



Hampshire  
County Council

Improvement and  
Advisory Service

# District Headteacher Briefings Basingstoke and Deane

21 May 2026

# Local headteacher updates – Basingstoke and Deane

## **New appointments**

- Overton – Angela Nicholls (Sept 26)
- Cliddesden – Fiona Barrow (Sept 26)
- South View Federation – Laura Tunneridge (Sept 26)
- Great Binfields – Kelly Dillon (Sept 26)
- Oakley Infant – Jennie Clark (Sept 26)

## **Acting/Interim heads**

- Laura Thomas – Hatch Warren Jnr
- Diane Charman – Chiltern
- Alison Story-Scrivens – Ecchinswell and Sydmonton
- Larissa James – Cliddesden

# Summary

- Key assessment dates
- Y4 targeted practice for accelerated progress
- Ofsted update – [school briefing sessions](#)
- Schools comm alerts
- [Headteacher resilience and wellbeing launch](#)
- Local Government Reorganisation
- [Hampshire Inclusion Framework](#)
- Joint Targeted Area Inspection (JTAI)
- [Dry run JTAI recommendations](#)
- Training slides
  - Attendance hubs
  - AI in school leadership
  - EYFS including RISE Reception network/visits
  - [Inclusion and Diversity Partnership](#)
- HeadsUp4Headteachers

**Please read all slides for full information**

**Slides with actions are hyper-linked and relevant action is highlighted on the slide**

# Assessment Update

Summer 1 2026

# Key assessment dates

- June 1 – June 19: LA phonics monitoring visits
- June 1 – June 19: Writing Moderation
- June 22: Hampshire re-moderation day for schools required to submit further evidence
- June 26: Deadline for submitting KS2 teacher assessment via National Curriculum Assessment Portal

# New Course offer for 2026-2027

## Y4 Maths, English and Assessment: Targeted Practice for Accelerated Progress

This professional learning course will support Year 4 teachers and senior leaders to strengthen the purposeful use of assessment to identify need, adapt curriculum provision and accelerate progress in English and mathematics. Delivered across the academic year, the course will focus on securing strong end outcomes through high-quality teaching, curriculum planning and effective moderation. Teachers will also develop a shared understanding of how to identify target pupils through robust diagnostic and summative assessment, including the use of VENN diagrams and gap analysis.

Across both subjects, the course emphasises the effective use of summative assessment to plan, review and refine practice, including the impact of assessment on PPRM discussions and next steps for pupils not yet on track. Participants will also consider how assessment evidence informs teaching adaptations, intervention planning and curriculum sequencing across the autumn term and beyond.

By the end of the course, teachers will be confident in using assessment intelligently to shape teaching, support priority learners and secure strong progress and outcomes for all pupils in Year 4 on their journey towards end of KS2 expectations.

# Y4 Maths, English and Assessment: Targeted Practice for Accelerated Progress

## Venue

North and South Venues TBA

## Dates:

- Session 1 (assessment and maths): 21 September 2026
- Session 2 (assessment and English): 21 October 2026
- Session 3 (assessment and maths): 21 January 2027
- Session 4 (assessment and English): 3 February 2027
- Session 5 (assessment, English and maths): 22 April 2027
- Session 6 (assessment, English and maths): 8 July 2027

## Booking

Via Learning Zone



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# Ofsted Summary

May 2026

# Spring term 2026

## Context of primary inspections

23 primary phase schools

- 4x Infant
- 6x Junior
- 11x Primary
- 2x academy

## Date of last inspection

- Good/Out. – July 21 to Feb 22
- RI – May 23 to Oct 23

## National Data (to 28<sup>th</sup> Feb)

Phase of education	Total number inspected
All schools	246
Nursery	0
Primary	180
Secondary	54
Special	10
Alternative provision	2

# Inspection outcomes

## Primary – all schools

HCC	Inclusion	Curriculum & Teaching	Achievement	Attendance & Behaviour	PD and WB	Early Years	L&G
Strong	29%	11%	5%	33%	47%	43%	14%
Expected	62%	74%	76%	52%	43%	47%	71%
Needs Attention	5%	11%	14%	14%	5%	7%	10%
Urgent Improvement	5%	5%	5%	0%	5%	0%	5%

National to 28 Feb 180 schools	Inclusion	Curriculum & Teaching	Achievement	Attendance & Behaviour	PD and WB	Early Years	L&G
Exceptional	2%	1%	1%	1%	1%	1%	1%
Strong	42%	17%	17%	31%	48%	21%	28%
Expected	49%	66%	58%	57%	48%	68%	62%
Needs Attention	7%	16%	23%	11%	3%	10%	8%
Urgent Improvement	1%	1%	2%	1%	0%	0%	1%

# LA commitment to Schools

## Survey responses (28<sup>th</sup> April 2026)

14 schools have responded to the survey

- 11 Primary Phase schools
- 3 Secondary Phase schools

**I felt well supported by HIAS before, during, and after my inspection.**

**100% Agree/Strongly agree**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>86%</b>	<b>14%</b>	<b>0</b>	<b>0</b>

# Support from HIAS Responses

93% of schools that responded said that there were no areas where they would want more support

One school asked for support for 'budgeting'. It is unclear what this refers to.

