

September 2022 – July 2023



ATT  
Institute

# ATT Institute

People Development Curriculum



# Welcome

Dear Colleagues,

We are delighted to share with you the Academy Transformation Trust 2022-23 people development curriculum. This brochure sets out the many opportunities available to all ATT colleagues, affirming our commitment to the very best professional development for all who work with us.

The curriculum has been designed in partnership with all stakeholders to ensure it is tightly aligned with Trust, academy, and department improvement priorities. Moreover, there are many opportunities to support colleagues with their personal professional development needs as we strive to be the best we can be for the children, young people and communities we serve.

Our people development curriculum is delivered through three pillars:

- Transformational leadership- to support all colleagues fulfil their leadership potential.

- Transformational teaching- to support colleagues in providing an exceptional quality of education.
- Transformational services- people development opportunities that will ensure we can offer excellent services and provision for our children, young people and communities.

Over the last three years we have built strong professional partnerships with Ambition Institute, e-Qualitas, The Education Endowment Foundation and the Teacher Development Trust. It is through these relationships we have been able to establish ourselves as Delivery Partners for the CPD golden thread, offering professional development routes from initial teacher training to executive headship. Whatever your role and career aspiration, there are people development opportunities to support you. We hope you enjoy engaging in our offer as much as we enjoyed designing it!

Best wishes,

*The Institute Team*



# Institute Development Pathways 2022 / 23

## Transformational Leadership

- Aspirant Vice Principals' Development Programme
- Curriculum Middle Leaders Development Programme
- Inquiry Questions Development Pathway
- Instructional Coaching Programme
- National Professional Qualifications
- Peer Supervision Training
- Principals' Development Group
- Pupil Premium Leaders Programme
- SSAT Lead Practitioner Accreditation
- Strategic Development Groups
- Teaching Assistant CPD Reviews

## Transformational Teaching

- Apprenticeships with LMP
- Best Practice Academy Visits
- DNA:Teaching
- Early Career Teacher Programme
- Initial Teacher Training Pathway
- Inquiry Questions Development Pathway
- School Tours
- Tom Sherrington Masterclasses
- Teaching Assistant Development Pathway and MPTA
- Team Network Groups
- Trust-Wide Development Days

## Transformational Services

- Compliance Training
- Inquiry Questions Development Pathway
- Team Networking Groups
- Leading Transformational Services
- Trust-Wide Development Days





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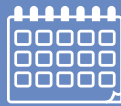


# Aspirant Vice Principal Development Pathway

Take your leadership expertise to the next level by engaging in ATT Institute's 'Aspirant Vice Principal Development Pathway.' Planned and delivered by highly successful former and practising Principals, this programme offers an insight into the strategic and operational responsibilities of a Vice Principal. Engaging in this course will help equip you with essential leadership skills, high level thinking and strategies, and a firm grasp of how to ensure exceptional outcomes across an academy.

There are 20 spaces available. Applicants accepted onto the course will:

- Be assigned a coach for 12 months to support you on your leadership journey.
- Engage in a 360-leadership review to identify leadership strengths and next steps.
- Participate in a two-day leadership residential.
- Be shortlisted to the first stage for any advertised ATT Vice Principal roles.



## Dates

The two day residential will take place on Friday 30 June and Saturday 1 July 2023.



## Location

This training is delivered in-person at the Kettering Hotel Park and Spa, Kettering Pkwy, Kettering NN15 6XT. Colleagues will also be given overnight accommodation on Friday 30th June.

## How to Apply

Please email [institute@attrust.org.uk](mailto:institute@attrust.org.uk) for an application form. The deadline for applications is Friday 23 December 2022. Shortlisting and interviews will take place in January 2023.

## Eligibility

Applicants should currently be in an Assistant Principal or equivalent role.



# Curriculum Middle Leaders Development Programme

This programme is aimed at serving, new and aspiring academic middle leaders across our Trust's academies who would like to explore the pedagogy and research which supports high-quality, effective and robust leadership. The sessions will blend high-quality pedagogy and research with practical applications and scenarios, allowing leaders to develop their skills in a range of key domains to support their development as empowered and powerful leaders. The programme will culminate with ATTI certification for colleagues as ATT Middle Leaders.



## Facilitator- Amy Staniforth

Amy is Vice Principal for Quality of Education at Iceni Academy, and Research Lead for Curriculum and Teaching for ATTI. She has worked as Curriculum Leader for English, and also facilitates NPQLT (National Professional Qualification for Leading Teaching) for ATTI in partnership with the Teacher Development Trust (TDT). She is the co-author of two books on curriculum and teaching: *Ready to Teach: Macbeth* and *Ready to Teach: A Christmas Carol*.



## Ethical Leadership with Integrity

Monday 12 September 2022 | 16.00 - 17.30

### What kind of leader am I? What kind of leader do I wish to be?

Leaders explore leadership styles and values, allowing reflection on current practice and how to develop as leaders. Leaders also explore how to create and improve relational trust in a team, considering what makes a team effective and how to work within complex systems and teams to maximise impact.



## Implementation

Wednesday 5 October 2022 | 16.00 - 17.30

### How do we implement change effectively?

Through the lens of the Education Endowment Foundation's work on effective implementation, leaders explore the stages and considerations that should be made to ensure change is effective.



## Designing a Curriculum

Monday 7 November 2022 | 16.00 - 17.30

### How do we design confident, coherent, and powerful curriculums? How do we interpret and implement research?

Leaders explore the pedagogy which underpins effective curriculum design, considering curriculum intent, sequencing, planning and delivery, as well as research on curriculum approaches, including interleaving, retrieval and spaced practice.



## Quality Assurance

Wednesday 7 December 2022 | 16.00 - 17.30

### What is the quality of our curriculum? How do we know?

In this session, leaders will explore how they can effectively quality assure teaching and curriculum, considering a range of evidence to monitor and evaluate provision and plan next steps to further improve it.

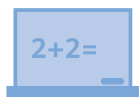


## Curriculum Articulation

Monday 9 January 2023 | 16.00 - 17.30

### When we are asked about our curriculum, what do we say?

Leaders explore effective articulation of curriculum, considering the curriculum conversations leaders might experience.



## Teaching and Learning

Wednesday 8 February 2023 | 16.00 - 17.30

**How can we work with our teams to improve teaching and learning?**

**How can we use shared pedagogical approaches to improve provision for our learners?**

Leaders explore pedagogy and research underpinning teaching and learning through the lens of leveraging impact for a team of teachers. Leaders also have the opportunity to explore subject pedagogy in their own settings through the lens of the Teaching and Learning Blueprint.



## Assessment

Monday 27 February 2023 | 16.00 - 17.30

**How can I assess and monitor the impact of teaching and curriculum in my subject?**

Leaders explore the pedagogy underpinning effective and powerful assessment practice, examining practical examples. The session explores the ATT assessment policy, and the practical application of this at subject level.



## People Development and Coaching

Wednesday 22 March 2023 | 16.00 - 17.30

**How can I support my team to access high quality people development?**

**What are the principles of effective people development design and implementation?**

**How can I coach my team to improve their practice?**

Leaders consider how to access, design and deliver high quality people development activities for their teams, focused on subject knowledge and subject pedagogy. Leaders also explore a range of coaching styles which can be used to support colleagues' practice and improvement.



## Reading and Vocabulary Instruction

Monday 24th April 2022 | 16.00 - 17.30

**How can I ensure I promote high standards of literacy in my curriculum?**

**How can explicit vocabulary instruction promote and improve standards in my subject?**

Leaders explore pedagogy and research underpinning effective reading and vocabulary instruction in all subjects, considering the practical application of this in their own contexts.

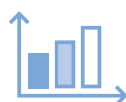


## Difficult Conversations and Problem Solving

Wednesday 10 May 2023 | 16.00 - 17.30

**How can I have effective difficult conversations with colleagues? How can I solve problems as a leader?**

Leaders explore approaches to difficult conversations and complex discussions with colleagues. The session will also explore a range of practical, problem-solving strategies, considering some of the persistent problems facing leaders.



## Handling Data

Monday 12 June 2023 | 16.00 - 17.30

**How can I use data to inform practice?**

In this session, leaders will explore how to use data to inform their practice as leaders, what the data tells us and what we can do with that knowledge.



## Budgeting and Finance

Wednesday 5 July 2023 | 16.00 - 17.30

**How does the budgeting strategy unleash powerful teaching? How can I be efficient with my spend?**

In this session, leaders will explore the strategic use of departmental budgets to support the delivery of the curriculum, making robust decisions relevant to our own contexts.

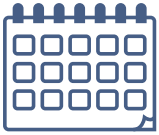




# Development Groups

## Principals' Development Group (PDG)

Principals engage in three days of professional development throughout the academic year. The focus is on common strategic improvement priorities in academies and the personal professional development needs of Principals. Sessions run from **10.00-1600**.



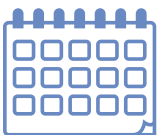
Tuesday 27 September 2022

Thursday 12 January 2023

Tuesday 4 July 2023

## Strategic Development Groups (SDGs)

Senior leaders engage in five days of professional development throughout the academic year. Our six SDGs link to the areas in the Ofsted Education Inspection Framework- safeguarding, SEND, curriculum and outcomes, teaching and learning, behaviour and attendance and the Early Years Foundation Stage. Sessions run from **10.00-15.00**.



### Curriculum and Outcomes

19 Sep 22 | 05 Dec 22 | 30 Jan 23 | 27 Mar 23 | 19 Jun 23

### Early Years Foundation Stage

10 Oct 22 | 12 Dec 22 | 06 Feb 23 | 20 Mar 23 | 03 Jul 23

### Teaching and Learning

03 Oct 22 | 28 Nov 22 | 23 Jan 23 | 06 Mar 23 | 26 Jun 23

### PD, Behaviour and Attitudes

26 Sep 22 | 14 Nov 22 | 16 Jan 23 | 27 Feb 23 | 17 Jul 23

### Safeguarding

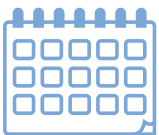
31 Oct 22 | 06 Mar 23 | 12 Jun 23

### SEND

12 Sep 22 | 07 Nov 22 | 09 Jan 23 | 13 Mar 23 | 10 Jul 23

## Team Network Groups (TNGs)

These are subject development groups. Heads of Department engage in half termly professional development throughout the year. The focus is on curriculum and assessment development. Sessions run from **15.30-17.00**.



### All Secondary

26 Sep 22 | 21 Nov 22 | 23 Jan 23 | 6 Mar 23 | 26 Jun 23

### Sixth Form

10 Oct 22 | 12 Dec 22 | 06 Feb 23 | 20 Mar 23 | 03 Jul 23

### Primary Science

07 Nov 22 | 09 Jan 23 | 27 Feb 23

### Primary Maths

14 Nov 22 | 16 Jan 23 | 20 Mar 23 | 12 Jun 23

### Primary English

28 Nov 22 | 06 Feb 23 | 13 Mar 23 | 19 Jun 23



# NPQs

## National Professional Qualifications

This year, ATT Institute continues to offer National Professional Qualifications (NPQs) in partnership with the Teacher Development Trust. The specialist and leadership NPQs provide training and support for teachers and school leaders at all levels. This includes those who want to develop expertise in high-quality teaching practices, such as behaviour management, and those leading multiple schools across trusts.

