



WELCOME

It seems hard to believe that **another school year** is coming to **an end**, and we are now halfway through our **second** designation period. This year has seen the introduction of the **revised Early Career Training Programme**, and our first cohort of **NPQSencos** go through **the summative assessment process** – fingers crossed for results in September!

Once again, I would like to **express my thanks** to all the colleagues we work with for your **engagement and support** in what remain **challenging times** in **education**. We very much **value the relationships** we have **built with schools** both **within and outside our hub area** and it **continues to be a pleasure** to work with **you all**.

We know that the end of the summer term is **incredibly busy**, and we hope that the next few weeks **go smoothly**, and that **everyone in our school communities** has a **relaxing summer break** when we get there.

We have continued to update our **website** with information about **various aspects of our remit**, including **support materials for schools**, so please do have a look **here**.



Newsletter Summer Edition 2026



Janet Roberts
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WELCOME CONTINUED...



We ran a briefing session for headteachers and senior leaders in June and really appreciated the fact that so many heads and senior leaders gave up their time to attend. If you weren't able to join the session but would like to watch the recording click [here](#).

School Leader Satisfaction Survey

As part of our reporting back to the DfE, we have to conduct a **"school leader satisfaction"** survey each year. This has already been circulated to schools, and it only requires one response per school. If no one in your school has filled it in yet, we would be very grateful if a member of the senior leadership team could complete the survey, which should only take about 5-10 minutes.

The link to the form is [here](#).

Excellence in Reception Teaching Course

This Autumn sees the introduction of the **new, funded, [Excellence in Reception Teaching](#)** course for current or aspiring reception teachers who want to strengthen their reception practice. Participants will deepen their understanding of the key areas of child development through practical, evidence-based approaches, supporting more children to achieve a good level of development. Courses start in Autumn 2026, and **registration is now open**.

There are general details on the gov.uk website [here](#) or for information about the **programme being offered by our lead provider, UCL**, see the flyer [here](#) or the UCL website [here](#). For any enquiries, contact the UCL team on tte@ucl.ac.uk



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Slough ITE Partnership

Many congratulations to our **2025/26 cohort of Slough ITE Recruited trainees** for **completing the year** and becoming **ECTs**. They have worked **so incredibly hard** and feedback so far shows that they have really **appreciated** the way **our recruitment process, the course** and **the placement schools** have supported and encouraged them to **flourish**.

Thanks also goes to two more of our **Primary colleagues** at **Iqra Primary** and **Priory School** for giving our **Primary trainees superb sessions** on: '**Using data to impact pupil progress**' and '**Interactive teaching technologies**.' All trainees attend these sessions in person which allows them time to **reflect with their colleagues** and see **inside other schools** – all of which are **enriching experiences** for them.



We've had a thoroughly enjoyable year this year interviewing applicants ready for the **2026/27 year** and are delighted to have had **our offers accepted by 6 Primary and 6 Secondary trainees to be** – all interviewed very well indeed. Interestingly, contrary to the **national picture**, we had **fewer applications** for **Secondary** ITE this year, whereas applications for **Primary** remained **strong**.



Helen Jonas
ITT Relationships Manager
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»» ITT Continued...



**University of
Reading**

In other ITT news from the **University of Reading**, Secondary trainees, like Primary ones, will have the **opportunity to spend a number of days in school** during the first week of **September**. Schools often find this useful as it means trainees can join staff in **Safeguarding** and **other vital training** as well as get to know the **school systems** before they start their course on **7th September**. These days can be arranged between the **school** and the **trainee** once placements have been **finalised**.



If you host **Reading University trainees**, you may also be interested in their **Reading Educators in Partnership programme** to which you would be entitled as a **Reading University partnership school**. University staff will be advertising their **specialisms** and you can pick one appropriate to **your school's needs** and they will offer **about 1.5 hours** of small group, focussed **CPD**. This is being launched **next week** so **watch this space**.



Learning Garden

Building an inspiring space for our community

Partnership schools will also be able to make use of the **wonderful Learning Garden** that has been created at **Reading University's London Road campus** in celebration of its **100 year anniversary as a teacher training institute**. The garden is beautifully planted up, has a pond and a covered teaching area. Once launched schools will be able to bring along **groups of children** for all sorts of **school-lead learning activities**. For further information, please contact Kirsty Shakespeare [here](#).





» ITT Continued...



University of
Reading



You can invest in yourself and your professional practice with The University of Reading's **MA Education**.

This programme is designed for **education professionals** looking to **enhance** their **practice**, **deepen** their **understanding of education**, or **explore new professional directions**. Click [here](#) to find out more.



