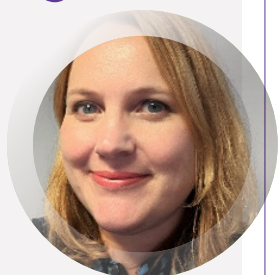


NEWS

A message from the Director of East London Teaching School Hub



As we reach the end of another academic year, I'm pleased to share with you our Summer 2025 newsletter. This issue is a celebration of the people, partnerships and professional learning that continue to shape our work at East London Teaching School Hub.

From our inaugural facilitator celebration event to the powerful reflections shared by our NPQ participants and ECTs, this edition showcases the collective impact of our work. It's a reminder that our strength lies in collaboration—across schools, programmes, and roles—and in our shared commitment to developing great teachers and leaders for every child.

Whether you're a facilitator, mentor, school leader or have engaged with one of our professional learning programmes, thank you for the energy, expertise and care you bring to your work. I hope you enjoy reading about the highlights of the term and feel proud of what we have achieved together.

Please do get in touch with us on [LinkedIn](#) if you would like to get involved.

We would also be enormously grateful if you could complete our short [annual satisfaction survey](#) before we break for summer if your school has engaged with ELTSH this year. Your feedback helps us shape future programmes.

Have a wonderful summer break when it comes.

Ruth Smith

Director of East London Teaching School Hub

Annual Facilitator Celebration



ELTSH NPQ and ECF Facilitators come together for a morning of celebration and collaboration.

May 20th was a very exciting day for East London Teaching School Hub, bringing together all our Facilitators across our ECF and NPQ programmes for the first time.

The day started with Ruth Smith, our Director, leading us through an interactive quiz which highlighted to all our facilitators the wider impact our programmes are having in the region. During this time, we were reminded of our collective core purpose: we change lives by providing the highest quality teacher development opportunities. We can only achieve this by forging connections and relationships between individuals and institutions.

Here is just some of the information our Director shared with our facilitators:

87% of Hackney and Tower Hamlets schools are engaged with ELTSH programmes

236 schools outside our hub area are engaged with ELTSH

1782 ECF participants to date (4 cohorts) have engaged with ELTSH's ECF programme

1075 NPQ participants to date (8 cohorts) have engaged with ELTSH's NPQ programmes

575 ECTs are currently receiving ELTSH Appropriate Body services (151 schools)

Additionally, facilitators worked collegiately to contribute to the 'ELTSH Facilitator Development Framework', a document which will be used actively going forwards to support our professional development during co-planning, meetings and session visits.

The positive feedback we received from facilitators who attended the morning included:

'I picked up so many tips I'll be taking forward in June and beyond. What a wonderful group!'

'It was great to network in today's session and to meet and hear from other facilitators'

'Enjoyable, informative and energising!'

'Some of the best CPD I have had.'

'Today's session really helped me to reflect on my own practice and think about how I can develop in my role as a facilitator next year'

'I feel proud to be part of ELTSH.'

'I thoroughly enjoyed seeing the broader impact of the hub's work today and was pleased to have the opportunity to share a few tips. It has been incredibly rewarding to take on a facilitation role this year, and I truly appreciate being welcomed into the ELTSH family!'



Meet our facilitators Kevin McDonnell (NPQ SENDCO and NPQH facilitator), Syed Ahmed and Alexandra Bowers (both ECT facilitators). It was a privilege having colleagues come together to mark the end of a successful TSH year at the Hub.

Below: Emma Burton shared ECT Feedback from this year's cohort





Emily Hatcher delivered an inspiring session on Secondary ECT facilitation best practices, with excellent contributions from ECF facilitators Alex Bowers, Syed Ahmed, and Amoret Larkin



ECF and NPQ colleagues came together over refreshments and a networking lunch, with many meeting face-to-face for the first time—sparking new connections and conversations.

Thank you to the core central team who set up this event to support all facilitators to celebrate and look ahead to the next academic year.

