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Schools

East London TSH Newsletter

National Professional Qualifications Special Edition

A message from the Director of East London Teaching School Hub

In this edition, we shine a spotlight on the difference our UCL National Professional Qualifications are making locally. You will find a range of contributions from our facilitators and participants, from the full range of our NPQs, who share what they are enjoying; how their study is impacting on their leadership behaviours and practices and, most important of all, the difference this is making to the young people in their schools. They also share top tips for school leaders on how to ensure the learning of NPQ participants has a wider reach and lasting impact in schools.

Towards the end, you will find a thinkpiece from one of our facilitators who has just moved into Headship. She shares how her learning from the NPQs has helped shape her first few months of school leadership. There's also a link at the end to a short video from our Specialist NPQ consolidation conference in February where participants also share their reflections. Last but not least, there's more information on how to apply for an NPQ with us in the Autumn term!

You may wish to dip into different sections at different times but I would encourage you to read everyone's contributions. I feel enormously privileged to be part of such a fantastic network of professionals and my own facilitation on our NPQSL programme has been both professionally rewarding and stimulating.

I hope you enjoy this edition.

Ruth Smith

Director of ELTSH



A celebration of our NPQs!

In my role as Strategic Lead for the NPQs at East London Teaching School Hub, I have had the great privilege to both work closely with our fantastic participants and wonderful facilitators, as well as overseeing exactly how we offer the NPQs locally. Working closely with UCL, I am proud of the experiences that our participants are enjoying throughout their programmes and the rich learning they are gaining. The announcement last month of the outcomes of the end of programme assessment for our first cohort was really positive for the Hub and I was absolutely delighted with the results.

Because of the differing durations of programmes and the staggered, multiple starts through the academic year, we now have four cohorts of NPQs running at the same time and over **580** participants undertaking NPQs, from Hackney and Tower Hamlets, as well as further afield. Amongst other things, this is giving us the really exciting opportunity to support those people who have started more recently to learn from those who are further down the line with study, or have finished their programme. In fact, we have recently welcomed visitors from Cohort 1 NPQs to our Cohort 3 Leadership sessions to talk about their Implementation Projects as well as the learning they amassed along the way. This can only enhance the NPQ experience for more recent groups and we are always looking for new ways to develop networks of local leaders. You will find rich insight to our full range of programmes below.

Nadia Dellagana-Campbell

NPQ Strategic Lead



Exploring the National Professional Qualification in Leading Teaching

The NPQ in Leading Teaching is for teachers who have, or are aspiring to have, responsibility for leading teaching in a subject, year group, key stage or phase. The NPQLT is a 12-month programme consisting of online, independent study and facilitated sessions with peers. The course provides an opportunity to plan, deliver and sustain change in context. It also offers insight into all areas required for successful leadership including:

- Supporting teachers at all levels in a school
- Strengthening the ability to contribute to a school's culture
- Supporting high quality teaching and assessment in a subject or phase.



Lisa Coakley
NPQLT programme facilitator

Lisa is one of our expert NPQ Leading Teaching facilitators alongside her co-facilitator Liza Hooper. Together, they have worked with our first cohort of NPQLT participants as well as two further groups this year. Lisa has many years of experience as a Tower Hamlets Secondary senior leader and discusses her experiences of NPQLT facilitation below:

What have you enjoyed most about facilitating on the programme?

I enjoy facilitating on the NPQLT as I am fortunate to meet so many passionate and enthusiastic professionals wanting a deep understanding of leading teaching. It is rewarding to see participants develop a greater understanding of the complexities of their roles in schools and I personally enjoy hearing about the range of contexts in which they work. It is clear that all participants want to increase their experience in the context they currently work and are committed to improving the life chances of the young people in East London schools.

Working with my co-facilitator, Liza Hooper, means that participants benefit from our combined experience of leading teaching in secondary and primary settings in East London schools.

