

# CPD Update

Week Commencing 23 May 2016

## Upcoming Courses with Places Remaining

- 24.05.16: ICT16P/14 – SIMS Standard Reporting (Part 2)  
25.05.16 (AM): ICT16P/15 – SIMS SEN  
26.05.16: ICT16P/17 – FMS Financial Manager  
Starts 27.05.16: WRD15P/06 – Training for Pastoral Staff Working in all Settings  
08.06.16: Q1015P/46 – Education Health and Care Plan A – Z  
Starts 13.06.16: CPD15P/16 – Cover Supervisor Training  
14.06.16: IT015P/18 – “Inside Out” – Science and Outdoor Learning  
14.06.16: ICT16P/19 – FMS Accounts Receivable  
16.06.16: ICT16P/21 – SIMS Year End Procedures  
21.06.16: Q1015P/13 – EHCP: Outcomes that Make a Difference  
22.06.16: ICT16P/24 SIMS Office User – Part 1  
Starts 23.06.16: Q1015P/43 – The National Nurture Group Network Accredited Training  
27.06.16: Q1015P/23 – Working with Children New to the UK  
Starts 05.07.16: CPD15P/15 – Stepping up into Senior Leadership  
07.07.16: NQT15P/08 – NQT Mentor Training  
11.07.16: Q1015P/31 – Motivating Children to Make a Difference  
12.07.16: HR015P/05 – Safer Recruitment

To view this and previous updates online go to:

[CPD Brochure :: Bradford Schools Online](#)

Please email [amanda.wright@bradford.gov.uk](mailto:amanda.wright@bradford.gov.uk)  
if you have any suggestions for improvement or other feedback

## Online Booking for Courses

To: Headteachers and CPD Leaders  
From: CPD Team

The CPD team is now running an online booking system for courses. We would like as many schools as possible to use the system. The benefits for you are that it will save you time because you won't have to manually complete the course application form and fax it through to the courses desk. You will also be able to check online all the courses that your staff have attended.

Feedback we have received from those already using the system indicates that it is straightforward and easy to use. However, for the foreseeable future you will still be able to use the manual system if that is your preference.

Please see the Authorisation Form over the page. Please will schools nominate who will have responsibility for inputting the data and who will approve each application (the latter is the equivalent of the headteacher's signature on the current paper-based application form). You can nominate more than one person to approve course applications but each person has to be first approved by the headteacher and you will need to put the names on the Authorisation form to be returned to us. Schools will not be able to use online booking unless they complete this Authorisation form which must be authorised by the headteacher.

**Schools that are not subscribed to the HR Advisory service are currently unable to book online. However we strongly suggest that you apply as processes are in place to add these schools that are unsubscribed and they will be able to use this system in the near future.**

If you require any further information, please contact the Courses Desk on 01274 439250.

# Online Booking for Courses

## Authorisation Form for Creating an Approver

School:.....

**Please provide the following information: Full Names (including middle name where applicable) of staff, emails, NI Number and Date of Birth which are required to be set up as Approvers for the Online Booking System**

**PLEASE NOTE:**

This information is required in order to match your details already held in our database and therefore enable us to issue you with login details to access Training Manager online. Once your details are matched this form will be destroyed and only authorised personnel can view this information in our database. All personnel information is treated in the strictest of confidence.

1) Full Name .....  
Email .....  
D.O.B ..... NI No. ....

2) Full Name .....  
Email .....  
D.O.B ..... NI No. ....

3) Full Name .....  
Email .....  
D.O.B ..... NI No. ....

**Headteacher's Name:**

.....

**Headteacher's Signature:**

.....

Please return this form to Simon Hardaker:

By Fax: 01274 320003

By Post: Courses Desk, Bradford Council, Margaret McMillan Tower, Princes Way, Bradford BD1 1NN

If you have any queries regarding this form, please contact Simon on 01274 439253.