See details on the full suite of NPQs we facilitate across the following pages.



### Target Audience

Each NPQ specialises in a different area of high-quality teaching practice or school leadership. Teachers and leaders interested in improving these areas of their practice should apply.



### Facilitation

ATT Institute is a delivery partner of the Teacher Development Trust, who facilitate the NPQs. The courses are delivered by [name] and take place [online/in person].



### Course Length

12 or 18 months, with clearly defined time commitments.



### Course Cost

Full scholarships are available for staff of state funded schools who meet the applicant criteria.



## Get in Touch

Scan the QR code or visit the ATT website to fill out an expression of interest form for studying any of our NPQs.



# The Additional Support Offer

## Benefits for you

The Additional Support Offer is a 12-month programme which provides targeted support to new headteachers to help you achieve success while early in the role.

You will receive a bespoke programme of support that comprises five hours of one to one coaching with an experienced school leader along with complementary support which can include an online community for support and sharing ideas and guided visits to schools to explore other heads' leadership on the ground.

The Teacher Development Trust is rooted in our core focus of communication and collaboration, helping you create a culture of improvement in your school where staff thrive and pupils succeed.

## Who is eligible for the Additional Support Offer?

To be eligible for the Additional Support Offer you must:

- Be a headteacher in a state school when you begin the training.
- Be within the first two years of your headship when you begin.
- Either have taken the NPQH before beginning your headship, or are currently taking the NPQH.
- Have not previously withdrawn from the Additional Support Offer.

## Impact and benefit:

- You'll have a guide to support you as you take your first steps in headship.
- You'll be supported to apply and embed the learning from your NPQH.
- You'll connect with other new heads to share ideas and support.
- You'll have greater impact in your school and achieve your potential as a leader.



# National Professional Qualifications for Early Years Leadership (NPQEYL)

Lead successful improvement and change in your  
Early Years setting



The national charity for  
effective professional development  
in schools and colleges

# Lead successful improvement and change in your Early Years setting

A completely new NPQ for all leaders in early years settings, qualified to at least Level 3 who are, or are aspiring to be, managers of Private, Voluntary and Independent nurseries, headteachers of school-based or maintained nurseries, or childminders with leadership responsibilities

- Gain a nationally recognised, prestigious, government-backed senior leadership qualification to help you progress in your career
- Strengthen your expertise as an Early Years leader, creating a culture where parents, children and staff can thrive and learn how to bring staff with you on the journey
- Learn flexibly around your job with a blend of online learning, virtual sessions and local face to face workshops



## Benefits for you

- Develop knowledge and understanding of how to apply the evidence on the effective running of an early years setting, responding to the needs of children, parents, staff, and wider operating demands, and helping you progress in your career
- A blended learning experience which fits around your role where you learn and discuss key content online delivered in a way that suits the busy working lives of early years practitioners
- Local virtual and face to face sessions that focus on real problem-solving, creating understanding, connecting with your peers and gaining depth of knowledge
- Ongoing preparation to give you confidence to pass the final assessment
- Facilitation and support from serving early years and school leaders in and delivery at local venues

## Benefits for your nursery or organisation

- A skilful and research-informed leader who can lead a cohesive, impact-focused leadership team, with better connections across the early years sector
- Practical capability to get on with the job of developing others with the skills to lead with







people and teams, creating change and impact

- A professionally aware and informed leader who can make evidence-based decisions and approach leadership in an effective and efficient manner
- The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation

## Our Approach

Delivery of the curriculum is grounded in TDT's values of:

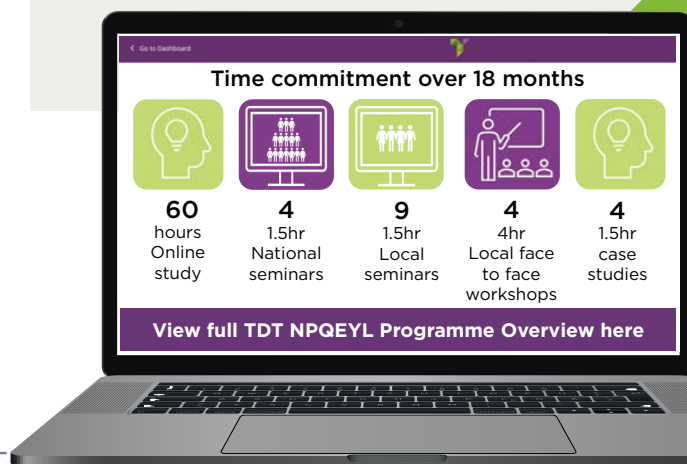
- SMART – we think about what the evidence tells us, but we also really care about how things are done.
- HEART – it's not just taking the evidence base and implementing it any old way, it needs to be done in the right way if you want to have that sustainable impact
- HUMBLE – we recognise that there is no single perfect answer to any situation – participants will come from different environments, different schools, different contexts – and we need to understand the limits of what the evidence tells us at times and use our judgement

## The course

A blend of flexible online learning, online discussion, virtual workshops and face-to-face workshops, for a few hours study each week over 18 months. This is followed by an assessment where you will complete a 1500-word case study assessment to demonstrate your understanding of real leadership and change.

This completely new **Leadership NPQ** has an evidence-informed curriculum design, connecting you to the latest research and best practice. Our research-rich course covers all of the core content in the **government's Framework** for this qualification. It will help you to:

- Develop a culture that supports sustainable improvements over time, responding to evidence on child development and effective early years practice
- Support the delivery of a strong curriculum that responds to the demands of the Early Years Foundation Stage
- Understand the evidence on SEND in the early years and make appropriate provision to support babies and young children to access support where needed
- Support the development of all staff within an early years setting
- Focus on the underpinning operational fundamentals of a successful early years setting, including leading on pedagogy, managing the nursery, managing the team, understanding safeguarding requirements and financial and business needs



“

*The course material is **utterly brilliant**. Such **high quality** and **carefully crafted**. The **spirit and ethos of TDT** is forefront.”*

“

*Facilitator material is **inspirational** and **purposeful, enjoyable** and **thought-provoking**. Boy, have **TDT** got it just right!”*

## Booking information

### Funding and Cost

Full training scholarship funding, with no cost to the participant, for the NPQ in Early Years Leadership is available to those leaders qualified to at least level 3 with a full and relevant qualification who are, or are aspiring to be:

- managers of private, voluntary and independent nurseries
- headteachers of school-based or maintained nurseries
- childminders with leadership responsibilities

And are employed:

- in a local authority nursery in England
- in a pre-school class that's part of a school in England
- in a private nursery that is registered with Ofsted
- as a childminder or nanny and registered with Ofsted

*Up to date information on funding is available on the **DfE** website*

The course fee is **£1,149**

### More information

Find out more about TDT NPQs, our charitable mission and work at [TDTTrust.org/npqs](https://tdttrust.org/npqs)

## Your local partner



0121 354 4000  
Institute@attrust.org.uk



Academy Transformation Trust and The  
Diocese of Coventry Multi Academy Trust  
Unit 4, Second Floor,  
Emmanuel Court, Reddicroft,  
Sutton Coldfield, B73 6AZ

The Academy Transformation Trust (ATT) is a national Trust serving 21 academies across 10 Local Authority areas. ATT is committed to the very best people development. They empower all through equality of opportunity and place the needs of stakeholders and the communities they serve at the front and centre of all they do.

The Diocese of Coventry MAT currently serves 19 Church of England academies across Coventry & Warwickshire. Rooted in our vision, 'Together, pursuing life in all its fullness,' all of our work is centred on achieving our main goal of delivering an excellent education.

The Academy Transformation Trust and The Diocese of Coventry MAT believe we are better together and value collaboration across the sector. Both MATs are excited to deliver the full suite of NPQs in partnership with each other.

<https://www.academytransformationtrust.co.uk/>



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Approved NPQ provider



Department  
for Education

**The national charity for  
effective professional development  
in schools and colleges**



# National Professional Qualification for Leading for Headteachers (NPQH)

Lead sustainable improvement and  
meaningful change



The national charity for  
effective professional development  
in schools and colleges



[TDTrust.org/npqs](https://tdtrust.org/npqs)



[npq@TDTrust.org](mailto:npq@TDTrust.org)



020 3961 6794



# Lead sustainable improvement and meaningful change

A completely updated NPQH for those who are, or are aspiring to be, a headteacher or head of school

- Gain a nationally recognised, prestigious, government-backed senior leadership qualification to help you progress in your career
- Strengthen your expertise as both a strategic and operational leader, helping you to create a culture where pupils and staff can thrive, and learn how to bring others with you on the journey
- Learn flexibly around your job with a blend of online learning, virtual sessions and local face to face workshops



## Benefits for you

- Develop knowledge and understanding of how to apply the evidence on school improvement through people development, working with staff, pupils, governors and the wider community to create lasting change
- A blended learning experience which fits around your role where you learn and discuss key content online delivered in a way that suits the busy working lives of early years practitioners
- Local virtual and face to face sessions that focus on real problem-solving, creating understanding, connecting with your peers and gaining depth of knowledge
- Ongoing preparation to give you confidence to pass the final assessment
- Facilitation and support from serving early years and school leaders in and delivery at local venues
- An additional programme of online support and group coaching aimed exclusively at new headteachers

## Benefits for your school or trust

- A skilful and research-informed organisational leader with the capability to lead school in conjunction with a motivated and coherent senior leadership team
- Practical capability to get on with the job of developing others with the skills to lead with





## The course

A blend of flexible online learning, online discussion, virtual workshops and face-to-face workshops, for a few hours study each week over 18 months. This is followed by an assessment where you will complete a 1500-word case study assessment to demonstrate your understanding of real leadership and change.

In addition, new headteachers will be eligible for an exclusive programme of free on-the-job additional support, through group coaching and online support.

This completely reformed **NPQH** has an evidence-informed curriculum design, connecting you to the latest research and best practice. Our research-rich course covers all of the core content in the **government's Framework** for this qualification. It will help you to:

- people and teams, creating change and impact
- A professionally aware and informed leader who can make evidence-based decisions and approach headship in an effective and efficient manner
- The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation

## Our Approach

Delivery of the curriculum is grounded in TDT's values of:

- SMART – we think about what the evidence tells us, but we also really care about how things are done.
- HEART – it's not just taking the evidence base and implementing it any old way, it needs to be done in the right way if you want to have that sustainable impact
- HUMBLE – we recognise that there is no single perfect answer to any situation – participants will come from different environments, different schools, different contexts – and we need to understand the limits of what the evidence tells us at times and use our judgement.