Our shared passion and enthusiasm for the subject matter brings a lively pace to our sessions! We have developed a style of working together so that the participants are listening to two voices and experience a range of leadership approaches. Furthermore, it allows us to work more closely with participants and check on understanding quickly.

What impact do you think the NPQLT is having on the leadership behaviours of participants?

Over the course of the programme, we have definitely seen participants grow in confidence. We've seen more participants take an active role in group discussions and use their self-study to inform their discussions and actions back at school.

What are your top tips for how school leaders and mentors can best support NPQLT participants apply their learning in school?

The senior leader with responsibility for professional learning should ensure this is part of the SLT agenda: it's really important that a senior leadership team knows who in their school is undertaking an NPQ, as well who is mentoring them in school so they are fully briefed and supported in this role, and they should actively ask participants about what they are learning and look for opportunities for them to share this with colleagues back at school. For example, if a school has teacher learning communities, the participants could share the progress they are making with their implementation projects through these forums. Alternatively, they could share key learning and practical actions they have taken through morning briefings.

Participant contribution:

"It's helped me to link personal ideas and suggestions and theories with research + findings from case studies. This has helped me to refine and be more judicious with the approaches I use in my leadership roles".

Richard Dowling NPQLT Participant

Exploring the National Professional Qualification in Leading Teacher Development

The NPQ in Leading Teacher Development is for teachers who have, or are aspiring to have, responsibility for leading the development of other teachers or staff in their school. This might be for all staff or specifically for trainees or ECTs. The NPQLTD is a 12-month programme consisting of online, independent study and facilitated sessions with peers.

The course provides an opportunity to plan, deliver and sustain change in context. It also offers insight into all areas required for successful teacher development including:

- Developing teachers at all levels in a school
- Designing and delivering professional development that makes a genuine difference to pupils' outcomes.



**Nadia Dellagana- Campbell
NPQ LTD facilitator**

Nadia is one of our founding members of the East London Teaching School Hub facilitator team - so much so she has recently become our NPQ strategic lead too! Nadia continues to facilitate a number of our NPQs but here she shares her thoughts about the NPQLTD.

What have you enjoyed most about facilitating on the programme?

As a facilitator, delivering on the NPQ Leading Teacher Development has given me such a rich opportunity to really consider the way that professional development is designed and delivered. I have been lucky enough to have the space to reflect on some of the key learning that participants take away from the course (which focuses heavily on designing and delivering effective professional development) and put it into practice in my own sessions.

I have also been party to the wonderful reflections and ideas that come out of each session, from participants who really want to make a difference to the quality of teaching and learning in their schools, so that it is as impactful for students as possible.

We all have professional development that we have undertaken in our career that has stayed with us, for positive or negative reasons, and it has been so fascinating to listen to participants unpick the reasons for what was or wasn't effective about the activities.

What impact do you think the NPQLTD is having on the leadership behaviours of participants?

Having the time to consider the key ingredients for successful professional development sessions or programmes has meant that participants have been able to go back into their own contexts to run professional development for their own staff in between.

What are your top tips for how school leaders and mentors can best support NPQLTD participants in school?

For school leaders with staff on the NPQLTD programme, I would always encourage discussions with them about exactly how they are using their key learning to feed into the professional development sessions they are running, which mechanisms they are using to make the sessions effective and how they are making sure the learning is embedded through the school. They are used to doing this in their NPQ sessions, but it really allows them to apply their learning in their own contexts



Participant contribution:

"The reading and engagement with the tasks from the programme has impacted on my view on how to frame professional development as a process rather than an event."

*Nayhara Sepulcri Pinheiro
NPQLTD participant*

Exploring the National Professional Qualification in Leading Behaviour and Culture

The NPQ in Leading Behaviour and Culture is for teachers or leaders who have, or are aspiring to have, responsibility for leading behaviour or supporting pupil well-being. The NPQLBC is a 12-month programme consisting of online, independent study and facilitated sessions with peers.