We look forward to continuing to draw on the expertise and work with our high-quality facilitators to lead the best possible professional development programmes for all of our participants.

Emily Hatcher (ECF Secondary Strategic Lead), Emma Burton (ECF Primary Strategic Lead, AB Lead), Vicky Wright (NPQ Strategic Lead)

Growing and Keeping Great Teachers Through Strong ITT Partnerships

Helping trainees and teachers to thrive means giving them the right support from the very start. When schools and ITT providers work together, grounded in shared values and a shared vision, they create an environment where new and experienced teachers feel valued, supported and inspired to grow. This not only helps schools attract great people but also ensures they stay—building long-term, committed teams who make a real difference in children's lives every day.

At East London Teaching School Hub (ELTSH), we understand that every school community is unique. We can help you to connect with local ITT providers and other schools, as appropriate, in a way that reflects your values and priorities. By growing your own teachers and nurturing them in a way that truly matters to you and your

community, you create a place where both staff and children can flourish. If you would like to begin or continue this journey for your school, please get in touch with ELTSH itt@eastlondonsh.org

ELTSH also works with local schools to capture examples of how schools are engaging effectively with ITT. In this case study the Headteacher, Martin Grant, at Wellington Primary School in Tower Hamlets shares how, through strong partnerships with local ITT providers and a commitment to developing teachers who share the school's ethos, the school has built a dedicated and passionate team.



Adele Page
ITT Strategic Lead

The Impact of School Partnerships on ITT and Teacher Retention

At Wellington Primary School, we have built our success on strong partnerships and an outward-looking perspective, collaborating with other schools and teacher training providers. Our connection with LETTA, the Poplar Partnership and other local schools has strengthened our approach to Initial Teacher Training (ITT), improved teacher recruitment and retention and our overall school success.

Since becoming Headteacher in 2009, I have always believed that schools have a responsibility to look beyond their own walls, supporting and growing future teachers. Being involved in partnerships that bring people into the profession isn't just beneficial—it's essential. Our work with LETTA ensures that our ITT programme aligns with our school's vision and values. We train teachers, with our local community in mind, making sure we serve its needs while maintaining a shared philosophy around learning, respect and wellbeing. Each ITT provider can cater to different contexts, and we choose partnerships that reinforce what we stand for as a school and as a community.

One of the biggest advantages of being actively involved in ITT is the strength of the relationships we build. By playing a hands-on role in the recruitment process, we can make sure trainees align with our school's culture and values. Around 50% of our staff at any given time have been trained through LETTA, leading to strong recruitment and retention rates while reducing the cost and effort of external hiring. Many of our strongest trainees go on to

take leadership roles, either at Wellington Primary or beyond. Securing trainees early means we avoid sifting through hundreds of external applications. By embedding ourselves in the ITT recruitment process, in our case for the unsalaried route, we're not just supporting teacher development—we're shaping the future of our school and ensuring our core values remain at the heart of our staff team.

Because we are so involved in the training process, we have confidence in the quality of the teachers we bring into our school. This leads to higher retention rates because staff values align with our school's ethos from the start. Experienced staff are given opportunities to take on mentorship roles, creating a sustainable talent pipeline with many of our Teaching Assistants progressing through ITT to become fully qualified teachers. This model ensures we provide real opportunities to local people while maintaining a steady flow of well-trained, high-quality teachers in our school.



Martin Grant, Headteacher
of Wellington Primary School



Wellington Primary School, Tower Hamlets, East London

Mentoring is critical to trainee success. We've developed a flexible mentoring approach that adapts to the needs of our staffing structures and year groups. Some strategies include pairing trainees with experienced teachers in the same class, allocating shared PPA (Planning, Preparation, and Assessment) time for collaboration, and encouraging early recruitment so trainees can meet their mentors and classes before they officially start. We also prioritise induction, ensuring trainees feel like a valued part of the school from day one. This includes participation in training days, CPD, extracurricular activities, and school trips. The earlier we integrate them into school life, the better the outcomes for everyone.

