

SPT CPD within the 2018 – 2019 academic year aims to:

- Support the development/implementation of the key targets identified within the SPT development plan and School Improvement Plan (if/as required) agreed by the Trustees of our Special Partnership Trust
- Address the safeguarding training needs required by the school work force, Governors and volunteers to secure compliance
- Address the professional development needs of staff which enables them to uphold their roles and responsibilities and inform succession planning
- Enable each of our schools to secure value for money which evidences impact on outcomes for our learners
- Uphold the aims of our CPD policy as agreed by the Trustees

SIP Targets - SIP Targets may fall outside of the SPT development plan identified following individual school self evaluation

Safeguarding - Safeguarding training will ensure the school is secure in their compliance within Keeping Children safe in Education and any national updates required

Professional needs/staff - CPD needs will identify SPT/whole school/individual training requirement and further inform succession planning

LGB - (identified through the audit of the competency framework undertaken yearly)

SPT (Special Partnership Trust) - 2 year development plan; key strategic aims identified by strategic leads/project groups and approved by Trustees

- See SPT Priorities 1 – 6
- Continue to strengthen the role of the LGB working collaboratively in all areas of the school.
- School gaining 360 Kitemark Gold standard.
- Continue to develop whole school WRL programme from EYFS to Post 16.
- Continue to embed Maths Mastery strategies/RWI phonics across the school and to evaluate/monitor the impact.

- 157 outcomes will additionally determine CPD required:*
- Tier 2 Safeguarding
 - FGM
 - Prevent (update)
 - Tracheotomy resuscitation
 - Mental Health First Aid
 - Epilepsy Awareness
 - Tier 3 – Working Together to Safeguard Children
 - Safer Recruitment
 - Think U Know

- Moving and Handling
- Team Teach Trainer
- SIMS
- B Squared assessment
- AAC
- Fire Warden
- Maths Mastery
- Demonstrating progress in lessons
- Careers Leader
- TA's - Ofsted style questions
- 10 part lesson (revisit)
- Trauma Informed Schools
- Phonics

- Governance (Trust)** –
- 2 x development days (impact of effectiveness)
- Governance (school)** -
- Safeguarding including Prevent and FGM
 - Learning Environments
 - Curriculum
 - Assessment and data
 - Strategic direction
 - Local governance training

- *Priority 1* - Assessment/effective use of data (including moderation/coaching/mentoring – peer support)
- *Priority 2* – SRE/PSHE scheme of work – collaborative working groups. Mental Health and well-being
- *Priority 4* - Ofsted inspection training
- *Priority 4* – Learning centered leadership
- *Priority 5* – Curriculum groups – Maths, English (including phonics) and CEIAG collaborative working groups. SPT Teaching and Learning. Effective deployment of TA's in T, L and A
- *Priority 5* – Maths mastery training
- *Priority 6* – Effectiveness of EYFS, Post 16 collaborative working groups
- Safer recruitment and safeguarding (Trust leads)
- DBT school improvement plan; backfill of strategic support

Budget allocation: £6,000

Budget allocation: £8,000

IMPACT:
School improvement addressed in an informed way - *staff skills, knowledge and understanding secures effectiveness within daily practice; QoTQoL remains outstanding/never less than good across the school*

IMPACT:
All safeguarding policies/practices implemented – *all pupils remain safe Staff demonstrate compliance through informed means Monitoring of safeguarding remains effective*

IMPACT:
Informed CPD identifies development needs of staff to *inform succession planning*
Informed delivery of maths; *all pupils make at least the expected progress*
Assessment policy/systems inform practice and informs next steps – *all pupils make at least the expected progress over time*

IMPACT:
Development plan secures *continued effectiveness of governance*
Safeguarding training ensures *effectiveness of monitoring within safeguarding practices*

IMPACT:
Equality of opportunity afforded to senior and middle leaders
Collaboration between schools *secures evaluative judgements of what School offer/pupil progress looks like over time (all cohorts/ages)*