

# Improving Engagement: Generate Teaching Hub's Annual Plan 2022 to 2023 Summary

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***Connecting great teachers to the best  
professional development in Halton,  
Warrington & Wigan.***

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## 1. 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
WPAT	Warrington Primary Academy Trust
IHA	Independent Hub Assessor

## 2. Our Intent Statement

### Our Purpose

As *the* Teaching School Hub (TSH) for all schools in Halton, Warrington and Wigan, the purpose of Generate Teaching Hub (GTH) is defined as:

***Connecting great teachers to the best professional development in Halton, Warrington and Wigan.***

GTH is led by professionals who are passionate about ensuring the right 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.

### Core Principles

GTH's core principles are aligned to the core principles of our parent organisation – Warrington Primary Academy Trust (WPAT):

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.

### Strategic Priorities for 2021 to 2024

To connect our activities together, GTH has identified a core set of strategic priorities we will work towards in our initial 3 years:

1. To create clarity of understanding about, and access to, teacher development information, from entry into the profession all the way through to senior leadership level within our local schools.

*How we do this:*

- *Planning and coordinating hub wide training programmes for new, middle and senior leaders.*
- *Communication to all hub schools about the choice and offers available to their staff through networks, presentations, direct messaging and social media.*
- *Promote evidence based and quality assured professional development through the hub and all partners.*

2. To facilitate effective, consistent and purposeful partnership working in teacher development across the whole of the Hub area.

*How we do this:*

- *Resourcing local schools and their staff to engage in training and development programmes.*
- *Operating a local leader model to support engagement across all three local authority areas.*
- *Supporting and encouraging partnerships and networks across the hub area.*

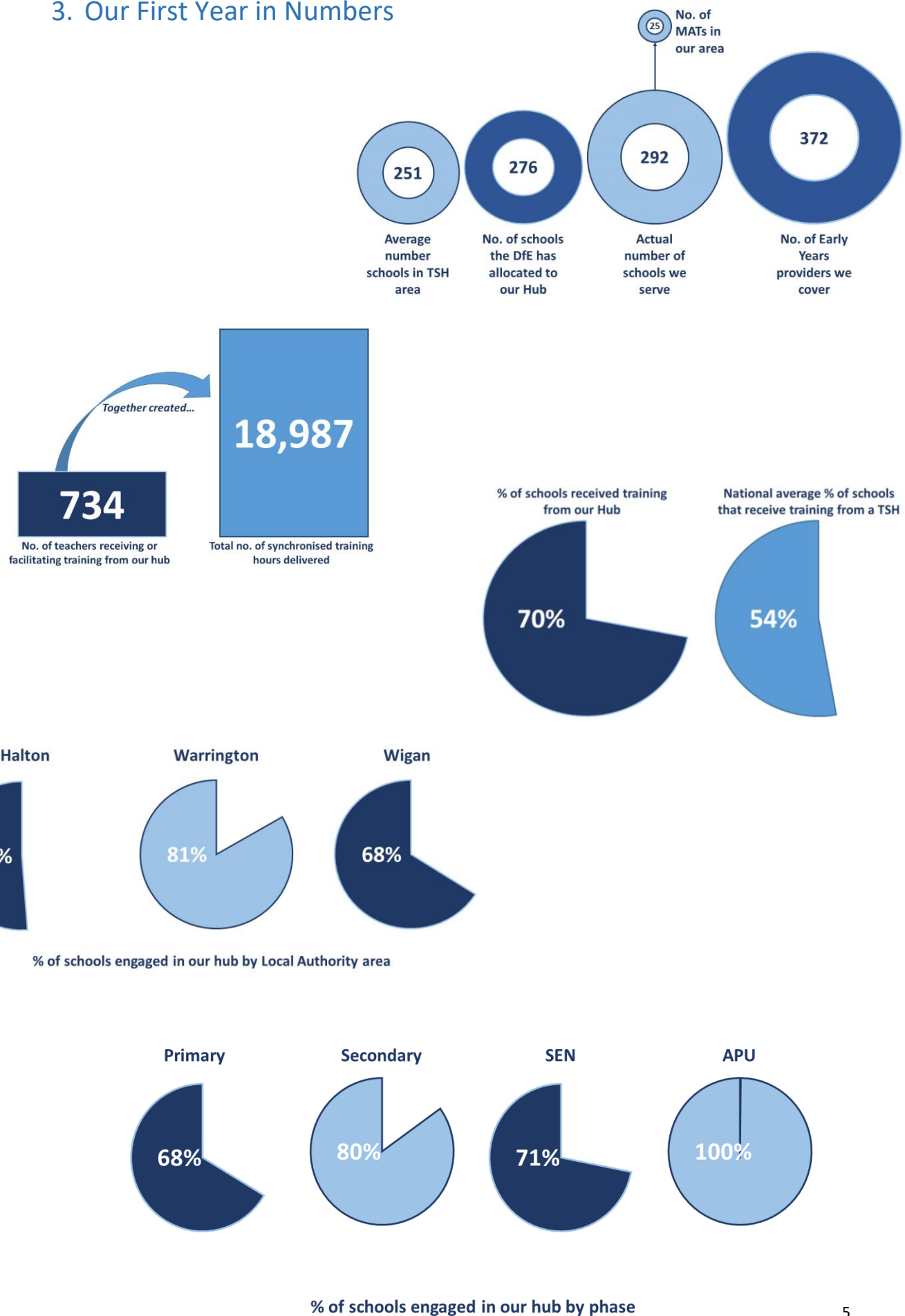
3. To engage with colleagues across the Hub area to understand existing and emerging trends, forecast needs and maximise provision in teacher development.

*How we do this:*

- *Building the infrastructure to engage, analyse and share learning from the largest information set of teacher training in our hub area.*
- *Conducting briefings on teacher development related issues, programmes and offers.*
- *Establishing regular, relevant e-communications directly to staff and schools and via networks.*
- *Present updates and opportunities via the established headteacher networks across the hub area.*

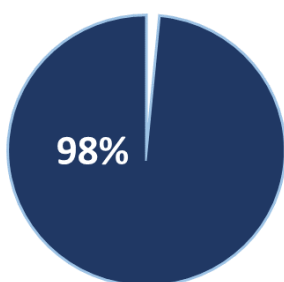
These priorities are not quantitative targets but represent the role GTH has in informing school leaders and teachers of the sea-change in professional development opportunities that has occurred – and will continue to occur – in order to enable them to engage maximum benefit for their schools. We are at the start of, and playing our part in, a process of introducing, embedding and refining a new national structure for teacher professional development.