We recognise that trainees face a demanding workload, balancing teaching responsibilities, assignments, and training commitments. That's why we actively check in on their wellbeing and adjust support as needed. If issues arise, we work closely with LETTA to explore solutions, whether that's additional employment support or, in rare cases, moving a trainee to a different school. We always encourage trainees to visit our school beforehand and be part of the decision-making process—this ensures they feel secure and supported from the start.

If your school isn't yet engaged with ITT, I'd strongly encourage you to take the first step. Start by reaching out to a local ITT provider and offering to be part of the recruitment process - getting involved in interviews is a great way to begin. You can also connect with headteachers like me, who have been through the

process and can share insights, answer questions, and even introduce you to providers like LETTA. Once you see the impact that a strong ITT partnership can have on recruitment, retention, and overall school improvement, you'll never look back.

As financial pressures and changes in the education landscape continue, schools must adapt their approach to ITT engagement. The key will be ongoing collaboration—talking with other headteachers, visiting schools, and maintaining strong connections with training providers like LETTA. These relationships will help us navigate future challenges while sustaining high-quality teacher recruitment and retention.

The partnership between Wellington Primary School and ITT providers like LETTA continues to have a significant impact in the school. By building strong relationships, embedding our values in the training process, and prioritising staff wellbeing, we have maintained a sustainable model for developing high-quality teachers and leaders. This long-standing collaboration has strengthened our school and local community, ensuring that future teachers are well-prepared, supported, and aligned with our shared vision.

Interested in developing future teachers who reflect your school's values? East London Teaching School Hub can connect you with local ITT providers and schools to support your journey. Get in touch with Adele Page, our ITT Engagement Lead, itt@eastlondonsh.org or to connect with Martin, contact admin@wellingtonprimary.org



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Emily Hatcher
ECF Secondary Strategic Lead

End of programme ECT conferences – ECT Year 2s celebrate!

Our ECT Year 2 participants enjoyed reflecting on and celebrating their progress and achievements as part of their final session with their facilitators in the summer term.

Attendance and spirits were high. ECTs were supported to reflect on and share their learning from their inquiries, as well as complete a wellbeing task and say 'thank you' to someone who has supported them through their programme. ECTs additionally received a certificate, lots of cake and a few treats to take away with them!

We received positive feedback from our ECTs following the celebration, with many citing it as the highlight of their

programme. An ECT said, 'A definite highlight for me this year was getting together with other ECTs from the borough for our last session and speaking with them about their experiences. It was great!'

We wish our ECTs the best of luck and look forward to seeing them flourish and thrive in the profession, with many becoming leaders in their schools and contexts, impacting positively the students and communities they serve.

Thank you to the core central team for the wonderful set up, helping our ECTs to thoroughly enjoy this celebration.

Emily Hatcher
ECF Secondary Strategic Lead



ECTs from our Maths and Computing cluster collected their certificates to mark the end of the programme and enjoyed a wonderful celebration.



ECTs at Mulberry UTC for their final in-person session



English and Humanities ECTs exchanged postcards and encouraging messages with each other.



The Hub provided a photo booth and selfie props, offering colleagues a meaningful growth opportunity to capture their professional growth and the relationships formed throughout the programme.

Evelyn Forde's inspiring contribution to the Annual Induction Tutor Forum: championing leadership that supports every teacher to belong and thrive



At this year's Annual Induction Tutor Forum in June, attended by leaders from 35 schools, Evelyn Forde MBE delivered a powerful and thought-provoking keynote. Drawing from her extensive experience as a Headteacher and her own personal story, Evelyn centred her contribution on the crucial role of leadership in supporting every teacher to not just survive, but truly thrive in the profession.

Evelyn's message was timely and impactful, particularly in a climate where teacher retention and wellbeing remain pressing challenges. She emphasised that thriving teachers are not the result of chance but of deliberate, intentional leadership practices. Leaders, she argued, must cultivate environments where teachers feel they matter and belong throughout their journey—from the early days of induction to the more experienced phases of their careers.