The IoE University of Reading is offering the **PGCE Early Years (EYTS) Graduate Employment-Based (GEB)** route which is designed for those **already working** in an **early years setting in the UK** who want to **develop their practice** and gain **Early Years Teacher Status (EYTS)**. Click [here](#) to find out more.

The Institute of Education (IoE) University of Reading, offers **Postgraduate Teacher Apprenticeships** and you can find out more [here](#).



The Institute of Education (IoE) University of Reading, offers the **Climate Ambassadors Programme**. The Department for Education's **Sustainability and Climate Change Strategy** expects all education settings to appoint a **sustainability lead** and **develop a climate action plan**. The **Climate Ambassadors programme** provides **free volunteer support** to **education settings** across England to help **develop and deliver impactful climate action plans** and you can find out more [here](#).



ITT Continued...



The Royal Borough of Windsor and Maidenhead SCITT offers bespoke training with **individual** and **personalised** support to graduates and has access to a wide range of high-quality trainers. You can apply for **2026-27** teacher training courses, starting in September, click [here](#) to find out more.

Train to Teach in Windsor & Maidenhead

RBWM SCITT (School Centred Initial Teacher Training)

Providing Exceptional Local Teacher Training Since 2002

We offer a high-quality, bespoke training experience with personalised support. We are proud of our success: **100% of our trainees** have achieved Qualified Teacher Status (QTS) and gained employment.

Partnership with Bath Spa University
All trainees gain a **Postgraduate Certificate in Education (PGCE)** worth 60 Master's credits alongside their QTS.

Choose Your Pathway

- 1. Postgraduate Fee-Funded (Primary or Secondary)**
 - Primary:** ages 3-7 or 5-11.
 - Secondary:** ages 11-16 or 14-18 across a wide range of subjects.
 - Structure:** September to July. 4 days a week in a lead school / 1 day in central training. 6-week second placement in a contrasting school environment.
 - Funding:** Training costs of **£8,000** are covered by Student Finance.
- 2. Postgraduate Teaching Apprenticeship**
 - Salaried Route:** A 1-year employment program for those with **considerable school experience** (e.g. HLTAs or TAs with 3+ years experience).
 - Funding:** Training costs of £8,000 are covered by the apprenticeship levy.

Why Train With Us?

- Local Expertise:** Training is delivered by advisers and leading practitioners.
- Diverse Settings:** A wide variety of schools, including nursery, primary, secondary, and middle schools.
- Financial Support:** Bursaries or scholarships of up to £31,000 may be available for fee-funded trainees. See: [Teacher Training Funding](#)

Entry Requirements

- Degree: UK Honours degree (2:2 or above).
- GCSEs: Grade 4 (C) or above in English and Maths (plus Science for Primary).
- Overseas qualifications must be verified by UK ENIC (see [UK ENIC website](#))
- Equivalency tests can be gained through the following provider: [Equivalency Testing](#).

How to Apply

- Apply through the Government's Apply for Teacher Training service ([Apply for Teacher Training](#))

Useful Links
[RBWM SCITT website](#) [Bath Spa University](#) [Apply for Teacher Training](#)
[Get Into Teaching](#) [Student Finance](#)

Contact
 claire.murray@achievingforchildren.org.uk
 07710 913454

[Follow us @rbwm_scitt](#)

DOWNLOAD





ECF AND EARLY CAREER TEACHER PROGRAMME (ECTP)

As another cohort of ECTs reach the end of their induction period, it was lovely to see so many of them at our **celebration events** last week.



“The tutors are brilliant and incredibly supportive. They provide a wide range of resources and create a friendly, accessible learning environment.” (ECT)

“This course has enabled me to become a more reflective and effective teacher by equipping me with a range of strategies to better understand and support my pupils. I've learned to adapt my teaching to meet diverse needs, foster deeper thinking, and create a more inclusive classroom. Each day, I continue to learn and grow as a teacher.”

(ECT)

“The programme has supported my professional growth and encouraged deeper reflection on my practice as a teacher. The resources provided are excellent and highly valuable.” (ECT)





ECF AND EARLY CAREER TEACHER PROGRAMME (ECTP) Continued...



The revised **Early Career Teacher Programme (ECTP)** has been well received and mentors in particular have valued the shift from online to f2f training.

“ I have mentored for many years and have never received such guided support as this. It is refreshing and also adds more weight to what is a very important task both in terms of mentoring and also for the ECT. Thank you!
(ECT MENTOR) ”



“ The structure of the programme is excellent. The videos linked to each module are informative and provide pertinent information and linked strategies to support the mentees. We have many opportunities for interdisciplinary thinking and reflection.”