# Question

**Is there enough support in the below areas to prepare you for your Ofsted inspection?**

<b>Responded 'Yes'</b>			
<b>Briefings</b>	<b>Training</b>	<b>Governor Training</b>	<b>Information at district/area HT meetings</b>
<b>14/14 schools 100%</b>	<b>13/14 schools 93%</b>	<b>13/14 schools 93%</b>	<b>14/14 schools 100%</b>
There were two schools that responded 'no' (one school in two different areas)			

# Question

## Did the Local Authority:

Contact you before inspection	Keep in touch during inspection	Speak to the inspector	Signpost to other agencies if appropriate	Attend the final feedback	Contact you after the inspection	Offer support if outcome not expected
100%	100%	100%	100% Yes/not applicable	100%	100%	100% Yes/not applicable

# Responses

## To consider

- ‘I think it's important to balance the amount of information headteachers need to know with the risk of overloading them and creating a fear and/or feeling that they should be doing more to prepare for the inspection. I know this isn't an easy balance to achieve but sometimes in the past I've found that the focus on Ofsted at area heads overwhelms rather than supports. However, at most recent area heads and EYFS headteacher briefings this has reduced which has been helpful.’
- ‘Unfortunately for me, my inspection was earlier than expected and not in line with any other school that was done on the same day as me 4 years ago. I was very early on in the process so there wasn't very much real and personal experience for people to share with me.’
- ‘The training/briefings are available, but dates are quite limited.’
- ‘The section from governor services was challenging and not universally well received.’

# Ofsted Briefing sessions for schools

## Ofsted Briefing - Renewed Education Inspection Framework 2025

These termly briefings aim to deepen the knowledge and understanding of Headteachers and Chair of Governors in respect of the current Ofsted inspection framework. The sessions are particularly targeted at schools who are likely to be inspected by within the next 6 months.

There will be opportunities to review information relating to the latest national and local inspection trends and patterns and consider implications for their own school. Additional input will be provided by headteachers of schools that have been recently inspected under the current framework (2025) and members of the Primary Phase Inspector team who support schools through the process.

***A senior leader and Chairs of Governors are invited to attend but do not need to book a place.***

- **Thursday 25<sup>th</sup> June** 09:00-15:00 Winchester Area
- **Thursday 1<sup>st</sup> October** 09:00-15:00 Winchester Area
- **Friday 29<sup>th</sup> January** 09:00-15:00 Winchester Area
- **Thursday 29 April** 09:00-15:00 Winchester Area

**Book via Learning Zone.**

# School Comms update

## Changes to alerts

- Historically alerts came from Microsoft and are in the process of “phasing out” the alert functions
- Working party including heads are reviewing the situation and developing a workaround

More information on this from Microsoft can be found here, if you would like to know more about this change: [SharePoint Alerts retirement - Microsoft Support](#)

# General update

Summer 1 2026

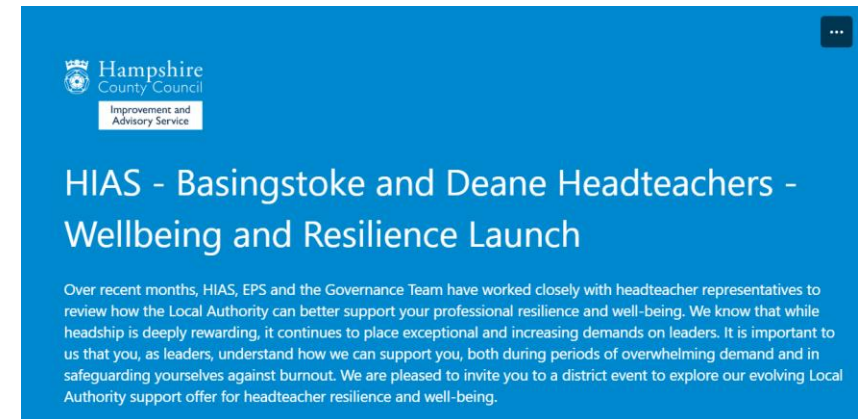
# Wellbeing and Resilience Launch

HIAS - Basingstoke and Deane Headteachers - Wellbeing and Resilience Launch – [Fill in form](#)