### 3. Our First Year in Numbers

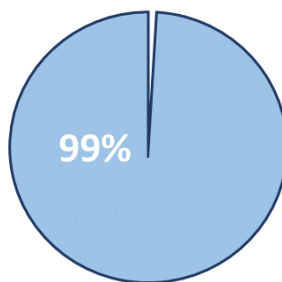


## OUR NPQ IMPACT

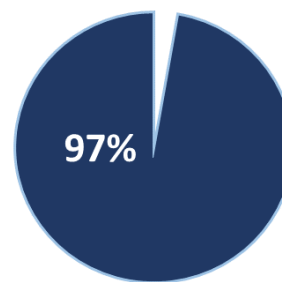
% of participants that stated our NPQ in Leading Behaviour & Culture is valuable for enhancing their subject knowledge



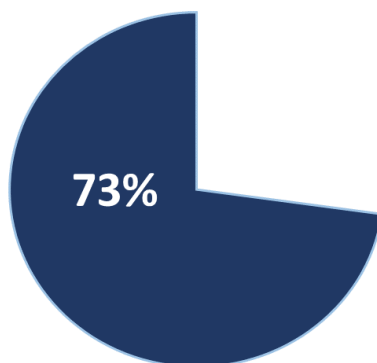
% of participants that stated our NPQ in Leading Teaching is valuable for enhancing their subject knowledge



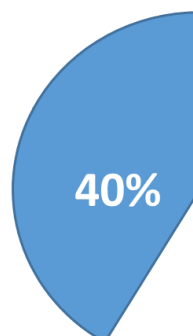
% of participants that stated our NPQ in Leading Teacher Development is valuable for enhancing their subject knowledge



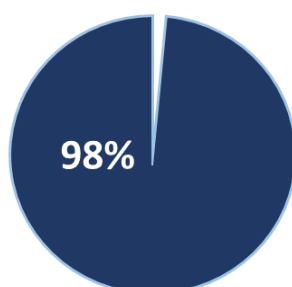
% market share of NPQ participants registered with our hub programmes



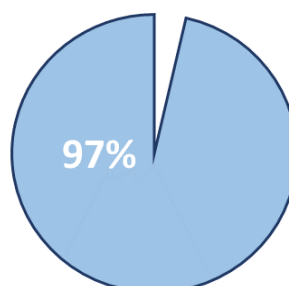
National average % of NPQ market share for TSHs



% of participants that stated our NPQ in Senior Leadership valued the insight they gained into effective leadership

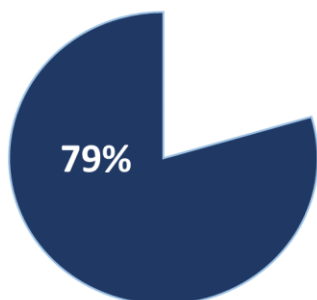


% of participants that stated our NPQ in Headship valued the insight they gained into effective leadership

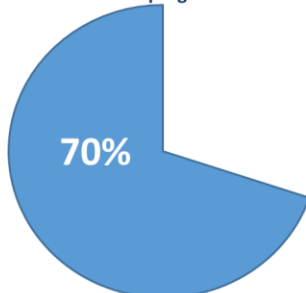


## OUR ECF IMPACT

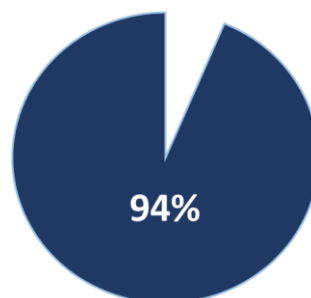
% of ALL ECTs on our ECF programme



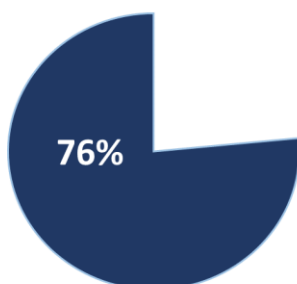
National average % of ECTs on a TSH ECF programme



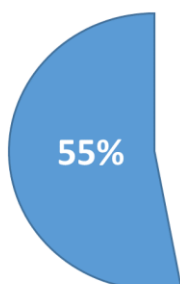
% of ALL ECMs on our ECF programme



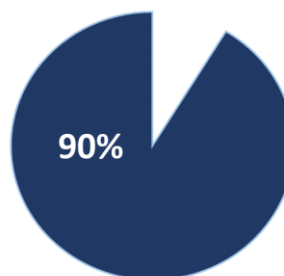
% of ECTs stating the content of our ECF seminars are useful



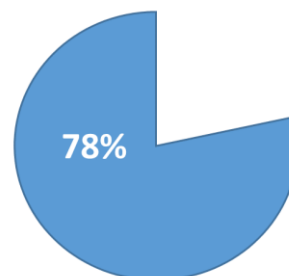
National average of ECTs stating the content of ECF seminars are useful



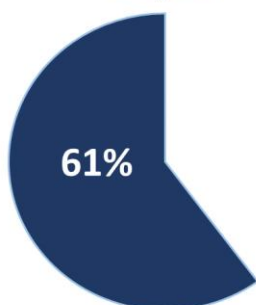
% of ECMs satisfied or very satisfied with our ECF programme



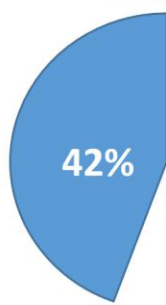
National average of ECMs satisfied or very satisfied with the ECF programme



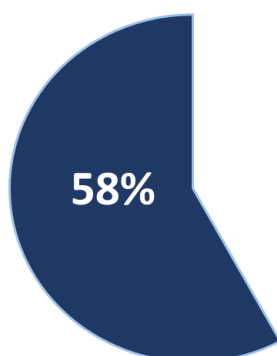
% of ECMs stating they believe the workload for ECTs on our ECF programme is reasonable and manageable



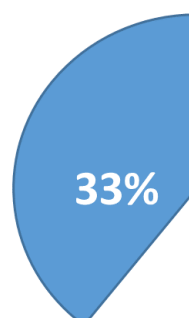
% of ECMs stating they believe the workload for ECTs on the ECF programme is reasonable and manageable



% of ECMs stating they believe the workload for them on our ECF programme is reasonable and manageable



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## 4. Introduction

We are pleased to produce our second annual plan, as the TSH structure for English schools is further established.

Last academic year was our first full year of operation with a need to rapidly establish delivery chains and serve our school community. The theme for year two is *Improving Engagement*, to recognise that our value is primarily focused on the quality of work with schools. The Department for Education's (DfE) rationale, as set out in the *White Paper Opportunity for All*<sup>1</sup> states that by 2030:

*"All teachers will have access to world-class training and professional development at every stage of their career, giving them the expertise and support needed to deliver great teaching."*

TSHs are central to the continued reform of teacher training and development, from entry through to senior leadership level. Locally, GTH is the key link to communicate and coordinate professional development.

Our unique structure of investing in the expertise and knowledge of local areas, will be a continued focus. Having learnt from the effective partnership network in Wigan CPD Boards will be initiated in Halton and Warrington during the coming year. Our Strategic Board will continue to offer scrutiny and set the direction of our work, with a Steering Group that drives the plans and delivery of our programmes.

This next year will be our first full year with a fully staffed core team. We have capacity to meet the demand for services and a skilled team to maintain strong relationships with our stakeholders. Participation in national training from the TSH Council, along with a collective TSH dialogue with the DfE, will again be vital to understanding and communicating policy development to our schools. Our commitment to being a learning organisation will be further resourced by our Independent Hub Assessor and their ability to evaluate and test our quality of service.

With our local networks we are well placed to support the start of the transition to Initial Teaching Training (ITT) with the changes required of existing and new Accredited Providers plus the imminent announcements from the ongoing Appropriate Body (AB) consultation.

Set out in this plan are a series of new engagement services that focus on targeted groups within our school community to enhance their knowledge and understanding of professional development opportunities.

As wider reforms are implemented Multi Academy Trusts (MAT) will become ever greater partners to our TSH.

Finally, 2022/23 is an exciting year for GTH as we move into a new phase – from a rapid start-up venture to a new organisation that is scaling its services. We have 2021/22 as a benchmark for activity and we will continue to reflect on progress and seek improvements in our structure, plans and service delivery.