- Provide the strategic lead of effective teaching, curriculum, assessment and culture within your school
- Lead effective professional development, change and implementation
- Manage a school's systems and processes, working with partners and governors
- Build a stronger understanding of your own strengths and areas for development, helping to create a more sustainable and resilient approach to leadership



“

*The course material is **utterly brilliant**. Such **high quality** and **carefully crafted**. The **spirit** and **ethos** of TDT is forefront.”*

“

*Facilitator material is **inspirational** and **purposeful**, **enjoyable** and **thought-provoking**. Boy, have TDT got it just right!”*

## Booking information

### Funding and Cost

Full scholarship funding, with no cost to the participant, for the NPQ in Headship is available to all teachers who meet the following criteria:

- are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school
- are employed in state-funded schools, as well as those employed in state-funded organisations that offer 16 to 19 places in England

The course fee is **£1,899**

### Early Headship Coaching Offer

In addition to the reformed suite of NPQs, there is an additional support offer for new headteachers from autumn 2022. This is a targeted support package for teachers new to the role of headship. You are eligible for this targeted support package if you meet the following criteria:

- are in your first 5 years of headship
- are employed in a state-funded school, or are employed in a state-funded organisation that offers 16 to 19 places in England upon starting the training
- have either completed a national professional qualification for headship (NPQH) before taking up your first headship post or are currently taking the NPQH
- have not withdrawn from the Early Headship Coaching Offer previously

### More information

Find out more about TDT NPQs, our charitable mission and work at [TDTTrust.org/npqs](https://www.tdttrust.org/npqs)

## Your local partner



0121 354 4000  
Institute@atrust.org.uk

Academy Transformation Trust and The  
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<https://www.academytransformationtrust.co.uk/>



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Approved NPQ provider



Department  
for Education

**The national charity for  
effective professional development  
in schools and colleges**



# National Professional Qualification for Leading Behaviour & Culture (NPQLBC)

Lead behaviour, culture and pupil wellbeing



The national charity for  
effective professional development  
in schools and colleges



[TDTrust.org/npq](https://tdtrust.org/npq)



[npq@tdtrust.org](mailto:npq@tdtrust.org)



020 3961 6794



## Lead behaviour, culture and pupil wellbeing

A ground-breaking new NPQ ideal for those who have, or are aspiring to have, responsibilities for leading on behaviour and culture within their school and support others in these areas

- Gain a nationally recognised, prestigious, government-backed qualification to help you progress in your career
- Develop knowledge and understanding of how to apply the evidence on how to create and support an effective school and classroom culture, underpinned by positive behaviour and wellbeing
- Learn flexibly around your job with a blend of online learning, virtual sessions and local face to face workshops



### Benefits for you

- Develop knowledge and understanding of how to apply the evidence on how to create and support an effective school and classroom culture, underpinned by positive behaviour and wellbeing
- A blended learning experience which fits around your role where you learn and discuss key content online, delivered in a way that suits the busy working lives of teachers and school leaders
- Local virtual and face to face sessions that focus on real problem-solving, creating understanding, connecting with your peers and gaining depth of knowledge
- Ongoing preparation to give you confidence to pass the final assessment
- Facilitation and support from serving school leaders in excellent schools and delivery at local venues

### Benefits for your school or trust

- A skilful and research-informed professional who can lead the improvement of pupil wellbeing, create calm classrooms, great pupil behaviour and a warm whole-school culture





- Practical capability to get on with the job of developing others with the skills to lead with people and teams, creating change and impact
- The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation

## Our Approach

Delivery of the curriculum is grounded in TDT's values of:

- SMART – we think about what the evidence tells us, but we also really care about how things are done
- HEART – it's not just taking the evidence base and implementing it any old way, it needs to be done in the right way if you want to have that sustainable impact
- HUMBLE – we recognise that there is no single perfect answer to any situation – participants will come from different environments, different schools, different contexts – and we need to understand the limits of what the evidence tells us at times and use our judgement

## The course

A blend of flexible online learning, online discussion, virtual workshops and face to face workshops, for a few hours study each week over 12 months. This is followed by an assessment where you will complete a 1500-word case study assessment to demonstrate your understanding of real leadership and change.

This completely new **Specialist NPQ** has an evidence-informed curriculum design, connecting you to the latest research and best practice. Our research-rich course covers all of the core content in the [government's Framework](#) for this qualification. It will help you to:

- Understand how to support effective teaching and great classroom culture and behaviours
- Support wider school culture, pupil wellbeing and complex behavioural needs
- Professionally develop others, creating change and supporting school culture



“

*The course material is **utterly brilliant**. Such **high quality** and **carefully crafted**. The **spirit** and **ethos** of TDT is forefront.”*

“

*Facilitator material is **inspirational** and **purposeful**, **enjoyable** and **thought-provoking**. Boy, have TDT got it just right!”*

## Booking information

### Funding and Cost

Full scholarship funding, with no cost to the participant, for the NPQ in Leading Behaviour and Culture is available to all teachers who meet the following criteria:

- have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing in their school
- all teachers and leaders employed in state-funded schools and state-funded organisations that offer 16 to 19 places in England

The course fee is **£899**

*Up to date information on funding is available on the [DfE website](#)*

### More information

The Teacher Development Trust is an internationally leading charity in the fields of staff development and school improvement through people development. Founded by practising teachers and leaders in 2012, we've helped hundreds of schools and leaders to create lasting improvement.

Find out more about TDT NPQs, our charitable mission and work at [TDTrust.org/npqs](https://www.tdtrust.org/npqs)

## Your local partner



0121 354 4000  
[Institute@atttrust.org.uk](mailto:Institute@atttrust.org.uk)

Academy Transformation Trust and  
 The Diocese of Coventry Multi  
 Academy Trust  
 Unit 4, Second Floor,  
 Emmanuel Court, Reddicroft,  
 Sutton Coldfield, B73 6AZ



The Academy Transformation Trust (ATT) is a national Trust serving 21 academies across 10 Local Authority areas. ATT is committed to the very best people development. They empower all through equality of opportunity and place the needs of stakeholders and the communities they serve at the front and centre of all they do.

The Diocese of Coventry MAT currently serves 19 Church of England academies across Coventry & Warwickshire. Rooted in our vision, 'Together, pursuing life in all its fullness,' all of our work is centred on achieving our main goal of delivering an excellent education.

The Academy Transformation Trust and The Diocese of Coventry MAT believe we are better together and value collaboration across the sector. Both MATs are excited to deliver the full suite of NPQs in partnership with each other.

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# National Professional Qualifications for Leading Literacy (NPQLL)

Lead Literacy Teaching



The national charity for  
effective professional development  
in schools and colleges



[TDTrust.org/npqs](https://tdtrust.org/npqs)



[npq@tdtrust.org](mailto:npq@tdtrust.org)



020 3961 6794



# Lead successful improvement of literacy teaching in your school

A brand new NPQ for those who are leading literacy programmes across a school, year group, key stage or phase, or who are aspiring to such roles in the future

- Gain a nationally recognised, prestigious, government-backed senior leadership qualification to help you progress in your career
- Develop knowledge and understanding of how to apply the evidence on leading literacy teaching
- Learn flexibly around your job with a blend of online learning, virtual sessions and local face to face workshops



## Benefits for you

- Develop knowledge and understanding of how to apply the evidence on leading literacy teaching
- A blended learning experience which fits around your role where you learn and discuss key content online delivered in a way that suits the busy working lives of teachers
- Local virtual and face to face sessions that focus on real problem-solving, creating understanding, connecting with your peers and gaining depth of knowledge
- Ongoing preparation to give you confidence to pass the final assessment
- Facilitation and support from serving school leaders in excellent schools and delivery at local venues

## Benefits for your school

- A skilful and research-informed professional who can lead the improvement of literacy teaching
- Practical capability to get on with the job of developing others with the skills to lead with people and teams, creating change and impact





- The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation

## Our Approach

Delivery of the curriculum is grounded in TDT's values of:

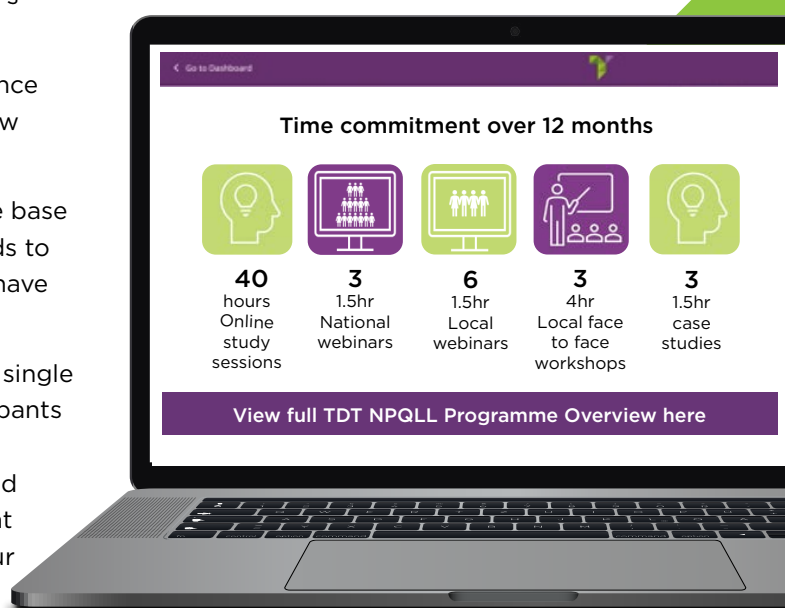
- SMART - we think about what the evidence tells us, but we also really care about how things are done
- HEART - it's not just taking the evidence base and implementing it any old way, it needs to be done in the right way if you want to have that sustainable impact
- HUMBLE - we recognise that there is no single perfect answer to any situation - participants will come from different environments, different schools, different contexts - and we need to understand the limits of what the evidence tells us at times and use our judgement

## The course

A blend of flexible online learning, online discussion, virtual workshops and face to face workshops, for a few hours study each week over 12 months. This is followed by an assessment where you will complete a 1500-word case study assessment to demonstrate your understanding of real leadership and change.

This completely new **Specialist NPQ** has an evidence-informed curriculum design, connecting you to the latest research and best practice. Our research-rich course covers all of the core content in the [government's Framework](#) for this qualification. It will help you to:

- Understand how to effectively develop pupils' language, reading and writing skills
- Implement effective strategies to improve pupils' outcomes in literacy
- Professionally develop others, creating change and supporting school culture



“

*The course material is **utterly brilliant**. Such **high quality** and **carefully crafted**. The **spirit** and **ethos** of TDT is forefront.”*

“

*Facilitator material is **inspirational** and **purposeful**, **enjoyable** and **thought-provoking**. Boy, have TDT got it just right!”*

## Booking information

### Funding and Cost

Full scholarship funding, with no cost to the participant, for the NPQ in Leading Literacy is available to all teachers who meet the following criteria:

- have, or are aspiring to have, responsibilities for leading literacy
- are employed in state-funded schools, as well as those employed in state-funded organisations that offer 16 to 19 places in England

*Up to date information on funding is available on the DfE website*

The course fee is **£899**

### More information

The Teacher Development Trust is an internationally leading charity in the fields of staff development and school improvement through people development. Founded by practising teachers and leaders in 2012, we've helped hundreds of schools and leaders to create lasting improvement.