The course provides an opportunity to plan, deliver and sustain change in context. It also offers insight into all areas required for successful behavioural leadership including:

- Strengthening contributions to effective school culture
- Supporting staff at all levels to develop their knowledge and skills in pupil behaviour and well-being
- Deepening knowledge of the best ways to embed good models of behaviour and learning



Abigail Hopper
NPQLBC Facilitator

Abigail is Headteacher of Nightingale Primary School in Hackney. We are delighted that she has joined the East London Teaching School Hub for this year and co-facilitates both of our 2022-2023 NPQLBC cohorts with Rebecca Higgs (an experienced pastoral school leader from Mulberry School for Girls). Abigail shares her reflections on how the programmes are going:

What have you enjoyed most about facilitating on the programme?

Facilitating on the NPQLBC with the East London Teaching School Hub has been a great experience so far. I really enjoy working with my co-facilitator to take the framework and materials and enhance them with our own unique perspectives. This works really well when we can bring practical advice to the course participants from where we've succeeded (and from the mistakes we've made!) in our own journeys to school leadership.



What impact do you think the NPQLBC is having on the leadership behaviours of participants?

Our group brings together colleagues from many different roles and schools and this creates lively and interesting debates. I think the course marries together theoretical and practical elements really well, such as the sessions on implementation theory and how to make projects really work in the longer term alongside practical advice on how to deliver effective CPD. I even used these ideas with my own senior team afterwards and they found it really useful too. We talk in the sessions about allowing ourselves time to stop and to think which is often hard to find in a busy school day. Supporting a colleague to study an NPQ is a great way to create this space.

What are your top tips for how school leaders and mentors can best support NPQLBC participants in school?

Over the first few sessions I have seen participants growing in their confidence about the impact that they could have in their own settings. I am excited to see how this comes through in their choices of personal implementation projects. I hope that school leaders with participants on the NPQLBC will harness this potential and the new learning that participants will bring back. It would be worth school leaders talking to participants about the experiences they would like to have next, such as leading a CPD session or a project in school.

Nobody could deny that behaviour and culture are crucial to a school's success. This NPQ will demystify the elements that go in to creating a really successful school and produce the leaders with the skills to make it happen.

Exploring the National Professional Qualification in Leading Behaviour and Culture continued

Participant contribution:

Phillipa Jones from Bishop Challoner Catholic Federation of Schools in Tower Hamlets has recently completed her UCL NPQ Leading Behaviour and Culture programme with East London Teaching School Hub. Here she shares her reflections:

How has your implementation project made a difference in your school so far?

My implementation project looked at raising attendance in Year 8 students. The data from my project showed that the strategies I implemented were successful in raising the profile of attendance within the group. This in turn had a huge impact on the actual attendance, with my year group moving from having the worst attendance in the school to the best. I have continued my interventions now they are in Year 9.

How did we (ELTSH and our facilitators) help with your learning?

The facilitators helped my learning by taking us through the theory behind how to effectively implement change during the online sessions. They also taught us about each phase of the implementation process. The case-studies they provided were accessible and demonstrated what constituted a successful project. As this was my first time designing and implementing any form of intervention, this guidance was key to the success of my project and is something I will take with me when planning future projects. Moreover, I felt very well supported going into the final summative assessment as the training provided was very comprehensive and included a practice case-study to tackle.

How did you make sure your own learning was being shared more widely in school?

I made sure to share my data and interventions with other Heads of Year so the interventions could be rolled out across other year groups. I have also led an intervention for ECTs and PGCE students.

Your top tip for leading change?

My top tip for leading change is to find an area of education in your school setting that you are really passionate about - your passion will be clear to those you are working with and will help to get people on board. This could be improving literacy, raising attendance, leading on rewards...anything. Make your goals and vision clear from the start and then create your project in order to achieve them. Be purposeful and strategic with your planning so you don't get side-tracked or pay too much attention to the less important tasks. Also, listen carefully to feedback from stakeholders so that you can identify barriers early and work to remove them.