**Date:** Friday 19 June 2026

**Time:** 9:15-11:15

**Venue:** Hounsome Fields Primary, Treetop Ave, Basingstoke  
RG23 7GJ

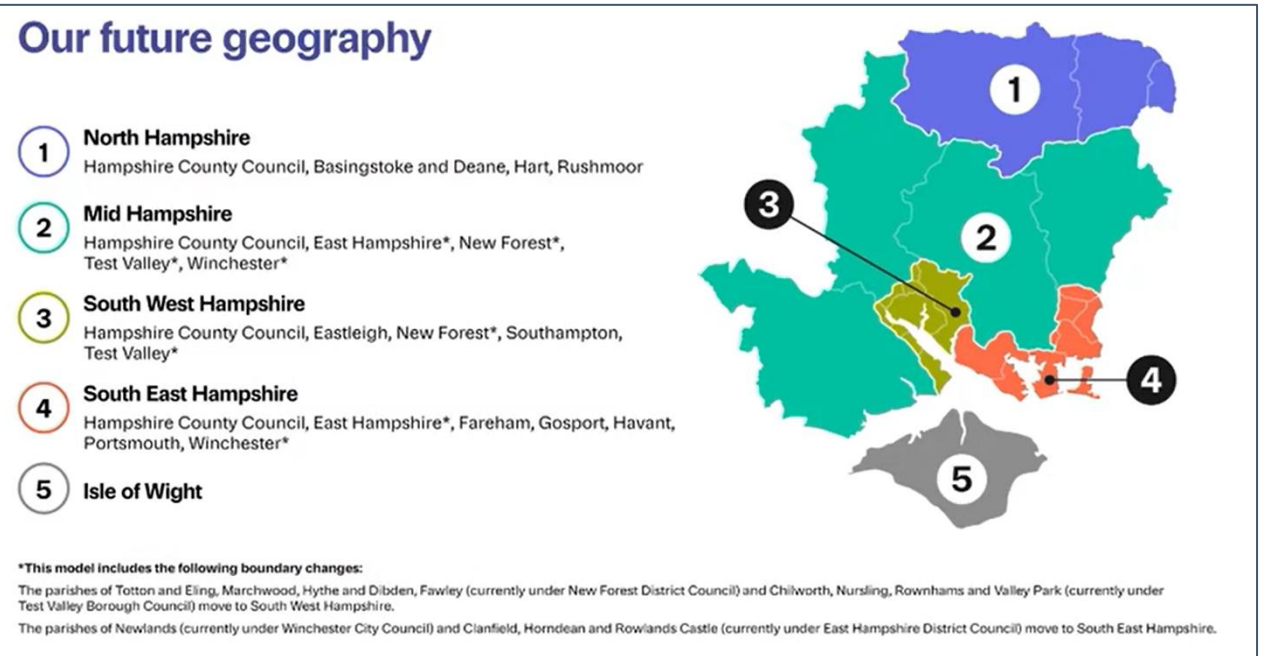


# Local Government Reorganisation

Four areas covering **Hampshire and the Solent**

- **North Hampshire** – Basingstoke and Deane, Hart and Rushmoor
- **Mid Hampshire** – Most of East Hants, New Forest, Test Valley and Winchester
- **South West Hampshire** - Waterside in New Forest, Nursling, Rownhams, Valley Park, Eastleigh, and Southampton
- **South East Hampshire** – Lower area of East Hants, Fareham, Gosport, Havant, Portsmouth and Newlands parish

All will be new local authorities  
Communication will come to  
headteachers regularly from the  
Chief Executive and his team  
HIAS will still exist (although may change  
its name!)  
No change for now; this will happen  
slowly



# Hampshire Approach to Inclusion Framework

Creating clarity on the expectations of inclusion

Provide a mechanism for settings to make their commitment to inclusion

Strengths-based tool

Shared with Local Area Partnership

[Sign up to Hampshire Approach to Inclusion](#)

Register

[Hampshire Approach to Inclusion](#)



Added to database,  
access to sign up  
materials, offer of a  
menu of sign up  
incentives



Completion of  
annual self audit  
to maintain  
status

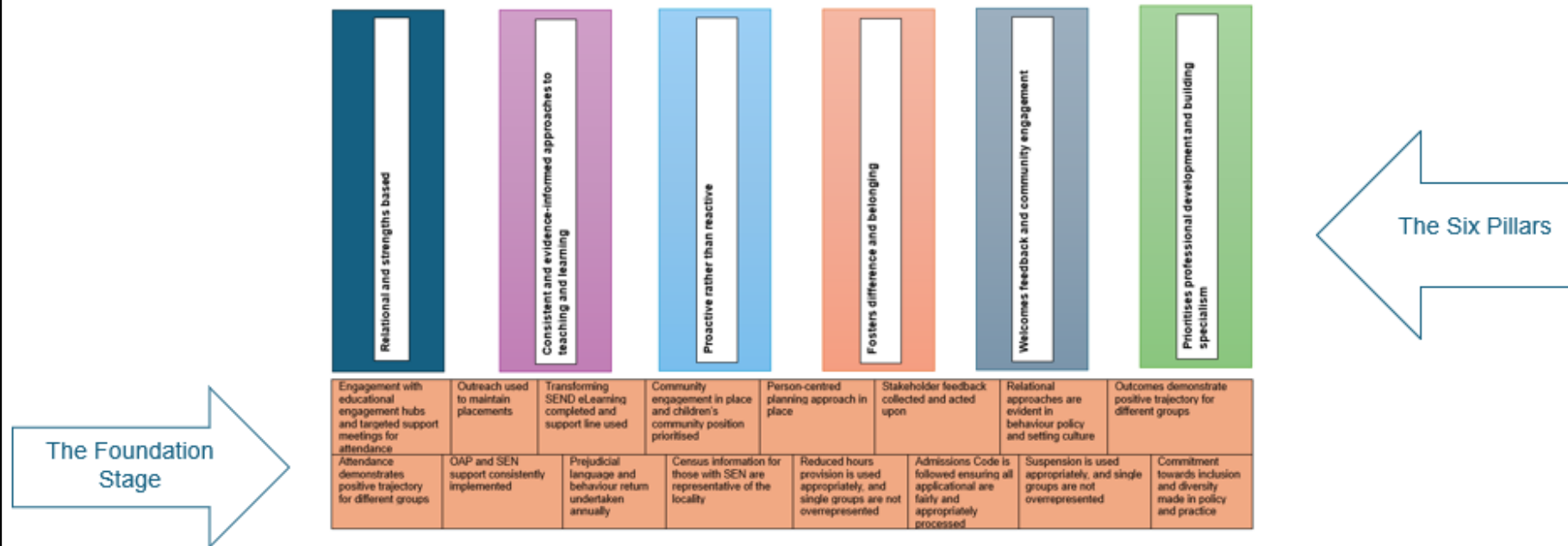
# Hampshire's Local Area Partnership Strategy

Hampshire Approach to Inclusion  
© Hampshire County Council 2026

## Our setting has adopted the Hampshire Approach to Inclusion

### This means:

- We are actively fulfilling the foundation stage of the framework.
- We are completing the annual inclusion self-review.
- Aspects of the pillars are identified as priorities in development plans and being engaged with as appropriate.
- We share this commitment with our community and stakeholders.
- Our census and admissions information demonstrates that the establishment is supporting those in the locality.
- We can demonstrate the progress being made towards closing gaps in outcomes for all groups of individuals.
- We are open to professional discussion about all elements in the framework.