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<sup>1</sup> Published in March 2022, [https://www.gov.uk/government/publications/opportunity-for-all-strong-schools-with-great-teachers-for-your-child?utm\\_medium=email&utm\\_source=govdelivery](https://www.gov.uk/government/publications/opportunity-for-all-strong-schools-with-great-teachers-for-your-child?utm_medium=email&utm_source=govdelivery)

## 5. Year One Review

As we enter the second year of operation it is the time to assess the activities of GTH. 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 2022/23 and beyond.

### How Have We Reviewed 2021/22?

In our first year of operations, we 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 2022.
- Our national partner, BPN, gathering ongoing anonymous feedback from participants and facilitators on the NPQ programmes after each training seminar.
- Gathering insight from the national interim (March 2022) and full (September 2022) review of the ECF programme conducted by the DfE.
- Receiving end of year data from the DfE on total engagement levels in Appropriate Body, ECF and NPQs for each of our Local Authority areas.
- Ofsted report visits for both our national providers (Teach First and BPN).
- Schools training needs survey – a pilot conducted in Autumn 2021 and the annual survey satisfaction survey started in July 2022.
- A report from our Independent Hub Assessor qualitative interviews and focus groups on the ECF via ECTs, ECMs, Induction Tutors, Headteachers and Facilitators.
- 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 TSHs Council, North West TSH networks, Liverpool City Region TSH and Greater Manchester TSH 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 DfE through 2021/22; this has meant reflection and change has been required consistently throughout the first year. We have therefore implemented adjustments to our activities on a regular basis.

Listed below we have highlighted key learning to apply to plans and forecasts for 2022/23 and beyond:

#### **Training and Development Needs<sup>2</sup>**

- Educational professions hold multiple roles in schools and that this increases as teachers become more senior.
- Support for individual training and development needs across our schools is not conducted to a common standard or level.
- Identifying common local needs amongst our school community will be difficult as the needs of each school are contextual.

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<sup>2</sup> When the end of year training and development satisfaction survey is complete the learning from this will inform these needs.

- A need to raise awareness, especially amongst School leaders, of what training and development support exists for the profession and who / when to access it.

### Early Career Framework<sup>3</sup>

To support the collective improvement of the Early Career Framework (ECF) offer through Teach First, we as a delivery provider have set our own local improvement statements for our provision in year 2. These are:

- To continue to invest in local partner leads for Wigan and Warrington (and seek to do so in Halton) to support increased engagement by schools.
- To engage facilitator representatives in planning facilitator training to raise attendance.
- To focus on communication with mentors to support higher engagement in the programme and Early Career Teachers (ECT) support.
- To support in-person delivery of the ECF programme where possible to maximise peer group learning and networking.
- To provide support for induction tutors at the start of the year and throughout to assist in the quality and consistency of the role in our area.

In addition, our Independent Hub Assessor conducted an in-depth, qualitative review of our ECF provision in the summer term 2022. Talking with a sample of 6 individuals from different roles in the ECF offer the insight complements the quantitative feedback data. The learning from this review is listed here (a full breakdown of actions planned are provided on file and where relevant incorporated into the plans for 2022/23 below):

- Conducting an independent, qualitative led review of the programme engaging a cross section of all those involved in the delivery and receipt of the training is highly valuable.  
*Response: GTH will repeat this approach for NPQs to provide rich qualitative data to add to quantitative feedback.*
- The Teach First online training was particularly highlighted by all ECTs who found the materials easily accessible and well mapped out across the year.
- Some ECTs found that the materials were not so applicable to their specific key stage or the nature of the subject taught.  
*This will be addressed in Year 2 when ECTs are grouped by subject.*
- All ECTs found the seminars less helpful, describing them as repetitive of the materials already covered in the online modules. There seems to be good follow-on from post graduate ITT programmes although for those who followed undergraduate courses there was a sense of 'repetition of' rather than 'development from' initial teacher training.  
*The content of the ECF does repeat the CCF; it is a spiral – not a circular - curriculum designed to review learning now Trainees are qualified teachers. We will continue to highlight this in induction. Changes to language in training slides will accommodate application of existing knowledge. Facilitator training has been redesigned by TF and GTH, this will support facilitators applying their knowledge to engage learners.*
- There was considerable confusion about coaching and its definition.

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<sup>3</sup> The second anonymous ECT and ECM feedback survey was conducted at the end of the Summer term 2022 by Teach First; the results are not yet published and learning from that will be added to this section as appropriate.

*The DfE do not clearly define or distinguish between mentoring and coaching. A diagram explaining the spectrum of activity mentoring and coaching occupy.*

- The 'learn that' and 'learn how to' statements had not been absorbed or even noticed by several of the ECTs interviewed.  
*These are still new to the profession and not fully adopted. As this pattern is now embedded in the CCF, ECF and NPQ frameworks this awareness will increase. We will continue to highlight this in induction. We are introducing Headteacher awareness briefings in 22/23 and the power of the ECF as a foundation for whole school professional development will be emphasised.*
- The ECF delivery model relies upon the knowledge base of those leading, which has significant variance. Without external standardised quality assurance, there can be no certainty when making judgements of what has actually been learned and its veracity.  
*No external observer visits are required by the ECF or AB service in the Fully Funded Induction programme. Mentor engagement opportunities will be added to the programme in 22/23, which will include opportunities for developing practice, e.g., moderation of observation.*
- Some schools struggling to ring fence time for ECTs.  
*GTH can highlight this requirement and support directly / through the AB role and AB partners.*
- There are issues in some places with non-subject specific tutors or mentors being used, although this is highlighted as an area of benefit in other settings.  
*This is dependent upon school staff availability and school leader decision making.*
- There is confusion amongst the wider staff about the roles of tutor and mentor.  
*The DfE, TF and GTH can continue to explain these roles. A local glossary of terms can be produced.*
- There is a general lack of awareness of the ECF programme across the school system which leads to a wide range of CPD provision (school based, rather than explicitly linked to the ECF) being offered to ECTs. This leads, at times, to overwhelm.  
*The choice and fragmentation in the teacher development system is national and structural. TSHs will play an increasing role in clarifying options but cannot legislate to limit activity where the DfE allow diverse practice. The model of local CPD Boards will be introduced in all 3 local areas in 22/23 to assist in senior leader engagement and awareness. Area Leads are visiting Headteacher networks and coordinating messages to school leaders.*
- Limitations of impact and influence of the materials and their potential benefit come from a lack of whole school awareness. When the whole school has had time to embrace the programme, the ECF's influence has potential to build a common language (referencing theory and practice) across the school, aligning practice in all classrooms and common areas. While there are clear examples of benefits resulting from the programme for teacher practice, these are not all being translated effectively into improving outcomes for pupils. Unfamiliarity with the materials and lack of cohesion across the school will contribute to this picture – it may be difficult to know what improvements to attribute to the programme's influence.  
*There is an expectation by the DfE that better trained teachers will result in positive impact on pupil outcomes but there is not a refined mechanism to measure this (beyond Ofsted and progress scores). ECF can on its own only be a contributing factor to school wide pupil outcomes. Sourcing feedback from Headteachers on impact would improve local understanding.*

- There is a desire for more collaboration, more vision for the future, more of a sense of self. In terms of empowering great teachers, GTH has the potential to increase its impact, to connect and empower teachers, to foster increasing collaboration.  
*GTH will introduce engagement opportunities for ECTs, Mentors and facilitators on ECF in 2022/23*
- The core drivers of Generate TSH are obscured. The Local Area leads are each viewed as if they were the hub.  
*In 2022/23, GTH will be: Communicating more frequently and directly with ECTs and Mentors in 2022/23 via email and a newsletter. Provide Hub wide engagement opportunities (beyond each local authority area). Create a welcome slide for all ECF training branded with GTH.*
- The aims, mission and values of Area Leads schools should be congruent with GTH.  
*The Area Leads participate in the GTH Steering Group to plan the Hub programme. Each one has signed an agreement to uphold GTH's vision, values and approach. GTH to review and renew its mission ('why' we operate) and embed in plans, communications and partnerships.*