# Higher Level Teaching Assistants – Three Day Programme

To: Aspiring HLTA's  
From: Evelyn Haigh, School Governance and Workforce Development Officer T 01274 439403

## What is HLTA status?

The HLTA status gives formal recognition of the skills, knowledge and experience of staff working at a high level to support teaching and learning and is aimed at those practitioners who have proven skills for this role. HLTA staff are usually employed in roles such as the planning and delivery of sessions where teachers are involved in PPA time and for planned absences. They differ from cover supervisors as they are expected to be involved in the planning and assessment of their sessions and in advancing the learning of their students.

Preparation for the status is through a three day programme leading to completion of assignments which are submitted to an assessor. The assessor also visits the school and looks at evidence to support the application for status, interviews the applicant and representatives from the school. All applicants need to have the support of the headteacher and complete the formal application process before they can attend the course.

## Cost

This course is no longer funded and will cost £300 for the course delivery payable in the normal way; a further charge of £450 for the assessment costs will be payable direct to Carnegie Leaders in Learning who provide the assessors for the course.

## Applications

If you are interested in applying for the HLTA programme, please apply using the HLTA application form and diagnostic form which can be found at <https://schools.educationbradford.com/Schools/CMSPage.aspx?mid=438>

**Please note that all prospective candidates must have a minimum of a Level 2 qualification in Numeracy and Literacy to access this programme and have submitted and have approved an HLTA Diagnostic form available from Bradford Schools Online.**

## HLTA Contact

**Evelyn Haigh:** School Governance and Workforce Development Officer  
Tel: 01274 439403 Email: [evelyn.haigh@bradford.gov.uk](mailto:evelyn.haigh@bradford.gov.uk)

# CPD Programme

## Places Remaining

CPD15P/16	Cover Supervisor Training
Q1015P/46	Education Health and Care Plan A - Z
Q1015P/13	EHCP - Outcomes that Make a Difference
WRD16P/01	HLTA Preparation for Assessment
IT015P/18	'Inside Out' - Science and Outdoor Learning
CPD16P/01	Leading Learning from the Middle
Q1016P/01	Making an Impact with Pupil Premium
Q1015P/31	Motivating Children to Make a Difference
NQT15P/08	NQT Mentor Training
PRI15P/18	Primary Science Coordinator Network Meeting
Q1016P/02	Progress for Children with Special Educational Needs in the Early Years
HR015P/05	Safer Recruitment
CPD15P/15	Stepping Up into Senior Leadership
Q1015P/43	The National Nurture Group Network Accredited Training
WRD15P/06	Training for Pastoral Staff Working in all Settings
Q1016P/03	Wise Before the Event
Q1015P/23	Working with Children New to the UK

All applications received have been processed and a response has been sent.

You can view all our courses online at [CPD Brochure :: Bradford Schools Online](#)

**Please ensure that you submit your application to us using the Version 14 application form and that all these forms are sent with an authorised signature.**

**A copy can be found at the end of this booklet.**

All application forms received by the Courses Desk will get a response: either an acceptance letter or a decline letter. You are advised to make sure you are booked on to a course before attending to avoid disappointment. If you have not received a response after sending the Courses Desk an application form please contact the team on 01274 439250.

