



"I am honoured to lead this exceptional team of professionals today.
I want to express my gratitude for your hard work and service, particularly for the children and families who depend on you.
Your unwavering dedication and commitment are truly appreciated. I feel privileged to work with you all.
Thank you"

Confidence Challenge Curiosity Character Creativity

Thank you to our event sponsors
The Raleigh Education Trust Conference 2023
The Big Conversation - Creativity



Confidence Challenge Curiosity Character Creativity

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Confidence Challenge Curiosity Character Creativity

Raleigh
Empowering through education
Stronger together



Professional Development

TRUST CENTRAL OFFER

2024-2025

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Overview of Offer



The Raleigh Education Trust offers a range of professional development opportunities to meet the needs of our organisation and colleagues at all stages of their career.

Each school has their bespoke, universal offer that is planned through the academic year and can respond to needs.

Our internal, Trust offer is expanding to offer a new suite of internal programmes, alongside established events such as The BIG Conversation conference and Small Talk twilight series.

As an outward-facing Trust we understand that, in addition to our internal programmes, we need to draw on external expertise in our ambition to develop all colleagues.

Individual schools are engaged with a wide range of organisations to support their

community needs, and have opportunities that build on the central offer.

The external offer is divided into 'education' and 'operational', with opportunities for all levels of career.

If you are interested in any of the options available, please see your line manager for information.

RET Learning and Development Offer Overview

School Level	Trust Level	Induction	Collaborative Networks	Internal Programmes	External Operational	External Education
Universal offer	Collaborative Networks	KCSIE Part 1 Annex A	SEND	Aspirant Teacher	CIPD (personnel)	Early Career Teaching
INSET	Internal Programmes	Display Screen Equipment (Admin)	Safeguarding and Welfare	Growing Leaders	ATT (accounting)	NPQs (specialist)
Staff meetings	Mental Health First Aid	EDI	Maths	Specialist Practitioners	ISBL (business)	NPQs (leadership)
Phase/ subject-specific training	Team Teach	Prevent	Science	Thinking Differently	IWFM (facilities)	CCT Membership
Early Career support	Reflective Supervision	Safeguarding Young People	Literacy	Excellence in	CIPS (procurement)	CTeach
Safeguarding refreshers	Coaching	Data Protection	EDI and Workforce Wellbeing		Apprenticeships	Skills for Schools
First Aid qualification	Small Talk	Online Safety	Personal Development		Skills for Schools	SEN Services
DSL training	The BIG Conversation	FGM	Operations			Lexonik
In-school initiatives		Safer Recruitment (senior leadership)				Maths Education Innovation
		Code of Conduct				Research Schools Network
		School systems				

Guiding Principles



The aims of the Raleigh Education Trust central offer of professional development are to:

- promote job satisfaction and wellbeing, and
- help colleagues to get better in their roles, leading to improved outcomes for the pupils we work with

The offer is aligned to Deci and Ryan's (2008) self-determination theory through the three core principals of competence, autonomy and relatedness. Self-determination theory offers a way to understand motivation, both extrinsic and intrinsic, and how this relates to developing a culture of professional learning and growth.