### **National Professional Qualifications**

Working with the support of our local Area Leads has proved essential to local communication and engagement. We have observed the following from the first year of delivery:

- Planning potential cohorts of NPQs in advance with facilitators and venues ensures we can match applications to cohorts smoothly.
- Pre-course communications is an area we can improve; this is done in conjunction with our main NPQ provider Best Practice Network (BPN) – and is an area that feedback tells us was not as well received as the quality of offer.
- Meeting with our NPQ providers regularly (BPN have a weekly communications meeting; Teach First a monthly review) will continue to identify solutions to issues raised.
- The significant changes (in October 2021 and then May 2022) made by the DfE to NPQ funding have been positively received and will be better understood, as well as be able to be included in school planning, in 2022/23.
- Adapting our offer to include twilight choices for participants is important, even though this adds considerable administration to the process of cohort mapping.
- Expanding our NPQ from 3 specialist and 3 leadership programmes to 4 and 4 respectively, by offering Leading Literacy and the Early Years Leadership NPQs will be important to meet demand and school need.
- Working with two NPQ providers for 2022/23 will improve our understanding of different models of delivery and administration to better reflect the needs of our local schools.
- Our national lead is devolving responsibility for payments to facilitators and for venues to GTH for 2022 onwards to ensure smoother local administration (we are currently awaiting contractual confirmation).

In summary, during 2022/23 our focus for NPQs will be upon refining the service we offer and increasing our understanding of impact. This will be complemented by our Independent Hub Assessor (IHA) conducting qualitative review of NPQs with a focus group approach over Autumn 2022 and Spring 2023.

### **Continuing Professional Development**

- Local engagement reaches more practitioners and schools. We will continue with the Early Years Transition theme (already approved by the DfE) for our CPD offer delivering a Warrington and a Wigan based offer.

- Supporting high quality CPD is crucial and we will continue to promote and connect schools to the curriculum hubs, research schools and DfE approved programmes.
- We will also continue to not promote independent CPD providers to ensure equity of endorsement. As a TSH we are regularly messaged from a wide range of CPD providers and we cannot resource checking and validating all providers.
- Our CPD statement provides a marker for quality of CPD provision and ensuring a focus on a programme offer (not one off events) along with an evidence base that is focused on training that directly enhances pupil outcomes.

### **Initial Teacher Training**

Significant turbulence has been experienced in the ITT market place during 2021/22. Our response was to share information with schools and ITT providers to help them make the right choices to how they engage in ITT.

Our response as a TSH supporting ITT was effective in terms of:

- Creating the first network that invited all ITT providers in our area to meet and share good practice / build a peer support structure. This will continue in 2022/23.
- Communicate the choices, process and options to ITT providers to respond to the market review.

As a School Direct provider, we reflect that:

- The drop in interest for ITT is significant and is of great concern nationally to sustain recruitment and retention levels of teachers.
- Targeting marketing for ITT is a challenging proposition and we must improve the public promotion and communication of our offer to potential applicants.

### **Appropriate Body**

This is an intensive administrative process and one that nationally has caused considerable confusion to school leaders because of the implementation of the ECF offer and the reduction in approved AB providers with the closing of the Teaching School designations in August 2021. As we reflect on the year, we observe that:

- The termly network meetings with LA AB providers have proved of great importance to identifying challenges in the new system and communication between the TSH and LA staff.
- Our registration forms and process guides have been regularly updated to minimise confusion or the potential for duplicate registrations by schools. However, the DfE do not share details between their ECF portal and the Teacher Regulation Agency nor with AB providers in real time, so structurally there will remain challenges to school administration.
- The AB consultation announced in May 2022, though it surprised TSHs and other AB providers with the published expectation to remove AB designation from LAs by September 2023, is timely. The AB service needs reform and greater clarity of consistent standards and pricing for schools to assess their provider. GTH submitted a response and encouraged schools and partners to do likewise.
- Our model of separating ECF and AB administration ensure support for ECTs is not confused with assessment.
- Our model of recruiting AB Assessors and operating an AB Board ensures decisions are not made by individuals and protects standards of assessment. Collective decision making ensures ECT assessment does not fall upon one individual.
- The role of an AB is still not widely understood by schools and whilst the splitting of roles (and personnel) between Mentors of new teachers and Induction Tutors is appropriate, it created additional challenges for schools to appoint and monitor in practice.

### **Engagement**

Our engagement activities were limited beyond our core programmes in 2021/22. We provided briefings in partnership with Area Leads for the ECF programme. Given the volume of activity – delivery of ECF, NPQs, CPD – the need for facilitator training for the ECF and NPQ modules, and extensive communications required in very limited time to register and support schools for the AB offer, ECF and NPQs this was the appropriate choice. We have prepared a more in-depth engagement offer for 2022/23 in response to feedback and requests from schools.

### **Communications**

GTH set out a communications plan for 2021/22, focusing on regular but not intensive contact with school leaders. With the wider pace of change and depth of reading behind the teacher development reforms it was important we communicate sensitively to schools. From our review we determined that:

- Our half termly newsletters are well received and appropriate, we will set dates for production and distribution in 2022/23.
- Contact with school leaders is vital, so we will add a school leader email briefing them on key issues at the start of every term in 2022/23.
- Attendance at Headteacher networks in each LA is crucial and we will, in partnership with our Area Leads, be proactive at communicating in person with these forums at all phases and in all three areas in 2022/23.
- Our database is now fully operational and from a marketplace of nearly 6,000 teachers in Halton, Warrington and Wigan we have 1,500 individuals – mostly local school colleagues – on our database. Every school is also mapped so we can reach colleagues directly in every school.
- The ECF newsletter is a regular and needed medium of communication; it has not been universally communicated by local partners in 2020/21 so messages will be sent direct in 2022/23.
- Bespoke contact with ECTs, ECMs, Mentors, Facilitators and NPQ participants providing additional offers, support and advice will be created in 2022/23 to improve the tailoring of our communications.
- Our website is now fully operational with updates on a daily basis; our social media messages have not been consistent enough and a pattern of coordinated communications will be prepared for Twitter, Instagram and LinkedIn for 2022/23.

The terminology of a TSH and the role it plays is still new to teachers and school leaders; our focus in 2022/23 will be to continue to raise awareness of how we fulfil our mission and connect great teachers in Halton, Warrington and Wigan to the right professional development for their career and their school's development.

## 6. External Context

TSHs deliver the significant national reform to professional development in teaching as set by the DfE. As a new initiative in 2021, our first year saw our designation develop with four revisions of our handbook. There has been an ongoing dialogue with the DfE for detailed clarification through the TSH Council about implementation of policy. And there has been the need for schools, partners, stakeholders and interested parties to adjust their networks, forums and decision making to accommodate our TSH presence. Our work has been 'birthed' in change and our plans, processes and approach must accommodate the ongoing impact of external factors or forces creating change.