Find out more about TDT NPQs, our charitable mission and work at [TDT.org.uk/npqs](https://tdt.org.uk/npqs)

## Your local partner



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The Academy Transformation Trust and The Diocese of Coventry MAT believe we are better together and value collaboration across the sector. Both MATs are excited to deliver the full suite of NPQs in partnership with each other.

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# National Professional Qualification for Leading Teaching (NPQLT)

Lead teaching, curriculum and  
assessment across a team



The national charity for  
effective professional development  
in schools and colleges



[TDTrust.org/npq](https://tdtrust.org/npq)



[npq@tdtrust.org](mailto:npq@tdtrust.org)



020 3961 6794

# Lead teaching, curriculum and assessment across a team

A ground-breaking new NPQ ideal for those who have, or are aspiring to have, responsibility to lead teaching in a subject, year-group, key stage or phase

- Gain a nationally recognised, prestigious, government-backed qualification to help you progress in your career
- Develop knowledge and understanding of how to apply the evidence on what makes effective teaching, learning curriculum and assessment
- Learn flexibly around your job with a blend of online learning, virtual sessions and local face to face workshops



## Benefits for you

- Develop knowledge and understanding of how to apply the evidence on what makes effective teaching, learning curriculum and assessment
- A blended learning experience which fits around your role where you learn and discuss key content online, delivered in a way that suits the busy working lives of teachers and school leaders
- Local virtual and face to face sessions that focus on real problem-solving, creating understanding, connecting with your peers and gaining depth of knowledge
- Ongoing preparation to give you confidence to pass the final assessment
- Facilitation and support from serving school leaders in excellent schools and delivery at local venues

## Benefits for your school or trust

- A skilful and research-informed professional who can lead a team's improvement in teaching, learning, curriculum and assessment
- Practical capability to get on with the job of developing others with the skills to lead with people and teams, creating change and impact





- A professionally aware and informed leader who can make evidence-based decisions and approach leading teaching in an effective and efficient manner
- The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation

## Our Approach

Delivery of the curriculum is grounded in TDT's values of:

- SMART – we think about what the evidence tells us, but we also really care about how things are done
- HEART – it's not just taking the evidence base and implementing it any old way, it needs to be done in the right way if you want to have that sustainable impact
- HUMBLE – we recognise that there is no single perfect answer to any situation – participants will come from different environments, different schools, different contexts – and we need to understand the limits of what the evidence tells us at times and use our judgement

## The course

A blend of flexible online learning, online discussion, virtual workshops and face to face workshops, for a few hours study each week over 12 months. This is followed by an assessment where you will complete a 1500-word case study assessment to demonstrate your understanding of real leadership and change.

This completely new **Specialist NPQ** has an evidence-informed curriculum design, connecting you to the latest research and best practice. Our research-rich course covers all of the core content in the [government's Framework](#) for this qualification. It will help you to:

- Understand the evidence underpinning the Early Career Framework, effective teaching and how pupils learn, and how to implement that within classrooms
- Weave together curriculum, assessment and adaptive teaching to lead coherent and sustainable improvement
- Professionally develop others, creating change and supporting school culture





“

*The course material is **utterly brilliant**. Such **high quality** and **carefully crafted**. The **spirit** and **ethos** of TDT is forefront.”*

“

*Facilitator material is **inspirational** and **purposeful**, **enjoyable** and **thought-provoking**. Boy, have TDT got it just right!”*

## Booking information

### Funding and Cost

Full scholarship funding, with no cost to the participant, for the NPQ in Leading Teaching is available to all teachers who meet the following criteria:

- have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase
- all teachers and leaders employed in state-funded schools and state-funded organisations that offer 16 to 19 places in England

The course fee is **£899**

*Up to date information on funding is available on the DfE website*

### More information

The Teacher Development Trust is an internationally leading charity in the fields of staff development and school improvement through people development. Founded by practising teachers and leaders in 2012, we've helped hundreds of schools and leaders to create lasting improvement.

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## Your local partner



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# National Professional Qualification for Leading Teacher Development (NPQLTD)

Lead successful teacher progression and  
development in your school



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in schools and colleges



[TDTrust.org/npq](https://tdtrust.org/npq)



[npq@tdtrust.org](mailto:npq@tdtrust.org)



020 3961 6794

# Lead successful teacher progression and development in your school

A ground-breaking new NPQ ideal for those who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically trainees or teachers who are in the first few years of their career

- Gain a nationally recognised, prestigious, government-backed qualification to help you progress in your career
- Lead the development of other staff in your school through designing the highest quality, evidence-informed CPD programmes
- Learn flexibly around your job with a blend of online learning, virtual sessions and local face to face workshops



## Benefits for you

- Develop expertise in supporting initial teacher training, early career teachers as well as the wider development of all colleagues across the school
- A blended learning experience which fits around your role where you learn and discuss key content online, delivered in a way that suits the busy working lives of teachers and school leaders
- Local virtual and face to face sessions that focus on real problem-solving, creating understanding, connecting with your peers and gaining depth of knowledge
- Ongoing preparation to give you confidence to pass the final assessment
- Facilitation and support from serving school leaders in excellent schools and delivery at local venues

## Benefits for your school or trust

- A skilful and research-informed teacher development professional who can lead the golden thread of initial teacher training, early career development and ongoing professional learning
- Practical capability to get on with the job of developing others with the skills to lead with people and teams, creating change and impact





- A professionally aware and informed leader who can make evidence-based decisions and approach leading teacher development in an effective and efficient manner
- The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation

## Our Approach

Delivery of the curriculum is grounded in TDT's values of:

- SMART – we think about what the evidence tells us, but we also really care about how things are done
- HEART – it's not just taking the evidence base and implementing it any old way, it needs to be done in the right way if you want to have that sustainable impact
- HUMBLE – we recognise that there is no single perfect answer to any situation – participants will come from different environments, different schools, different contexts – and we need to understand the limits of what the evidence tells us at times and use our judgement

## The course

A blend of flexible online learning, online discussion, virtual workshops and face to face workshops, for a few hours study each week over 12 months. This is followed by an assessment where you will complete a 1500-word case study assessment to demonstrate your understanding of real leadership and change.

This completely new **Specialist NPQ** has an evidence-informed curriculum design, connecting you to the latest research and best practice. Our research-rich course covers all of the core content in the [government's Framework](#) for this qualification. It will help you to:

- Understand the evidence underpinning the Early Career Framework and effective teaching throughout a career
- Design effective professional development programmes and environments
- Deliver effective professional development, harnessing expertise and collaboration for maximum impact
- Create and implement effective and sustainable change to drive real improvements in your school





“

*The course material is **utterly brilliant**. Such **high quality** and **carefully crafted**. The **spirit** and **ethos** of TDT is forefront.”*

“

*Facilitator material is **inspirational** and **purposeful**, **enjoyable** and **thought-provoking**. Boy, have TDT got it just right!”*

## Booking information

### Funding and Cost

Full scholarship funding, with no cost to the participant, for the NPQ in Leading Teacher Development is available to all teachers who meet the following criteria:

- have, or are aspiring to have, responsibilities for leading the development of other teachers in their school
- all teachers and leaders employed in state-funded schools and state-funded organisations that offer 16 to 19 places in England

The course fee is **£899**

*Up to date information on funding is available on the [DfE website](#)*

### More information

The Teacher Development Trust is an internationally leading charity in the fields of staff development and school improvement through people development. Founded by practising teachers and leaders in 2012, we've helped hundreds of schools and leaders to create lasting improvement.

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# National Professional Qualification for Leading for Senior Leadership (NPQSL)

Lead successful whole school improvement  
and change



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effective professional development  
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[TDTrust.org/npqs](https://tdtrust.org/npqs)



[npq@tdtrust.org](mailto:npq@tdtrust.org)



020 3961 6794

# Lead successful whole school improvement and change

A completely updated NPQSL for those who are, or are aspiring to be, a senior leader with cross-school or cross-trust responsibilities

- Gain a nationally recognised, prestigious, government-backed senior leadership qualification to help you progress in your career
- Strengthen your expertise as a senior leader, helping you to support a culture where pupils and staff can thrive, learning how to bring staff with you on the journey
- Learn flexibly around your job with a blend of online learning, virtual sessions and local face to face workshops



## Benefits for you

- Develop knowledge and understanding of how to apply the evidence on school improvement through people development, learning how to lead everything from whole school programmes to specialist areas
- A blended learning experience which fits around your role where you learn and discuss key content online delivered in a way that suits the busy working lives of early years practitioners.
- Local virtual and face to face sessions that focus on real problem-solving, creating understanding, connecting with your peers and gaining depth of knowledge
- Ongoing preparation to give you confidence to pass the final assessment
- Facilitation and support from serving early years and school leaders in and delivery at local venues

## Benefits for your school or trust

- A skilful and research-informed leader who can contribute to a cohesive, impact-focused school leadership team
- Practical capability to get on with the job of developing others with the skills to lead with people and teams, creating change and impact





- A professionally aware and informed leader who can make evidence-based decisions and approach leadership in an effective and efficient manner
- The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation

## Our Approach

Delivery of the curriculum is grounded in TDT's values of:

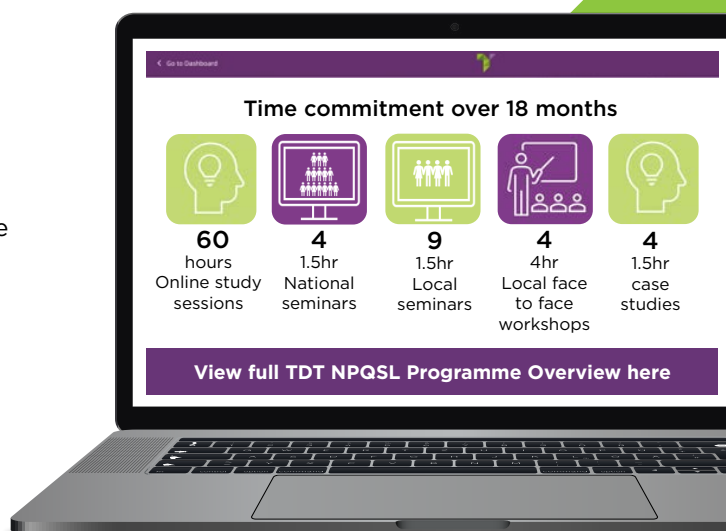
- SMART – we think about what the evidence tells us, but we also really care about how things are done.
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- HUMBLE – we recognise that there is no single perfect answer to any situation – participants will come from different environments, different schools, different contexts – and we need to understand the limits of what the evidence tells us at times and use our judgement.

## The course

A blend of flexible online learning, online discussion, virtual workshops and face-to-face workshops, for a few hours study each week over 18 months. This is followed by an assessment where you will complete a 1500-word case study assessment to demonstrate your understanding of real leadership and change.

