

# STEP

Shropshire and Telford  
Education Partnership

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School led, Transformative, Excellence in Partnership

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Here at STEP we continue to deliver a ONE STOP service for our schools, ensuring confidence that experienced, local experts are delivering our programmes bespoke to our Shropshire and Telford context. Working together as a teaching school hub we are recognised in the West Midlands for our joined up positive partnership.



## National Professional Qualification (NPQ) News



### NEW NATIONAL PROFESSIONAL QUALIFICATIONS LAUNCH FEBRUARY 2024

Across our STEP area we have 258 participants starting their NPQs this February. This is being delivered in 11 new groups with a team of 20 + dedicated facilitators delivering.

Photographs shown above are the new group on the NPQH who met for the first time at Wychwood Park Hotel in Nantwich.

## **LOOKING BACK**

We now have **128 participants across Shropshire and Telford who have successfully completed their NPQ** under the STEP partnership. If you are one of those – **CONGRATULATIONS!**

### **Programme Spotlight**

The **new NPQLL (Leading Literacy)** launched in February 2023. This group have just completed their final assessment and we have had some great feedback that demonstrates the effectiveness of these NPQs in targeting and supporting schools in specific areas

“I have really enjoyed my NPQLL. The variety of online, virtual seminars and face to face conferences has been brilliant. I have loved that the online learning is something I can do at my own pace and something I can refer back to. The course leaders have been so helpful and very approachable. I have learnt so much about oracy, reading and writing as well as how to implement change in literacy in an effective way. I will definitely be recommending the course to colleagues.”

The **NPQLBC (Leading Behaviour and Culture)** has been running since February 2022 in the STEP region. The impact of this programmes is demonstrated really well from participant feedback

“I feel that the more I have learnt through the course and the more evidence I can provide , the more opportunities I have had to share my knowledge. Next term I have been invited to present to SLT about PD, and I have been asked to present a summary of course elements in our Teaching, Learning and Assessment working party. I don't feel that what I say has changed, but the way I can express it and provide evidence. The evidence I can now provide has enabled me to be heard more effectively.”

## **LOOKING FORWARD**

We will be launching our next tranche of NPQ programmes in October 2024. Whilst we wait the outcome from the Department of Education with regards to the funding of the programmes, you can get your staff members to start an application to secure a place.

In October 2024 we will be offering the full suite of 10 NPQ programmes. The STEP team

want to ensure that our NPQs are fully accessible within the STEP region - to ensure every leader in Shropshire and Telford has outstanding professional learning which improves their work-based practice.

## Early Career Framework and Appropriate Body News



### January Starters

With an increased number of term 2 registrations, the spring cohort have been placed in local online groups for ECF CPD. ECTs and ECMs have already attended their Welcome Event with Best Practice Network, and have their first locally facilitated Zoom events during Spring 2. These sessions provide fantastic opportunities to network with others as well as develop professional skills and learning to underpin formal induction. (Individual schedules can be found via their ECT/ECM Canvas Participant Dashboard).

### Appropriate Body Welcome Events 2

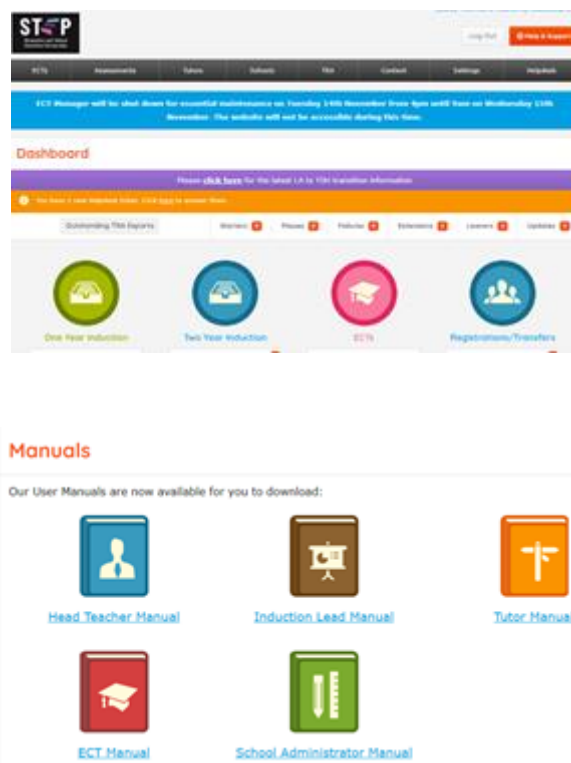
As we continue to welcome new schools from Shropshire and Telford & Wrekin Local Authorities, we conducted two more Welcome Events in January. The first, for Head Teachers and Induction Tutors, focused on the importance of accurate registration procedures (for further details see [Shropshire and Telford Education Partnership - ECF/AB \(stepwm2.co.uk\)](https://stepwm2.co.uk)) as well as providing tips for managing induction, delivered with the assistance of Sarah Harper, Shrewsbury Academy Deputy Director of Teaching and Learning (ITT/ECT), and Katie Booth, Best Practice Network Lead Facilitator. In the second, we met with ECTs and mentors, so they too could feel confident in their CPD Programme, outlined by Chris Randall, Best Practice Network ECM Lead, as well as understand the difference between ECF and formal induction. There was a brief opportunity to chat with peers as well as ask questions in this crucial early stage of induction. We warmly welcome new participants and look forward to working together throughout the ECF/induction journey.