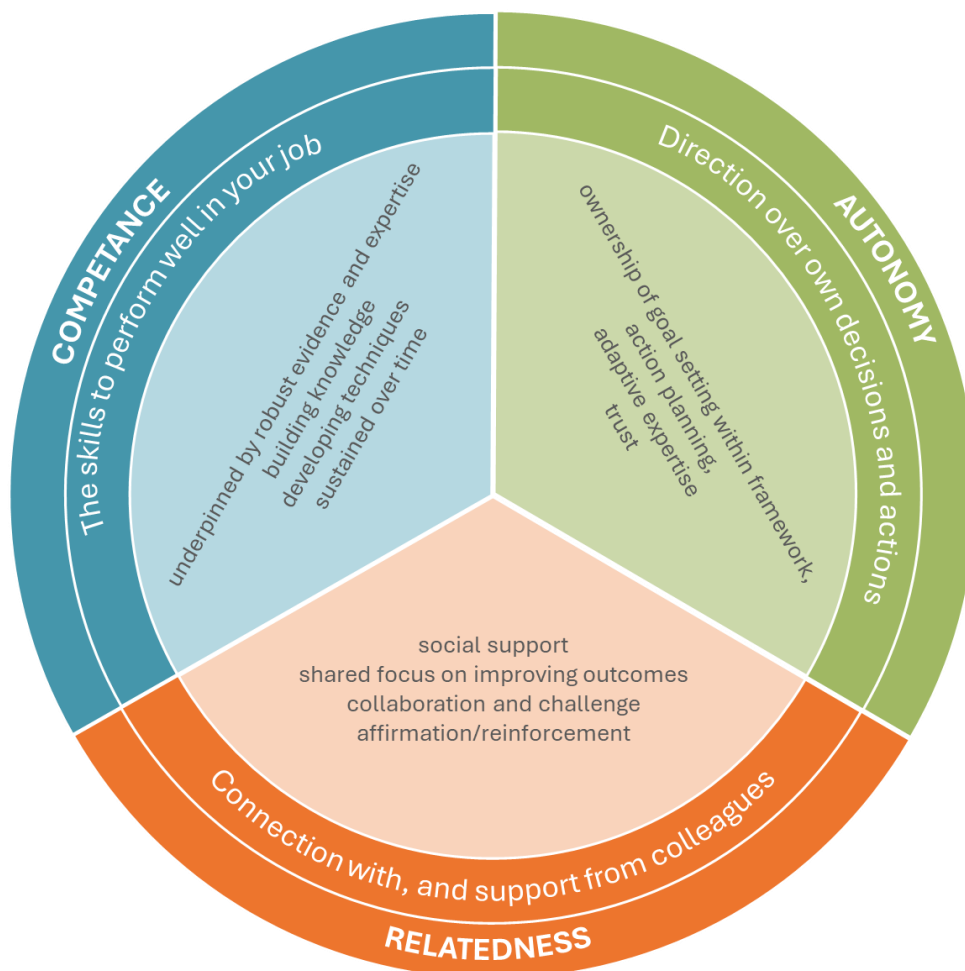
Teams who work in conditions which promote intrinsic motivation report higher levels of job satisfaction and wellbeing, and increased performance. Deci and Ryan outline three interdependent psychological needs that underpin intrinsic motivation, and these are

used to frame the Raleigh Education Trust's principles of professional development:

- Competence – skills to perform well in one's job
- Autonomy – direction over one's own decisions and actions
- Relatedness – connection with, and support from, colleagues.

By mapping the features of effective professional development against the three elements of intrinsic motivation, we have developed a framework to help ensure each of the criteria are met.

Whilst much of the evidence base used to develop the principles is teacher-focused, the evidence from which this is taken incorporates research from a wide range of professional fields and is relevant to effective professional development of colleagues in all roles and at all levels of the trust.



School Level



The school-level offer is developed and led by individual academy senior leadership teams with regard to whole-school and workforce development priorities. This is often delivered in-house and is supported by the trust's Education Support Service team.

The offer will differ from academy to academy, and may include the following professional development activities:

- Induction
- INSET
- Staff meetings
- Phase/ subject-specific training
- Early Career support
- Safeguarding refreshers
- First Aid qualification
- DSL training
- In-school initiatives such as journal clubs, coaching

Individual requests for CPD not outlined in the Raleigh Education Trust central offer can be made through your line-manager as per normal request procedures.

Trust Level



The trust-level offer is developed and led by the Raleigh Education Trust Education Support Service team. This includes a 'universal' offer of professional development, cross-trust networks, and internal programmes.

Details about the internal programmes, and how to apply are available in this brochure.