# Support for SEND Reminders

**Fully funded eLearning on meeting the needs of complex SEND**  
[eLearning](#) *High recommendation rates*

**Module 1** – summaries of need and key theories underpinning these. Covers: developmental trauma and attachment needs, preverbal, significant sensory needs, communication needs – receptive and expressive, fixed thinking, limited working memory, social communication needs, risk taking behaviours, emotional dysregulation, hyper arousal.

**Module 2** – inclusive teaching. Covers: one-page profiles, strengths-based approach, assistive technology, adult to child interventions, task plans, group roles, check ins / bubble time, sensory circuits and other specific strategies linked to areas of need.

**Module 3** – inclusive curriculum. Covers: reasonable adjustments, golden threads for inclusion – executive functioning (regulation), communication (development of vocabulary) and sensory motor skills (movement).

# Support for SEND Reminders

**Module 4** – Inclusive environment. Covers: space planners, CALM (colours, alternatives, lighting, minimise) environments, ACCESS (active, consistent, colour, explicitly taught, synonymous, selective) use of visuals, aided language boards, executive functioning in the environment.

**Module 5** – Inclusive behaviour. Covers: desired behaviours and steps to achieve, reviewing behaviour policies, links to DFE publications, pupil centred behaviour support planning.

- **Training overview including support for SENCOs, implementing ordinarily available provision and support from all services** [Authority SEND and inclusion offer overview](#)
- **Fully funded SEN support line** [SEN Support Line Enquiry Form](#) *High recommendation and satisfaction rates*
- **Family Information and Support Hub – The Local Offer** [SEND Local Offer | Hampshire CTSH](#)

[Ordinarily Available Provision and SEND Support | Hampshire CTSH](#)

# JTAI process & dry run recommendations

## Guidance

# Joint targeted area inspections of the response to child sexual abuse in the family environment

What does this mean for schools? Given the nature of the theme, if HSCP has a JTAI, schools (those with a case selected) would be heavily involved in the information gathering. In terms of timescales, HSCP would receive the names for case audits on Friday lunchtime and the completion time for responses is the following Tuesday at 4:00pm. Further information on this process can be found on this link.

Ofsted, alongside the Care Quality Commission (CQC), HM Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) and HM Inspectorate of Probation (HMIP), have published guidance for joint targeted area inspections (JTAs) of the multi-agency response to child sexual abuse in the family environment in local authority areas in England. This second round of thematic inspections will focus on how agencies work together to: respond at the point of identification; assess, plan and make decisions in response to notifications and referrals; provide support; and prevent children from becoming victims of child sexual abuse in the family environment.

# Dry run JTAI – October 2025 - outcomes

- Ensure staff are appropriately trained on child sexual abuse – this needs to be included in Annual Update training. Important to also include child on child and the idea that ‘it can happen here’
- Promote the HSCP CSA STOP pack and in particular the Signs and Indicators Template, the Communicating with Children Guide and The Child Sexual Abuse Response Pathway to their staff.



# Child Sexual Abuse STOP pack - Hampshire SCP

# STOP



Hampshire  
**Safe**guarding  
**Children**  
Partnership

[SAFEGUARDING THEME OVERVIEW PACK](#)

## CHILD SEXUAL ABUSE

Child sexual abuse (CSA) is when a child or young person is forced or persuaded to take part in sexual activities for the sexual gratification of another. This abuse may involve physical contact or non-contact activities and can happen online or offline. It can also relate to, or be interlinked with, child sexual exploitation (CSE), child criminal exploitation (CCE) or harmful sexual behaviours (HSB). All these elements need to be fully considered to understand and respond to CSA to ensure children and young people receive the appropriate support.

## SUPPORTING TOOLKITS

### [HIPS Child Sexual Abuse Toolkit](#)

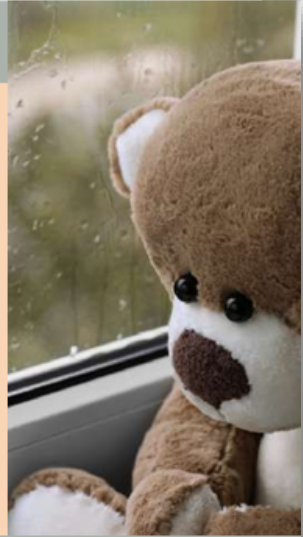
#### Professionals

- [Child Exploitation](#)
- [Understanding Unidentified Adults](#)
- [Adopting a Family Approach](#)
- [Safeguarding Adolescents](#)
- [Child-on-Child Abuse](#)

#### Parents & carers

- [Child Sexual Abuse](#)
- [Child Exploitation](#)
- [Supporting your Adolescent](#)

[BOOK a Toolkit Tour](#)



## STRATEGY, GUIDANCE & PROCEDURES

- [HIPS Child Sexual Abuse Strategy](#)
- [HIPS Procedures on Child Sexual Abuse](#)
- [HIPS Guide to Medical Examinations in Suspected Child Sexual Abuse](#)
- [HIPS Child Exploitation and Extra-Familial Harm Strategy](#)
- [CSA Response Pathway](#)

### IF YOU DO ONE THING...

Remember, "Children cannot and should not be the only witnesses to the harm they experience; it is the responsibility of the adults around the child to respond to help-seeking behaviour and to safeguard them" ([CSA Centre](#)). Explore and use the resources and guidance available in the [HIPS Child Sexual Abuse Toolkit](#) to support you.