Exploring the National Professional Qualification in Leading Literacy

New for 2022-2023, the NPQ in Leading Literacy is for those leading, or aspiring to lead, literacy in both primary, secondary or specialist settings. It offers a deep understanding of evidence-based practice in reading and writing. The NPQLL is a 12-month programme consisting of online, independent study and facilitated sessions with peers.

The course provides an opportunity to plan, deliver and sustain change in context. It also offers insight into all areas required for successful literacy leadership including:

- Acquiring the essential knowledge and skills that underpin successful literacy teaching
- Supporting teachers at all levels to develop their knowledge of literacy learning and enhancing literacy teaching, by providing effective professional development for staff
- Understanding and communicating the impact that literacy has on the achievement and life chances of young people.



The fabulous Vicky Wright (Columbia Primary School, Tower Hamlets) and Lucia Rios Steele (Park Primary School, Newham) have joined the East London Teaching School Hub facilitator team this year to co-facilitate the new NPQLL programme. They facilitate both of our cohorts. Both phase leaders with immense passion, expertise and experience in literacy, they share their thoughts on the programme so far:

What have you enjoyed most about facilitating on the programme?

As lovers of all things literacy and long-time literacy specialists within our settings, we both jumped at the chance to facilitate one of the newest NPQs: Leading Literacy. At first, the prospect of facilitating a brand new programme was definitely daunting but as soon as we met each other, we knew that this was going to be an excellent experience, not only for the course participants, but for us! Facilitating the NPQ LL has opened a window of opportunity for us to collaborate, ask questions and think deeply about both the way we teach and the way we lead.



Lucia: I have enjoyed having the opportunity to grapple with academic research, meet teachers from across academic phases and co-facilitate with Vicky. In the day to day of teaching, it can be hard to find time to delve into theory. Preparing to facilitate the programme, through engaging with the course materials, has allowed me to revisit some well known research as well as the opportunity to discover new findings and theories. This has given me a chance to reflect on my own practice, which is always evolving and I hope, improving! It has been interesting and enlightening to meet teachers from across academic phases, learning about their settings and finding out more about their aspirations as literacy leads. As a primary practitioner, it has been especially interesting to engage with secondary colleagues, whose perspectives have given me food for thought when considering best practice. Without a doubt, co-facilitating this programme has shown me the depth of talent and commitment within our local teaching force, which is inspirational. Being able to co-facilitate has been brilliant, Vicky and I are both passionate about improving standards in literacy across the education system, and we both have our own areas of expertise which makes us a pretty good double act!

Vicky: I jumped at the chance of facilitating the first NPQLL sessions and the experience so far has been eye opening. It has been inspiring to meet a wide range of practitioners and leads from different contexts and school settings all coming together with the common goal of transforming practice and pupils' outcomes. Having the time and space to reflect upon ideas and theory, as well as sharing different experiences with other professionals, has been invaluable to us all. It has been great to see participants growing in confidence and drawing upon recent research to reflect honestly upon practice in their settings, thinking through what's next for their school.

I've learned so much already from co-facilitating with Lucia, and I hope our breadth of experience means participants get the most from our Peer Learning Group sessions.

Exploring the National Professional Qualification in Leading Literacy continued

Vicky and Lucia's top tips for school leaders on how to support NPQLL participants:

- Support participants to identify implementation projects that are relevant to your school context and school improvement goals. Consider the time that may be required for CPD of other staff, possible budgeting requests or simply championing the project. The course is challenging, and participants need the full support of school leaders to ensure they feel a sense of pride and success on completion.
- Ensure that participants have mentors who are given the time and flexibility to support them with the NPQLL. This is important to keep participants motivated and on track.
- Keep reflecting upon and discussing the impact that their project is having in school and any changes that could be made to have a long lasting positive impact.

Participant contribution:



Daniel Ingman is a Lead Practitioner for Academic Literacy at Mulberry Schools Trust as well as a practising experienced secondary English teacher. Here he shares how he is applying his NPQLL to his work:

What have you enjoyed most in your NPQLL study so far?