To manage risk GTH has produced a review that is re-assessed every term by the Strategic Board (see Appendix 1) and this includes risks from external forces where known. To inform planning and measurement of our service, we have set out below key drivers of change that we are aware of now and in the near future:

### Policy Forces

Currently, we are writing in a period of significant turmoil in government leadership. In the space of 3 days in July 2022 we had 3 different people fulfilling the role of Secretary of State for Education. Dame Allison Peacock noted in her end of academic year message to the Chartered College of Teachers on 14<sup>th</sup> July 2022:

*"The past week in politics has been shambolic. There have been several occasions where the exemplary conduct of our profession has been in stark contrast to that of our government. Last week showed us that our profession leads the way regarding professionalism, leadership and expertise. The government has continued to backstab and bicker despite the fact there is a SEND Review soon to close, a Schools Bill in limbo and an alarming increase in COVID cases."*

We do not know how this will impact TSHs; our position is strong with our offer embedded in the long-term plans. We await to understand how our designation or expectations of performance are impacted by the recent change in DfE Ministers and impending new Prime Minister.

The White Paper, Opportunity for All, in March 2022 stated Multi Academy Trusts (MATs) are central to the educational sector with the intention for all schools to be MATs by 2030. The number of MATs and their scale will only increase. However, we know that in 2022/23 MAT leaders<sup>4</sup>:

- See teacher professional development as one of their top 3 concerns;
- That they will use professional development to build teaching skills, and;
- That they prioritise using professional development to implement evidence-based approaches in their classrooms.

Therefore, how we as a TSH engage MATs and what offer make to them whilst protecting our service to all schools is a strategic challenge for next year and beyond. GTH has 67 of our 292 schools in a MAT but from this group we have 25 different MATs to engage. MATs also cross TSH boundaries in multiple ways making coordinated offers to their schools more complex.

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<sup>4</sup> Confederation of School Trusts & Edurio (2022) National School Trust Report. June. <https://edurio.lv/wp-content/uploads/2022/06/National-CST-School-Trust-Report.pdf>



*Our response: To continue to publish our plans and inform partners of our designation. To continue with our Area Lead model that enables analysis of change and flexibility of delivery. To ensure MAT leaders are part of our decision-making structure and can influence what we offer and how it is delivered.*

### **Economic Forces**

The TSH core grant is £200,000 per annum for three years to August 2024, and current economic fluctuations will have significant negative impact upon the value of that grant. Inflation has risen to a 40 year high this summer with forecasts that it will remain high. This means the pay award offered for September 2022 is much higher the forecast made when we were bidding in 2020. Though we are carefully managing our finances this increase in costs will stretch resources and potential do so further with future pay awards in 2023 or 2024.

School running costs are increasing with gas and electric prices having no cap to business customers and they are now forecasts to rise substantially again this year and next. Our schools will be faced with finding money for pay awards and utility bills from existing budgets and this may impact on staffing, their capacity to engage in professional development and school development planning.

Regional research also identifies the importance of the collective mission to contribute to raising pupil outcomes by offering high quality professional development to teachers. The positive impact of raising pupil outcomes on the lives of children<sup>5</sup> is without doubt the main driver for TSH work. However, the Cheshire and Warrington Local Enterprise Partnership notes that pupil attainment has a direct impact of the economic performance of a locality:

*“The gap between those young people in receipt of free school meals (FSM) and those not in receipt of FSM for progression to a sustained place in education at Key Stage 4 is too big (12-14%), as it is for attainment of Level 3 at age 19 (29-36%). This failure to maximise the skills of our young people puts unnecessary constraints on economic growth.”<sup>6</sup>*

Halton has been identified as one of 50 Priority Education Investment areas by the DfE and will receive extra resources due to disadvantage and lower pupil performance. How providers of education at all stages of a young person’s life are supported and trained to continue improving pupil outcomes will be crucial to the area’s long term prosperity.<sup>7</sup>

*Our response: To continue to carefully manage resources and build our non-grant income to be ready for additional economic shocks. To operate an approach to school partners that is sensitive and advocates for them to acknowledge the pressures they are operating in through the TSHC. We will continue to support local education initiatives that can enhance teacher professional development (such as the Halton Learning Alliance).*

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<sup>5</sup> European Commission, Directorate-General for Employment, Social Affairs and Inclusion (2019) *Impact of education and skills on life chances*, Publications Office. <https://data.europa.eu/doi/10.2767/34326>

<sup>6</sup> Cheshire and Warrington Local Enterprise Partnership (2022) Cheshire and Warrington Skills Report. <https://cheshireandwarrington.com/media/jhtngy2u/skills-report-2022.pdf>

<sup>7</sup> Published February 2022. <https://www.gov.uk/government/news/package-to-transform-education-and-opportunities-for-most-disadvantaged>

### **Social Forces**

Schools are reporting difficulties in recruiting staff at a number of levels including administration, teaching assistants and senior leaders. This will impact the demand for our professional development services and create pressures about capacity to engage, suitability to attend and implementation of learning. In one LA, it is reported that more than half the schools will see a change in headteacher in the next year. Teacher training applications are falling significantly and local providers are predominantly reporting large shortages of trainees for 2022/23.

*Our response: To adapt our engagement where possible to offer more support to schools, especially school leaders, and promote additional resources such as the Early Headship Coaching Offer. We will continue to promote teacher training and support initiatives to raise awareness of the value of teaching as a career choice to graduates.*

### **Structural Forces**

TSHs have been created to draw professional development together at a local level and support schools to understand and access high quality teacher development. The fragmented structure of nearly 800 Teaching Schools that ended in August 2021, is now a more organised sector of 87 TSHs. The skills, expertise, facilities and interest of these 800 organisations has not gone. GTH has consciously chosen not to compete with local CPD providers and seek ways to support the local training offers that are needed and of high quality.

However, though the marketplace for professional development is now more organised it has structural patterns embedded in it that create complexity:

- The TSH designation places geographical and service limits on our work but through the reforms the DfE have authorised organisations free of our restrictions – such as MATs, national providers and consortiums - to offer reformed professional development such as the NPQs and ECF directly to schools. This has resulted in ‘specialist-specialist’ NPQs designed by NASBTT and the Maths Hubs, along with targeted national press adverts for direct NPQ recruitment by a national provider.
- National NPQ providers had to re-tender for the 6 reformed NPQs in 2022 after less than one year’s delivery and tender for two new NPQs and future NPQ lots, creating divisions between which provider is able to offer which NPQ.
- Reformed NPQ funded was limited at their announcement in the summer 2021, then expanded to fully funded for all state schools in October 2021 and then widened further in May 2022 to include independent schools, hospital schools, virtual schools, young offender institutions plus early years fully funded access to one new leadership NPQ<sup>8</sup>.
- Schools and MATs that are now known as legacy Teaching Schools / Alliances are free to produce their own CPD offers to their own standards. This is often vital as they charge for attendance and use to fund other services. However, none of the CPD restrictions applicable to TSHs apply. Indeed many organisations that have TSHs also offer through similar brands but different entities CPD.
- Schools also have two other choices about how they provide the ECF offer to new teachers before they then decide if they want to choose the fully funded option which in turn can be provided by their TSH or nearby or direct from other providers (see above).
- Retendering is being undertaken for ITT provision allowing new partners to enter the market.

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<sup>8</sup> <https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms/national-professional-qualifications-npqs-reforms>

- From June 2022 the new National Institute of Teaching has been launched with 4 centres across the country and this too can offer ITT, NPQ and ECF programmes.
- The role of LAs in school improvement is receding as funds are withdrawn for their services, LAs are being encouraged to become MATs and to withdraw from AB services which are often part of a wider service level agreement of support.

