generate Teaching Hub undertakes two types of external communications:

1. **Promotion of Opportunities / Services** (i.e., informing school leaders of local opportunities for their staff to participate Department for Education funded professional development)
2. **Communicating Information** (i.e., giving participating teachers timely information on their programme and progress).

Often the boundaries between the two can be blurred, e.g. our website and half termly bulletins contain promotional messages of services we offer and how to access them; in addition, these same mediums communicate information on local curriculum hubs and changes in regulations that schools need to be aware of.

Marketing Framework

We have divided our marketing and communications into four stages (see figure 6 below):

Awareness:
Individual seeks out PD information (incl. signposting) by viewing www or social media.

Interest:
Our activities reach individuals, e.g. broadcast of half termly bulletin, emails, presentations at forums.

Choice:
Individual registers themselves or others; attends briefing event.

Participate:
Enrolled on, and receiving, a programme or service.
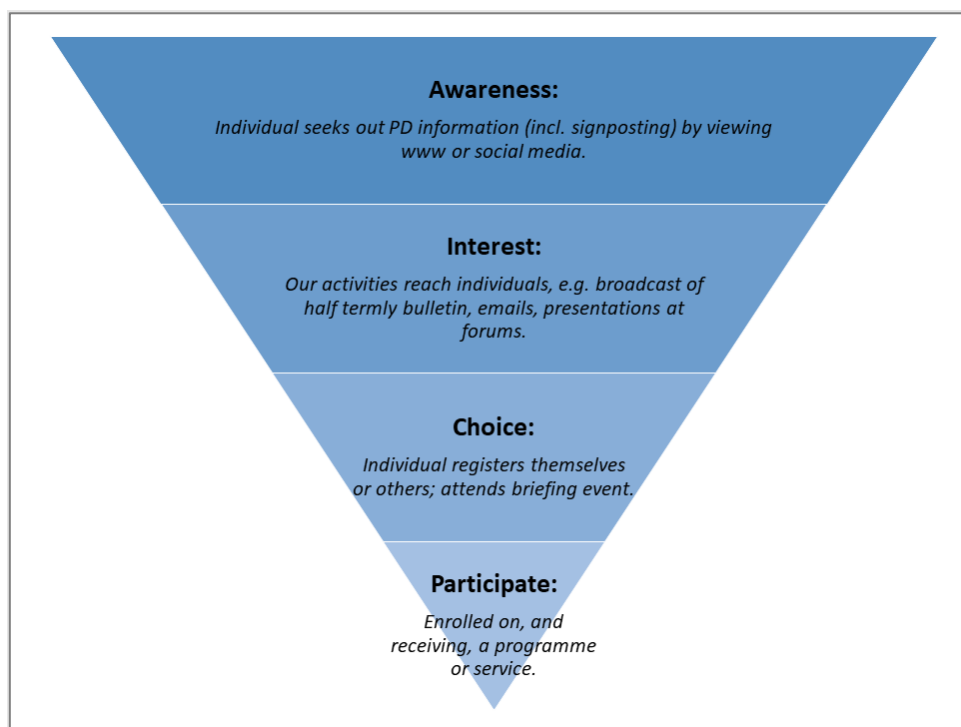
Fig. 6: Generate Teaching Hub marketing and communication stages

These 4 stages are indicative of the types of activities we need to facilitate. The level of awareness needing to be greatest in volume (hence it is the largest section represented on the diagram) in order to eventually achieve our targets of c. 1,500 professionals participating at any one time.

These activities are not linear. Teachers and leaders move through them and sometime jump stages. Individuals can also have different journeys for different Teaching School Hub services. Some become participants for one service and then their awareness of other opportunities is raised so they progress through the pathway again.

One common theme in our marketing is repetition. School leaders' change regularly and roles in school alter. Teachers are rightly focused on their responsibilities to teach in school, so professional development – though the most impactful way to improve pupil progress, and thus important – is not always an urgent issue to address for teachers. Repeated messaging is needed to maintain understanding and allow teachers to choose the right time to engage.

Consistent Messaging
Lead providers supply extensive material to adapt and use to promote programmes (NPQ/ECF), and we compile other material as per guidance (ITT/CPD).

Feedback tells us our partnership working approach is successful but it can come at the expense of knowing Generate Teaching Hub's role in professional development.

Appendix 1: Theory of Change

Generate's Theory of Change 2024-25

Our Actions & Structure are driven by our intent:

Our Role: Connecting great teachers to the best professional development in Halton, Warrington and Wigan.

Our Why: We believe that the more coherent the leadership of teaching is, the better the outcomes for young people.