I have found the NPQ in Leading Literacy highly informative and illuminating. One strength of the peer learning sessions is that it brings together primary and secondary teachers who have a keen interest in literacy. This has made me especially aware of the fact that in the primary phases, teachers take very deliberate, structured approaches to aspects of literacy such as reading and oracy, and that such systematic approaches are not necessarily carried over into classrooms at Key Stage 3, possibly to the detriment of pupils.

How is your implementation project making a difference in your school?

My implementation project is around developing oracy in the English classroom, with a view to ultimately sharing findings with teachers in other subjects.

I am drawing on the theory and research of academics such as Neil Mercer and Robin Alexander into dialogic teaching. They maintain that high-quality talk, deliberately set up through teacher questioning and scaffolding of tasks, can promote the development of children's reasoning, conceptual understanding and reading comprehension. The approaches I am trialling are making my classroom richer with classroom talk, which benefits pupil thinking, particularly where students work together in pairs or groups.

How have we (ELTSH and our facilitators) helped with your learning?

Facilitators at the East London Teaching School Hub have, through their session delivery and their signposting towards materials, case studies and research on UCL extend, made possible the approaches and strategies I am implementing. The rich discussions we have in the peer learning sessions help me reflect on some of the challenges and opportunities that present themselves to me when undertaking an inquiry into oracy.

How will you share your learning more widely with your school?

In the summer term, in my role as lead practitioner for the Trust, I will share some of the strategies I have trialled that have had a positive impact more widely across the school, and will work with teachers from across subjects to help adapt the approaches I have explored for their own subject disciplines. I chair a local secondary subject network and no doubt I will share key learning with this forum too.

Exploring the three Leadership National Professional Qualifications

East London Teaching School Hub offers three leadership NPQs with UCL. In this section, we provide a brief overview of each of these as well as the reflections of three of our leadership facilitators whom are all experienced practising Heateachers:



Senior Leadership (NPQSL)

The NPQ in Senior Leadership is designed for leaders who are, or aspire to be, senior leaders with cross-school responsibility. The NPQSL is an 18-month programme consisting of online, independent study and facilitated sessions with peers. The course provides an in-depth opportunity to plan, deliver and sustain change in context. It also offers insight into all areas required for successful senior leadership including:

- **Strengthening school culture by contributing to its strategic direction**
- **Leading teachers at all levels in a school to improve high-quality teaching and assessment**
- **Contributing to the development of good models of behaviour for learning across a school community.**

Headship (NPQH)

The NPQ in Headship is designed for very experienced school leaders who are, or are aspiring to be, a headteacher or head of school.

Those in their first year of headship could also benefit from the Early Headship Coaching Offer, a bespoke programme of resources, coaching and peer networking to support ongoing professional development and well-being. The NPQH is an 18-month programme consisting of online, independent study and facilitated sessions with peers. The course provides an in-depth opportunity to plan, deliver and sustain change in context. It also offers insight into all areas required for successful leadership including:

- **Establishing and sustaining an effective school culture**
- **Supporting and sustaining high quality planning, teaching and assessment across a school**
- **Ensuring appropriate and well-designed CPD opportunities exist for staff in a school**
- **Working in partnership to support effective outcomes for young people.**

Early Years Leadership (NPQEYL)

New for 2022-2023, the NPQ in Early Years Leadership is for early years practitioners, qualified to at least Level 3, with leadership responsibilities, working in a wide range of early years settings including private, voluntary or independent. The NPQEYL is an 18-month programme consisting of online, independent study and facilitated sessions with peers. The course provides an in-depth opportunity to plan, deliver and sustain change in context. It also offers insight into all areas required for successful early years leadership including:

- **Establishing and sustaining an effective nursery culture**
- **Supporting high quality and inclusive early years education**
- **Supporting colleagues to offer the highest standard**
- **Establishing effective systems and processes Working in partnership**

Reflections from our Leadership NPQ facilitators



Remi Oteyobi

Headship NPQ Facilitator

Remi Oteyobi is Headteacher of Osmani Primary School in Tower Hamlets. We're delighted that she has joined our facilitator team this year as she has a wealth of experience both as a successful headteacher, coach and NPQ facilitator. Remi co-facilitates on our NPQH programme. She also provides inspirational 'practioner insight' sessions for our NPQSL participants.