Universal offer:

- Induction
- Relay - half-termly learning and development bulletin
- The BIG Conversation annual trust conference
- Small Talk - responsive professional development workshops

Cross-trust collaborative improvement networks:

- SEND
- Safeguarding and Welfare
- Maths
- Science
- Literacy
- EDI and Workforce Wellbeing
- Personal Development

Internal programmes:

- Trust Specialist Professionals
- Aspirant Teachers
- Growing Leaders
- Excellence in...
- Thinking Differently
- Mental Health First Aid
- Team Teach
- Supervision

Induction



All new colleagues receive the following professional development as part of their induction process:

- Training on specific school systems
- Raleigh Education Trust Code of Conduct
- Team Teach where required
- Online training through TES Develop including:
 - KCSIE Part 1 Annex A
 - Display Screen Equipment (Admin users only)
 - EDI
 - Prevent
 - Safeguarding Young People
 - Data Protection
 - Online Safety
 - FGM
 - Safer Recruitment (senior leadership only)

Ongoing refresher training is completed as directed by line managers or leadership teams

<https://develop.tes.com/login/index.php>



The BIG Conversation and Small Talk



The BIG Conversation' is the Raleigh Education Trust's annual conference, where colleagues at all levels of the Trust join together to learn and share practice, and celebrate each other with the annual Trust Recognition Awards.

The name of the conference reflects common themes from each academy within the Trust and the power of conversations to achieve real change in teaching practice, improve pupil outcomes, create better solutions to problems and develop new practice. The day encourages

connection and participation for a greater impact on learning.

Since our first BIG Conversation in 2020, the day has taken on different themes and formats, however central to the day is a menu of workshop sessions facilitated by a mixture of RET colleagues and external speakers. All sessions follow the principles of being evidence-informed, an opportunity for a conversation/ interaction with colleagues, and provide at least one "take-away nugget" of learning.



Small Talk

Small Talk is the programme of professional learning that the Trust has developed in response to feedback from The Big Conversation. There are opportunities to look at key themes in greater depth and the format of these events varies from twilights to networks and formal courses.

Sessions have been facilitated by external speakers and partners, and by the RET Education Support Service in order to reflect, share, discuss, celebrate, problem solve, adjust and/or embed practice with peers.

Collaborative Improvement Networks



The collaborative improvement networks bring together colleagues from across each of our schools, alongside trust leadership and trustees, to share expertise and support each school's development.

Current networks include:

- SEND
- Safeguarding and Welfare
- Maths
- Science
- Literacy
- EDI and Staff Wellbeing
- Personal Development
- Operations Network

Each network meets as necessary across the year, with their frequency dependant on individual priorities.

If you are interested in representing your school at one of the networks, please express your interest to your Academy Principal.

Internal Programmes



The Raleigh Education Trust has developed a suite of internal training programmes at the heart of the central offer.

These programmes are intended to showcase the talent and expertise already present across our Trust, and support the ongoing development of colleagues at all levels.

Mental Health First Aid



2023-24 saw the first colleagues complete our Mental Health First Aid programme, led by Elizabeth Browne which will continue throughout 2024-25.

Mental Health First Aid training offers the skills and information to look after our own mental health, and confidence to guide others towards the support they need. Our rolling training offer aims to train as many people as possible across the Raleigh Education Trust, to create more mentally healthy and supportive schools.

If you are interested in joining one of our cohorts for this year, please see your line manager for information.

Team Teach



Raleigh Education Trust is committed to reducing the need for physical intervention through relational practice and providing all our children with needs-led, high-quality, and inclusive education.

We recognise there will be times when children will require co-regulation support, and we are a proud partner of Team Teach, with qualified trainers who offer certified and contextualised de-escalation and regulation training at basic, intermediate, and advance levels. This training offer is part of the 'Thinking Differently' programme.

New Internal Programmes

This year we will be rolling out our new suite of internal programmes of professional development. There will be opportunities for colleagues at all levels of the trust, with more details on the following pages.



