



RQT programme

Are you looking for a support programme for your current NQT as they enter into their second year of teaching?

Our 8 part, full academic year programme is for any colleague in their second year of teaching or beyond. Building on the Early Career Framework (ECF), teachers' will continue to develop fundamental teaching skills in order to ensure the maximum progress for young people, including those from disadvantaged backgrounds. Using Ambition Institute early career framework structures, the 8 units cover three main areas: behaviour, instruction and subject including assessment.

Immersed in adaptive research (EEF), your teacher will gain a greater understanding of what works, why it works and what it could look like in their classroom. Cost £200 per delegate, group discount available

Training clinic one:	Highest Expectations	9th September	Virtual
Training clinic two:	Planning for Success	30th September	Virtual
Training clinic three:	Curriculum is all	28th October	Virtual
Training clinic four:	Knowing and remembering more	13th January	Virtual
Training clinic five:	Questioning and feedback	7th April	Virtual
Training clinic six:	Explaining and modelling	5th May	Virtual
Training clinic seven:	Planning for the future: careers	30th June	Virtual
Training clinic eight:	Developing subject knowledge	TBC	TBC

*Clinic times: 3:45 - 5pm

Learn. Develop. Thrive

LEICESTERSHIRE & RUTLAND
Teaching School Hub 



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Highest expectations:

The session will focus on tweaking to the highest expectations, including the role of behaviour as curriculum and culture.

Key evidence/theories include Tom Bennett, Katharine Birbalsingh, Doug Lemov.

Planning for impact:

Whether you work in a Department with knowledge books, PowerPoints or you are writing your own lesson plans, we will explore the what and why of lesson planning to maximise your expertise and pupil learning.

Key evidence/theories include Didau, Counsell and experience.

Curriculum is All

The curriculum determines the quality of teaching, entitlement and outcomes. We will look at the case for an ambitious curriculum for all.

Key evidence/theories include Engelmann, Counsell, Didau, Saint Martin's.

Remembering more; knowing more

What we have learned about memory in recent years is a key driver in how we need to teach to support learning.

Key evidence/theories include Kirschner, Sweller, Clarke, Ebbinghaus

Questioning and Feedback

Checking-in with pupils via different question types is as important a diagnosis of their learning as the regular reading their work, but we need to be mindful of workload. Is it really possible to do both?

Key evidence/theories include Wiliam, Rosenshine, Hattie

Explaining and Modelling

From expert to novice - the essential breaking down of application - the how of solving the maths problem or writing the paragraph of textual analysis in English.

Key evidence/theories include Rosenshine, Michaela School

Planning for future careers

Carving out a career in teaching; hearing about the importance of careers education for pupils. You will see careers education in a different light and learn about the GROW model to ensure that performance management works for you.

Key evidence/theories include the expertise of the presenters

Developing subject knowledge

A bespoke session where you will share an area of your subject knowledge you would like to develop; we will find you an expert and you will spend one of the best hours of your professional life learning from an expert to inform your expertise for future classes.

Key evidence/theories - a rare and treasured opportunity to address a key entitlement for all teachers