This environment is one of contradictions: greater structure but more choice; coordinated deliverers with dispersed choice of providers; and, collaboration of partnerships but competition for tenders and contracts. This structural context can be described as ‘co-opetition’, this is where a commissioning structure is developed to encourage co-operation by organisations but at the same time create competitive processes these same partners must consider. It creates tensions and challenges in forming and sustaining strong local, long-term partnerships.

*Our response: To continue with our local engagement model and expand the practice to all LA areas. To continue with our Local Area Leads approach bringing partners into our operational and decision-making structures. To continue to be transparent about our plans, services and insight through publishing online, presentations and network communications.*

### **Emergent Data Forces**

The DfE established the national TSH structure but has not yet identified clear metrics to measure the impact of professional development upon pupil outcomes. Learning from the first years of TSH operation is still pending (e.g., the full ECF survey from the DfE has not yet been published) and this creates significant gaps in professional knowledge locally and nationally. Data shared by the DfE is not always consistent (e.g. sharing different numbers of schools, teacher trainees and ECTs in our hub area). GTH is one of the 87 conduits developed who are identifying new data, assessing it and interpreting the results. This is an emergent process and the learning from this will influence longer term practice. In addition, accurate local authority level data from the DfE on topics such as schools, teacher demographics and training is limited (and at times contradictory).

*Our response: To continue to be proactive in identifying data sources and invest time in connecting understanding and insight. We will publish and share learning for the benefit of local schools and partners as well as join with the national process of learning. Our core database provides the foundation from which consistent evidence and analysis can be built by GTH and our investment in an Independent Hub Assessor an example of our willingness to be subject to objective scrutiny.*

### **Equality and Diversity Forces**

An important focus is being given to the inclusivity and diversity of the teacher workforce and the structures that recruit and develop teachers. In an industry heavily reliant on observation and assessment of professionals, issues such as unconscious bias and representation are rightly being scrutinised. During 2022, the National Foundation for Educational Research<sup>9</sup> published a study showing that ethnic minority backgrounds are under-represented in the teaching profession; specifically, that after the application to teach stage representation continually falls as teachers’ progress through the profession. Data analysis on our Hub area shows a similar pattern but significantly a greater under presentation of non-white teachers compared to regional and national data from the very start of the teaching career.

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<sup>9</sup> <https://nfer.ac.uk/news-events/nfer-blogs/new-teaching-diversity-data-shows-why-sector-must-improve-and-fast/>

*Our response: We will continue to provide processes to engage teachers with lived experience to ensure our services empower colleagues from ethnically diverse cultures and communities<sup>10</sup>. We will also partner with organisations and agencies to promote greater opportunities for the professional development of teachers from non-white communities. We are aware that we can do more and will remain open to adapting our structures and decision making patterns as we seek to learn how we can contribute to equitable professional development.*

### **Scaling Up Forces**

TSHs are being required to double in capacity in year 2, almost from the start of the Autumn term. In a survey from May 2022, 65% TSHs stated scaling up is a challenge for 2022/23 and only 1 in 3 have invested in an information database system. The opportunity of growth will not relent. We expect (but await confirmation from the DfE consultation) to be the only AB provider in Halton, Warrington and Wigan from September 2023. Year 2 will already see a doubling of our AB offer from 50 to 100 teachers; year 3 will see that more than triple to 350 and year 4 grow by 40% to 500. This is an exciting opportunity as we increase our direct communication with teachers in our area and are embedded in school support structures. We do not yet know how our designation will evolve but new tasks may well be asked of TSHs in future years.

*Our response: GTH has prepared for this but recruiting more facilitators by the summer term 2022, completing the design and operation of our central database system during 2021/22 and by resourcing local partners to engage in our work. Our team is now at full strength and highly experienced from year 1 delivery.*

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<sup>10</sup> For example our open contact form: <https://tinyurl.com/mresw89v>

## 7. Structure

The structure of GTH 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 GTH'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 GTH'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.
- TSHs.

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.
- CPD providers.
- Local Multi-Academy Trusts.

#### iii. School Partners<sup>11</sup>

These organisations (c. 292) are our core community, ones we will provide teacher development services to:

- 219 Primary schools,
- 39 Secondary schools,
- 14 Special Educational Needs schools,
- 2 Alternative Provision schools,
- 2 Other schools (tbc), and,

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<sup>11</sup> All figures here are taken from data supplied by the DfE in March 2021; the number of pupils is estimated from the supplied Teacher Pupil ratio of 17 to 1.

- 6 Nursery schools.<sup>12</sup>
- 16 Independent schools
- 1 Hospital School
- 9 16-19 State Funded institutions

The above schools include:

- 5,835 Teachers serving an estimated 99,235 children and young people
- 25 are Unqualified Teachers
- 268 are Early Career Teachers
- 25 different MATs, through which 67 of our primary and secondary schools belong.

Plus, we estimate a wider additional audience to engage of 372 early years providers such as nurseries and PVI's. The DfE confirmed some Independent Schools are eligible for the Early Career Framework (this was announced in August 2021 and it effected just two schools in Wigan). We are able to engage Independent Schools if / as we choose to do so but they are not eligible for most DfE funded services.

### Core Team

GTH is driven by a small core team of staff 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 WPAT and based in Kingsway Primary School, Halton the following staff roles are agreed:

- CEO
- Hub Director
- Hub Manager
- School Direct Manager
- Project Coordinator
- EYFS Lead
- School Direct Administrator
- Hub Administrator

Looking ahead, we are assessing delivery requirements as GTH scales up and foresee a need to plan for an additional administrator in the core team for 2023/24; this would be related to additional income from AB services.

In addition to the core team, we have 3 Local Area Leads (see figure 1 below) to facilitate local contact and insight:

1. Wade Deacon Trust and Lunt's Heath Primary School for Halton.
2. Golborne High School for Wigan.
3. The Challenge Academy Trust for Warrington).

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<sup>12</sup> Our understanding is that school-run settings (maintained nurseries, state funded pre-schools, EYFS-only academies) need access to Appropriate Body, Early Career Framework and NPQs as they may have QTS teachers; they will also have 'other CPD' requirements. PVI's may also need our 'other CPD' services. From September 2022 all these partners can access fully funded NPQs.



Fig. 1: GTH Area Lead Partners

The Area leads 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.

### Specialists

In addition to the core staff team, we have recruited in year one a network of more than 50 specialist local teachers and leaders to be:

- Facilitators of training to ECTs and to ECT Mentors;
- Facilitators of NPQ programmes;
- School based coaches to NPQ participants;
- Content writers and contributors for NPQ courses;
- Trainers of CPD courses.

Facilitators 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 facilitators. A small number of facilitators are recruited from outside of the local school system to assist with meeting demand for programmes and to ensure GTH is not drawing upon experienced teachers are busy points in the year additional services (such as facilitating mid-year ECF cohorts).

We have appointed Appropriate Body Assessors to match service demand and advise the Appropriate Body Board.

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

### Governance

To ensure levels of decision making and authority are clear, we have developed three levels to our governance:

- 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 WPAT and has representation from the WPAT Trustee Board and core stakeholders (a Local Authority representative and a HEI representative).
- A *Steering Group* has been formed of the Project Team and Area Leads to coordinate operational planning and the Hub. Chaired by the Director this group invites attendees as appropriate and meets every half-term.
- *Area CPD Boards* are networking structures that enable local partners in each area to meet, share and provide insight into effective teacher professional development at a local level. Each one operates to terms of reference and an inclusive attitude to embrace like-minded partners.