## Places Remaining

<b>Title</b> <b>Cover Supervisor Training</b>			<b>Course number</b> <b>CPD15P/16</b>				
<b>Description of Course</b>							
<u>Intended outcomes for learners:</u>							
Delegates will:							
<ul style="list-style-type: none"> <li>• Have an increased awareness, knowledge and understanding of their roles and responsibilities in relation to key school and legal requirements as cover supervisors.</li> <li>• Be aware of the key factors that underpin effective learning and will have developed strategies to facilitate these in practice.</li> <li>• Initiate a self- review that will contribute to future continuing personal and professional development activity.</li> </ul>							
<u>Intended outcomes for participants:</u>							
To provide delegates with an initial course of training that explores some of the issues central to those engaged in a 'cover supervisor' role (as determined by current regulations). It will seek to provide individuals with strategies to perform their duties with greater effectiveness and develop a support network.							
To explore the roles, responsibilities and framework for employment for cover supervisors including:							
<ul style="list-style-type: none"> <li>• Key school policies and legal frameworks relevant to their role</li> </ul>							
To develop knowledge and understanding of key areas of work including:							
<ul style="list-style-type: none"> <li>• The main approaches required to support a constructive environment</li> <li>• Issues for consideration in the effective management of behaviour (individuals, groups and classes)</li> <li>• How to provide formative feedback that informs teacher assessment and planning and supports the development of learners</li> </ul>							
To explore issues of personal and professional development including:							
<ul style="list-style-type: none"> <li>• Team work and communication</li> <li>• Assertiveness and dealing with difficult situations</li> <li>• Reflective practice and improving ones own effectiveness</li> </ul>							
<u>Content of the course:</u>							
Course delegates will undertake a range of activities which include:							
<ul style="list-style-type: none"> <li>• Tutor-led sessions</li> <li>• Group activities and discussions</li> <li>• Individual interpretation and evaluation of school documentation and procedures</li> </ul>							
The course will also be supported with self-reflective activity and investigation outside the workshop sessions.							
<b>Intended Participants</b>			Cover Supervisors/Teaching Assistants				
<b>Phase of education:</b>			All				
<b>Date/s</b>	13.06.16 22.06.16 27.06.16	<b>Times</b>	09.00-15.30 09.00-15.30 09.00-15.30	<b>Venue</b>	The Innovation Centre, Bradford The Innovation Centre, Bradford The Innovation Centre, Bradford	<b>No of sessions</b>	3
<b>Cost</b>	£225 per person			<b>Tutor</b>	Angela Gelder – External tutor		

<b>Title</b> <b>Education Health and Care Plan A - Z</b>				<b>Course number</b> <b>Q1015P/46</b>			
<b>Description of Course</b> <u>Intended outcomes for learners:</u> Education Health and Care Plans are the new combined plans to support children with significant special educational needs.  This course will provide practical advice and support to enable you to:							
<ul style="list-style-type: none"> <li>• Use the range model to assess whether an EHCP request is appropriate</li> <li>• Complete 'This is Me'</li> <li>• Know how to request an EHCP</li> <li>• Know what happens next</li> </ul>							
<b>Intended Participants</b>			Support Staff and SENCOs				
<b>Phase of education:</b>			All				
<b>Date/s</b>	08.06.16	<b>Times</b>	09.00-12.00	<b>Venue</b>	Margaret McMillan Tower	<b>No of sessions</b>	1
<b>Cost</b>	FREE to Bradford Schools			<b>Tutor</b>	Tempel Larnach and Sarah Convery - Internal Tutors		

<b>Title</b> <b>EHCP - Outcomes that Make a Difference</b>				<b>Course number</b> <b>Q1015P/13</b>			
<b>Description of Course</b> <u>Intended outcomes for learners:</u> Education Health and Care Plans are the new combined plans to support children with significant special educational needs. There is increased focus on ensuring that the outcomes in the plans are SMART and make a difference for the child.  This course will provide practical advice and support to enable you to:							
<ul style="list-style-type: none"> <li>• Accurately describe a child's needs</li> <li>• Write outcome targets that are measurable, achievable and realistic</li> <li>• Monitor progress</li> <li>• Ensure appropriate provision is in place</li> </ul>							
<b>Intended Participants</b>			Support Staff and SENCOs				
<b>Phase of education:</b>			All				
<b>Date/s</b>	21.06.16	<b>Times</b>	09.00-12.00	<b>Venue</b>	Margaret McMillan Tower	<b>No of sessions</b>	1
<b>Cost</b>	FREE to Bradford Schools			<b>Tutor</b>	Dr Sophie Woodward - Internal Tutor		

<b>Title</b> <b>HLTA Preparation for Assessment</b>	<b>Course number</b> <b>WRD16P/01</b>
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**Description of Course**

Intended outcomes for learners:

Confident and effective support staff in schools allowing for more effective support for children and so improving outcomes.

