

Teacher Development Centre Extension

Planning permission has been granted for the extension of the TDC. The extension will create four extra classrooms (which will be flexible in layout as a breakout area and an enhanced reception area). The extra classrooms will be used to deliver Professional Studies sessions for Yorkshire Wolds Teacher Training each Friday and will also be timetabled by SHS during the week.

Building work commenced over the half term break and it is anticipated that this will be completed late in the autumn term.



Yorkshire Wolds Teacher Training

We are delighted that over ninety percent of our 2020-21 cohort have secured teaching roles for September. We have received more fantastic feedback from interview panels, with trainees being appointed to positions from fields that included over 40 applications (and experienced practitioners). The feedback has been that trainees have delivered strong lessons and been able to demonstrate that their practice is evidence-informed throughout.

We can't wait to see them all fly as Early Career Teachers.

Wolds Associate Research School

We are delighted that so many of our staff have joined us for our recent twilight CPD sessions looking at the evidence informing implementation, curriculum design and developing independent learners. Recordings of these sessions are available for anyone who was unable to attend. The EEF has released the new guidance report on "Teacher Feedback To Promote Pupil Learning". Over the coming year, we will be working across the trust to support colleagues with developing their practice in this area (alongside the other work on curriculum, assessment and supporting pupils to become metacognitive learners that has got underway this academic year).



Curriculum Development

The advantage of working as a group of schools is that we can share ideas and resources, which reduce workload and make people's lives easier. To reduce duplication of effort across schools (to share ideas and resources more freely, and to take full advantage of the expertise we have in all of our schools) our aspiration is to align our curricula as much as possible (in terms of end points and contact time).

The purpose of alignment is not to be prescriptive, to tell leaders how to plan or teachers how to teach. Alignment is a tool to help us collaborate and deliver the best possible deal for our students and staff. With this in mind, Subject Leaders have been working in collaboration across our secondary schools to develop an ambitious, engaging and inclusive curriculum that promotes progression for all of our students. Subject teachers will begin to see shared resource areas on the TEAL Development Platform from September, where they will be able to access high quality resources to support great teaching and ease workload.

Driffield School & Sixth Form

As restrictions continue to ease, we are delighted to offer extracurricular activities to our students again in the final half term, with the aim of providing memorable experiences outside of the classroom that will enrich their school experience and support their personal development. These include: cooking, music (including choirs for pop/rock, gospel and R&B), reading club, and a wide range of sport (including athletics, hockey, cricket and rounders).

We are also looking forward to welcoming back our Year 11 students for our 'Activate' Sixth Form transition event so that they can experience what it's like to be in Year 12.

Work has begun on the refurbishment of the East building, renewing the roof and transforming the hall into a dedicated assembly and presentation space for our school community.

School News



The Snaith School

The 3G pitch is now complete and we are extremely grateful to all who contributed to the fundraising effort to make it happen. One very special parent volunteer, Janet Wright, has worked tirelessly and led the entire project. She is a 'Snaith School Legend'. We will officially celebrate the opening of the pitch on the 24th July with a community 'Football and Family Fun Day' which will include a football tournament, fairground rides, craft stalls and refreshments. Following this, the pitch will be 'open' for school and community use and we look forward to seeing a range of teams playing on this superb facility.

The Design and Technology department have expanded their curriculum offer, introducing GCSE Design and Technology, and further developing KS3 to include a wider range of materials and processes. Significant investment has been made to develop the existing facilities, developing a new multi-media design studio which will enable students to work with a range of materials and processes in a creative environment.

We would like to wish the staff leaving us at the end of the year all the very best. Some long serving members of staff have over 130 years of service at The Snaith School between them. Ms Bentley, Mrs Casey, Mrs Western, Mrs Van Dijk and Mr Sharphouse. Thanks also go to Mrs Celia Evans and Mrs Sheena Young who are long serving members of the governing body and have decided the time is right to relinquish the responsibility and let others build on their good work. We are grateful to them both for the many hours of support they have given to the school.

North Cave C of E Primary School

Following the retirement of Nancy Smart, we are delighted to have appointed Sarah Thornham from the Governance Team as the Administrator (along with Sarah Smith, who will share the role and support Richard and his team).

This term we have been reviewing our school logo and uniform policy. We are pleased that following consultation, we have now made a minor change to our logo to incorporate the words 'achieving' and 'believing' alongside 'caring' and 'sharing' which were already part of our logo. This brings our logo into line with our school vision which we reviewed last summer. We have reviewed our uniform policy alongside this and now look forward to seeing uniform displaying the new logo being phased in.