## 8. Activities 2022/23

All TSHs operate to a designation provided by the DfE. The priority for TSH delivery is to provide the ECF and NPQ programmes. We have produced a summative graphic (see figure 2 below) showing our core activities. The activities are placed in order of priority from the DfE designation, the top being the highest priority for TSHs as perceived by the DfE.

**GTH 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 TSH delivery.

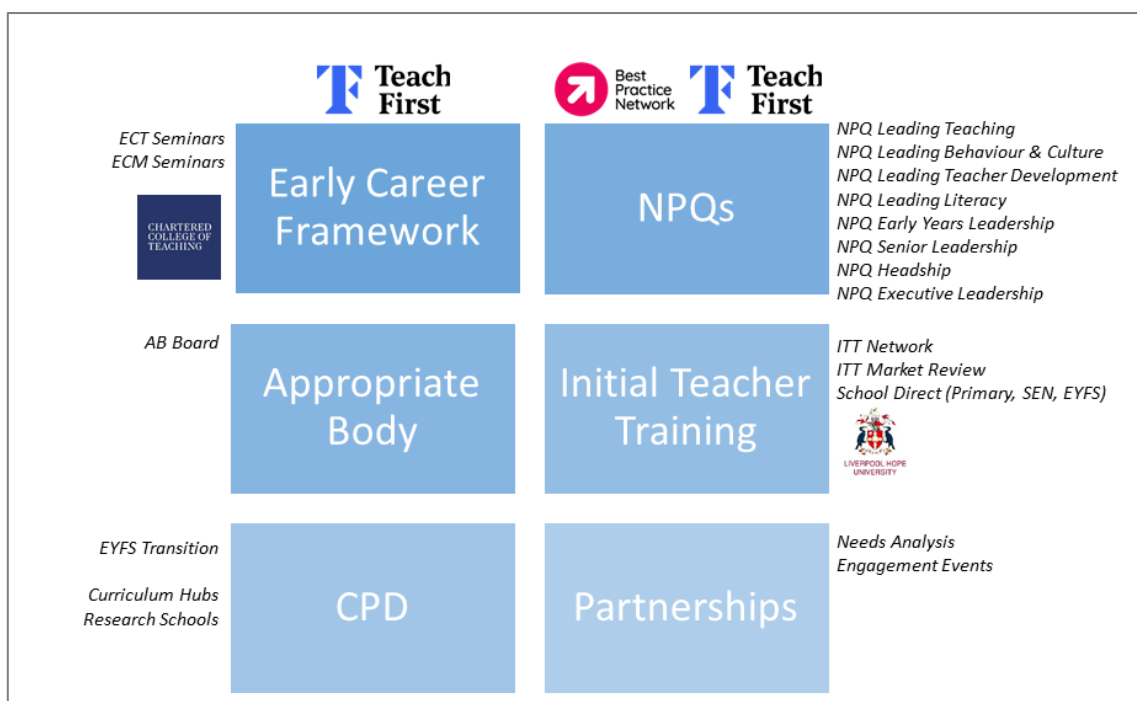


Fig. 2: GTH Activity Map

Plans for the forthcoming year now include a mixture of repeating activities (that can be refined and measured against year 1 as a benchmark) plus new activities plotted in response to requests and feedback.

Listed below are our planned activities; **those marked in red are measured by the DfE in our delivery plan or designation offer**. 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 2022/23	New Activity in 2022/23
<b>ECF</b>	<ul style="list-style-type: none"> <li>Commissioning and training of local facilitators</li> <li>Directly coordinated delivery in Halton</li> <li>ECF Area Lead licences for Warrington and Wigan</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator drop in (termly)</li> <li>New facilitator observation</li> <li>Y2 induction</li> <li>Y2 programme</li> <li>ECMs half termly drop-in (online)</li> <li>ECTs half termly drop-in (online)</li> </ul>



	Repeated Activity in 2022/23	New Activity in 2022/23
	<ul style="list-style-type: none"> <li>ECF briefings to networks and partners</li> <li>ECT &amp; ECM feedback (Teach First)</li> <li>End of year celebration events</li> <li>Licensed partnership with Teach First</li> <li>Monthly reporting to Teach First</li> <li>Quality Assurance (Teach First)</li> <li>Union Induction (optional)</li> <li>Y1 induction</li> <li>Y1 programme</li> <li>Y1 registrations</li> </ul>	
NPQ	<ul style="list-style-type: none"> <li>Annual development conference (BPN)</li> <li>EL Recruitment, facilitator recommendations (Cohorts 3 &amp; 4).</li> <li>Licensed partnership with BPN</li> <li>LT / LTD / LBC Planning dates with facilitators &amp; venues; Recruitment; cohort allocation (Cohorts 3 &amp; 4).</li> <li>NPQ briefings to networks and partners Commissioning and training of local facilitators</li> <li>SL / H Planning dates with facilitators &amp; venues; Recruitment; cohort allocation (Cohorts 3 &amp; 4).</li> <li>Weekly communication meeting with BPN</li> </ul>	<ul style="list-style-type: none"> <li>EYL offer</li> <li>Facilitator drop in (termly)</li> <li>H EHCO offer</li> <li>Licensed partnership with Teach First</li> <li>LL offer</li> <li>LT / LTD / LBC / SL / H / EL Completion of Cohort 1 &amp; 2</li> <li>Monthly reporting to Teach First</li> <li>Post Programme Options for Specialist and Leadership NPQs</li> </ul>
ITT	<ul style="list-style-type: none"> <li>Local Provider Network</li> <li>Accredited provider of Liverpool Hope University</li> <li>School Direct offer (Primary 5-11, EYFS 3-7 &amp; Primary SEN) including placement schools, school mentors, lead mentors and trainers.</li> </ul>	<ul style="list-style-type: none"> <li>Accredited Provider Changes</li> </ul>
AB	<ul style="list-style-type: none"> <li>AB Board</li> <li>LA AB network (Termly)</li> <li>Recruitment of AB Assessors for Fully Funded Induction Route</li> <li>Year 1 registrations</li> </ul>	<ul style="list-style-type: none"> <li>AB consultation report</li> <li>Recruitment of AB Assessors for Core and School Led Induction Routes</li> <li>Transition plan</li> <li>Year 2 Assessments</li> </ul>
CPD	<ul style="list-style-type: none"> <li>Annual Satisfaction and training needs survey (Summer)</li> <li>CPD evaluation</li> <li>CPD statement and Theory of Change</li> <li>EYFS Transition (Wigan)</li> <li>SELECT EYFS Transition (Warrington &amp; Halton)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	Repeated Activity in 2022/23	New Activity in 2022/23
<b>Partnerships (Engagement)</b>	<ul style="list-style-type: none"> <li>• CPD Board - Wigan</li> <li>• Ethnically diverse cultures and communities learning</li> <li>• Half termly Bulletins</li> <li>• Headteacher network presentations</li> <li>• Mapping of school engagement</li> <li>• Social Media (Twitter, Instagram, LinkedIn)</li> <li>• Stakeholder map</li> <li>• Website</li> </ul>	<ul style="list-style-type: none"> <li>• CPD Board - Halton</li> <li>• CPD Board - Warrington</li> <li>• Headteacher briefing email at start of each term</li> <li>• Headteacher PD briefings (Autumn &amp; Spring online; Summer in person leadership event)</li> <li>• Leadership Well Being (tbc)</li> <li>• Maths Hub Added Value Network</li> <li>• Pupil Premium Event (in partnership with Rainbow Teaching Hub)</li> <li>• SEN schools (visits)</li> <li>• Teacher Year 3-5 Offer</li> <li>• Topical Talk Teacher Trainee event</li> <li>• Workload Reduction conference (tbc)</li> </ul>
<b>Infra-structure</b>	<ul style="list-style-type: none"> <li>• Central database</li> <li>• Communications Plan</li> <li>• Core team</li> <li>• Independent Hub Assessor</li> </ul>	
<b>Governance</b>	<ul style="list-style-type: none"> <li>• Annual business plan</li> <li>• <b>DfE annual KPI Delivery plan</b></li> <li>• <b>DfE termly reports</b></li> <li>• Steering Group (half termly)</li> <li>• Strategic Board (termly)</li> <li>• Termly Risk Review</li> <li>• TSH Code of conduct</li> <li>• TSH Self-Assessment (May)</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of activity to year 1 baseline</li> <li>• <b>DfE Annexe G audit</b></li> </ul>
<b>WPAT Projects</b>	<ul style="list-style-type: none"> <li>• Behaviour Hub Administration</li> <li>• EYFS projects including Covid Recovery Area Lead (Warrington)</li> <li>• EYFS school based consultancy</li> <li>• Wigan Gender Writing Training</li> </ul>	