Intended outcomes for participants:

The award of HLTA status enables candidates to demonstrate their competence to undertake a number of roles in school including the covering of PPA time and the supervision of other support staff.

In order to obtain the status, candidates must demonstrate they have sufficient knowledge and understanding to help pupils progress with their learning when in whole class, small group or one to one situations. An outline of the course is provided as follows:

Three non-consecutive days during which the candidates will learn how to complete the assignments and prepare for assessment for the HLTA Status. This will include detailed information on the 33 HLTA standards and practical exercises to enable candidates to practise the skills needed to demonstrate that they are meeting all the standards within their current role in school. Candidates will need to complete quite substantial tasks between the sessions and these will be used within days two and three to assist them in preparing for the in-school assessment.

Please note that all prospective candidates must have a minimum of a Level 2 qualification in Numeracy and Literacy to access this programme, be able to produce the certificate and have submitted and have approved by the course leaders an HLTA Diagnostic form available from Bradford Schools Online.

Any course follow up:

Completion of written assignments and an in-school assessment by external assessors leading to award of HLTA status.

<b>Intended Participants</b>		Teaching Assistants					
<b>Phase of education:</b>		All					
<b>Target audience and prior experience:</b>		Those staff already meeting all 33 of the HLTA standards in their current role					
<b>Date/s</b>	27.09.16 12.10.16 10.11.16	<b>Times</b>	09.30-15.30 09.30-15.30 09.30-15.30	<b>Venue</b>	Margaret McMillan Tower Margaret McMillan Tower Margaret McMillan Tower	<b>No of sessions</b>	3
<b>Cost</b>	£300 per person			<b>Tutor</b>	Evelyn Haigh and Julie Ioanna - Internal Tutors		

<b>Title</b> <b>'Inside Out' - Science and Outdoor Learning</b>				<b>Course number</b> <b>IT015P/18</b>			
<b>Description of Course</b> <u>Intended outcomes for learners:</u> Pupils will be able to make safe and responsible use of appropriate technologies throughout the Science curriculum.  <u>Intended outcomes for participants:</u> Attendees will be able to utilise new and emerging technologies to enhance enquiry based learning. They will have the necessary skills and confidence to utilise these resources to enhance their teaching and support learners to use them appropriately to demonstrate their learning in Science.  <u>Content of the course:</u> This course will provide delegates with the skills and knowledge to be able to use ICT across the Science/creative curriculum effectively both inside and outside the classroom. We will use a range of technologies and techniques that will instantly engage children and adults alike and spark their scientific curiosity. The course will cover the effective use of digital images, video, free software, data loggers, digital microscopes and visualisers. Delegates will also get the opportunity to see how a school's outdoor provision can be used to engage children in Science using GPS devices.							
<b>Intended Participants</b>		KS1 and KS2 Teachers					
<b>Phase of education:</b>		Primary					
<b>Target audience and prior experience:</b>		KS1 and KS2 Teachers. No experience of technologies is necessary.					
<b>Date/s</b>	14.06.16	<b>Times</b>	09.00-15.00	<b>Venue</b>	Nell Bank, Ilkley	<b>No of sessions</b>	1
<b>Cost</b>	£180 per person			<b>Tutor</b>	James Langley - Internal Tutor		

<b>Title</b> <b>Leading Learning from the Middle</b>	<b>Course number</b> <b>CPD16P/01</b>
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**Description of Course**

A four-day programme for middle managers in primary, secondary and special schools currently responsible for co-ordinating or managing a subject or aspect of school provision (eg SENCO, Assessment, Key Stage, Year Group, Department, Faculty etc).