One of the key themes from Evelyn's address was the importance of psychological safety within schools. She encouraged leaders to create spaces where they regularly check in on Early Career Teachers, asking simple but meaningful questions like, "How are you? How can I help?"

Another significant theme was the need to recognise the systemic barriers faced by underrepresented groups within our education system. Drawing on NFER data and her own experiences, Evelyn highlighted the challenges that global majority colleagues encounter in progressing through teaching careers, noting that only 1% of English Headteachers are from Black ethnic backgrounds. She emphasised the importance of leaders taking responsibility to develop their own cultural knowledge and racial literacy, and to act as allies and advocates for our colleagues.

You can hear more from Evelyn on UCL's ECF Staffroom Podcast episode: Making Sure Everyone Matters.

In addition, the Annual Induction Tutor Forum provided a valuable opportunity for Induction Tutors to connect, collaborate, and learn from each other. Through a series of roundtable discussions, Induction Tutors engaged in

focused conversations, sharing practical strategies and experiences of what works well in supporting Early Career Teachers across the region. This collaborative space enabled leaders to tackle key challenges inherent in their roles, such as managing workload, supporting wellbeing, and ensuring high-quality mentoring. By openly exchanging ideas and reflecting on regional successes, Induction Tutors left the forum equipped with fresh perspectives and actionable solutions to strengthen their induction practices.

Further guidance, including Evelyn's presentation slides and additional resources from the forum, is available on our website: [IT Guidance](#) to support ongoing professional development.



Induction Tutors formed round tables to explore how they can ensure the ECTE can support a culture of professional development



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SUMMATIVE ASSESSMENT SUCCESSES!

A big congratulations to all our Specialist NPQ cohort 6 colleagues who have undertaken their summative assessment and received their results. We have been lucky enough to hear from a colleague who has shared their experience of the NPQ, how they have applied some of the learning to the contexts of their own settings and have described some tips for undertaking the summative assessment process. Their submissions scored some of the highest marks and were clear examples of how they applied leadership learning from the NPQ to a different context. I am excited to be using their responses as exemplars at our Cohort 7 consolidation conference in July. Thank you, Nelema for sharing your responses and supporting our future NPQ colleagues to undertake the summative assessment.



Vicky Wright
NPQ strategic lead

What impact has the NPQ had on your leadership within your school?

Completing the NPQLT has had a profound impact on my leadership within my school context.

One of the most significant changes has been the shift from reactive to more strategic leadership. The NPQLT has provided me with a structured framework to evaluate school priorities, which has enabled me to make more evidence-based decisions that align with our long-term school improvement plan.

A key takeaway was the emphasis on instructional leadership and the use of research to drive teaching and learning improvements. For example, exploring effective science schemes for my school with a focus on approach to professional development, meeting staff needs, ensuring it was sustained and aligned with EEF implementation guidance. This has led to a measurable improvement in teaching consistency across year groups and a boost in staff confidence.

Additionally, the NPQLT has enhanced my ability to lead with clarity and communicate a compelling vision. Through stakeholder analysis and engagement strategies explored during the course, I feel I am better equipped to lead and review, securing buy-in from stakeholders.



Elizabeth Selby Primary School

Lastly, the reflective aspect of the NPQLT prompted me to develop greater self-awareness and resilience. I now regularly seek feedback from colleagues and use it to adapt my leadership approach, fostering a more collaborative and open culture within the school. Colleagues have said they feel valued and empowered through my leadership and support as I foster a collaborative and inclusive environment where sharing ideas and learning from one another is encouraged.



A glimpse into life outside the classroom with Nelema Begum's Elizabeth Selby Primary School pupils

What advice would you give to current participants preparing for their summative assessment?