Our engagement section above provides a list of several new events or activities.

Importantly, GTH 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. In that way we can connect and empower great teachers through high quality professional development.

## 9. External Communications

GTH communicates with 7 stakeholder groups. We are also operating within a national eco-system designed and led by the DfE.

Our key stakeholders have been described in the list below to assist in segmenting their needs from and interest in our Hub:

- *Investors*, e.g. Department for Education, Regional Schools Council, TSHs Council, National Lead Partners (Teach First, Best Practice Network);
- *Regional or Area Agents*, e.g. Local Authorities, Diocese, Multi-Academy Trusts, Higher Education Institutes, Curriculum Hubs;
- *Local Providers of Teacher Development*, e.g. legacy Teaching Schools, Initial Teaching Training providers, etc.;
- *School / Multi-Academy Trust Leaders*, e.g. CEOs, Executive Headteachers, Headteachers;
- *Middle to Senior school leaders*;
- *Early Career Teachers*;
- *Trainee Teachers*, including applicants to Teaching.

Each of our stakeholder groups require different information for different reasons. However, there is also much cross over between audiences, with individuals holding multiple roles. Listed below is a broad review of our audience segments, what they need from a TSH and how we will communicate with them.

Who	What	How
<b>Investors</b>	<ul style="list-style-type: none"> <li>• Performance and KPI / finance reporting.</li> <li>• Outcome achievements through formal returns.</li> <li>• Formal Board papers.</li> </ul>	<ul style="list-style-type: none"> <li>• Returns and Reports when requested plus benchmarking where / when available</li> </ul>
<b>Regional / Area Agents</b>	<ul style="list-style-type: none"> <li>• A 'helicopter' view of Hub activity and impact.</li> <li>• Trends and priorities of teacher development.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual reports.</li> <li>• Multi-Hub meetings.</li> <li>• Presentations to forums.</li> <li>• Networking.</li> </ul>
<b>Local Providers of Teacher Development</b>	<ul style="list-style-type: none"> <li>• Reviews and updates on teacher development priorities, needs, participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Hub broadcast emails.</li> <li>• Local events / presentations.</li> <li>• Local Area Lead contact.</li> </ul>
<b>School / MAT Leaders</b>	<ul style="list-style-type: none"> <li>• Current guidance and policy.</li> <li>• Must Do's for teacher development planning.</li> <li>• Compliance processes.</li> <li>• Information that needs to cascade to schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly bulletin</li> <li>• Briefing events.</li> <li>• Headteacher briefing email (start each term)</li> <li>• As information / guidance changes - email &amp; web site.</li> <li>• CPD Boards</li> </ul>
<b>Middle to Senior Teachers</b>	<ul style="list-style-type: none"> <li>• Opportunities for CPD, including NPQs.</li> <li>• Opportunities for participation, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly bulletin</li> <li>• Recruitment emails and web site promotion.</li> <li>• Briefings.</li> </ul>

Who	What	How
	<ul style="list-style-type: none"> <li>Facilitators, assessors, mentors and induction tutors.</li> </ul>	<ul style="list-style-type: none"> <li>Forum attendance / presentations.</li> </ul>
<b>Early Career Teachers</b>	<ul style="list-style-type: none"> <li>Accessing Guidance, process and paperwork.</li> <li>Understand their level of ownership and the role they play in completing their Induction.</li> <li>Location of forms, advice and AB role in supporting them.</li> <li>Support and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Half termly bulletin</li> <li>Via Headteacher / Induction Tutor contact.</li> <li>Induction.</li> <li>Handbooks.</li> <li>Social Media.</li> <li>Email.</li> <li>Mentors.</li> <li>ECT newsletter</li> </ul>
<b>Trainee Teachers</b>	<ul style="list-style-type: none"> <li>Requirements to become an ITT.</li> <li>How to apply - where to find information.</li> <li>Programme information and standards.</li> <li>Support and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Web site with links to national standards and requirements.</li> <li>Interview process.</li> <li>Induction.</li> <li>Handbooks.</li> <li>Social Media.</li> <li>Newsletters and email.</li> <li>Mentors.</li> </ul>

### Methods of Communication

GTH has to deploy a range of communications to reflect the overarching approach of the service. Our communication methods are built around an in-depth, up to date website and broken down by frequency:

Annual	Communication Activities
Termly	Service information leaflets. Headteacher / practitioner forums. CPD Boards Headteacher email briefing
Half termly	Hub Bulletin. Partner updates.
Monthly	ECF newsletter.
Weekly	Website updates.
Ongoing	News articles on website. Social media posts. Service calls / requests by email.
Topic specific	Briefings. Handbooks.

GTH has a mailing list of all schools in the area with office contacts and Headteacher contacts, as supplied annually by the DfE. We also have a growing list of individual emails to directly reach our audiences.

## Appendix 1 Risk Register

Forecasting and managing risk is a key duty of GTH'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 (A Brown) 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.
- GTH is a core service within WPAT and annually the risks from the work of the TSH is reviewed through the WPAT risk register.

A summary of key issues noted in the current risk register is attached below (a full update from last updated on 8<sup>th</sup> June 2022 is on file):

	RISK DESCRIPTION	PRIORITY LEVEL
	Give a brief summary of the risk.	(IMPACT X PROBABILITY)
Finance & Legal	Lower than expected number of ECTs registering	4
	Non receipt of income from DoE	5
	Lower than expected number of NPQs registering	4
	Competition from other TSH/s	8
	Overspend budget / commitments	4
	Reforms to Government priorities	8
HR & Management	Skill mix of team lacks suitable competencies	4
	Team members leave within short timescales / unannounced	10
	Fail to appoint suitable team members / numbers	4
Governance	Steering Group fail to engage and have ownership	4
	Board fail to engage and have ownership	10
	Gaps in skill / knowledge / experience of Board members	3
	Non-attendance / differing priorities of Board members	8
	Continued adaptations to designation of TSH by DfE	9
Operations & IT	Quality of product does not match expectations of ECTs & CPD requirements of other teachers	4
	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
Reputation	Communication is diverse and mixed. Customers have multiple needs and views of the 'education environment'	8
	Failure to communicate effectively	8
	Failure to manage complaints / comments efficiently and effectively	10
	Geographical landscape has multiple stakeholders with competing needs	12