Objectives

- To deepen middle managers' understanding of themselves and their leadership behaviours
- To extend middle managers' knowledge and understanding about leadership
- To develop leadership skills

The programme will focus on the following key areas:

- The role of the middle leader/manager
- Our current educational agenda
- An emotionally intelligent leader
- Effective professional development
- Working with teams
- Giving feedback
- Coaching for improvement
- Improving teaching and learning in your area
- Presentation skills

This programme provides the opportunity for middle managers to improve their leadership behaviours and develop the skills required to make real changes to standards in their area of responsibility. Previous participants have found the programme inspirational and life changing. Some schools in the UK use the programme to develop all their middle leaders in turn. Many schools in the UK use this professional development opportunity for groups of middle managers, sending three or four participants together to a programme.

<b>Intended Participants</b>		Middle Managers in Primary, Secondary and Special Schools					
<b>Phase of education:</b>		Primary, Secondary and Special					
<b>Date/s</b>	26.09.16 27.09.16 15.11.16 16.11.16	<b>Times</b>	09.15-15.15 09.15-15.15 09.15-15.15 09.15-15.15	<b>Venue</b>	The Innovation Centre, Bradford The Innovation Centre, Bradford The Innovation Centre, Bradford The Innovation Centre, Bradford	<b>No of sessions</b>	4
<b>Cost</b>	£595 per person			<b>Tutor</b>	Karen Ardley – External Tutor		

<b>Title</b> <b>Making an Impact with Pupil Premium</b>				<b>Course number</b> <b>Q1016P/01</b>			
<b>Description of Course</b> <u>Intended outcomes for participants:</u> By the end of the course you will have: <ul style="list-style-type: none"> <li>• Explored a range of uses of Pupil Premium</li> <li>• Identified examples of best practice</li> <li>• Identified ways of measuring and demonstrating the impact of Pupil Premium</li> </ul> <u>Content of the course:</u> Many schools are now benefiting from funding via the Pupil Premium. This money is intended to improve outcomes for vulnerable groups and monitored by Ofsted.  This course will explore a range of interventions that have been put in place using Pupil Premium and help identify those which represent best outcomes and value for money.							
<b>Intended Participants</b>		SENCOs/Senior Managers					
<b>Phase of education:</b>		All					
<b>Date/s</b>	26.09.16	<b>Times</b>	09.00-12.00	<b>Venue</b>	Margaret McMillan Tower	<b>No of sessions</b>	1
<b>Cost</b>	£95 per person			<b>Tutor</b>	TBC		

<b>Title</b> <b>Motivating Children to Make a Difference</b>				<b>Course number</b> <b>Q1015P/31</b>			
<b>Description of Course</b> <u>Intended outcomes for participants:</u> By the end of the course participants will have developed their understanding of key concepts in motivational interviewing and have a range of strategies with which to begin implementing this technique.  <u>Content of the course:</u> Motivational interviewing is a form of collaborative conversation for strengthening a person's own motivation and commitment to change. It is a person-centred counselling style for addressing the common problem of ambivalence about change by paying particular attention to the language of change. It is designed to strengthen an individual's motivation for and movement toward a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion.							
<b>Intended Participants</b>		SENCOs/Support Staff					
<b>Phase of education:</b>		All					
<b>Date/s</b>	11.07.16	<b>Times</b>	09.00-12.00	<b>Venue</b>	Margaret McMillan Tower	<b>No of sessions</b>	1
<b>Cost</b>	£95 per person			<b>Tutor</b>	Penny Fogg - Internal Tutor		

<b>Title</b> <b>NQT Mentor Training</b>				<b>Course number</b> <b>NQT15P/08</b>			
<b>Description of Course</b> <u>Intended outcomes for participants:</u> Participants will understand the statutory regulations regarding NQT induction and the roles and responsibilities of NQT mentorship.							
<u>Content of the course:</u>							
<ul style="list-style-type: none"> <li>• Statutory regulations</li> <li>• Day to day running of induction programmes</li> <li>• Roles and responsibilities of schools and mentors</li> <li>• Assessment procedures</li> <li>• Content of induction programmes</li> <li>• What to do in case of difficulties</li> </ul>							
<b>Please can delegates bring a fully charged laptop with them to this session.</b>							
<b>Intended Participants</b>		Any teachers new to mentorship of NQTs or those requiring updates					
<b>Phase of education:</b>		All					
<b>Date/s</b>	07.07.16	<b>Times</b>	09.30-15.30	<b>Venue</b>	Margaret McMillan Tower, Bradford	<b>No of sessions</b>	1
<b>Cost</b>	£170 per person			<b>Tutor</b>	Michael Garside – Internal Tutor		