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Aspirant Teachers Programme



The Raleigh Education Trust Aspirant Teacher role is for those who are interested in becoming qualified teachers and work in a teaching role in our schools.

The Aspirant Teacher programme is a package of ongoing support, aligned with teacher standards, to ensure a full breadth of support for those undertaking the role, and to support demonstration of experience for career progression. Individual settings/phases/subjects may have additional requirements for support and opportunities for key experiences.

Key personnel

Point of contact/mentor

- review points
- drop-in support
- support shadowing requests
- informal coaching support where needed
- Opportunities for joint PPA
- Day-to-day support with processes
- Shadowing
- Modelling

Professional development

- Request shadowing of wider colleagues across RET
- Hear from Teaching Assistants who have moved into teaching

- Support pack: books, reports, links, contacts
- Opportunities for key experiences – lead assembly, lead trip (EVOLVE, RA), EHCP review process
- Shadowing
 - request shadowing of colleagues (pre-meet, agree focus, shadow, de-brief)
 - specific area identified by mentor and/or partner teacher



Aspirant
TEACHERS

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Growing Leaders Programme



The Growing Leaders Programme is suitable for colleagues new to leadership or with the ambition to become a leader.

This twelve-month programme, delivered face-to-face and online is designed to meet the needs of leaders from various departments/roles, and not just associated with the more traditional school leadership roles.

Participants will develop their knowledge of leadership, exposing them to both theory-based and practical learning.

The programme aims to:

- Develop self-awareness and leadership identity
- Provide practical insights/deliberate practice of both operational and strategic leadership
- Develop an understanding of the many layers of leadership, including governance and Trust Boards, and the importance of reporting to an audience
- Develop a sustainable coaching culture and peer-supportive networks

Programme Content

The programme is designed around seven modules covering:

- Leadership styles
- Professional encounters
- Line management
- A coaching culture
- Financial understanding
- Reporting and accountability
- Evaluation and action planning

Throughout the programme, participants will also receive 'supervision' from an external service provider.

If you are interested in joining one of our cohorts for this year, please see your line manager for information.



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Specialist Practitioners



The Raleigh Education Trust Specialist Practitioner role is part of our drive to build capacity and develop the expertise we already have across the trust.

Specialist practitioners will be individuals with an excellent track record in their area of expertise. In exchange for supporting development across the trust, specialist practitioners will receive a core-training offer and access specialist learning opportunities to further their own professional development in this role

The core training programme aims to support practitioners to enhance their area of specialism and develop confidence to present, deliver and support colleagues.

All areas of specialism will be open for consideration, and may include subject/teaching and learning, pastoral or operational expertise. Colleagues will be able to self-nominate, or may be nominated by leaders.

Application windows will be advertised, and if you are interested in this role, please see your line manager for information.

Core training offer

- Six-twilight development programme covering:
 - Effective professional development
 - Research engagement
 - Effective conversations
 - Implementation and change management
- Membership of Chartered College of Teaching, subject association, or membership organisation as appropriate
- Opportunities to build networks and a community of Specialist Practitioners
- Opportunities to hear from colleagues in roles from across the trust

Commitments and opportunities

- Time: up to 3 days across an academic year
- Facilitation of sessions including Small Talk and BIG Conversation, Excellence in programmes, INSET, twilights
- Support for schools
- Content creation including case studies, blog posts etc.



Specialist
PRACTITIONERS

Excellence in...



We are developing a series of short courses aimed at colleagues, at all stages of their career, across a range of roles.

Courses will be delivered by the Education Support Service team and Specialist Practitioners and each cover 3-6 twilight sessions.

Delegates will be encouraged to engage with course content at a level that meets their own needs.