What have you enjoyed most about facilitating on the programme?

Having been a Facilitator on the old NPQH programmes for over 13 years, I particularly enjoy the rigour of the new NPQs. I feel I am on the same journey with the participants because I get to read all the pre-session materials to gain a deeper understanding of the programme. Doing this helps me prepare how I will challenge, support and expand the mind of the participants.

How has facilitating contributed to your own professional learning?

Facilitating the NPQs has contributed to my own professional development because I have to read all the materials in order to prepare for the session. The readings have helped me to evaluate my practice and leadership skills.

What impact do you think the NPQH is having on the leadership behaviours of participants?

Having been at the start of the NPQ journey with participants, I have seen participants grow in confidence session by session which is impressive to see.

What are your top tips for how school leaders and mentors can best support NPQH participants in school?

As leaders, we have a moral imperative to grow the next generation of school leader, therefore, we must make time to:

- **Coach/mentor participants**
- **Give them time during the school day to engage with NPQH tasks/events**
- **Allow them to put into practise their new learning**
- **Carve out time in your very busy schedule to discuss their progress.**



Reflections from our Leadership NPQ facilitators continued



Jeremy Iver

Senior NPQ Leadership
Facilitator

Jeremy Iver is Headteacher of Stebon Primary School, Tower Hamlets. He co-facilitates on two of our NPQSL cohorts. Here he shares his reflections:

It is a pleasure to meet and work with leaders and aspiring leaders who, while their individual stories, backgrounds and contexts may differ, are connected both by a drive to improve the lives of the children they serve and by an understanding that this mission is powerfully served through investing in their own professional growth.

I trained as a teacher and I loved being a teacher. Selfishly, facilitating on the NPQ programmes feels like being back in a classroom. There is a very immediate feeling of being able to make a difference right now and this is really motivating.

How has facilitating contributed to your own professional learning?

It is a perennial truth that the best way to improve your knowledge and skills as a practitioner is to try and explain what you know and can do to another. It helps you to understand what you think you know more deeply. We see it in classrooms every day; it's why the mentor gains as much from their mentoring as the mentee.

Often questions posed by participants cause you to consider aspects of your practice - even your world view - that you had long since set in stone. Revisiting why you believe what you believe and why you do what you do is not just revitalising - it's necessary.

In addition to this, of course, working alongside other experienced facilitators on the NPQ programmes provides you the opportunity to learn directly from their expertise and from their experiences not just around programme delivery but around school and system leadership. The course reading is salient, interesting and appropriately provocative too.

What impact do you think the NPQSL is having on the leadership behaviours of participants?

In both of the groups that I facilitate, I have seen participants grow to trust one another and to trust the facilitators as the course has progressed. They have been able to do this because they have allowed themselves to be vulnerable in a supportive environment, knowing that they are not being judged. It is in sessions where participants have been able to be at their most honest and open that they have made most headway in their learning.

Participants have reported really valuing the opportunity to learn about different leadership models, including models for change. They are collecting tools for their leadership tool belt and learning how to apply them judiciously to their own contexts. They are also enjoying the opportunity to step out of their day-to-day operational headspace and exercise their strategic muscle.

What are your top tips for how school leaders and mentors can best support NPQSL participants in school?

Each school will have its own particular context & will approach participation on the NPQ programmes differently. Here are a couple of things that have worked for us:

Allowing, where possible, leaders to attend the same programme in pairs; they need not be in the same peer learning groups - in fact, it's probably better if they aren't - but the opportunities for ongoing conversations of mutual challenge & support are rich. And they can also make sure to keep one another on track with their independent coursework.

