



WELCOME

What an eventful first year of our second designation period! Nothing in education ever stays still, and this year has seen changes to ITT following the market review, and also the announcement of updates for September 2025 to induction and the ECF training programmes. We continue to value the relationships we have built with colleagues from schools within and outside our hub area and it is a pleasure and privilege to work with schools and colleagues across a range of settings.

Headteacher Briefing

We ran a **briefing session for headteachers** 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 this 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](#).**



Newsletter Summer Edition 2025



Janet Roberts
Director

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We know that the end of the summer term is incredibly busy in schools, 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](#).

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We have thoroughly enjoyed promoting teaching as a viable and enjoyable career at careers fairs and higher education fairs within the region. It has been so interesting to speak to young people about their perceptions of teaching and give them all the accurate information they need to make an informed decision as to whether teaching might be a profession for them. Hundreds of them took away our business cards with QR codes taking them to our website's **"Top 10 Reasons to Teach" and "Routes into teaching"**; our website analytics show many of them looked and are hopefully now seriously considering teaching as a career in the future whereas beforehand they may have dismissed the idea.

Another issue we have been trying to tackle this year has been the difficulty ITT providers often face trying to find schools that can provide mentors and placements for ITTs as they train. It is undoubtedly hard work training a teacher but doing so can be hugely rewarding for the mentor, the ITT and the school as a whole; training up a new teacher is also a great way of ensuring a stream of **'home grown'** staff for schools to recruit for their staff team. We have put together some **information and ideas to help ITTCos and senior leaders** have discussions with potential mentors and ideas for mitigating pressures potentially faced by mentors. This will be appearing on our website very shortly.

We have spent a good amount of time this year making sure all schools within our region know about TSH Berkshire and its services (including ITT advice and guidance). We have now had direct contact with around **95% of the 365 schools** in our region; we sent our information pack to the few that we didn't have the opportunity to speak with so they can contact us at any stage should they so wish.

At time of writing we are waiting for the DfE to confirm exactly what our role will be in 2025-26, in regard to ITT. We know that the wider strategic involvement in promoting ITT across the region will no longer be funded, but we will continue to support ITT and do what we can to promote teaching as a profession. At a more local level, we are excited to welcome our first cohort of **Slough ITE Partnership** trainees in September and will continue to recruit to our own local delivery, as many of you also do across the region.



Helen Jonas
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ITT Continued...



Post Graduate Teacher Apprenticeship

The IoE University of Reading has launched their new Post Graduate Teacher Apprenticeships! click [here](#) to find out more...

MA in Education

Are you looking for an opportunity to invest in yourself and your practice? click [here](#) to find out more about The IoE University of Reading's MA in Education.

Expression of interest -
Postgraduate Teacher
Apprenticeship



Click [here](#) for
further
information!



ECF

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.

“I have learnt about the importance of feedback and how it can help with planning. It is important that a teacher is using effective forms of feedback and communication to ensure that students are able to reflect on their progress.”

(ECT)



“I am fully satisfied with all aspects of the programme provided by UCL. The overall structure was well thought out, with a clear progression that supported both professional development and practical application in the classroom. The training sessions were engaging and informative, offering valuable insights grounded in current research and best practice. The self-directed study materials were accessible and thoughtfully curated, allowing for flexible yet meaningful learning.”

(ECT)



“The training sessions were very engaging and interactive with valuable opportunities to learn from experienced facilitators and peers with encouragement to reflect, discuss, and share best practices. The self-directed materials were very comprehensive and accurate and the support of UCL Extend was exceptional with clear and timely communication.”

(ECT)

ECF Continued...



“ I feel as though the training sessions are really insightful and informative too. The self-directed study materials are very engaging and include a variety of different tips, scenarios etc which are really helpful. The support is fantastic, and it has been great to network with other ECTs during the training sessions.”

(ECT)

“ I have really developed my confidence and individuality as a teacher. I have started to look at situations differently and apply my assessments into a whole class setting.”

(ECT)



Induction and the Early Career Teacher Entitlement

The DfE have introduced some **changes to the induction programme for ECTs** starting induction in September 2025. These include:

- introduction of new **early career teacher entitlement (ECTE)** terminology
- implementation of the **Initial Teacher Training and Early Career Framework (ITTECF)** for ECTs starting induction in September 2025
- **changes to the training options** available to schools (including provider-led and school-led options)
- **clarification of the roles and responsibilities** for headteachers, induction tutors and mentors involved in the delivery of the ECTE
- The **statutory induction guidance** has also been updated to reflect these changes.

ECF Continued...

The vast majority of schools use a **provider-led programme**, for example working with TSH Berkshire and UCL, or Forest Learning Alliance and EDT, among others. There will be some changes to these programmes, but your provider should tell you about those. In general these changes are:

- Training for new mentors has been **reduced from 2 years to 1 year**.
- Programmes include **diagnostic tools** to allow ECTs to focus on areas they most need to develop.
- Programmes include **more contextualisation to subject and phase** with enhanced subject-specific materials and resources. This will include materials and resources to **support teaching pupils with SEND**.
- Programmes are pitched in recognition that **most ECTs will begin their training with a greater understanding** of the framework from their ITT.

There is a lot **more information**, including funding details, on the gov.uk website here:

[Early career teacher entitlement \(ECTE\) support - GOV.UK](https://www.gov.uk/early-career-teacher-entitlement)



If you have an ECT for the first time in September, and would like to use us as your ECF provider, then please contact us or sign up via the form [here](#).

At the hub, we are now in the process of setting up the programme for 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.