As we approach the end of term, we are looking forward to our class sports days. We are also looking forward to holding a sleepover in school for the children in Class 4. This is in place of the residential visits that usually take place for every year group in our school.



**NORTH CAVE
C of E PRIMARY
SCHOOL**

Malet Lambert

Malet Lambert is proud to be one of twenty schools in the country which has been selected to become a Holocaust Beacon School.

The school will be working closely with the UCL Centre for Holocaust Education which focuses on enhancing the level of Holocaust education within schools. This programme aims to not only support pupils in understanding the moral and emotional implications of the Holocaust but also deepen students knowledge so they can make their own judgements about the events.

History teacher, Miss Norman, said "There has been a real team effort in securing Malet Lambert's place as a Beacon School. This is an exciting opportunity for the school and the whole of the Education Alliance. I am thoroughly looking forward to working with staff and students on this programme."

We were extremely pleased to be approached by The Lorraine show on ITV asking if we would be happy to host local TV star (and former Malet Pupil) Gemma Oaten and the TV crew as part of a feature on Mental Health Awareness Week, focusing on eating disorders. We are delighted that we will be continuing to work with Gemma and her charity SEED, promoting awareness of eating disorders across the trust.



South Hunsley School & Sixth Form

This term we say farewell to Janice Griffin, Helen Lazenby, Jo Donkersloot and Sue Blee who are retiring after completing over 93 years here between them. We wish you all a long and happy retirement. Sue: we will really miss the cakes!

We are delighted that former Deputy Head Girl Evie Arthur is returning to us. Having completed her physics degree at Manchester with Professor Brian Cox, we are delighted that Evie will be starting her teaching career back at South Hunsley.

Hunsley Primary

This term saw the whole school take a trip to the Potteric Carr Nature Reserve, a favourite with Mrs Boyes; we can't wait to hear all about it.

Following the changes to the Teacher Development Centre, the modular building previously used as Training Room 2 has been relocated to Hunsley Primary School to provide an extra space for Lucy and her team. The modular will be used for wraparound care provision and also for the YWTT trainees and some of their Professional Studies sessions.

Teacher Assessed Grades

Thank you to everyone who has been involved with these across the trust. It has been a phenomenal effort across all of the schools. When the final guidance was issued by JCQ, we had 39 working days to plan, set, mark and moderate assessments, and then translate all of our evidence into a final grade (along with all of the other reading of long documents such as the centre policy and the various Ofqual guidance booklets). This was a huge piece of work across all departments and we are very grateful for everyone's input. In total, 9281 grades were submitted, each one having been checked at least three times.

Let's Get Social



Twitter

@TEAL_Trust



LinkedIn

The Education Alliance



@TheSnaithSchool



@southhunsley



@maletlambert



@driffieldsch



@NorthCavePS



@HunsleyPrimary



@Wolds_TT



@WoldsTSA



@ResearchWolds

Teacher Development

Subject Development Time (SDT) will be known as **Teacher Development Meetings (TDM)** across all our schools next year. This is to reflect the developmental nature of this time for teachers. This time will be planned to ensure that all teachers have access to high quality CPD that reflect school and subject priorities, enabling teachers to access resources and CPD to support their own professional development.

We are working with the Teacher Development Trust to develop a trust-wide approach to pedagogical coaching; more information about this will be available in the autumn term.

Early Career Framework

Teaching is important, and the quality of teaching that our pupils receive is probably the biggest lever we have for improving their life chances. Improving teacher quality is not always straight forward, particularly for new teachers (as they face a steep learning curve). We also know that retention issues are most acute for early career teachers; this is a growing challenge and a key priority identified in the DfE Teacher Recruitment and Retention Strategy. In light of this, September sees the national roll-out of “one of the most significant reforms to the teaching profession in a generation”: The Early Career Framework (ECF). This reform will make it a statutory requirement for any school inducting new teachers to ensure they receive the entitlement of a two-year package of high-quality professional development, but there is much more to the ECF than that.

What is the Early Career Framework?

The ECF sets out what all new teachers (now known as Early Career Teachers, or ECTs) should learn about and learn how to do as they make the transition from initial teaching training to early career teaching. It is aimed at providing evidence-based development in five core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours. ECTs will be supported in understanding and contextualising the content of the framework to enable them to translate it into their everyday practice. The evidence and core areas feed into (and are presented around) the current Teachers' Standards. This will ensure all early career teachers receive a standardised induction, which is underpinned by the same national evidence. ECTs will have ten percent off their timetable in the first year of induction and five percent off their timetable in the second year to undertake quality training and mentoring.