Our Approach: Generating Improvement, Generating Collaboration, Generating Learning

Our mind set & culture:

GENERATE Teaching Hub

National Problem	National Forces	Local Action	Assumptions	Local Outputs	Long Term Impact	National Outcomes
Our Challenge	*Our Context*	*Our Response*	*Our Variables*	*Our Targets*	*Our Influence*	*Our Contribution*
Recruitment rates of new teachers too low.	Reform of professional development standardises quality.	Core team to coordinate plans, activities, communications & reporting.	We have a capable, experienced workforce in our locality to facilitate professional development.	**CPD –** ECT+ peer network.	Building on the evaluation completed by our Independent Hub Assessor in years 1 to 3 we are seeking influence upon senior leaders to sustain the impact of our services.	1. Coordinate a network of school-led centres of excellence for teacher and leadership training and development.
Teacher Retention rates too low.	Higher competition for graduate job applicants.	Bespoke CRM database.	Local schools can release staff to sufficiently cover demand for professional development.	**Overarching** - 220 schools; 170 primary schools; 35 secondary schools; 12 SEN schools; 3 AP Units; 25 EY settings; 80% school leaders positive view TSH; 81% leaders training good or better.		
Variable quality of professional development training.	Impact on households of high inflation.	Local Area Lead school model.	Funded places for NPQs will reduce.	**Early Career Framework** - 147 new ECTs; 98 new ECMs; 75% ECTs complete.	**Success factors are:**	2. Championing the golden thread of high-quality teacher professional development from entry into the profession to senior leadership.
Too many schools not engaging in evidence based (subsidised) professional development.	Shortage of school leaders.	Operate with a local facilitators and trainers model.	Growing understanding by school leaders of PD frameworks.	**Appropriate Body –** Register 100% ECT applications; 10% Quality Assurance.	1. Increasing leaders' nuanced understanding of the professional development golden thread.	
	Post pandemic impact: pupil progress, attendance, behaviour, parental expectation.	Adapting core offers to local area preference.		**National Professional Qualifications*** - **Leadership:** 2 Exec Leadership, 20 Headship; 22 Senior Leadership; 2 EY Leadership; 42 SENCo;	2. Enabling leaders to drive the implementation of professional development with purpose.	
Teachers and leaders want more time dedicated to professional development, including follow-up, but workload pressures often prevent this (Ofsted)	Rising demand for mental health support & SEND provision for pupils.	Incentives for local schools to engage, promote and deliver programmes.	We will secure re-accreditation for 2024-28 enabling long term planning and continuity.	**Specialist:** 12 Behaviour & Culture; 0 Teacher Dev't; 14 Teaching; 2 Literacy; 8 Primary Maths; 80-85% retention.	3. Encouraging leaders to guide participant learning through a whole-school development context.	3. To advance pupil outcomes through evidence based professional development.
	Flexible working culture emergent.	Independent Hub Assessor role from day one.	Fewer ECTs entering the profession.	**ITT** - 4 Trainees PGCE&QTS; Strategic Leadership role.		
	Confusing status of CPD provision across the sector.	Delivery of ITT, ECF, NPQ and AB services.	Below average % local schools in MATs so expecting increasing academisation.	*Autumn only.*		
	Expansion of role of schools and teachers.	Piloting local solutions.				
	Restrictions on public sector budgets.	Local networks (Area, ITT, AB).				
	Changing central government funding for local SI.					

Department for Education

Our Actions & Structure underpinned by our governance:

WPAT's Values: *Children First. Resilience. Pioneering.*

WPAT's Guiding Principle: *To deliver a first class education through partnership, innovation, school improvement & accountability.*

Appendix 2: Delivery Plan 2024/25

The DfE require all TSHs to agree a delivery plan outlining the KPIs they will be using to measure their service through termly reports. Listed below are the quantitative targets agreed for Generate Teaching Hub (NW2 Teaching School Hub) by the Department for Education for the academic year 20224/25[1].

RR1 - Deliver the Early Career Framework as a Delivery Partner to a Lead Provider
RR1 (01) – 147 number of ECTs **starting** their provider-led ECF-based training with your TSH in the academic year 24/25
RR1 (02) – 98 number of mentors trained for provider-led ECF-based training in the academic year 24/25
RR1 (03) - 75% of ECT participants that start and complete the ECF-based training you are providing.