This completely new **Leadership NPQ** has an evidence-informed curriculum design, connecting you to the latest research and best practice. Our research-rich course covers all of the core content in the **government's Framework** for this qualification. It will help you to:

- Create the environment need to ensure effective teaching, curriculum, assessment and culture
- Lead effective professional development, change and implementation
- Manage a school's systems and processes, working with partners and governors





“

*The course material is **utterly brilliant**. Such **high quality** and **carefully crafted**. The **spirit** and **ethos** of TDT is forefront.”*

“

*Facilitator material is **inspirational** and **purposeful**, **enjoyable** and **thought-provoking**. Boy, have TDT got it just right!”*

## Booking information

### Funding and Cost

**Full scholarship funding, with no cost to the participant, for the NPQ in Senior Leadership is available to all teachers who meet the following criteria:**

- are, or are aspiring to be, a senior leader with cross-school responsibilities
- are employed in state-funded schools, as well as those employed in state-funded organisations that offer 16 to 19 places in England

*Up to date information on funding is available on the [DfE website](#)*

The course fee is **£1,149**

### More information

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# Pupil Premium Leaders Development Programme



This programme has been designed by a Pupil Premium expert to support colleagues with the design, implementation and measuring the impact of the Pupil Premium Strategy. Colleagues should sign up via Bluesky.



## Target Audience

Pupil Premium Leads, Finance Admin, Senior Leaders who line manage Pupil Premium.



## Course Facilitator

Natalie Hawkins is Principal at North Walsall Primary Academy, Trust Principal and Trust Pupil Premium Lead. Natalie has extensive experience implementing and reviewing academy Pupil Premium Strategies.

## Sessions and Dates



### Writing your Three-year Pupil Premium Strategy

*Wednesday 12 October 2022 | 10.00 - 15.00*

**Kettering Park Hotel, Kettering Pkwy, Kettering, NN15 6XT**

### PP Strategy drop-in Workshop

*Thursday 24 November 2022 | 16.30 - 17.30*

**Online**

### How to Conduct a Mid-year PP and NTP Programme Review

*Wednesday 22 March 2023 | 10.00 - 15.00*

**Kettering Park Hotel, Kettering Pkwy, Kettering, NN15 6XT**

### End of Year Pupil Premium Review

*Thursday 13th July 2023 | 10.00 - 15.00*

**Kettering Park Hotel, Kettering Pkwy, Kettering, NN15 6XT**

# Teaching Assistant CPD Reviews

Teaching assistants are valued educational professionals who play a vital role in teaching and learning. In order to “*ensure TAs are fully prepared for their role in the classroom*” (recommendation 4, EEF, 2021), “*school leaders should ensure that teaching assistants have the right knowledge and skills to provide effective teacher and pupil support.*” (Professional Standards for Teaching Assistants, 2016)

This academy teaching assistant CPD review is a supportive and non-judgemental, evidence-informed process, providing a lens through which to review and develop your TA CPD offer.

If you would like to commission a Teaching Assistant CPD Review in your academy, please email: [institute@attrust.org.uk](mailto:institute@attrust.org.uk)

## TA CPD Review Process

- 1. Pre-visit self-evaluation process**, including a TA CPD RAG rated self-evaluation, TA CPD survey and TA skills audit
- 2. One-day TA CPD review visit** including professional conversations with key staff and a review of CPD processes and documentation, with a focus on teaching assistants
- 3. Written report identifying strengths**, possible areas for development and practical suggestions
4. Up to **two 30-minute support calls**, via telephone or TEAMS, if required
- 5. Half-day follow-up progress visit**; a chance to review progress, celebrate successes and plan for future developments



## Course Leader

Abi Joachim is based at Westbourne Academy and has worked as a TA, and later HLTA, for over twenty years. She has a degree in psychology and an MA in education, with a focus on SEND. Abi established the Suffolk TA Network in 2020, which supports and promotes the work of teaching assistants across the county through a range of training and networking opportunities. She was a speaker at the nasen Live conference 2021 and the Schools and Academies Show 2021 and writes articles and blogs for a range of publications, including the TES, The Link magazine and the Research Schools Network on issues relating to TAs. Abi is passionate about TA CPD and recently completed the TDT Associate Qualification in CPD Leadership, with a focus on provision for teaching assistants.





## ACCOUNTS OR FINANCE ASSISTANT LEVEL 2

An Accounts or finance assistant is an integral part of the team responsible for maintaining an efficient and accurate finance function within a business. The Accounts or finance assistant is responsible for assisting the team of accountants with junior accounting duties. These can vary massively depending on the team structure and size of business. An Accounts or finance assistant's work could include basic bookkeeping activities, working with sales and purchase ledgers, running calculations to ensure that records and payments are correct, recording of cash and data entry. Accounts or finance assistant may work in-house for an organisation or they might work for an accountancy firm, bookkeeping practice, Shared Service provider, self-employed or on behalf of several different clients.

### WHY CHOOSE LMP EDUCATION?

Our training offer is aimed to be vibrant and engaging. We deliver a wide range of training programmes, through our blended learning approach which is individualised to each learner's needs. Our portfolio of courses is always broadening to keep up with needs of employers and learners alike. Our recent Ofsted inspection, in March 2020, found us to be 'Good' across all judgment areas with effective safeguarding.

**TOTAL DURATION: 15 MONTHS\***

**PRACTICAL PERIOD: 12 MONTHS**

**EPA PERIOD: 3 MONTHS**

**TOTAL COST: £6,000**

**EPA ORGANISATION: BCS**

**ASSESSMENT METHOD: PORTFOLIO**

\*Based on a 52 week contract at a minimum of 30 hours a week.

### KNOWLEDGE, SKILLS AND BEHAVIOURS THE CORE SKILLS TO BE DEVELOPED INCLUDE:

- Understand how accounting systems and processes allows a business to keep track of all types of financial transactions
- Develop an understanding of the differences between Financial and Management Accounting.
- Understand what makes a business or organisation successful, through either buying or selling products or supplying services to a market.
- Understand the cost recording system within an organisation



# KNOWLEDGE, SKILLS AND BEHAVIOURS

## KNOWLEDGE

- Aware of elements of commercial law that may have an impact when working in accountancy, such as contracts, data protection or Anti Money Laundering
- Can explain the importance of upholding relevant codes of conduct
- Can explain different legal entities and organisational structures.
- Aware of the impact of technology on business and its accounting and finance functions.
- Know a range of routine accounts reports, reports and their use within the finance function
- Understands corporate social responsibility (CSR), ethics and sustainability within organisations
- Understands the importance of the need to keep up-to-date with relevant policies, procedures, regulatory or system changes.

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## SKILLS

- Deals effectively with a range of stakeholders using appropriate communication methods to deliver accurate and timely results
- Utilises relevant office and accounting software packages to input and manage data accurately
- Demonstrates good listening and speaking skills to be able to communicate effectively in the right manner.
- Ability to organise self, prioritise workload and activity to meet deadlines.
- Actively identifies team workload problems and offers to support peers where appropriate
- Ability to maintain the security of accounting information using passwords and other appropriate security measures.
- The ability to reconcile data to minimise the chance of errors

## BEHAVIOURS

- Builds working relationships within own team and other parts of the organisation
- Looks to behave professionally by adhering to the organisational code of conduct
- Builds and maintains customer satisfaction with the products and services offered by the organisation in line with company policy, regulation and practice.



# ASSISTANT ACCOUNTING LEVEL 3

An Assistant Accountant provides support to internal and external customers and will work predominately either as an assistant accountant within practise or alternatively within the finance function of an organisation. Part of their role will involve assisting in the day to day financial activities such as data entry to month end management accounts and/or year-end financial statements.

In addition, the Assistant Accountant may find themselves involved in regulatory financial requirements such as the completion of VAT returns or assisting in the preparation of tax computations.

## WHY CHOOSE LMP EDUCATION?

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**TOTAL DURATION: 18 MONTHS\***

**PRACTICAL PERIOD: 15 MONTHS**

**EPA PERIOD: 3 MONTHS**

**TOTAL COST: £8,000**

**EPA ORGANISATION: AAT**

**ASSESSMENT METHOD: KNOWLEDGE TEST**

\*Based on a 52 week contract at a minimum of 30 hours a week.

## KNOWLEDGE, SKILLS AND BEHAVIOURS THE CORE SKILLS TO BE DEVELOPED INCLUDE:

- Understands the transactional processes and support provided by accountancy firms or the accounting function within an organisation.
- Understands the relevant Ethical Standards to protect their own and their organisations professional reputation and integrity.
- Effectively records and analyses financial data at the appropriate level using the organisation's standard tools and processes.
- Works both independently and as part of a team within the organisation's standards.



# KNOWLEDGE, SKILLS AND BEHAVIOURS

## KNOWLEDGE

- Understands the transactional processes and support provided by accountancy firms or the accounting function within an organisation.
- Understands their organisations business strategy including customer and supplier needs, in order to produce relevant and compliant financial information. Is aware of how their role fits in with the wider organisation and sector they are working in.
- Understands how to enter accounting transactions, perform a reconciliation, correct errors and produce a range of reports using a computerised accounting system.
- Understands the systems and process of the organisation, within the responsibility of the position such as Sales, Purchase and Payroll.
- Understands the use of all relevant office and accounting packages used within their organisation, relevant to their job role.
- Understands the relevant Ethical Standards to protect their own and their organisation's professional reputation and integrity.

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## SKILLS

- Effectively records and analyses financial data at the appropriate level using the organisation's standard tools and processes.
- Communicates to all stakeholders to aid decision making to add value to the organisation, within the responsibility of the position.
- Competently demonstrates an ability to communicate both in writing and orally at all levels, using a range of tools and demonstrating strong interpersonal skills and cultural awareness internally and externally
- Demonstrates the ability to communicate financial information in a way that non-finance staff can interpret and understand.
- Consistently delivers high quality, 'right first time' financial and performance data in a timely fashion in line with the organisation's requirements, to aid decision making and planning.

## BEHAVIOURS

- Accepts changing priorities and working requirements readily and has the flexibility to maintain high standards in a changing environment.
- Provides information that positively contributes to influencing business decisions whilst continually striving to improve own working processes and those of the organisation.







## EARLY YEARS EDUCATOR LEVEL 3

Early Years Educators, and other job roles such as nursery nurse and childminders, are highly trained professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe. They work in a range of settings including full day care, children's centres, pre schools, reception classes and as childminders.

They may either be working on their own or supervising others to deliver the Early Years Foundation Stage (EYFS) requirements set by Government for the learning, development and care of children from birth to 5 years old.

### WHY CHOOSE LMP EDUCATION?

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**TOTAL DURATION: 18 MONTHS\***

**PRACTICAL PERIOD: 16 MONTHS**

**EPA PERIOD: 2 MONTHS**

**TOTAL COST: £6,000**

**EPA ORGANISATION: OFQUAL**

**ASSESSMENT METHOD: KNOWLEDGE TEST**

\*Based on a 52 week contract at a minimum of 30 hours a week.