## ECT Manager is go!

We have now completed the first termly reporting cycle using our new online AB management system ECT Manager. We appreciate Induction Tutors completing progress reviews and assessments by the December deadline, and are especially grateful to those who responded so promptly to requests to edit and re-submit reports as we move to establish a more uniform reporting style.

As anticipated, the majority of users have found ECT Manager quite intuitive, but it is good to remember that, as well the team here at The Priory School, there are lots of helpful guides to support users via the red 'Help and Support' button.

Our next reporting deadline is Friday 15<sup>th</sup> March and we have examples of progress review and final assessment reports in the 'Resources' section of ECT Manager, to help ITs produce useful Teachers' Standards snap-shots.



## Quality Assurance

It has been a real treat to visit a range of schools across both counties, as part of our routine quality assurance process. This is to ensure both ourselves and the schools we support are

not only providing consistency to a high-standard but that ECTs feel well supported in all induction settings. It has been fantastic to meet a range of Induction Tutors and Head Teachers, observe some wonderful teaching by ECTs and hear ECT and ECM experiences and opinions.

We are much indebted to the staff who have facilitated these visits and look forward to getting into more schools as the year progresses.

## Initial Teacher Training News



*Local provision enables us to promote and train teachers for the uniqueness of our area from large town schools to smaller rural ones - all unique in serving the needs of the children in their community.*

Our Associate Teachers (students) are over halfway through their training to become teachers. Some already have jobs for September.

### **Train to Teach. What is the PGCE Lead School Partner Route?**

The School Direct programme changes in September to become The Lead School Partner route to becoming a teacher. It is an English national teacher training initiative which puts schools at the heart of the training to teach process.

### **Train to teach partners:**

Each of the ITT partners within STEP work with Chester University and have designed and developed their school led teacher training programmes to provide trainees with a bespoke, locally based and high-quality course which has an excellent reputation. The programme is delivered in partnership with our local STEP Alliances and the University of Chester; during the programme you will spend a number of days studying at University of Chester

(Shrewsbury Campus) as you progress towards Masters level credits in addition to the training and school experiences provided by ourselves. This includes the subject based elements of the course. On successful conclusion of the Lead Partner Route, you will be awarded a Postgraduate Certificate in Education (PGCE) and Qualified Teacher Status (QTS).

We continue to interview for September 2024 and actively encourage people who have the qualifications, keenness to learn and the drive to become an outstanding teacher. Every person training with us has a different starting point whether straight from university, working in a school or a someone looking to change career.

**Further information:**

[Get into teaching](#)

[Student Finance](#)

**How to apply**

The application process can be accessed through [www.gov.uk/apply-for-teacher-training](http://www.gov.uk/apply-for-teacher-training) with the gateway open with advice on the application process and application form.

'Applying for teacher training' is easy to use and gives clear guidance to help potential teachers make strong applications.

Please access the STEP website to find out more about what each Alliance offers and to find out more about training with us.