## Signs and indicators

A template for identifying and recording concerns of child sexual abuse

- [Signs and indicators: A template for identifying and recording concerns of child sexual abuse](#)
- [Pathway](#)
- [Child Sexual Abuse - Hampshire SCP](#)
- [Communicating with children: A guide for those working with children who have or may have been sexually abused \(second edition\)](#)



## Communicating with children

A guide for those working with children who have or may have been sexually abused



THE CHILD SEXUAL ABUSE RESPONSE PATHWAY

# Don't forget...HSCP website. Remember to check the HSCP website for toolkits, resources and training.

## Toolkits include:

- Serious Violence
- Harmful practices
- Supporting children who self harm
- Safeguarding adolescents
- Understanding unidentified adults
- Child Sexual Abuse
- Child Exploitation
- Neglect
- Prevent
- Child on child
- Domestic abuse
- Early Help and Prevention
- Modern slavery
- Information sharing
- And coming soon....online harms
- [Resources - Hampshire SCP](#)

# The Governance Team is looking for Practice Candidates for headteacher interviews

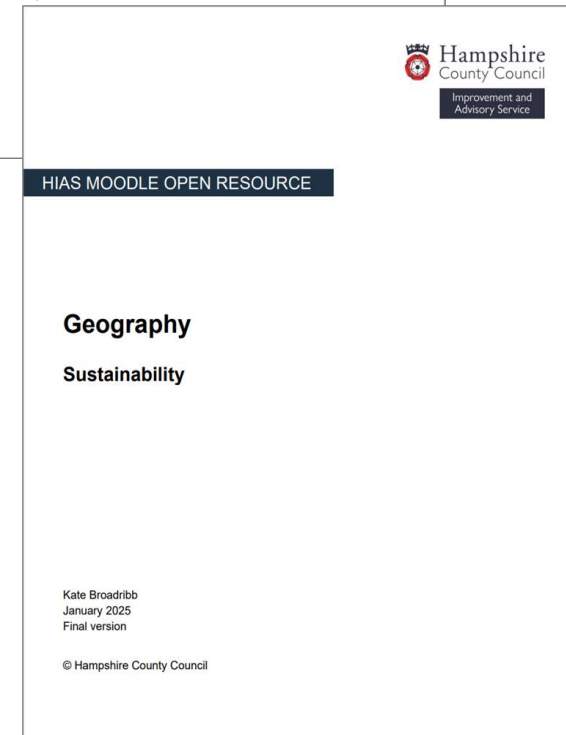
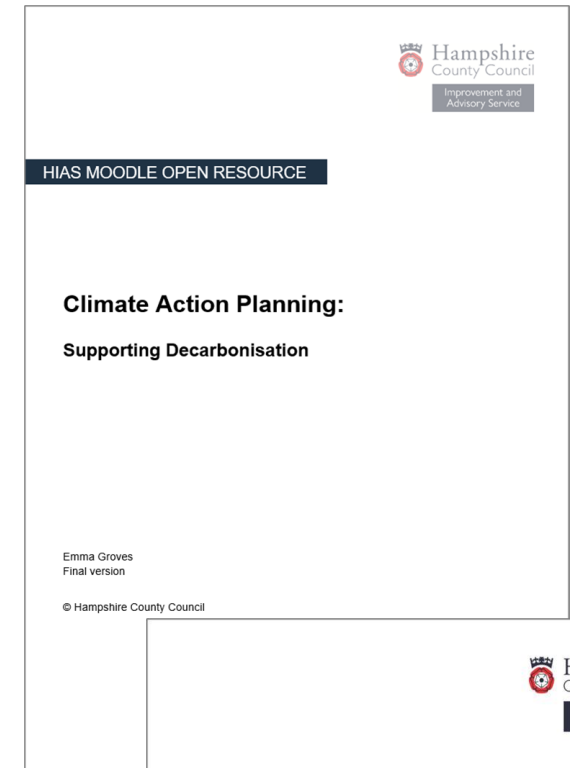
- The School Governance Team provide Headship Selection governor training for boards recruiting a new Headteacher or Deputy Headteacher. A key element of the training course is the opportunity for governors to practice their questions on a school leader who is looking for a headteacher role. It is also a developmental opportunity for senior leaders considering their first headship.
- Headteachers, Deputy and Assistant HTs can apply to join our practice candidate database. Once on the list, you will be sent email invitations to participate in a 45-minute Teams webinar, with a panel of governors who are recruiting a new headteacher.
- The date and time of the interview is decided in collaboration with the panel members, aligned with their HT recruitment timeline. We will circulate a request to all those on the database and you simply need to respond to the email if you would like to be a practice candidate.
- We will send you the HT pack and a shortened version of the HCC application form. You'll need to complete your name, present appointment, employment history and the statement in support of application.
- A payment of £120 is made via your monthly salary, the month following your interview and is subject to the usual payroll deductions. The trainer of the session will be glad to offer you feedback on your interview at a mutually convenient time after the course.
- If any of your staff are interested in this developmental opportunity, please send an email to: [governors@hants.gov.uk](mailto:governors@hants.gov.uk) and an advisor will contact them and discuss it further.