### KNOWLEDGE, SKILLS AND BEHAVIOURS THE CORE SKILLS TO BE DEVELOPED INCLUDE:

- Meets the care needs of the individual child such as feeding, changing nappies and administration of medicine
- Developing strategies for support
- Works in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child

- Plans and supervises child initiated and adult led activities which are based around the needs and interests of each individual child
- Using appropriate technology to support learning
- Supports children to develop numeracy and language skills through games and play





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# KNOWLEDGE, SKILLS AND BEHAVIOURS

## KNOWLEDGE

- The expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7.
- The significance of attachment and how to promote it effectively.
- A range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.
- How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care
- The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.

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## SKILLS

- When a child is in need of additional support such as where a child's progress is less than expected. how to assess within the current early education curriculum framework using a range of assessment techniques such as practitioners observing children through their day to day interactions and observations shared by parents and/ or carers.
- The importance of undertaking continued professional development to improve own skills and early years practice.
- The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
- Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.

## BEHAVIOURS

- Provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.
- Work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.





# CIPD



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## HR SUPPORT LEVEL 3

HR Professionals in this role are typically either working in a medium to large organisation as part of the HR function delivering front line support to managers and employees, or are a HR Manager in a small organisation. Their work is likely to include handling day to day queries and providing HR advice; working on a range of HR processes, ranging from transactional to relatively complex, from recruitment through to retirement; using HR systems to keep records; providing relevant HR information to the business; working with the business on HR changes. They will typically be taking ownership for providing advice to managers on a wide range of HR issues using company policy and current law, giving guidance that is compliant and where errors could expose the organisation to employment tribunals or legal risk. I

### WHY CHOOSE LMP EDUCATION?

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**TOTAL DURATION: 18 MONTHS\***

**PRACTICAL PERIOD: 15 MONTHS**

**EPA PERIOD: 3 MONTHS**

**TOTAL COST: £4,500**

**EPA ORGANISATION: CIPD**

**ASSESSMENT METHOD:**

**A CONSULTATIVE PROJECT**

**A PROFESSIONAL DISCUSSION**

\*Based on a 52 week contract at a minimum of 30 hours a week.

### KNOWLEDGE, SKILLS AND BEHAVIOURS THE CORE SKILLS TO BE DEVELOPED INCLUDE:

- Providing HR advice
- Working on a range of HR processes, varying from transactional to relatively complex issues (from recruitment through to retirement).
- Working with the business on HR changes
- Using HR systems to keep records
- Handling day-to-day queries



**LMP EDUCATION**  
TRAINING PROVIDER

# KNOWLEDGE, SKILLS AND BEHAVIOURS

## KNOWLEDGE

- Understands the structure of the organisation; the products and services it delivers; the external market and sector within which it operates; where their role fits in the organisation; the 'Values' by which it operates and how these apply to their role.
- Basic understanding of HR in their sector and any unique features. Good understanding of HR legislation and the HR Policy framework of the organisation. Sound understanding of the HR Policies that are relevant to their role. Knows where to find expert advice
- Understands the role and focus of HR within the organisation; its business plan / priorities and how these apply to their role.
- Understands the systems, tools and processes used in the role, together with the standards to be met, including the core HR systems used by the organisation.

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## SKILLS

- Uses sound questioning and active listening skills to understand requirements and establish root causes before developing HR solutions. Takes ownership through to resolution, escalating complex situations as appropriate.
- Identifies opportunities to improve HR performance and service; acts on them within the authority of their role. Supports implementation of HR changes/projects with the business.
- Maintains required HR records as part of services delivered. Prepares reports and management information from HR data, with interpretation as required.
- Keeps up to date with business changes and HR legal/policy/process changes relevant to their role. Seeks feedback and acts on it to improve their performance and overall capability
- Consistently supports colleagues /collaborates within the team and HR to achieve results. Builds/maintains strong working relationships with others in the team and across HR where necessary.

## BEHAVIOURS

- Truthful, sincere and trustworthy in their actions. Shows integrity by doing the right thing. Maintains appropriate confidentiality at all times. Has the courage to challenge when appropriate.
- Adapts positively to changing work priorities and patterns when new tasks need to be done or requirements change
- Displays energy and enthusiasm in the way they go about their role, dealing positively with setbacks when they occur. Stays positive under pressure





# TEACHING ASSISTANT LEVEL 3

Teaching Assistants work in Primary, Special and Secondary education across all age ranges, encompassing special educational needs and emotional vulnerabilities. The primary role of the Teaching Assistant is to support the class teacher to enhance pupils' learning either in groups or individually, ensuring pupils understand the work set.

Promoting self-belief, social inclusion and a high self-esteem play an integral part to pupils' well-being; ensuring pupils thrive in a positive, nurturing, safe environment. It is an active role supporting the learner to access the curriculum.

## WHY CHOOSE LMP EDUCATION?

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**TOTAL DURATION: 14 MONTHS\***

**PRACTICAL PERIOD: 12 MONTHS**

**EPA PERIOD: 2 MONTHS**

**TOTAL COST: £5,000**

**EPA ORGANISATION: ACTIVE IQ**

**ASSESSMENT METHOD: KNOWLEDGE TEST**

\*Based on a 52 week contract at a minimum of 30 hours a week.

## KNOWLEDGE, SKILLS AND BEHAVIOURS THE CORE SKILLS TO BE DEVELOPED INCLUDE:

- Understanding how pupils learn and develop
- Using appropriate technology to support learning
- Working with teachers to understand and support assessment for learning
- An appropriate knowledge of the curriculum and context you are working in.
- Keeping Children Safe in Education
- Developing strategies for support
- Communication and team work
- Working with teachers to accurately assess
- Using technology
- Problem solving/ability to motivate pupils





# KNOWLEDGE, SKILLS AND BEHAVIOURS

## KNOWLEDGE

- Understand the need to provide feedback to support and facilitate an appropriate level of independence.
- Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations.
- Recognise different stages of child development through school, eg: transition between key stages.
- Recognise the importance of using appropriate technology to support learning.
- Understand the need to accurately observe, record and report on pupil's participation, conceptual understanding and progress to improve practice and assessment for different groups of pupils.
- Understand the school's assessment procedures and materials for benchmarking against targets set by the class teacher.
- An appropriate knowledge of the curriculum and context you are working in.
- Understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.
- Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead.

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## SKILLS

- Develop strategies to support and encourage pupils to move towards independent learning.
- Use appropriately varied vocabulary to ensure pupils' understanding.
- Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
- Deliver interventions in accordance with training given (RAG rating).
- Foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements.
- Recognise, adapt and respond to all pupils encompassing SEN/emotional vulnerabilities, for example, use Makaton, visual timetables.
- Work closely with teachers to ensure own contribution aligns with the teaching and ensure regular communications to provide clarity and consistency of role within lessons.
- Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.

## BEHAVIOURS

- Building relationships/embracing change
- Adding value to education
- Promoting equality, diversity and inclusion
- Professional standards and personal accountability
- Team working, collaboration/ engagement



# TEAM LEADER LEVEL 3

A Team leader or supervisor is a first line management role, with operational and project responsibilities as well as team leading responsibility's or responsibility for managing a team to deliver a clearly defined outcome.

They provide direction, instructions and guidance to ensure the achievement of set goals. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities will vary, but the knowledge, skills and behaviours needed are the same whatever the role.

## WHY CHOOSE LMP EDUCATION?

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**TOTAL DURATION: 14 MONTHS\***

**PRACTICAL PERIOD: 12 MONTHS**

**EPA PERIOD: 2 MONTHS**

**TOTAL COST: £4,500**

**EPA ORGANISATION: INNOVATE**

\*Based on a 52 week contract at a minimum of 30 hours a week.

## KNOWLEDGE, SKILLS AND BEHAVIOURS THE CORE SKILLS TO BE DEVELOPED INCLUDE:

- Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict.
- Understand how organisational strategy is developed.
- Know how to be self-aware and understand unconscious bias and inclusivity.
- Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion.
- Understand organisational cultures, equality, diversity and inclusion.



# KNOWLEDGE, SKILLS AND BEHAVIOURS

## KNOWLEDGE

- How to initiate meaningful behaviour change based on utilising a strength and asset based approach
- How to work well as utilizing fun and adventure to encourage positive interaction
- Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion.
- Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. Know how to facilitate cross team working to support delivery of organisational objectives.
- Understand different forms of communication and their application. Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.
- Understand organisational governance and compliance, and how to deliver Value for Money. Know how to monitor budgets to ensure efficiencies and that costs do not overrun.
- Understand time management techniques and tools, and how to prioritise activities and approaches to planning.

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## SKILLS

- Successful application of tactics and strategies to empower people from inactive and hard to reach populations to take up an active lifestyle
- Successful application of a range of approaches that bring about changes in attitudes and behaviours within target communities
- Supporting people within target communities to become involved in the preparation, planning and delivery of sport and active lifestyles
- Using local insight and customer-orientated marketing skills to attract high priority groups into existing leisure, parks and sport infrastructure
- Negotiation, lobbying and brokerage skills with local partners across public health, community development and anti social behaviour
- Demonstrate clear and effective communication techniques in order to give/receive information accurately and in a timely and positive manner
- Problem solving and effective decision making with regards the design and implementation of sport and physical activity programmes

## BEHAVIOURS

- A strong work ethic including attention to detail, willingness to adapt to change, and time management.
- A positive attitude to work and act as a role model within their local community.
- Ability to work individually and as a member of a team
- A willingness to learn and contribute to the team





# PROFESSIONAL ACCOUNTING / TAXATION TECHNICIAN LEVEL 4

Individuals in the role of a Professional accounting or tax technician will have responsibility for creating, and/or verifying and reviewing, accurate and timely financial information within the organisation in which they are employed or on behalf of another organisation. This will be performed in order to meet relevant ethical, professional and legal standards, and will utilise the individual's knowledge of the business systems and processes, as well as standard accounting and tax practices. This role may exist in an accounting practice, a professional services company, HMRC or the accounting function of a business or other organisation.

## WHY CHOOSE LMP EDUCATION?

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**TOTAL DURATION: 24 MONTHS\***

**PRACTICAL PERIOD: 18 MONTHS**

**EPA PERIOD: 6 MONTHS**

**TOTAL COST: £8,000**

**EPA ORGANISATION: BCS**

**ASSESSMENT METHOD: PORTFOLIO**

\*Based on a 52 week contract at a minimum of 30 hours a week.

## KNOWLEDGE, SKILLS AND BEHAVIOURS THE CORE SKILLS TO BE DEVELOPED INCLUDE:

- Knowledge and understanding of the core elements of double entry bookkeeping and accounting standards enable accountants to create and report financial information to the users of accounts.
- A Professional tax technician will be required to have knowledge and understanding of the core elements of personal and business taxation and accounting principles. They will be required to prepare tax calculations, prepare government forms, understand and comply with filing deadlines, and document client paperwork.