<b>Title</b> <b>Primary Science Coordinator Network Meeting</b>				<b>Course number</b> <b>PRI15P/18</b>			
<b>Description of Course</b> <u>Intended outcomes for learners:</u> Clearly focused, engaging science teaching and learning that meets the needs of all pupils.							
<u>Intended outcomes for participants:</u>							
<ul style="list-style-type: none"> <li>• Would you like time and support to review and evaluate your science action plan?</li> <li>• Do you need further practical and easy ways to develop speaking, listening and questioning in science lessons?</li> <li>• Would you like work with colleagues to share best practice, and consider the impact of your subject leadership at school?</li> </ul>							
If so, then this is the course for you! Come along and participate in this full day course which will allow you to develop your work in science in a supportive environment, giving consideration to all key stages.							
<u>Content of the course:</u>							
<ul style="list-style-type: none"> <li>• Support from consultants and colleagues to evaluate your vision and action plan for science.</li> <li>• An open forum for considering the latest developments in science and sharing best practice amongst the group.</li> <li>• Further practical ideas and activities for developing speaking, listening and questioning in science.</li> </ul>							
<b>Intended Participants</b>		Science Subject Leaders					
<b>Phase of education:</b>		Primary					
<b>Target audience and prior experience:</b>		Science Subject Leaders – all levels of experience					
<b>Date/s</b>	15.06.16	<b>Times</b>	09.00-15.00	<b>Venue</b>	Nell Bank Outdoor Education Centre, Ilkley	<b>No of sessions</b>	1
<b>Cost</b>	£180 per person			<b>Tutor</b>	Claire Holt - External Tutor		

<b>Title</b> <b>Progress for Children with Special Educational Needs in the Early Years</b>					<b>Course number</b> <b>Q1016P/02</b>		
<b>Description of Course</b> <u>Intended outcomes for participants:</u> By the end of the course you will have: <ul style="list-style-type: none"> <li>• Developed a clear understanding of Early Years SEN Support Grid</li> <li>• Explored how to track progress using the grid</li> <li>• Practised setting challenging targets for young children with SEN in the Early Years</li> </ul> <u>Content of the course:</u> How do you know when children with additional needs in the Early Years are making good progress? At what point do you need to consider statutory assessment?  These and many more questions can now be answered using the Early Years SEN Support Grid. This course will look in depth at this tool and through use of a number of case studies explore how you can use this to maximum impact.							
<b>Intended Participants</b>		Foundation Stage staff/SENcos					
<b>Phase of education:</b>		Early Years					
<b>Date/s</b>	10.10.16	<b>Times</b>	09.00-12.00	<b>Venue</b>	Margaret McMillan Tower	<b>No of sessions</b>	1
<b>Cost</b>	£95 per person			<b>Tutor</b>	TBC		

<b>Title</b> <b>Safer Recruitment</b>					<b>Course number</b> <b>HR015P/05</b>		
<b>Description of Course</b> <u>Intended outcomes for learners:</u> To learn elements of recruitment practice that lead to a safer recruitment process  <u>Content of the course:</u> <ul style="list-style-type: none"> <li>• Best practice recruitment advice and guidance</li> <li>• Advice on how to make recruiting practices in schools safer in compliance with the "Keeping Children Safe in Education" statutory guidance document March 2015</li> </ul>							
<b>Intended Participants</b>		Experienced Headteachers, New Headteachers, Governors, Senior Leaders, recruiters at all levels					
<b>Phase of education:</b>		All					
<b>Target audience and prior experience:</b>		All individuals in schools who are responsible for the recruitment of other staff in schools					
<b>Date/s</b>	12.07.16	<b>Times</b>	09.30-12.30	<b>Venue</b>	Margaret McMillan Tower	<b>No of sessions</b>	1
<b>Cost</b>	£25 to School Governors £50 to HR Advisory Service Subscribers £80 to Non Subscribers			<b>Tutor</b>	Michele Huddart - Internal Tutor		