## The HIAS Climate Unity Moodle

- Helpful accompanying guide for The Hottest Day at School book to support teachers and an electronic copy of the book.
- Climate Action Planning Guides
- Subject Sustainability Guides

**Coming soon:** climate education and sustainability curriculum resources and an Adaptation and Resilience climate action planning guide



Attendance Hubs Booking Form  
2025/2026 (Primary)



Targeting Support Meeting  
(Summer Term)



[Online Training - Home: Inclusion Support Service](#)

# AI in school leadership – 5th June

**Join us** for an engaging and practical session on how AI can support school leadership, led by **Tim Clarke**, Headteacher and AI Pathfinder at Cornerstone CofE Primary School, alongside **Phil Bagge**, AI and Computing Inspector/Advisor.

Tim will share key insights from his [Leadership Team AI research study](#) and bring the research to life by walking through real, practical examples. Participants will have the opportunity to try out some of these approaches themselves, using **safe training data**, making this a genuinely hands-on and confidence-building session.

Alongside the practical activities, the session will explore some of the **big questions and challenges around AI in education**, with discussion of the **latest research and emerging thinking** to help leaders make informed, strategic decisions.

This is a **must-attend event for school leaders** interested in understanding and using AI thoughtfully and safely. **Places are limited**, so early sign-up is strongly recommended.

To secure your place, please complete the [Using AI in school leadership tasks 5 June 9:00 - 11:45am booking form](#)

Find helpful resources and links to AI guidance on the Open Moodle here: [All courses | Leadership Moodle](#)

# ✨ Supporting Confident EYFS Profile Assessments ✨

The Services for Young Children Early Years Advisory Team are offering a free, centrally funded programme of EYFS Profile support to strengthen confidence, consistency and accuracy in Reception assessment.

The programme includes:

- In-person [Professional Dialogue](#) events (district based)
- Online EYFS Profile [Surgeries](#) (Virtual)
- [Briefings](#) for headteachers and school leaders (Virtual)

Help practitioners develop secure, best-fit judgements, support early identification of need and ensure smooth transitions into Year One, while supporting leaders with quality assurance and inclusive assessment practice.

Booking password: **SfYC**



# 🌟 DfE materials - EYFS Profile Assessments 🌟

The Department for Education have provided materials for schools to use to support Profile assessments.

[Home](#) > [Support for practitioners](#) > [EYFS profile assessment support](#) > [The EYFS profile for headteachers and other school leaders](#)

## The EYFS profile for headteachers and other school leaders

### EYFS profile assessment support

Overview

The EYFS profile for headteachers and other school leaders

Making best-fit judgements

Inclusive assessment strategies and examples

Importance of the EYFS profile for transition

ELG: Speaking

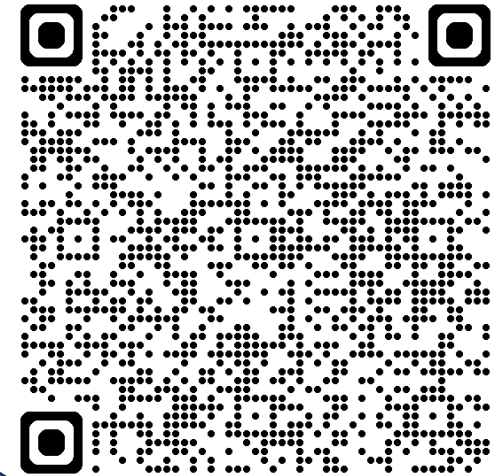
ELG: Self-Regulation

ELG: Gross and Fine Motor Skills

### Why leadership matters



Includes a new section for headteachers and other school leaders



The materials can be found on the following DfE website pages:  
[Help for Early Years Providers: EYFS Profile Assessment Support](#)

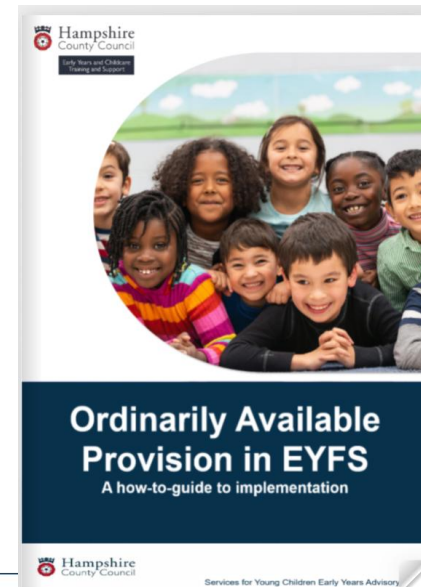


# Early Years Headteacher Briefings

The Early Years Advisory Team from Services for Young Children deliver termly briefings for Headteachers and Senior Leaders to share the latest information and guidance around best practice in the EYFS. The focus of the summer term's briefings is:

## Ordinarily Available Provision in the EYFS.

Date	Area	Time
15/06/2026	Basingstoke	09:30 - 11:30
16/06/2026	Alton	09:30 - 11:30
17/06/2026	Winchester	09:30 - 11:30
23/06/2026	Romsey	09:30 - 11:30
24/06/2026	Fareham	09:30 - 11:30



# Summer 2026 – EY Advisory Team Training

<u>Inclusion in Year R - Let's Talk transitions and assessment</u>	14.05.26
<u>EYFS - Mixed, Combined, United</u>	21.05.26
<u>EYFS network for Learning Support Assistants (online network)</u>	6.5.26
<u>Moving on Up! Transition to Year One (taking EYFS principles into YR 1)</u>	9.6.26
<u>EYFS Chop, Grate and Make – Introducing food technology into the EYFS</u>	11.6.26
<u>EYFS Mathsful Play</u>	19.6.26
<u>Positive Beginnings: Sparking Executive Function in Reception</u>	30.6.26



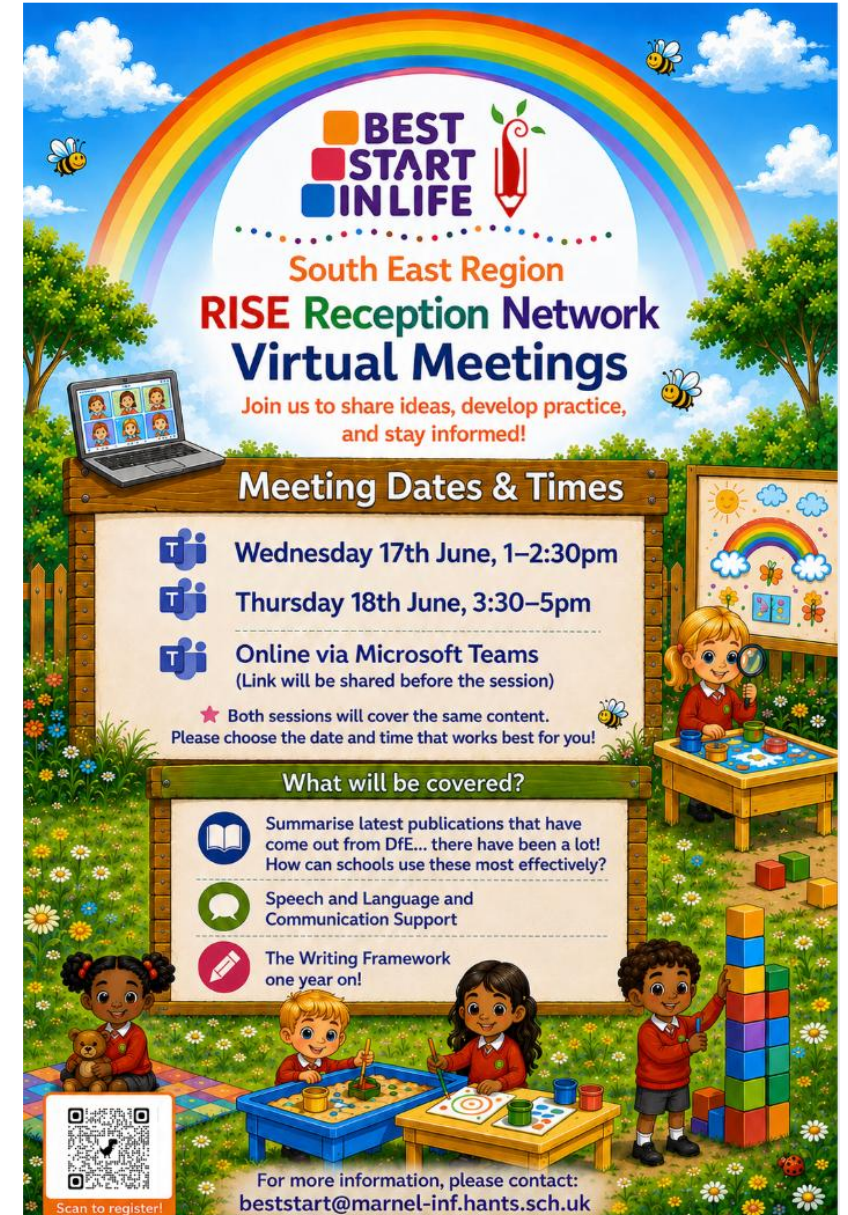
# RISE Reception Networks

Meeting dates:

- Wednesday 17 June
- Thursday 18 June

Online via TEAMS

[Marnel Infant Year R Best Start Virtual Networks](#)



**BEST START IN LIFE**  
South East Region  
**RISE Reception Network Virtual Meetings**  
Join us to share ideas, develop practice, and stay informed!

**Meeting Dates & Times**

- Wednesday 17th June, 1–2:30pm
- Thursday 18th June, 3:30–5pm

Online via Microsoft Teams  
(Link will be shared before the session)

★ Both sessions will cover the same content. Please choose the date and time that works best for you!

**What will be covered?**

- Summarise latest publications that have come out from DfE... there have been a lot! How can schools use these most effectively?
- Speech and Language and Communication Support
- The Writing Framework one year on!

For more information, please contact:  
[beststart@marnel-inf.hants.sch.uk](mailto:beststart@marnel-inf.hants.sch.uk)

Scan to register!