What changes have been made to the statutory induction for new teachers as part of the ECF reform?

The term Early Career Teacher (ECT) now replaces Newly Qualified Teacher (NQT) and Recently Qualified Teacher (RQT). The induction period for all ECTs will now be extended to two school years. In these, two formal assessments (one at the end of each academic year) will take place, supported by two regular progress reviews (one at the end of both the first and second terms). Whilst the early career framework is presented around the current Teachers' Standards, the DfE clearly state: “the ECF is not, and should not be used, as an assessment framework”. School Induction Tutors will continue to assess progress made towards the Teachers' Standards; therefore, the emphasis of the ECF is on supporting the improvement of teacher quality at this stage in a new teacher's career.

How has the role of a mentor changed?

Quality mentoring and the time to effectively deliver the new framework is the key to the success of the TEAL early career development initiative. It is also clearly prioritised in the ECF. Under the new framework, the mentor is expected to “provide, or broker, effective support, including phase or subject-specific mentoring and coaching”. This means the role of a mentor will now be more important than ever and is clearly defined. We recognise how important the mentor role is and, therefore, time will be protected to effectively support the ECT. This includes 39 protected mentor periods in year one and 20 protected mentor periods in year two. Mentors will also receive a quality training package in recognition of how vital their role is in developing teacher expertise.

How does TEAL plan to deliver the framework?

Schools have the autonomy in terms of how they wish to deliver the framework. Here at TEAL, we will continue to deliver our own induction programme based on the ECF and the TEAL Teaching Charter. Our core induction programme draws on the best available evidence, as identified in the Sheffield Hallam Literature Review and the ECF, to help craft a set of experiences that will help our ECTs to secure the foundations needed to enable them to thrive.

Our programme also follows the recommendations of the Education Endowment Foundation's findings, which include:

1. Integrating the ECF into existing school processes
2. Allowing time for mentors to fully engage with training and the new requirements set out in the framework
3. Allowing the early career teachers time for autonomy and self-directed study

The new suite of National Professional Qualifications (NPQs) continue the robust method of design and development, building on the ECF to provide training and support for teachers and school leaders at all levels. The ECF really is the golden thread for transforming the support and development offer for teachers and school leaders. After disruptions to training and induction for those new to the profession, it is now more important than ever that our new teachers have access to quality training and robust support so that they can deliver good teaching, ensure every pupil/student is supported to fulfil their potential. This reform is something to get excited about!

If you would like to know more, or would be interested in supporting with the delivery of our core induction programme, please do get in touch. Hayley.Nickolay@theeducationalliance.org.uk

More information regarding the Statutory Induction for ECTs can be found [here](#).

Spotlight on Jill Maund, Assistant Principal

Jill studied A level home economics, art and psychology at a local secondary school. Following this, she studied Consumer Product Science at Manchester University. Jill didn't always want to be a teacher and actually wanted to be a home economist (following a university placement working for a product manufacturer and testing new products).

Asked what she would be doing if she hadn't trained to teach, Jill says: "After volunteering at a primary schools, I worked on a summer camp in America and really enjoyed working with older children so I've never actually left school!"

Following completion of her PGCE, Jill completed her NQT year over at a school in Manchester and became the work-related learning coordinator (working across two schools) when one joined a formal partnership to develop work-related learning and enterprise across the curriculum. Following this, Jill became head of art, design and technology; as part of this role, Jill developed links with a further education provider to develop a vocational provision for Key Stage 4/5.

Jill joined South Hunsley as a School Improvement Leader and Subject Leader for food/textiles initially and soon formed part of the team (who successfully wrote bids to open the teaching school and Yorkshire Wolds Teacher Training). Since then, Jill has become part of the Central Trust Team, supporting colleagues at Malet Lambert, Driffield and currently at Snaith. At the moment, Jill is the go-to person for all of our practical risk assessment needs. Jill loves the challenges of her role and when asked about it, she said: "I really enjoy working with lots of different people and getting to know the individuality of each school. I absolutely love it when a plan comes together."