Levels of engagement:

- **Awareness** - attend the sessions and increase your understanding
- **Reflection** - complete the take-away activity from each session
- **Application** - complete an activity in your classroom/role and reflect

Opportunities:

- Hear from different colleagues across the trust
- Engage with key publications, debates and evidence-base
- Learn about how themes integrate across the Raleigh Education Trust



Excellence

IN

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Thinking Differently



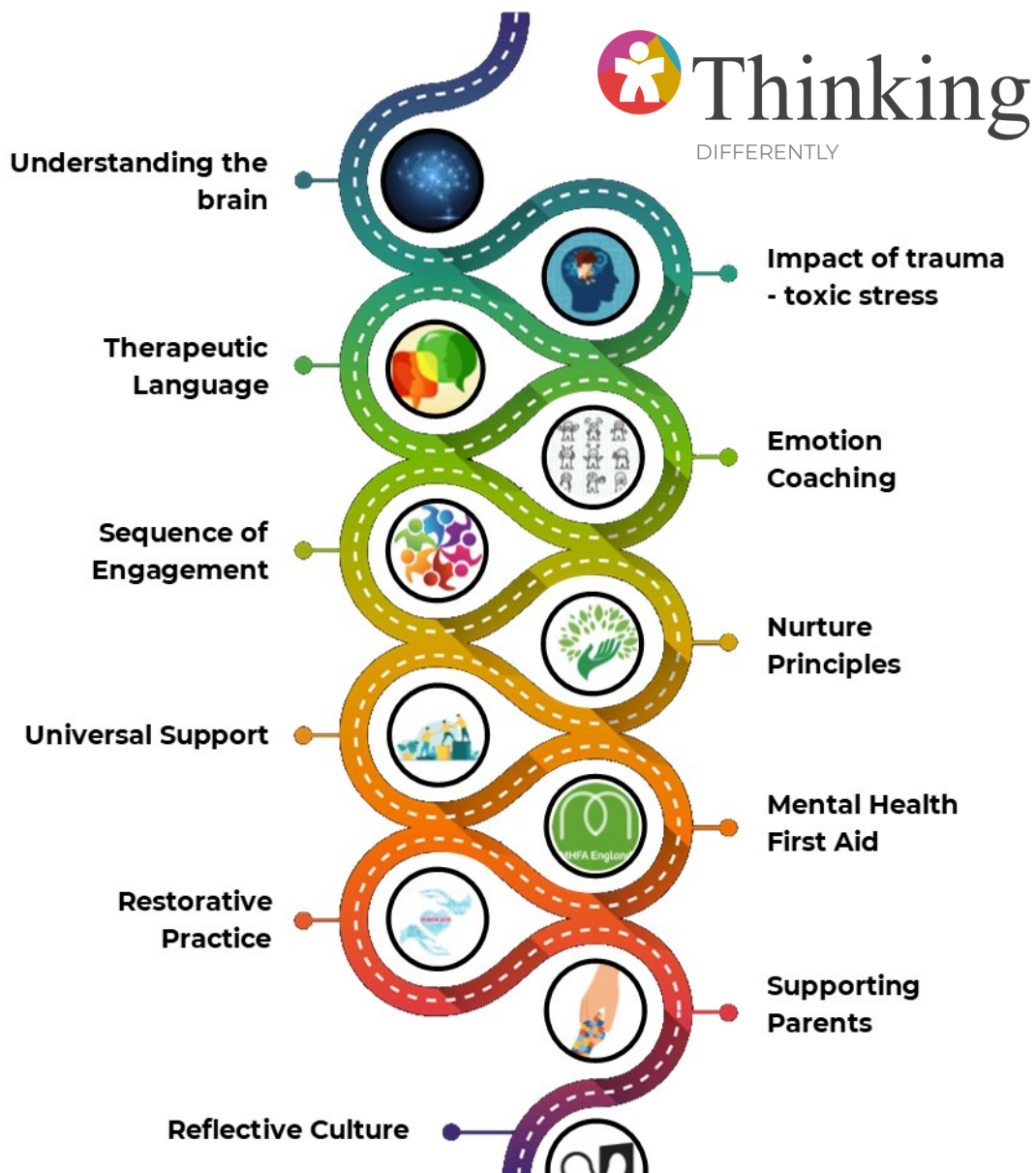
'Thinking Differently' is a journey to understanding the whole child, recognises the importance of seeing the person behind the behaviour, with a greater emphasis on the cause rather than the symptom.