RR2 – Deliver the National Professional Qualifications as a Delivery Partner to a Lead Provider [Autumn 2024 only]
RR2 (01) - NPQ: Executive leadership – 2 participants starting in the academic year 24/25
RR2 (02) - NPQ: Executive leadership - 80% participants retained until the assessment has been completed
RR2 (03) - NPQ: Headship – 20 participants starting in the academic year 24/25
RR2 (04) - NPQ: Headship - 80% participants retained until the assessment has been completed
RR2 (05) - NPQ: Leading behaviour and culture – 12 participants starting in the academic year 24/25
RR2 (06) - NPQ: Leading behaviour and culture - 80% participants retained until the assessment has been completed
RR2 (07) - NPQ: Leading teacher development - 0 participants starting in the academic year 24/25
RR2 (08) - NPQ: Leading teacher development - 80% participants retained until the assessment has been completed
RR2 (09) - NPQ: Senior leadership - 22 participants starting in the academic year 24/25
RR2 (10) - NPQ: Senior leadership - 80% participants retained until the assessment has been completed
RR2 (11) - NPQ: Leading teaching - 14 participants starting in the academic year 24/25
RR2 (12) - NPQ: Leading teaching - 80% participants retained until the assessment has been completed
RR2 (13) - NPQ: Early years leadership – 2 participants starting in the academic year 24/25
RR2 (14) - NPQ: Early years leadership - 85% participants retained until the assessment has been completed RR2
(15) - NPQ: Leading literacy – 2 participants starting in the academic year 24/25 RR2
(16) - NPQ: Leading literacy - 85% participants retained until the assessment has been completed RR2
(17) - NPQ: Leading primary mathematics – 8 participants starting in the academic year 24/25 RR2
(18) - NPQ: Leading primary mathematics - 85% participants retained until the assessment has been completed RR2
(19) – NPQ: for SENCOs - 42 participants starting in the academic year 24/25 RR2
(20) – NPQ: for SENCOs - 80% participants retained until the assessment has been completed

RR3 – Recruitment and Delivery of Initial Teacher Training

RR3 (01) - 4 number of ITT Trainees recruited by the TSH as either the Accredited Provider or Lead Partner to an Accredited Provider (including those in shortage subjects)
RR3 (02) – 0 (n/a) number of ITT Trainees recruited to shortage subjects by the TSH as either the Accredited Provider or Lead Partner to an Accredited Provider

RR4 – ITT strategic role
RR4 (01) - Using the local market analysis that TSHs have completed as part of the 2023/24 KPIs, TSHs should use this intelligence to identify areas where there is a shortage of school placements in local areas. This information should then be used to target the identified harder to reach schools or trusts and build placement capacity to meet local demand.

RR5 – Appropriate Body services delivered to Early Career Teachers
RR5 (01) – Provide AB services to meet local need.
RR5 (02) – Appropriate body quality assurance school visits made to 10% (n. 16) of the schools registered with the hub's appropriate body service.
RR5 (03) – 100% of ECTs must be registered with an AB through the Teacher Regulation Agency (TRA) before the start of induction.

Overarching 1 – Schools receiving training from the hub
Overarching 1 (01)– Delivery of ECF, ITT, NPQs and AB services to a minimum of 220 schools in hub area

Overarching 2 – School Leader Satisfaction
Overarching 2 (01) - A minimum of 80% of school leaders report positive overall experience of ECF, NPQ, ITT and AB services delivered by TSH.
Overarching 2 (02) – A minimum of 81% of school leaders rate the training they have received from the TSH as good or better

This plan was submitted to the DfE for approval on 05/07/24; clarifications were requested 17/09/24.

Appendix 3: KPIs 2021 to 2024

Target	Y1	Y2	Y3
Recruitment of Early Career Teachers and mentors per year.	384	382	327
Specialist NPQs	144	157	135
Leadership NPQs	126	138	173
ECTs for Appropriate Body services	46	110	290
CPD satisfaction response.	100%	100%	100%
Engagement in local schools in hub area	195	228	244

Target	Y1	Y2	Y3

Appendix 4: HEAT Map of School Engagement Levels Year 3

All - HWW	All School In HWW engaged with…					
	Total		ECF	NPQs	TSHs ITT	AB	CPD
Total	**296**	100%	**152**	**191**	**7**	**140**	**13**
Primary	**220**	74%	123	136	6	108	7
Secondary	**39**	13%	16	32	0	17	4
AP	**3**	1%	0	3	0	0	0
Special	**25**	8%	10	17	0	13	1
All Through	**1**	0%	0	1	0	0	0
Nursery	**6**	2%	1	0	1	0	0
Post 16	**2**	1%	2	2	0	2	1