<b>DATE CHANGE</b>	<b>Course number</b>
<b>Title</b>	<b>CPD15P/15</b>
<b>Stepping Up into Senior Leadership</b>	

**Description of Course**

A two-day programme for recently appointed Assistant Headteachers and members of the Senior Leadership Team in schools.

Intended outcomes for learners:

The programme will focus on the current standards for senior leadership of schools, providing practical strategies and approaches to build the confidence and capacity of recently appointed leaders.

Skill development focus will include:

- Setting and communicating a vision
- Leading and motivating a team
- Strategic school improvement planning
- Coaching and feedback
- Leading and managing change

Content of the course:

- To deepen knowledge and understanding about leadership and leadership behaviours.
- To extend and widen perspectives on educational leadership.
- To develop confidence and skills for leading and managing change and improvement in educational settings.

The sessions will be interactive and engaging, modelling tools and techniques for leaders to use in their new roles.

This programme provides the opportunity to update, reflect on and share leadership learning. You will leave the programme inspired and informed and ready to motivate people you currently lead and ready to take on greater responsibility in senior leadership.

<b>Intended Participants</b>		Recently Appointed Assistant Headteachers and Senior Leaders					
<b>Phase of education:</b>		All					
<b>Date/s</b>	05.07.16	<b>Times</b>	09.00-15.00	<b>Venue</b>	The Innovation Centre Bradford (TICB) - Bradford Design Exchange	<b>No of sessions</b>	2
	06.07.16		09.00-15.00				
<b>Cost</b>	£320 per person			<b>Tutor</b>	Karen Ardley – Karen Ardley Associates ( <a href="http://www.karenardley.com">www.karenardley.com</a> )		

<b>Title</b> <b>The National Nurture Group Network Accredited Training</b>	<b>Course number</b> <b>Q1015P/43</b>
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**Description of Course**

Intended outcomes for participants:

- You will learn about the origins of nurture groups and the theory that underpins them.
- You will have an opportunity to develop a greater depth of understanding of Attachment Theory and of how developments in neuro-science have furthered our understanding of how a child's social/emotional development might be delayed.
- You will develop an understanding of how nurture group practice might be developed in your school/setting and how a nurture group would complement your existing provision around social, emotional and behavioural difficulties.
- You will learn how to identify pupils who would benefit from nurture group provision, how to fully assess their needs, set targets for improvement and develop a cycle of assessment and target setting.

Content of the course:

The development of quality nurture group provision allows a school to accurately identify and support vulnerable pupils whose social, emotional and behavioural development is delayed.

In a nurture group setting children's needs are identified and carefully assessed, targets for improvement are determined and a cycle of assessment is established to support an improvement in both behavioural and learning targets.

This is the National Nurture Group Network three day accredited course for both teaching and non-teaching staff who are currently working in, or hoping to work in, a nurture group setting in the future, and is essential staff training for schools with nurture groups who are seeking to achieve the National Nurture Group Network Quality Mark – a recommendation for all Bradford schools with nurture group provision.

<b>Intended Participants</b>		Teaching Assistants, SENCOs, HLTAs, Class Teachers and NQTs					
<b>Phase of education:</b>		All					
<b>Target audience and prior experience:</b>		Teaching and non-teaching staff currently working in or planning to work in nurture group settings					
<b>Date/s</b>	23.06.16 24.06.16 23.09.16	<b>Times</b>	09.00-16.00 09.00-16.00 09.00-16.00	<b>Venue</b>	Margaret McMillan Tower Margaret McMillan Tower Margaret McMillan Tower	<b>No of sessions</b>	3
<b>Cost</b>	£500 per person		<b>Tutor</b>	Alison Smith - Internal Tutor			