# RISE Reception Network Visits to Marnel Infant School

Visit dates:

- Thursday 11 June
- Thursday 25 June
- Thursday 30 June



[RISE Year R Network Visits - Marnel  
Infant School](#)



**BEST START IN LIFE**

RISE Reception Network • South East Region

## Visit Marnel Infant School

Come and see our EYFS in action!

We are delighted to invite you to join us for an **in-person** visit to Marnel Infant School as part of the RISE Reception Network.

**What to expect:**

- A tour of our EYFS learning environment
- Children engaged in **play-based learning**
- Opportunities to view:
  - Continuous provision in action
  - Indoor & outdoor learning
  - Child-initiated play
- Time to network and share practice

**Visit Dates:**

- Thursday 11th June
- Thursday 25th June
- Tuesday 30th June

Location: **Marnel Infant School**

Scan to book



Welcoming,  
valuing and  
involving  
families in  
their child's  
learning.

On behalf of the Inclusion and Diversity Partnership, we would like to invite your school to join the next free, online, collaborative staff meeting to further explore the county's work on inclusion and diversity.

What? **The (next) big IDP staff meeting**

When? **10 June 2026,  
15:45 – 17:00**

**Who?** Schools from across the county: headteachers, teaching and support staff, governors

**Why?** Opportunity to work collaboratively to explore the county's work on promoting and developing belonging, inclusion and diversity in our schools

[Inclusion and Diversity staff meeting – Fill in form](#)

# Let's talk about ... physical disability

**'Let's talk about physical disability'** will be held on **2 July 2026 at 4:15 – 5pm** and we will be hearing from Vicky Windross, headteacher at Portway Jnr and Martyn Beales.

This will be a virtual events that staff can join from school or from home.

A schools comm with a link to join/register was sent out after half term.

LAST FEW SPACES AVAILABLE!



# TALA Essential CPD Day

Thursday 2<sup>nd</sup> July, 9am-4pm in Alton

*“Helping all children and young people express themselves”*

Inspiring talk by:

**Becky Dawson**

National Wellbeing Lead -  
Twinkl



Relevant for anyone in schools working in a pastoral role

**Practical, interactive workshops run by EPs and therapists**

- Supporting children and young people in crisis
- Neurodivergent-friendly TALA sessions
- The Stones in a Jar narrative therapy tool
- The power of puppets
- Using the Three Houses tool with children of all ages

Only £135 per person  
(to include light lunch &  
refreshments)

Spaces must be booked by 22<sup>nd</sup> May 2026

For more information and to book, email [ehrh.psychology@hants.gov.uk](mailto:ehrh.psychology@hants.gov.uk) or call 01252 814729



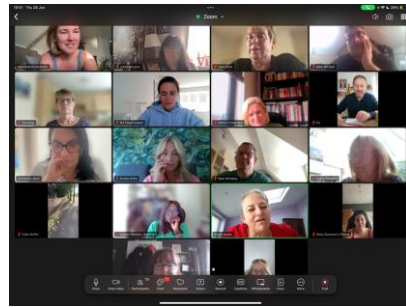
# Support Available for Headteachers



A network community for school leaders focused on *intentional well-being support*

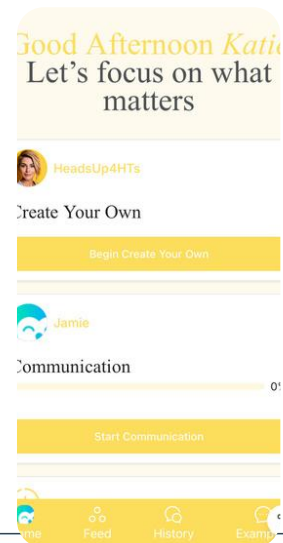
Coaching  
Events  
Book Clubs  
Safe Spaces  
Training  
Workshops  
Conference Keynotes

[www.headsup4hts.co.uk](http://www.headsup4hts.co.uk)



## Peer Support Group- Every Wednesday

- Free, weekly support group for headteachers
- Friendly, confidential, non judgemental support
- Led by a HeadsUp4HTs Facilitator



## Well-being App

- 24/7 Well-being support
- 24/7 Coaching
- Positive Psychology
- AI support based on
- HeadsUp4HTs insights
- £15pm





A network community for school leaders focused on *intentional well-being support*

Coaching  
Events  
Book Clubs  
Safe Spaces  
Training  
Workshops  
Conference Keynotes

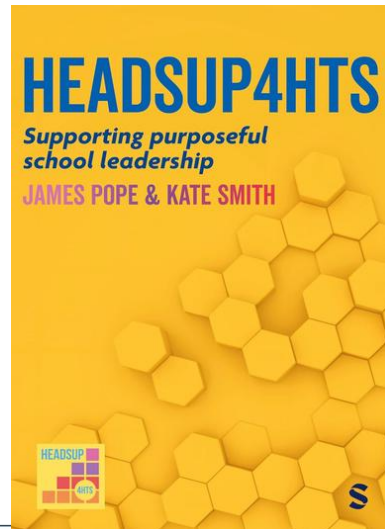
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# Support Available for Headteachers



## 1-1 Coaching for school leaders

- 1-1 coaching focused on sustainable leadership & well-being
- 6 x 1 hour session £895



## Supporting Purposeful Leadership

- Written by Headteachers, for headteachers
- 9 steps to well-being
- Insights from thousands of headteachers
- Practical strategies to support well-being
- Available on Amazon £19.99