“I feel a lot more confident in my pedagogy and classroom practise. I have grown into a more confident classroom practitioner.”
(ECT)

»»» **Appropriate Body**



If your school has not used our Appropriate Body Service this academic year, but you will be registering ECTs with us in September, please look at our website [here](#) for information, or sign up via our SLA [here](#).



NPQ

We are now well into delivery mode for cohort 8 of the NPQs and continue to deliver **NPQH, NPQSL, NPQSENCO, NPQLPM** and the combined specialist programme (**NPQLTD, NPQLBC, NPQLT**). Our facilitation team are committed to delivering the best sessions that they can and regularly receive very positive feedback about the ways in which they go **above and beyond** to support participants.

“I just wanted to say thank you for your organisation of an insightful session. It is always invaluable to have time to talk and learn with colleagues and to have that guided by two very knowledgeable, warm and supportive practitioners.”



The **cohort 7 specialist consolidation conference** takes place on **10th July** and will be an opportunity to **celebrate the successes** of participants ahead of their assessment in October. **Cohort 6 leadership participants** have also recently **completed the programme** and proceed to assessment in **September**.

“I loved the clarification of the key elements of the course. I had an opportunity to discuss with other colleagues and magpie good practices.”

UCL continues to be an **excellent partner**, responding to feedback and supporting our delivery of the **leadership induction conference** and our **facilitator development conference**. We **enjoy and value** this **partnership**.



Jenny Evans
Deputy Director

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NPQ Continued...

There may well be funding challenges ahead, but we hope schools will continue to **prioritise the investment in leadership development** given the notable impact these programmes can have where school culture is supportive of participants, as outlined in the recent **report into the impact of NPQs** which I would encourage you to browse [here](#).



Register your expression of interest for Autumn 2025 [here](#).

“Fantastic, empowering approach – blends course knowledge and networked knowledge well.”

If you have any **questions about the programmes** or **eligibility criteria** as you begin to think **ahead for next term** then please don't hesitate to get in touch.



“Good opportunities for discussion and clear guidance throughout the course.”

Finally, we were very excited to be hosting our **first ever alumni event** in June with Dr Rachel Roberts from the University of Reading. We hope this will become a valuable way for our NPQ graduates to go on **extending their leadership development** and to **maintain their links** with one other as we look to deepen our local networks.



The Golden Thread

This term's spotlight on comes from **Pete Rowe**



Pete Rowe, executive headteacher of Ryvers primary school in Slough

I do believe that **senior leaders** have a **moral responsibility** to leave the profession in a **better place** and one way of doing this is to **encourage colleagues** to undertake **relevant** professional learning, **encouraging the leaders of tomorrow** not just to learn a **hugely useful set of skills** but also to begin to **build the personal networks** which will **sustain them during the hard times** and **celebrate with them** their **on-going successes**.

The Teaching School Hub is a **core component** in creating **the structural web** which **both supports** and **encourages** not teacher **'training'** but rather **on-going professional development**.”

“When I first qualified **'teacher training'** could mean as little as a first degree and then a PGCE and then teachers were left to their own devices. The situation is **now very different**, and we now look at **'developing'** our workforce just as we plan a **carefully sequenced** and **ambitious curriculum** for our youngsters.

'Initial' teacher training is the **beginning** of a professional journey and one which schools in Slough often take with the Teaching School Hub with whom there are close links. These include, in my case, one of my staff being on the interview panel for ITT and last year I had the privilege of presenting at the end of year celebration event for ECTs. Interactions with the Teaching School Hub continue with **support for the early career framework**. We have several ECTs in the school, including two very experienced but previously **'unqualified'** teachers who we were keen to help **continue** in **their professional journey**. One of our staff has also taken up the **opportunity** to **facilitate on these sessions**, which offers an **extra layer** of professional development for colleagues.

This **continuous** and **incremental growth** is **vital** for professional development. It is also a pragmatic example of life-long learning that **all educational institutions should promote**. Working with the Teaching School Hub we **encourage experienced teachers** to **undertake NPQs** which **allow middle and senior leaders** to take on **wider responsibilities** and **projects** which **benefit both themselves and the school**, both for the **duration of the programme** and the **legacy learning** it leaves with participants.





TSH BERKSHIRE CONFERENCE



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 **Maggie Farrar**, a former school leader who has also been **Director of Leadership Development** at the **National College for School Leadership** and now works with a range of **schools and organisations** on **leadership development**. Maggie's session looked at the process of **"being"** a leader, as opposed to **"doing"** the role in what was an **extremely though provoking** and **well received** session. The rest of the day was delivered by **two of the programme leads from UCL** focussing on **developing facilitation skills**, with a **particular focus** on **working with adult learners**.

“Very inspiring and loads of practical ideas!”

“First session was such an eye opener.”

“It was great to take the time to reflect on my role and I will definitely be sharing this with the senior leadership team.”



“Excellent delivery. Really good to unpick facilitation in more detail. Appreciated opportunities to discuss and debate with other delegates.”

“Great to have conversations to deepen our reflection on facilitating.”





Wider Professional Development



Click [here](#) for everything on offer from Whiteknights English Hub. Click [here](#) for the latest information from Whiteknights English Hub.



Click [here](#) for everything on offer from the BBO Maths Hub. Click [here](#) to find out about the latest information from BBO Maths Hub.



Find out about everything that Mobius Maths Hub has to offer [here](#). Click [here](#) to find out about the latest information from Mobius Maths Hub.




Find out about everything that Whole School Send has to offer [here](#). Click [here](#) to find out about the latest information from Whole School Send.



As part of a regional Teaching School Hub partnership in the East of England, 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 [here](#) to find out more about the MTPT Project. Click [here](#) to find out the about the latest information from The MTPT Project.





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