<b>Title</b> <b>Training for Pastoral Staff Working in all Settings</b>				<b>Course number</b> <b>WRD15P/06</b>			
<b>Description of Course</b> <u>Intended outcomes for learners:</u> Well informed pastoral staff with an understanding of the pastoral and learning needs of pupils and with a range of skills in supporting them to achieve better outcomes and evaluate their work to ensure the effective use of Pupil Premium and other funding.  <u>Intended outcomes for participants:</u> An understanding of the basic theories which underpin child development and pastoral needs and the knowledge of, and ability to use, a range of techniques and resources to enable them to support children whose pastoral difficulties impact upon their learning. Improved skills in measuring the impact of their interventions which will assist in providing evidence on the use of Pupil Premium and other funding and inform future work.  <u>Content of the course:</u> The sessions will look at the reasons behind the problems that practitioners will meet on an every day basis and provide skills sessions to help them to work effectively to improve outcomes for children. This will include monitoring, evaluation and impact assessment methods that will allow more effective measurement of the impact of interventions.  <u>Any course follow up:</u> Participants will be signposted to other courses which will support their further development.							
<b>Intended Participants</b>			Learning Mentors and Pastoral staff working with children and families				
<b>Phase of education:</b>			All				
<b>Target audience and prior experience:</b>			Pastoral support staff looking to acquire both knowledge and practical skills				
<b>Date/s</b>	27.05.16 17.06.16 27.06.16 06.07.16 14.07.16	<b>Times</b>	09.00-16.00 09.00-16.00 09.00-16.00 09.00-16.00 09.00-16.00	<b>Venue</b>	Margaret McMillan Tower Margaret McMillan Tower Margaret McMillan Tower Margaret McMillan Tower Margaret McMillan Tower	<b>No of sessions</b>	5
<b>Cost</b>	£300 per person			<b>Tutor</b>	Evelyn Haigh and Julie Ioanna - Internal Tutors		

<b>Title</b> <b>Wise Before the Event</b>				<b>Course number</b> <b>Q1016P/03</b>			
<b>Description of Course</b> <u>Intended outcomes for participants:</u> <ul style="list-style-type: none"> <li>Staff will be confident in responding to the needs of learners and staff following a critical incident or bereavement</li> <li>Staff will be able to implement a robust school policy</li> </ul> <u>Content of the course:</u> Accidents, traumatic events and bereavement can affect all members of a school community. This course helps school staff to prepare for such events, with research based evidence about appropriate and effective practical steps to respond to the needs of pupils, parents and staff.							
<b>Intended Participants</b>			Pastoral Managers and Senior School Leaders				
<b>Phase of education:</b>			All				
<b>Target audience and prior experience:</b>			Pastoral staff, Heads of Year, Form Tutors, Heads of House				
<b>Date/s</b>	12.09.16	<b>Times</b>	09.00-12.00	<b>Venue</b>	Margaret McMillan Tower	<b>No of sessions</b>	1
<b>Cost</b>	£95 per person			<b>Tutor</b>	TBC		

<b>Title</b> <b>Working with Children New to the UK</b>				<b>Course number</b> <b>Q1015P/23</b>			
<b>Description of Course</b> <u>Intended outcomes for participants:</u> This course uses best practice to help you identify the key aspects to a successful transition into school and to look at how to overcome some common barriers to progress.  <u>Content of the course:</u> Children arriving new to this country may be faced with systems and expectations that they have never experienced before. They may also have suffered some trauma and almost certainly be working in a language that is new to them. On top of this a number of them may have additional needs.							
<b>Intended Participants</b>		SENCOs/Pastoral Staff/Support Staff					
<b>Phase of education:</b>		All					
<b>Date/s</b>	27.06.16	<b>Times</b>	09.00-12.00	<b>Venue</b>	Margaret McMillan Tower	<b>No of sessions</b>	1
<b>Cost</b>	£95 per person			<b>Tutor</b>	Helen Harding - Internal Tutor		