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## PROFESSIONAL ACCOUNTING / TAXATION TECHNICIAN LEVEL 4

### KNOWLEDGE

- A Professional accounting or tax technician will understand the industries and environments in which an organisation operates, including customer and supplier needs, in order to create and/or validate and/or report financial information.
- A Professional accounting or tax technician will understand and apply the relevant ethical standards to their own behaviour and appropriately challenge the actions of others where they do not meet these standards.
- A Professional accounting or tax technician will be able to understand and apply professional standards and legal regulations to an organisation's financial information, and to comply with the fundamental principles of integrity, objectivity, professional competence and due care and confidentiality.
- Financial information is created, verified and reported via a combination of systems and processes, such as accounting or tax systems, internal control systems and IT systems. An understanding of these systems and processes is fundamental to an accountant's ability to perform their role.

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### SKILLS

- Create and interpret information, and show how that information can be used most effectively to add value to the organisation.
- Effectively communicate relevant information across the organisation and to appropriate stakeholders in both written and verbal formats.
- Proactively manage their own development and is committed to the job and their profession.
- Work to tight deadlines and respond to changing priorities. Effectively plan and prioritise time and co-ordinate the input of others in order to meet both deadlines and changing priorities.
- Apply accounting, tax knowledge to consistently deliver high quality, accurate data and information in a timely fashion.

### BEHAVIOURS

- Willing to both listen and learn and to accept changing priorities and working requirements and has the flexibility to maintain high standards in a changing environment.
- Actively engage in the wider business, as appropriate, and look to provide information that positively contributes to influencing business decisions. Continually strive to improve own working processes and those of the organisation.
- Takes responsibility. Demonstrates the drive and energy to get things done, even under pressure.





## EARLY YEARS LEAD PRACTITIONER LEVEL 5

The broad purpose of the occupation is to be a proactive and influential practitioner, working directly with children, skilfully leading day to day practice at an operational level. As active practitioners they are effective role models of play based learning, supporting others to develop their own practice. They are highly skilled professionals who take an operational lead for the care, learning and development of all young children within their care, adapting to individual needs providing inclusive and holistic provision. They engage with sector developments both locally and nationally, with a commitment to developing their own professional and educational competencies.

### WHY CHOOSE LMP EDUCATION?

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**TOTAL DURATION: 24 MONTHS\***

**PRACTICAL PERIOD: 18 MONTHS**

**EPA PERIOD: 6 MONTHS**

**TOTAL COST: £8,000**

**EPA ORGANISATION: BCS**

**ASSESSMENT METHOD: PORTFOLIO  
OBSERVATION WITH QUESTIONS**

\*Based on a 52 week contract at a minimum of 30 hours a week.

### KNOWLEDGE, SKILLS AND BEHAVIOURS THE CORE SKILLS TO BE DEVELOPED INCLUDE:

- Promote the health and well-being of all children, self-regulation and resilience through learning rich environments, opportunities for challenging play and a healthy attitude towards risk taking.
- To lead and manage across the area, aspect or environment for which they are responsible for.
- Provide playful, sensitive interaction opportunities that reflect children's needs, interests and motivations in order to facilitate and extend deep level learning.
- Provide playful, sensitive interaction opportunities that reflect children's needs, interests and motivations in order to facilitate and extend deep level learning.





# EARLY YEARS PRACTITIONER LEVEL 5

## KNOWLEDGE

- Ethical and rights-based approaches to support the child, listening to the child's authentic voice within their social and cultural context enabling advocacy for the child and their individual journey, developing high quality childcare environments that are continuously evaluated.
- How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future.
- Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years.
- Current and contemporary schools of thought to enable respectful and nurturing personal care.
- Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.
- Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.

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## SKILLS

- Analyse and articulate how all children's individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances taking into account all factors contributing to typical and atypical development.
- Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.
- Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.
- Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.
- Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.

## BEHAVIOURS

- Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries
- Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.
- Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.



## CHILDREN, YOUNG PEOPLE AND FAMILIES MANAGER LEVEL 5

As a Children, Young People and Families Manager you will ensure direction, alignment and commitment within your own practice, your team(s), your organisation and across partnerships to help children, young people and families aspire to do their best and achieve sustainable change.

You will build teams, manage resources and lead new approaches to working practices that deliver improved outcomes and put the child, young person or family at the centre of practice.

### WHY CHOOSE LMP EDUCATION?

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**TOTAL DURATION: 24 MONTHS\***

**PRACTICAL PERIOD: 18 MONTHS**

**EPA PERIOD: 6 MONTHS**

**TOTAL COST: £6,000**

**EPA ORGANISATION: OFQUAL**

**ASSESSMENT METHOD: KNOWLEDGE TEST**

\*Based on a 52 week contract at a minimum of 30 hours a week.

### KNOWLEDGE, SKILLS AND BEHAVIOURS THE CORE SKILLS TO BE DEVELOPED INCLUDE:

- Know current research and development in the health and social care sector.
- Understand theories underpinning the learning, development and motivation of individuals and teams.
- Understand the role of the team and the internal and external environment in which it operates.
- Maintains and develops a leadership style that sets the ethos, aims and approach to the work.
- Manages the application of professional judgement, standards and codes of practice.
- Creates a strong sense of team purpose.



# KNOWLEDGE, SKILLS AND BEHAVIOURS

## KNOWLEDGE

- The principles of long term care and support for children and young people
- The legislation, the theoretical approaches and the compliance requirements for running a residential care home for the care and support of children and young people
- The theory and best practice in the use of restraint
- The national systems of social welfare
- Local agencies and community groups
- Theoretical approaches to the practice and principles of effective multi-agency working
- Theoretical approaches to contemporary social issues that affect family life and the care of children and young people
- The priority practice areas in the specific context and their responsibilities within it
- Ethical and professional approaches to practice in a partnership context

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## SKILLS

- Ensures each child receives care and that the continuity of care for each child is in place
- Models the behaviour expected from staff and communicates a clear message about the responsibilities required in the care and support of children
- Manages and monitors safe systems of physical restraint
- Proactively develops and sustains strategies for joint working , to improve outcomes
- Demonstrates good awareness of stakeholders
- Contributes to and initiates appropriate joint budget arrangements
- Leads, implements and evaluates effective approaches to practice in specific contexts
- Audits and measures performance effectively within a multi-agency context
- Leads and develops new approaches to early intervention in a partnership practice

## BEHAVIOURS

- The theories and up-to-date research and best practice that underpin practice decision making
- The working practices surrounding legislation, national and local solutions for safeguarding and risk management of children, young people and families
- A healthy, safe and stimulating environment that fulfils health & safety legislation and requirements





# Best Practice Academies



This year, ATT Institute is excited to be launching our **Best Practice Academies** initiative. The concept is designed to explicitly signpost transformational practice within our Trust. The idea here is not simply to identify and share the best we have to offer within ATT, or indeed the best practice found regionally, but to strive for best practice that can be nationally recognised and verified by external experts in select fields. Academies awarded with **Best Practice Academy status** will host *Best Practice Days* for colleagues across the Trust, which will become part of our People Development offer and feature in the Institute Brochure. This is an exciting time for ATT, as we develop our role as system leaders.

We're proud to have awarded *Best Practice Academy* status to The Hathaway Academy for their work around Inquiry Questions; this work has been externally verified by nationally renowned schools leader John Tomsett as exceptional practice in this area. Other academies will also now be able to apply for *Best Practice Academy* status for Inquiry Questions. Details of the awarding process will be shared with all Principals and Teaching and Learning leads.


## Best Practice Days

The Hathaway Academy will host two *Best Practice Days* in 2022-23, which are open for bookings from colleagues looking to advance their thinking and refine their approach to Inquiry Questions.

**Wednesday 30 November 2022**

**Wednesday 3 May 2023**

Colleagues should sign up via BlueSky.



# DNA Teaching



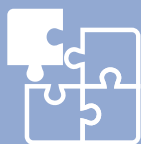
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## #ATTIDNA

# DNA: Teaching

## Our Flagship Course

In 2022-23, ATT Institute is launching our flagship course within our LMS (Learning Management System) for all education colleagues.

DNA: Teaching is an online course and asynchronous learning offer designed to present the essential knowledge for all educators in our Trust, whether that be teachers, TAs, intervention assistants or any other colleagues working directly in the education of our learners.

The course is built on the Early Career Framework, but also incorporates the work of legitimate thinkers and outlines the essential knowledge that we believe all educators should know at ATT.

DNA is built to create equitable distribution of knowledge for all who work with us. We have ensured that next year, this essential knowledge will be open access to all education colleagues to support their development as transformational educators.

The course includes a pre-course audit, creating an opportunity for reflection against current strengths and areas for exploration or development. From this point, colleagues can then select specific themes or chapters in which to engage and complete. All learning experiences include knowledge inputs in a variety of formats, such as blogs, video, and articles, which are followed by checking for understanding activities, including quizzes and reflection journals. The pre-course audit is designed to be revisited, so that colleagues can see their learning evolve over time. Each section ends with our “Keep, Grow, Change” model, which is a reflection tool designed to support colleagues in identifying practice they want to maintain, adapt, or stop altogether as they improve.

DNA will be a powerful driver in changing and improving the practice of all our educators. Logins will be shared with all education colleagues before September, with access open to all academies.









# Early Career Teachers

In 2022-23, ATT Institute continues our partnership with Ambition Institute to deliver our Early Career Teacher (ECT) Programme. For the first time, our ECT programme will be at capacity, with two cohorts enrolled and an anticipated 200 ECTs learning with us. We are committed to providing the very best training offer nationally, and have already provided enhancements in reading and literacy, behaviour management and diversity, equity, and inclusion.

ECTs in Year Two will deepen their understanding of the Year One curriculum, expanding and developing their knowledge,

expertise, and skill. Those new to the programme will cover much of the material for the first time, building on their Initial Teacher Training year, so that all ECTs who work with us have equitable knowledge and opportunity.

We remain committed to the *Instructional Coaching* element of the programme and welcome recent changes for the second year of implementation that create greater flexibility for our mentors to best serve their ECTs. This is an area we will continue to improve and focus on in 2022-23.

## Sessions and Dates



Coaching is delivered to our ECTs by mentors over one hour per fortnight. Programme participants also attend a range of clinics and conferences over the academic year.

### ECTs

#### Conferences

Saturday 8 October 22  
Saturday 8 July 23

#### Clinics

16.00-17.00  
Tuesday 6 December 22  
Wednesday 8 February 23  
Thursday 11 May 23

### Mentors

#### Conferences

Saturday 8 July 2023

#### Clinics

16.00-17.00  
Wednesday 28 September 2022  
Year 1- Thursday 1 December 2022  
Year 2- Wednesday 29 November 2022



## Find Out More Online

Visit the ATT website to find out more about our ECT programme and how to apply, or scan the QR code below.



# ATTI Fellowships

In 2022-23, we are excited to announce the launch of ATT Institute Fellowships. This opportunity is designed for aspirant leaders at all levels to immerse themselves in the work of the Institute, supporting ATTI to deliver its ever-growing, nationally recognised, and transformational People Development offer.