This is an ever-evolving, outward-facing programme of professional development aimed at upskilling and enhancing toolkits to allow adults to understand and support children and

their families in overcoming barriers they may have experienced or are experiencing.

This programme was designed in collaboration with the Mental Health Support Team.

There are many layers to the Thinking Differently programme, all of which are designed to offer highly personalised and need-led whole school, specific teams, and/or individual professional development..



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External Offer



As a Trust we understand that, in addition to our internal programmes, we need to draw on external expertise in our ambition to develop all colleagues.

Individual schools are engaged with a wide range of organisations to support their community needs, and have opportunities that build on the central offer.

Reflective Supervision



Group-based and individual reflective supervision, focused on the personal and professional challenges faced by principals and safeguarding leads is facilitated by Mind-Your-Head.net and the Mental Health Support Team.

Skills for Schools



Development opportunities for colleagues in support roles can be found on the Unison-run website skillsforschools.org.uk

Lexonik



Lexonik promotes reading for knowledge, fluency of decoding and word mastery. Lexonik is RET's external literacy partner, providing support to our schools and workforces. Support includes; reviews, action planning, and workforce CPD, as well as providing literacy intervention programmes for our children.

Maths Education Innovation



MEI is a partner of RET supporting schools to take Maths to the next level and provide a high-quality, inclusive, and exciting mathematics education. Support includes; reviews, resource audits, action planning and workforce CPD

Apprenticeship Levy

The external offer is divided into 'education' and 'operational', with opportunities for all levels of career.

We have opportunities for colleagues to complete a range of Level 2 – Level 7 courses, many funded by the Apprenticeship Levy, in association with industry partners.

If you are interested in any of the options available, please see your line manager for information.



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Early Career Teaching



Through initial teacher training (ITT), you can get qualified teacher status (QTS) or QTS with a postgraduate certificate in education (PGCE).

The Raleigh Education Trust supports colleagues to pursue ITT via a range of routes and partners, on a case-by-case basis. You can find out more information via your line manager, and by visiting:

getintoteaching.education.gov.uk

For Early Career Teachers (ECT) in their first two years post-qualification, there is an entitlement to a package of support.

You will have an in-school mentor to support you to further develop your skills and confidence in the classroom, and build on your initial teacher training.

Our early career support is provided by Flying High Teaching School Hub, through a combination of online self study courses, webinars and face-to-face events in partnership with the Education Development Trust.



**Flying High
Teaching
School Hub**



**Education
Development
Trust**

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Specialist NPQs



Specialist National Professional Qualifications (NPQs) provide training and support for teachers and leaders at all levels to help develop your classroom teaching or specialism, and some are eligible to be completed by those without QTS.

The suite of specialist NPQs includes:

- Leading teacher development
- Leading teaching
- Leading behaviour and culture
- Leading literacy
- Leading primary mathematics

The Raleigh Education Trust offers specialist NPQs delivered by Flying High Teaching School Hub, who offer qualifications in partnership with Teach First. Courses last between 12 and 22 months (including the time to undertake assessment and receive results), depending on your chosen NPQ.

NPQs offer an opportunity to learn from an evidence-based curriculum to give you the knowledge and skills to improve in your current role or take the next step in your career, through a combination of face-to-face sessions, webinars and self-directed study. Summative assessment is through an assessed case study question.

The frameworks for the new suite of NPQs are publicly available online.

If you are interested in any of the specialist NPQs available, please see your line manager for information.



Leadership NPQs



Leadership National Professional Qualifications (NPQs) provide training and support for teachers and leaders at all levels to develop your leadership skills or progress to a leadership role.