Halton	All School In Halton					
Total	**66**	100%	**26**	**42**	**1**	**23**	**2**
Primary	**49**	17%	24	35	1	20	2
Secondary	**7**	2%	0	3	0	1	0
AP	**1**	0%	0	1	0	0	0
Special	**5**	2%	1	2	0	2	0
All Through	**1**	0%	0	1	0	0	0
Nursery	**3**	1%	1	0	0	0	0
Post 16	**0**	0%	0	0	0	0	0

Warrington	All School In Warrington					
Total	**92**	100%	**56**	**62**	**6**	**49**	**5**
Primary	**69**	23%	47	43	5	37	2
Secondary	**13**	4%	5	12	0	6	1
AP	**1**	0%	0	1	0	0	0
Special	**7**	2%	3	5	0	5	1
All Through	**0**	0%	0	0	0	0	0
Nursery	**1**	0%	0	0	1	0	0
Post 16	**1**	0%	1	1	0	1	1

Wigan	All School In Wigan					
Total	**138**	100%	**70**	**87**	**0**	**68**	**6**
Primary	**102**	34%	52	58	0	51	3
Secondary	**19**	6%	11	17	0	10	3
AP	**1**	0%	0	1	0	0	0
Special	**13**	4%	6	10	0	6	0
All Through	**0**	0%	0	0	0	0	0
Nursery	**2**	1%	0	0	0	0	0
Post 16	**1**	0%	1	1	0	1	0

Appendix 5: Risk Register

Forecasting and managing risk is a key duty of Generate Teaching Hub's leadership. To this end we have created several mechanisms for managing and mitigating risk:

- A risk review and report is conducted for each Strategic Board meeting (once a term) as a standing item of business. This ensures risk is scrutinised and also influence strategic, management and operational level decision making.
- A Trustee has been designated as the Risk Lead and attends the Strategic Board to ensure regular, independent scrutiny of risk management is in place.
- Key staff are appointed to monitors risks noted in the register.
- Generate Teaching Hub is a core service within Warrington Primary Academy Trust and annually the risks from the work of the Teaching School Hub is reviewed through the Warrington Primary Academy Trust risk register.

A summary of key issues noted in the current risk register is attached below:

	RISK DESCRIPTION	PRIORITY LEVEL
Finance & Legal	Lower than expected number of ECTs registering	**12**
	Non receipt of income from DfE	**5**
	Lower than expected number of NPQs registering	**12**
	Competition from other TSH/s	**4**
	Overspend budget / commitments	**4**
	Reforms to Government priorities	**8**
	Increased complexity of funding streams and payment terms	**16**
HR & Management	Skill mix of team lacks suitable competencies	**4**
	Team members leave within short timescales / unannounced	**12**
	Fail to appoint suitable team members / numbers	**4**
	Failure to recruit staff, facilitators and governance from a diverse background	**12**
	Isolation or illness by staff due to Covid-19 or other long term illness.	**2**
Governance	Steering Group fail to engage and have ownership	**4**
	Board fail to engage and have ownership	**5**
	Gaps in skill / knowledge / experience of Board members	**3**
	Non-attendance / differing priorities of Board members	**4**
	Continued adaptions to designation of TSH by DfE	**8**
Operations & IT	Quality of product does not match expectations of ECTs & CPD requirements of other teachers	**3**
	Security (hacking risk and suitable controls) of IT infrastructure including Data Management	**8**
	Loss of original data, e.g. drive wiped, computer crash.	**5**
	Systems and processes fail to match organisational needs	**8**
	ITT Market Review tendering process by DfE reduces local recruitment capacity.	**9**
	Increasing pressures on school budgets due to rising cost of living and concern over lack of entrants to profession.	**6**
Reputation	Communication is diverse and mixed. Customers have multiple needs and views of the 'education environment'	**4**
	Failure to communicate effectively	**4**
	Failure to manage complaints / comments efficiently and effectively	**5**
	Geographical landscape has multiple stakeholders with competing needs	**12**

Appendix 8: Glossary of Acronyms

Acronyms	Full Term
AB	Appropriate Body
BPN	Best Practice Network (the home of the Outstanding Leaders Partnership)
CCF	Core Content Framework
CPD	Continuing Professional Development
DfE	Department For Education
ECF	Early Career Framework
ECM	Early Career Mentor
ECT	Early Career Teacher
GTH	Generate Teaching Hub
ITT	Initial Teacher Training
LA	Local Authority
MAT	Multi Academy Trust
NPQ	National Professional Qualification
TF	Teach First
TSH	Teaching School Hub
TRA	Teaching Regulation Agency
QA	Quality Assurance
WPAT	Warrington Primary Academy Trust
IHA	Independent Hub Assessor