Joining ATTI as a Fellow will become a powerful step for aspirant leaders in our organisation who are driven to develop their knowledge, understanding and skills in a range of areas. The work of ATTI is sector-leading, and Institute Fellows will access a plethora of exciting development opportunities, as well as supporting ATTI to deliver on its flagship courses and programmes.



## ATTI Fellowships

### What Might Fellows Do?

- Deliver strands of the Early Career Teacher Programme
- Deliver National Professional Qualifications
- Attend training events
- Supports ATTI with academy visits
- Lead or support Trust-wide PD days
- Develop and deliver training



## How to Apply

Please contact [institute@attrust.org.uk](mailto:institute@attrust.org.uk) for an application form.

**Deadline for Applications** | 30 June 2022

**Interviews** | 15 July & 19 July 2022

**Appointment of Fellows** | End of July 2022

A photograph of three people in a meeting. A man with a beard and a woman with glasses are looking at a laptop screen. A third person is partially visible in the foreground, looking towards the laptop. They are in a modern office setting with plants and a wooden desk.

# Initial Teacher Training



ATT Institute has partnered with *e-Qualitas* to offer a comprehensive Initial Teacher Training offer. To improve equality across our MAT, we now have a standardised national provider through which to train and qualify our own staff as teachers. We currently offer two routes; **Teacher Apprenticeships** and an **Assessment Only Route** into teaching. All candidates join our ECT programme upon completion of their course.

## Teacher Apprenticeships



**Fully Funded**  
by the Apprenticeship Levy



**Suitable for Graduates**  
Experience not necessary



**Qualify After 12 Months**



**Requires Subject Degree**  
and GCSE/equivalent passes in  
English and Maths



Internal mentor required  
Course Tutor is assigned  
May be paid on the Unqualified  
Teacher scale

## Assessment Only Route



**Self Funded or Academy Funded**  
Routes dependent on vacancies  
£2700 with payment plans available



**Suitable for Colleagues with More Experience**  
2+ years as a TA, Intervention Assistant, Cover  
Supervisor, Unqualified Teacher, etc.



**Qualify Within 6 Months**



**Requires Subject or Education Degree**  
and GCSE/equivalent passes in English and



**Assessor** is assigned





# School Tours

## St Matthew's CE Primary School

*Tuesday 1 November 2022*

**Developing a Whole-School Reading Strategy**

## Dixons Trinity Academy

*Thursday 12 January 2023*

**Codifying Culture- Excellence is a Habit**

## Stanley Road Primary School

*Monday 16 January 2023*

**Development and Implementation of a Behaviour Curriculum**

## Oasis Academy South Bank

*Thursday 23 March 2023*

**Establishing a Culture of Coaching**

We've arranged four visits to schools who have established national standards of excellence pertinent to key priorities in ATT academies.

Principals will recommend an appropriate colleague to attend the school tour, relevant to their strategic aims. This will offer the chance to talk lessons learned directly with in-service practitioners who have personally navigated the challenges and witnessed the successes of change.

## How to Sign Up

Limited spaces are available on each tour. Attendance will be agreed in CSI meetings.



# Tom Sherrington

# Masterclasses

We are thrilled that Tom Sherrington, author of the best-selling 'Walkthrus' series will be delivering a series of twelve masterclasses aimed at all classroom-based colleagues. These sessions will explore the pedagogy which underpins the Teaching and Learning Blueprint, and how we can use evidence-informed approaches in order to support the work of all our learners. The masterclasses will be delivered in six, one-hour sessions from 4pm-5pm on the following dates, and then made available via our LMS (Learning Management System) asynchronously.

## Sessions and Dates

Questioning | *Wednesday 7 September 2022*

**Cold calling (WalkThrus 1)**

**Say it again better (WalkThrus 1)**

Knowledge Acquisition | *Thursday 17 November 2022*

**Live modelling (WalkThrus 1)**

**Scaffolding (WalkThrus 1)**

Knowledge Recall (Short Term) | *Monday 16 January 2023*

**Elaborative interrogation (WalkThrus 1)**

**Rehearsal and performance (WalkThrus 1)**

Knowledge Recall (Long Term) | *Tuesday 14 March 2023*

**Make everyone think (WalkThrus 2)**

**Dual coding - mapping (WalkThrus 2)**

Application | *Tuesday 9 May 2023*

**Thresholds and pathways (WalkThrus 2)**

**Independent practice (WalkThrus 1)**

Skills Development | *Monday 3 July 2023*

**Hands on (WalkThrus 2)**

**Feedback as actions (WalkThrus 1)**



**Facilitator**

Tom Sherrington

Tom Sherrington is an education consultant and author. He writes the popular blog [teacherhead.com](https://teacherhead.com) and his books include *The Learning Rainforest* and best-seller *Rosenshine's Principles in Action*. Most recently he co-authored the *Teaching WalkThrus* series with Oliver Caviglioli. With 30 years' experience as a physics and maths teacher and school leader, Tom is in demand from schools around the world to deliver CPD for teachers and leadership teams. He works with hundreds of schools and colleges providing training and consultancy support on improving the quality of teaching through the *Walkthrus* materials. He is a regular keynote speaker and contributor to conferences and education festivals.



# Teaching Assistant Development Pathway

These courses are facilitated by Abi Joachim, who is a licensed Maximising the Practice of Teaching Assistants (MPTA) trainer. Colleagues should sign up via Bluesky.

Academies must ensure that their SLT have attended the MBUTA course or assessed their readiness using the checklist on our website prior to engaging in MPTA Core, MPTA Extended or MPTA: What Teachers Need to Know. The TA Development Pathway sessions can be undertaken on a flexible basis to meet colleagues' individual needs.

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MPTA Introduction  
Sessions 1-3  
For TAs who have not previously attended MPTA training

LB Framework Introduction  
Sessions 4-6  
For all TAs. Sessions can be accessed individually.

MPTA Refresher  
Sessions 2-3  
For TAs who have completed MPTA (Core) but need a refresher

Full Development Pathway  
Sessions 1-6  
Suitable for new, or less experienced, TAs

## TA Development Pathway

This flexible TA Development Pathway provides evidence-informed, foundational training for both new and experienced TAs, LSAs & HLTAs.

### Sessions 1-3

These sessions cover the Maximising the Practice of Teaching Assistants (MPTA) Improving Pupil Independence (Core), which has been developed and approved by UCL Institute of Education, providing skills to scaffold learning and develop independence.

### Sessions 4-6

These sessions introduce Learning Behaviours through five related EEF guidance reports. The reports and recommendations are examined in relation to TA practice, offering practical classroom-based strategies.

### Course Content

- Session 1- MPTA Building Knowledge, Research Background and Learning Theories
- Session 2- MPTA Developing Teaching Techniques: Exploring the Scaffolding Framework
- Session 3- MPTA Embedding Practice: Scaffolding Framework in Action, assessment for learning and action planning to embed learning
- Session 4- An introduction to metacognition & self-regulated learning and effective questioning techniques
- Session 5: An introduction to social & emotional learning and improving behaviour
- Session 6: An introduction to working with others: parents/carers, teachers & other professionals

## Teaching Assistant Development Pathway



### Target Audience

This course is for TAs, LSAs and HLTAs



### Course Length

9 hours, delivered over six 90-minute sessions.



### Course Dates

Session One- 10 January 2023

Session Two- 24 January 2023

Session Three- 7 February 2023

Session Four- 21 February 2023

Session Two- 14 March 2023

Session Two- 28 March 2023

9.30-11.00 for secondary-based TAs

13.00-14.30 for primary-based TAs

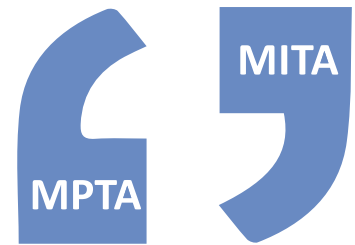


### Course Delivery

Facilitated by Abi Joachim. Delivered virtually.



# Maximising the Practice of Teaching Assistants



## Improving Pupil Independence (Extended)

This course provides TAs with the skills to scaffold learning and help pupils become confident, independent learners. The MPTA (extended) focuses on running effective interventions and collaborative group work. Attendance on the MPTA (core) is a prerequisite for this course.

The MPTA training content has been developed and approved by UCL Institute of Education, based on the book *The Teaching Assistant's Guide to Effective Interaction: How to maximise your practice* (second edition), by Bosanquet, Radford and Webster.

### Course Content

- Effective delivery of intervention programmes
- The TA's role in supporting collaborative group work
- Reviewing changes and putting strategies into action

## What Teachers Need to Know

This course provides teachers and leaders with essential information on how to plan for and deploy TAs in the classroom and ensure they can make full use of TAs' new MPTA skills. The MPTA training content has been developed and approved by UCL Institute of Education.

The course is based on the book *The Teaching Assistant's Guide to Effective Interaction: How to maximise your practice* (Second Edition), by Bosanquet, Radford and Webster.

### Course Content

- Summarising latest research and guidance on use and impact of TAs: what does and does not work
- Guidance on the complementary roles of teachers and TAs
- Scaffolding as a framework for developing pupil independence
- Using TAs to ensure quality assessment for learning
- Next steps: putting the strategies into action

## Improving Pupil Independence (Extended)



### Target Audience

This course is for TAs, LSAs and HLTAs who work with small groups or deliver structured interventions, or who plan to do so in the future.



### Course Length

3 hours, delivered over three 60-minute sessions.



### Course Dates

18 April 2023, 25 April 2023 & 02 May 23  
9.30-10.30 or 13.30-14.30



### Course Delivery

Facilitated by Abi Joachim. Delivered virtually.

## What Teachers Need to Know



### Target Audience

This course is for teachers and senior leaders.



### Course Length

2 hours, delivered over two 60-minute sessions.



### Course Dates

16 January 2023 & 6 February 2023  
15.30-16.30 or  
28 February 2023 & 21 March 2023  
15.30-16.30



### Course Delivery

Facilitated by Abi Joachim. Delivered virtually.





# Trust-Wide Development Days

Trust-Wide Development Days allow colleagues in our 21 academies and operations team to collaborate on delivering and receiving broad ranging, effective training. Colleagues should sign up via Bluesky.



## Sessions and Dates

### Curriculum Development Symposium

*Friday 10 February 2023* | **9.00 - 14.30**

An online conference for every ATT employee focused on the enhancement of subject knowledge and role performance development.

### Inquiry Questions Conference

*Friday 30 June 2023* | **9.00 - 11.30**

An online conference offering colleagues an opportunity to share impactful IQ work and attend workshops that will enable them to choose their IQs for the following academic year.

# Leading Transformational Services

Our services teams are transformed by asynchronously delivered modules, designed to further develop education leaders' knowledge, skills and understanding in each service area. Each service area has developed a series of 'mini webinars' exploring the systems and processes pertinent to securing transformational services in each academy.

Modules will be available via the ATT LMS.

## Service areas include:

- Estates
- Human Resources
- Finance
- IT
- GDPR Compliance







@ATTInstitute



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[academytransformationtrust.co.uk/institute](https://academytransformationtrust.co.uk/institute)