If you are interested in any of the leadership NPQs available, please see your line manager for information.

The suite of leadership NPQs includes:

- Senior leadership
- Headship
- Executive leadership
- Early years leadership
- Special educational needs co-ordinator (SENCO)

Leadership NPQs can help you develop your leadership skills or progress to a leadership role.

The Raleigh Education Trust offers leadership NPQs delivered by Flying High Teaching School Hub, who offer qualifications in partnership with Teach First. Courses last between 12 and 22 months (including the time to undertake assessment and receive results), depending on your chosen NPQ.

NPQs offer an opportunity to learn from an evidence-based curriculum to give you the knowledge and skills to improve in your current role or take the next step in your career, through a combination of face-to-face sessions, webinars and self-directed study. Summative assessment is through an assessed case study question.

The frameworks for the new suite of NPQs are publicly available online.





The Chartered College of Teaching is the professional body for teachers, working to empower the teaching profession through membership and accreditation.

Teachers, and those working alongside teachers, can benefit from different levels of membership depending on their role and stage of career, and all levels of membership provide access to research, resources and insights, to develop skills and expertise.

Benefits of membership include termly issues of the Chartered College's award-winning journal, *Impact*, accreditation through their series of courses, including Chartered teacher Status, access to the Early Career Hub and MyCollege which include articles, interactive content and video resources. Members have invites to face-to-face and online events, opportunities to collaborate with teachers nationally and internationally, and have access to a series of research repositories to keep up to date with the latest evidence.

CHARTERED
COLLEGE OF
TEACHING

Membership costs, eligibility and benefits vary, and categories include:

- **Full membership (MCCT)** - For teachers employed to teach children or young people aged 0-19 years in an early years, primary, secondary, further education or specialist setting.
- **Early Career Teacher** - For Newly Qualified Teachers employed to teach children or young people aged 0-19 years in an early years, primary, secondary, further education or specialist setting.
- **Student** - Free membership for those enrolled on a course or programme of teacher training.
- **Associate** - For all teaching assistants and those supporting teachers and learning in the classroom at every level.
- **Professional Affiliate** - for those working alongside teachers in early years, primary, secondary, further education and specialist settings, or working in higher education or not-for-profit organisations.
- **Fellowship (FCCT)** - A formal mark of achievements, skills and expertise as a teaching professional. You must receive an nomination to become a Fellow.

Visit: [chartered.college](https://www.chartered.college)

Chartered Teacher Status



Chartered Teacher Status is a professional learning and accreditation pathway, and part of the 'golden thread' of teacher development alongside ITT, ECT and NPQ development. Teacher membership of the Chartered College of Teaching is a pre-requisite of completion.

Chartered Status is awarded following completion of a series of four assessment units showcasing professional expertise across a range of areas, with opportunities for recognition of prior learning. The units are designed to promote 'purposeful research engagement, build on individual practice, priorities and interests, and drive meaningful improvement in your school context.'

There are three pathways to Chartered Status and once registered, you have up to three years to complete the four assessment units and apply to become Chartered.

- **Chartered Teacher pathway** – for practising classroom teachers (including middle leaders and some senior leaders with teaching responsibilities)
- **Chartered Teacher (Leadership) pathway** – for senior leaders, headteachers and those working in leadership roles across multiple schools
- **Chartered Teacher (Mentor) pathway** – for practising mentors who are employed as teachers or middle leaders, and who are mentoring one or more classroom-based teachers

Assessment Units:

Certificate in Evidence-Informed Practice
Professional Knowledge Award
Development of Teaching Practice Award
Education Research and Inquiry Certificate

If you are not eligible to complete any of the pathways, you may be able to complete individual units.

Upon successful application for Chartered Teacher Status, you will be conferred with the postnominals 'CTeach' and have the opportunity to attend a formal graduation ceremony.