**Testimonials**

*The varied placements and host schools has given us the opportunity to fully immerse ourselves into school. It has given the confidence to grow as teachers.*

*I have valued current, specialist teachers giving us the opportunity to develop my subject knowledge both through facilitated and school-based learning.*

*Being a teacher is something I always dreamt of but never felt would be possible with a disability. I am deaf, a bilateral hearing aid wearer and during my PGCE, with the support of my course facilitator and Chester University, I was diagnosed as dyslexic. My course tutor liaised with other course tutors and placement schools on my behalf to ensure that adaptations, where necessary, were in place for me to succeed. I loved every second of the PGCE course and, despite the challenges, I can look back and smile.*



## Continuing Professional Development News



### **FUTURE IN MIND 2023-2024**

**We are delighted to be working with 125 partners for Future in Mind this year.**

**Future in Mind began with a focus on Emotionally Based School Anxiety (EBSA) for both Shropshire and Telford Partners.**

As we know, EBSA has become a significant aspect of school life for leaders. The EBSA day built on staff understanding of what this means for both parents, staff and pupils. As always, the session was interactive, with a balance of academic input and an opportunity to understand the range of strategies that can support children, young people and their families. One of the most important elements was understanding what is beneath the presentation of school anxiety, beyond the physical symptoms, behaviour presentations, lack of sleeps, distress and refusal to attend. What we learnt is there is so much more we can do, if we ask and listen.

What we do need to keep in mind is the long-term impact of this.

The feedback from the session shows that Future in Mind makes a real difference to staff understanding and confidence to support children and young people's mental health in our schools and colleges.

I have a clear understanding of the definition Emotionally Based School Avoidance (EBSA)

[More Details](#)

[Insights](#)



I understand the impact of EBSA.

[More Details](#)



I have a range of strategies to support a child and family experiencing EBSA.

[More Details](#)

[Insights](#)



***'By the way, the EBSA training was and is so useful. We currently have a number of children who are off school a lot, or who are just about making it in.'***

***I am currently with a year 4 pupil, who is finding school very difficult at the moment. He is in my room at the moment, we have had our second morning of attendance at 8.40 am and he goes home at lunch time. Yesterday, he stayed for lunch and went out to play a couple of times. He completed some maths with another teacher and a class friend for an hour, and was so proud of himself. He was here until 1 pm, which was amazing.***

***The EBSA cards are great, we use those regularly. Mum and Dad have been fantastic, and we communicate each day.***

***Today he is tired, but slept well last night (which is a big factor in his attendance) and mum is collecting him at 12 so as not to lose his trust.***

***Tomorrow he hopes to stay until 1 again. There has been slow but steady progress, and we move back and forward.***

***I have created a file on Teams, full of the EBSA resources and information, and find it good to look at and it validates what we are experiencing and is excellent practice advice' – Rebecca Hedley Meresedge.***



Thank you for your feedback on the weekly update about mental health. We really appreciate knowing what you think.

***Thank you again-such high quality training. Jody was great and so relevant/adaptable ideas to take to back to the school setting. Highest quality and consistent training we attend as a school .Tracey Cansdale – Christ Church Cressage***

***'A really engaging day' - Hayley McNamee***

***'Great training and delivery!' – Katie Handy***

***'Fabulous-really enjoyed today. Thank you. Lots of very useful information and discussions' – Megan Wheat.***

If you are not currently part of Future in Mind and would like to join us, please do get in touch [sian.deane1@taw.org.uk](mailto:sian.deane1@taw.org.uk)

## Updates/Reminders

### **ECF/AB**

Our next reporting deadline is Friday 15<sup>th</sup> March for progress review and final assessment reports

### **NPQ**

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## Dates for your diary

## **ECF/AB**

Friday 15<sup>th</sup> March - deadline for progress review and final assessment reports. For more information email [ECF@stepwm2.co.uk](mailto:ECF@stepwm2.co.uk)

## **NPQ**

October 2024 - NPQ next tranche of programmes is launched!

Email: [Gemma.Hargreaves@leadinglearning.co.uk](mailto:Gemma.Hargreaves@leadinglearning.co.uk) to find out more

## **STEP will:**

- Work with openness, transparency and collaboratively as a Professional Learning Community in devising and delivering innovative, high quality programmes for school improvement and the quality of teaching and leadership.
- Secure the commitment of our wider communities by developing and maintaining effective partnerships.

Our vision is to work in partnership to be a proven force in assuring uniform, rapid school improvement, driven by our moral purpose to ensure teaching standards continue to rise in our Shropshire and Telford School.

## **CONTACT**

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