(ECT MENTOR)

At the hub, we are now in the process of setting up our training programme for the next academic year. Local Area Coordinators will be asking for details of ECTs and mentors to organise the cluster groups. **The DfE Registration Service** is now open for induction tutors to register new mentors and ECTs.

If you **haven't had ECTs this year, but will have an ECT in September**, and would like to use us as your training provider, then please **contact us, or sign up via the form here**. There is a lot **more information**, including funding details, on the gov.uk website here: **Early career teacher entitlement (ECTE) support - GOV.UK**





Appropriate Body



Statutory Induction and the Appropriate Body Service

The DfE have made some slight changes to the **statutory induction guidance** so please have a **look at the revised guidance**.

There is more detail about our Appropriate Body service on **our website here** and if you would like to sign up for our service, **please complete our SLA here**.





TSH BERKSHIRE CONFERENCE

“It really promoted deep reflective thinking.”



“The quality of the CPD was exceptional, and I have come away feeling both inspired and motivated.

The day provided valuable opportunities to reflect on my practice, alongside practical advice and strategies that I can apply both in the classroom and when facilitating my own events.”



“I loved the challenging conversations.”

“It was excellent! both informative and thought-provoking.”

It was great to welcome so many of our facilitators and induction tutors to our **annual conference** in June. This year our keynote speaker was Mark Pritchard, Director of Education at Pioneer Education Trust. His session focussed on “Unlocking Leadership Capital”, looking at how we can **recognise, develop, and mobilise the leadership capacity** that already exists within ourselves - and to deliberately **unlock that same capacity in others across their organisation**. Drawing on **research into leadership identity**, sensemaking, and social capital, the session encouraged participants to move from simply ‘doing leadership tasks’ to **thinking, acting, and feeling** like leaders, and to **design experiences, conversations, and cultures that support others** make the same shift. We were also delighted that one of the programme leads from UCL was able to join us for the day to deliver a thought-provoking session on developing facilitation skills, with a particular focus on **inclusive facilitation**. Facilitators and induction tutors valued the opportunity to **“have professional conversations with colleagues”**, and **“network with people in a similar role”**.





“Everything in the session was all great! I am learning so much, thank you!”

NPQ Participant

As we go to press we are delighted to be able to share **funding details for NPQ cohort 10**, starting in the Autumn term and really hope colleagues will consider carefully whether it is the right time to complete one of the following qualifications:

NPQH, NPQSL, NPQEYL and NPQSENCO will be fully funded for those in state education

NPQLBC, NPQLTD, NPQLT, NPQLPM will continue to be scholarship funded – please see the list of eligible institutions [here](#).

The EHCO programme is also available through UCL for those in the early stages of Headship.

If anyone is interested but would like some more information, please do view our **booklet below** which explores the **impact** the courses (and particularly the implementation projects) have had – on the individuals and the school communities of those who have undertaken them.



CLICK [HERE](#) TO VIEW OUR
NPQ IMPACT BOOKLET

There is also further information about the course content on the UCL website [here](#).



Jenny Evans
Deputy Director

jevans@willink.w-berks.sch.uk



“My leadership approach has improved as I am more aware of how to foster a culture of continuous improvement.”

NPQ Participant

“The programme has made me realise the importance of being strategic and always displaying a clarity of message to all stakeholders in order to gain the required responses!”

NPQ Participant

NPQ CONTINUED...



DfE **registration is open**: [Register for a national professional qualification](#) – select UCL and then you will be sent an application form. Do let us know if you have any further questions, would like to discuss the commitment or how to make strategic use of this excellent CPD.

Cohort 7 leadership and cohort 8 specialist are currently awaiting their results and we wish them all success as they continue on with their brilliant work. We're really pleased to have had such positive **feedback** from them:



“*This course is a fantastic opportunity for professional development, inspiring me both personally and professionally. It is not only helping me grow as an educator but is also making a real impact on the children I work with, improving their learning experiences and outcomes.*”

NPQ Participant



“*The whole set up of this course has enabled me to complete it without adding too much pressure to my already extreme workload. It has been informative and has definitely made a huge difference to my practice.*”

NPQ Participant



»» NPQ CONTINUED...

As you are probably aware, we do run **alumni events** throughout the year so we hope our alumni will keep in touch and stay engaged with the latest research and with one another through these opportunities. Most recently we were very lucky to be joined by Zahara Sheikh, talking about 'reverse mentoring' and the impact this can have on inclusion and equality in school leadership. Not only did Zahara share thought provoking research but colleagues also went away with practical ideas and the opportunity to engage in a pilot research project in the autumn.



Finally, I want to express gratitude to our brilliant team of facilitators who make the NPQ training what it is. We are lucky to have such experienced and committed colleagues on our team.