Compliance Corner – IT Security

Sensitive data, portable devices, and cloud storage

It is important to avoid storing sensitive information on portable devices like memory sticks, portable hard drives, or CDs. This helps to avoid an accidental **GDPR breach**. Portable devices can be easily misplaced, lost, or stolen (allowing access to all information stored on the device to anyone who has the device in their possession).

In case you want to store/move sensitive data, the safest option is **cloud storage**. Using cloud storage like **OneDrive** allows you to drag your files into a OneNote folder, as well as allowing you to access it from anywhere (as long as you can provide your credentials).



How to retract emails

Should you send an email to the wrong recipient **in the trust** you can try and recall it from their inbox. This will try to delete the email if the recipient has not yet read/opened it.

To recall an email, follow these steps:

1. In the folder pane on the left of the Outlook window, select Sent Items
2. Open the message that you want to recall by double clicking on the email; this will bring up a new window with the message that you have sent.
3. In the new window, from the **Message** tab, select **Actions > Recall This Message**.
 - If you have the Simplified Ribbon, select the **Message** tab, and then select **More commands (...)**. Point to **Actions** and select **Recall This Message**.
4. Click **Delete unread copies** of this message or **Delete unread copies and replace with new message**, and then click OK.
 - If you are sending a replacement message, compose the message, and then click Send.



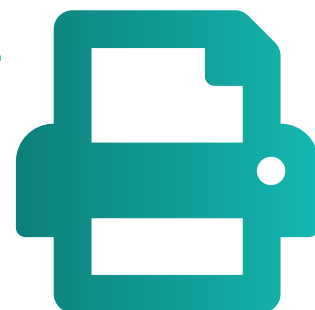
It's important to note that recalling an email is **not guaranteed**. Outlook can only make its best effort to recall or replace an email, providing the recipient hasn't already opened it. This can only work on recipients **within the trust** using Office 365, including staff with TEAL, YWTT, Wolds TSA, WARS and school email addresses. Emails **cannot be retracted from external email addresses** like Gmail.

Confidential documents and automatic printing

When printing confidential document, it is important to always use the **Follow Me** printing option. This allows you to pick and choose when the documents are printed, allowing you to supervise the printing process (making sure that the sensitive information will not fall in unwanted hands). When choosing automatic printing, the printer will start printing out the documents as soon as it is possible (allowing anyone nearby to have access to the printed material, potentially causing a GDPR breach).

To use the **Follow Me** printer:

1. When printing out a document, in the **Print** menu, go to the drop-down **Printers** list and make sure **Follow Me Printer** is selected.
2. After pressing print, make your way down to the nearest **MFD** (Multi-Functional Device).
3. Sign in with your login details and all jobs that you have submitted will be visible; from there you can press print and supervise the printing process.



Compliance Corner – IT Security

Two factor authentication

Passwords are the most common way to protect accounts and it is mostly the only defense between unauthorised individuals and your sensitive information. Therefore, implementing 2FA (Two factor authentication) adds another layer of protection. When you sign in with your password, you are also required to respond from a registered device. This makes it harder for a hacker to sign in with just a stolen password.

Implementing 2FA on your **Work account** will drastically increase the security of all the documents you own. To activate it, you can follow this steps:

1. On any web browser go to: **aka.ms/mfasetup**.
2. Then follow the instructions to set up **2FA**.
3. You will have a choice between using a **mobile app** that will generate a code when login in or receiving a **text message** to your mobile phone (the mobile app option is advised if at your workplace you receive a weak or no signal on your mobile phone).

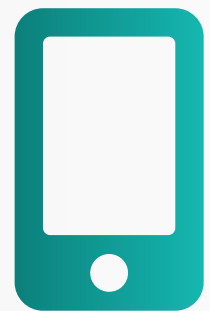
Alternatively, you can always contact the **IT support team**, who will be happy to help you get set up. You can contact the IT team through the help desk at: help@theeducationalliance.org.uk



PIN

When using personal devices (like mobile phones) it is important to set up a **PIN** (Personal Identification Number). This provides a good layer of protection as most modern devices will ask for at least **6-digit PIN**.

From the user perspective, it will be quick and easy to enter; however, for a third party who does not know the PIN, it will be more difficult (therefore keeping your data more secure).



Separating personal and work life

Keeping personal and work data separate is important for data protection standpoint. For example, having a personal device that contains private and work data can lead to multiple issues like:

- Accidental **data deletion**
- Accidental **GDPR breach**

Losing the device not only leads to a possible personal **data breach**, but the third-party individual will have access to all work-related data as well.