For participants preparing for their summative assessment, here's practical advice to help you succeed. Familiarise yourself with the NPQLT Framework. Take time to read the case study and understand the school's context and some of the difficulties. You will receive a school-based scenario and you'll need to apply what you've learned on the NPQ to the context of that school. Everything learnt on the NPQ comes together at this point. Focus on how leadership supports teaching and pupil outcomes, refer to relevant research from the NPQ, e.g. EEF guidance and use a clear structure to organise your ideas.

At ELTSH, we believe in transforming lives together. What has been the most transformative aspect of your NPQ experience for the children at your school?

The most transformative aspect of my NPQ Leading Teaching experience has been the development and implementation of a more consistent and evidence-informed approach to teaching and learning across the school. Through the programme, I gained a much deeper understanding of instructional coaching, curriculum sequencing and how to effectively lead change in a way that supports both staff and pupil development. I have supported ECTs, trainee teachers and novice teachers and was able to apply all this learning into creating a supportive programme which led to the success of teachers and better pupil outcomes.

I led on improving the quality of use of vocabulary and questioning in mathematics across school. By working with colleagues to model high-quality examples, using coaching cycles and analysing the impact through pupil participation and formative assessment, we saw a marked improvement in pupil engagement and depth of understanding, particularly in mastering maths.

Most importantly, this work helped close gaps in attainment for some of our vulnerable learners. Seeing children who previously lacked confidence now more willing to share their thinking, take risks and make progress has been hugely rewarding—and it's a clear sign that effective professional development and leadership can lead to meaningful change for pupils.

Are you interested in undertaking an NPQ with UCL and East London Teaching School Hub in Autumn 2025? We want to hear from you now.

At the time of going to press, the DfE have confirmed there will be NPQ scholarship funding available for the 2025-26 academic year. The DfE will post updates on the eligibility for scholarship funding on this [link](#), should you wish to check it over the summer.

If you are interested in participating in an ELTSH UCL NPQ next year, our [website](#) links you to UCL's Expression of Interest form. By completing the form, participants will be contacted once the DfE opens the registration portal. *Remember to select East London Teaching School Hub as your delivery partner.* As there will only be one cohort next year, beginning in November, we are expecting demand to be high and recommend early registration.

Our website also explains how to register should the DfE open for registration before September.

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The poster features a large, stylized graphic of a bridge or arch in the background, composed of segments in red, blue, and yellow. The UCL logo is prominently displayed at the top right, and the Orsted logo is on the right side. The text is arranged in a clear, hierarchical manner, starting with the UCL name and then the main headline. The list of NPQ pathways is presented in a bulleted format for easy reading. The bottom of the poster includes the logos for the Department for Education and the UCL Centre for Educational Leadership.

Register your ECTs and Mentors on the DfE online service

If you want to work with us, joining a local network of over 154 schools and 1,000 teachers please choose:

- UCL's provider-led programme on the [DfE portal](#)
- Select 'East London Teaching School Hub' as your **Local Delivery Partner**.

You will need the following information for each ECT and their mentor:

- Full name
- Date of birth
- Teacher reference number
- Email address

The DfE online registration service records the information we use to contact participants with programme information, provide access to the online learning platform UCL Extend and to ensure the school receives the funding they are entitled to. Please take care to provide up to date information.

Appropriate Body: You must register your ECTs with an Appropriate Body – please note you need to take this step separately. If you would like to use East London TSH Appropriate Body Services register your ECTs on the [ECT Manager](#) platform.

Follow us on social media to keep up with all the latest ELTSH events and information

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Contact us

Please do contact us if you have any queries or questions:

For Early Career Framework Lead Provider Programme enquiries: ecf@eastlondontsh.org

For National Professional Qualification enquiries: npq@eastlondontsh.org

For Appropriate Body enquiries: ab@eastlondontsh.org

For ITT enquiries: ITT@eastlondontsh.org

For all other enquiries: info@eastlondontsh.org

Visit us on the web at
[East London Teaching School Hub](#)

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