Make sure participants can talk to their mentors early on about their ideas for their implementation projects. Projects are most likely to succeed if:

- they are limited in scope
- they support the school's existing plans for development
- they have the wholehearted backing of the school's leadership.

Thinkpiece - new to Headship



Katie Allen
NPQ Facilitator

Katie Allen is a founding member of the East London Teaching School Hub facilitation team and facilitates on the NPQSL, NPQEYL and NPQLTD programmes. With many years of experience as a senior leader in London schools, Katie has recently moved into her first Headship post.

Here, Katie exemplifies the importance of establishing and communicating a vision; the importance of parental engagement and buy-in from colleagues - all key parts of the NPQSL framework. She also reflects on how the EEF implementation cycle (the bedrock of all NPQs) has guided her in the first few months of headship:

At the beginning of this academic year, I started my first Headship post. Up until this point, my teaching career has been, for the most part, in London. I started as an NQT in Barking and Dagenham and have spent the last 6 years as a Deputy Head in a 3 form entry outstanding primary school in Tower Hamlets. However, last year I took the leap and decided to apply for headship.

In March 2022 I was successful in gaining a headship in a 1-form entry school just outside of Chelmsford. The context of the school was such that it had had 3 Headteachers in 4 years, high Pupil Premium numbers, a high amount of SEND children, a high amount of children with child protection issues and families with increasing poverty, alcohol and drug abuse, domestic violence and crime issues. As a new Head I was told that this was a difficult school that had a reputation.

I started by thinking about vision and values. What was in place that I aligned with, if anything, and what did I want to change to get the buy in from the staff, governors, children and parents. Our vision was to achieve excellence and our values are CHOICE (Curiosity, Happiness, Openness, Integrity, Courage and Endeavour). On top of this I wanted to ensure that relationships and raising aspirations were at the forefront of everything.

I wanted to ensure staff felt valued. I began by spending 3 days from April – July in my new school (a huge thank you to my ex Headteacher for enabling me to do this!) interviewing staff 1:1. I wanted them to tell me what worked well and what would they change. A lot of them spoke about behaviour and standards. I spent a long time listening, without promising anything.

In my first term my first INSET was an introduction of me as a person. I felt it was important that the staff knew who I was and what made me tick, and why I chose to do the job I was doing. I then began to tackle some of the things the staff had told me they disliked. One example was a very easy win – the school had been teaching French for years but the secondary school that most of the children went on to taught Spanish and German. My MFL lead spoke fluent Spanish so by week 2 we had changed the language being taught. I got the hot water provider fixed so that staff didn't have to wait to grab a hot drink, and I added plants around the school.

I then tackled bigger things – staffing and SEND. There were children across the school who weren't getting the support and funding they needed to help them to succeed. We submitted 4 EHCPs in the first term, 2 applications to outreach support and 3 IPRA funding applications. We were successful in all bar the outreach support. I was then able to appoint 5 new members of staff.

Thinkpiece - new to Headship continued...

Parents had become disheartened with the school. I introduced 'Family Fridays' where family members come in with their children on a Friday and read in the classroom. Every class does 2 assemblies a year to which families are invited too. I send a newsletter every week with communications. We set up clubs for children to stay after school to do for 4 nights a week. I have a new Deputy starting in April and we have a nurture room which provides nurtured learning for children with high SEMH needs across the school. In April we are providing free adult learning classes in our parent hub starting with paediatric first aid.

Throughout my time as a new Headteacher I have been using the EFF implementation cycle to steer my thinking and actions. There is still a huge amount to do, even with some of the things I have changed, but the cycle underpins my approach. It sometimes feels as though I have several of the EEF cycles on the go at once, on differing areas; some are further than others, some are very new, but the cycle helps to keep things heading in the right direction!

Hear more from our cohort 2 NPQ specialist participants during their final consolidation conference in January.



Please contact us to find out more about our NPQS and how to apply for future cohorts



*Connecting
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