“I highly rate the facilitators knowledge and understanding of the material they teach and the encouragement they give not just ‘to know’ but to understand and then use that knowledge to identify ‘how to’.” **NPQ Participant**

It is a privilege to work with such a variety of committed school leaders who choose to undertake their NPQs with us - thank you for your continued partnership.

»» NPQ CONTINUED...



If you came to our conference last year, you may remember that one of the programme leads at UCL, presented one of the sessions. She is currently researching for her doctorate and has contacted to see if anyone would be interested in sharing their experience to help her with her research. She has sent the information below, and if you would like to be involved, please click on the link, or contact Nadia directly if you have any questions.

Request for support with research...

Are you a secondary teacher or leader currently working part-time? Would you be interested in sharing your experiences as part of a study into the identity and aspirations of part-time secondary teachers in England?

In an educational landscape with increasing focus on flexible working, this study aims to better understand how part-time secondary school teachers experience their professional roles to contribute to sector understanding of how part-time working can be better supported in schools.

If you would be interested in taking part, please click [here](#).

Before you start, please read the information below carefully:

- *Taking part involves completing an online questionnaire which will take a maximum of **15 minutes** to complete.*
- *Your participation is **entirely voluntary**. You may stop completing the questionnaire at any point before submitting your responses, without giving a reason.*
- ***All responses will be treated as confidential**. Any identifying information will be removed, and responses will be anonymised before analysis and reporting. Data will be stored securely and handled in accordance with UK data protection legislation (GDPR).*
- *Anonymised responses may be quoted in research reports, publications or presentations. **No individual or school will be identifiable in any outputs**.*
- *Once the questionnaire has been submitted, it may not be possible to remove individual responses, as data will be anonymised. If you have concerns about this, please contact the researcher.*

If you have any questions about the study, please contact Nadia Dellagana directly at: n.dellagana@ucl.ac.uk

Wider Professional Development



Click [here](#) to find out about the latest information from Whiteknights English Hub. Click [here](#) to visit their website.



Click [here](#) to find out about the latest information from BBO Maths Hub. Click [here](#) to visit their website.



Click [here](#) to find out about the latest information from Mobius Maths Hub. Visit their website [here](#).



Click [here](#) to find out about the latest information from Whole School SEND. Click [here](#) to visit their website.



Save the date! Berkshire Music Trust is hosting their **'Teach music with Confidence'** in Reading on Wednesday the **14th of October 2026** from **9am – 3pm**. You can find out more [here](#) and click [here](#) for the flyer. Secure your places by clicking [here](#).



Wider Professional Development Cont.



TSH Berkshire are proud to be supporting The MTPT Project mtpt.org.uk - the UK's charity for parent-teachers (both maternity and paternity teachers). A full range of support from The MTPT Project is available...

Click below to find out about everything that the MTPT Project has to offer...

Sign up to The MTPT Project's fortnightly bulletin [here](#) to receive updates about their work.

Cradle to Classroom

a programme of parental transition support
For teachers, leaders and support staff with children aged 5 or younger

Parental Leave group coaching

Return to Work workshops

Sustain and Grow group coaching

Fully funded for teachers, leaders and support staff working in state schools and colleges in the South East

Parental Leave group coaching

Three sessions of online group coaching for colleagues currently on maternity, adoption or shared parental leave, or a childcare-related career break.
Five cohorts throughout the year.
Live, hybrid and recorded access available.

Fully funded for teachers, leaders and support staff working in state schools and colleges in the South East

Return to Work workshops

A 90-minute online workshop for colleagues preparing to return from maternity, adoption or shared parental leave.
Seven workshops throughout the year.
Live and recorded access available.

Fully funded for teachers, leaders and support staff working in state schools and colleges in the South East

Sustain and Grow group coaching

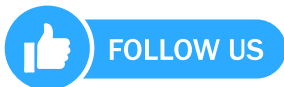
Six sessions of online group coaching for colleagues back at work with a child aged 5 or under.
Four cohorts throughout the year.
Live, hybrid and recorded access available.

Fully funded for teachers, leaders and support staff working in state schools and colleges in the South East



School, MAT and HR leaders interested in improving family policies to create more **"life friendly"** school cultures can access a recorded version of **The MTPT Project's Life Friendly Leadership programme** throughout the summer [here](#).

Do stay tuned on our **social media channels** to stay informed about everything else that MTPT Project has to offer. Click [here](#) to find out the about all the **latest information** from The MTPT Project. We draw your attention to join The MTPT Project's **special summer workshops** aimed at **supporting trainees** who are entering the profession with **children of their own** at home, click [here](#). You can click [here](#) to visit the MTPT Project's website.





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