Recognition of Prior Certificated Learning

You may be able to use previous relevant qualifications and professional learning for up to 30 credits out of the 100 required for achieving Chartered Status. Examples of eligible qualifications include: NPQs, completion of a Master's degree and mentoring an early career teacher.

Visit: chartered.college

CHARTERED
COLLEGE OF
TEACHING

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SEN Services



Raleigh Education Trust is committed to working in partnership with the local authority SEN Services, who provide our schools with high-quality, SEN-specific professional development.

If you are interested in professional development support from any of these services,, please see your line manager for information.

Colleagues benefit from professional development opportunities delivered by:

- Autism Team
- Educational Psychologist Service
- Learning Support Team
- Mental Health Support Team
- Speech and Language Therapy Team

Our schools can engage with the SEN Services on an individual basis, where needs for staff awareness or individual pupil support are identified, and there are opportunities for trust-wide, collaborative professional development through Small Talk and The BIG Conversation.

Research Schools Network



The Research Schools Network is a network of schools which support the use of evidence to improve teaching practice, supported by the Education Endowment Foundation (EEF).

Our local Research School is Derby Research School, and they work with local schools, colleges, and early years settings to champion the use of evidence and improve teaching and learning, with a focus on socio-economically disadvantaged children and young people.

Derby Research School provides support to other schools by communicating research evidence, and supporting the translation of this into practice through training, exemplification and school-to-school support.

Derby Research School can offer specific expertise in the following areas:

Quality of Education:

- Pupil Premium
- Curriculum Design and Diagnostic Assessment
- Teaching for Memory
- Metacognition
- Effective Professional Development
- Understanding and applying the science of learning
- Disciplinary literacy, including explicit vocabulary teaching

Learning Behaviours:

- Social Emotional Learning
- Teaching Assistants/Leading TAs
- Special Educational Needs.

The Research School has a network of Evidence Leaders and Evidence Advocates with abundant skills as system leaders and are able to offer bespoke, school-to-school support upon request.

researchschool.org.uk/derby



Supported by the Education Endowment Foundation

Subject Specific Offer



It is important that colleagues have access to subject-specific professional development to build their knowledge, particularly where we have colleagues teaching out of specialism; to develop their subject-specific pedagogy; and to support a strong curriculum offer.

We understand that needs for subject-specific professional learning will vary greatly between stages of career, phases and individual settings within our community of schools.

School and subject leaders are responsible for identifying professional learning needs and the Raleigh Education Trust can support this in a number of ways.

The Education Support Service team can support with signposting, resourcing and advice. In addition to this, our growing team of specialist practitioners can work with individual colleagues, teams, schools or cross-trust to support subject-specific professional development.

We recognise that we will not always have the answers in-house, and we draw on support from external partners, including subject associations and national networks, for CPD courses, opportunities to work with external experts, and subject-specific literature.



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External Offer - Operational



It is important that we offer high-quality professional development for colleagues in both student-facing roles and non-student-facing roles.

We offer a range of development routes for colleagues in operational roles in collaboration with accredited external organisations.

There are a range of training courses and formal qualifications offered by external providers and chartered institutes that we can help you explore, and many of the courses available can be funded through the Apprenticeship Levy.

Development opportunities for colleagues in operational roles can also be found on the Unison-run website [skillsforschools.org.uk](https://www.skillsforschools.org.uk)

If you are interested in more information about any of these opportunities, please see your line manager for information.

Accounting

The Association of Accounting Technicians (AAT)

<https://www.aat.org.uk/>



Business

Institute of School Business Leadership (ISBL)

<https://www.isbl.org.uk/>



Facilities

Institute of Workplace and Facilities Management (IWFM)

<https://www.iwfm.org.uk/>



Personnel

Chartered Institute of Personnel and Development (CIPD)

<https://www.cipd.org/uk/>



Procurement

Chartered Institute of Procurement & Supply (CIPS)

<https://www.cips.org/>





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