

 Briarwood  
School

ENJOY  
ENGAGE  
LEARN

# Continuing Professional Development & Career Pathways

Supporting Briarwood Staff to be the best they can  
be to ensure everyone Enjoys, Engages and Learns



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# Empowering Growth at Briarwood: Your Journey, Your Future

At Briarwood, we believe every member of our team deserves the opportunity to grow, thrive, and fulfil their potential. This brochure is your guide to Continuing Professional Development (CPD), training, and career progression within our community. It outlines the range of roles across our school, the pathways available for advancement, and the qualifications and support that can help you move forward.

As part of our commitment to excellence, we are embedding a coaching culture—one that encourages reflection, collaboration, and personalised development. Whether you are new to education or an experienced practitioner, this resource will support you through performance management and target setting, helping you to shape a career that is both purposeful and rewarding.

Together, we are building a culture of lifelong learning where every staff member feels valued, supported, and inspired to make a difference.

## Our Commitment to Growth: Why CPD Matters at Briarwood

We are committed to providing an exceptional education for our pupils—and we know that starts with investing in our staff. Continuing Professional Development (CPD) is not just a requirement; it is a key part of our culture. It empowers individuals, strengthens our team, and ultimately improves outcomes for the children and young people we serve.

High-quality, personalised CPD supports staff to build confidence, develop expertise, and feel motivated in their roles. Whether you're at the start of your career or ready to take the next step, we believe everyone has the right to grow.



# How This Brochure Supports Your Development

Use this guide to help you:

-  Understand the CPD offer and how it supports your role
-  Set meaningful targets as part of the performance management process
-  Explore clear career pathways and identify opportunities for progression
-  Access qualifications and study support to enhance your expertise
-  Engage with our coaching culture to reflect, grow, and build confidence
-  Plan your personal development journey with clarity and purpose
-  Find key contacts and support for CPD, coaching, and progression



# Our CPD Ethos: Reflective · Inclusive · Ambitious

We believe professional development should be:

- Reflective – Encouraging staff to think critically about their own practice and set meaningful goals
- Inclusive – Accessible and relevant to all roles, from support staff to senior leaders
- Ambitious – Aiming for excellence and continuous growth in everything we do

Our CPD offer includes:

- Internal and external training
- Bespoke learning aligned to staff goals
- Qualifications and accredited programmes
- Peer learning and collaboration
- Access to coaching and mentoring

## What is Coaching?

Coaching is a structured, non-judgemental conversation where the coach helps the coachee explore their thinking, identify their goals, and discover solutions. It is not advice-giving—it is about unlocking potential through active listening, curiosity, and questioning.

### Why Coaching Matters

- Builds confidence and independence
- Encourages reflective practice
- Strengthens communication and relationships
- Improves performance and wellbeing
- Aligns personal growth with school improvement



# How Coaching Works at Briarwood

We are using the COACH model to guide our coaching conversations and help structure powerful, goal-oriented dialogue.

**C - Connect** - Begin appraisal meetings by establishing rapport and connecting with the individual's current context, challenges, and successes. This creates a safe space for honest reflection and sets a collaborative tone.

**O - Observe** - Encourage staff to share observations about their practice, pupil outcomes, and professional experiences. Coaches use active listening and observation skills to understand the full picture of performance and impact.

**A - Analyse** - Guide reflective analysis through powerful questioning to help staff examine practice more deeply. Questions might include "What patterns do you notice in your teaching?" or "What connections can you make between your actions and pupil outcomes?"

**C - Checking** - Respectfully challenge assumptions and encourage staff to consider alternative perspectives or approaches. This might involve exploring limiting beliefs, identifying growth barriers, or considering different strategies.

**H - Help** - Collaboratively identify specific support, resources, or development opportunities to facilitate professional growth based on reflective insights gained through the conversation.



# Performance Management & Target Setting

At Briarwood, performance management is not just about evaluation—it's about growth, reflection, and moving forward. Our appraisal process is designed to support every staff member in developing their practice, gaining confidence, and achieving their career aspirations.

Your appraisal is a collaborative and supportive process, where you and your line manager explore your current practice, celebrate progress, and identify new opportunities for development. It's closely linked with our wider CPD and coaching culture, ensuring that target setting leads to real, supported action.

*“Your appraisal is the starting point for your next steps—not a checklist, but a launchpad.”*

We want staff to feel ownership over their development while also contributing to our collective goals. During your appraisal, you'll work with your line manager to align at least one of your targets with a school and department priority.

Examples might include:

- Developing expertise in communication strategies to support pupils with complex needs
- Embedding coaching in your role as a team leader
- Supporting curriculum adaptation for greater accessibility
- Leading or contributing to a school-wide initiative

This ensures that individual growth strengthens whole-school improvement, and vice versa.

## How We Support You to Achieve Your Targets

- Access to relevant CPD or training (internal and external)
- Opportunities for coaching and peer support
- Time for reflection and learning
- Clear review points to celebrate progress and adapt appraisals



# What roles are available at Briarwood?

## Pupil facing / class based roles

**School Meals Supervisory Assistant (SMSA)** The School Meals Supervisory Assistant role is all about ensuring a safe, positive, and supportive lunchtime experience for our pupils. You will directly support pupils who are not independent, supervise their meals, assist with hygiene and toileting needs, and prepare them for outside play. Given our diverse pupil needs, this role is physical in nature and requires initiative and a willingness to learn, making it ideal for those who are dedicated to the well-being of children during a key part of their school day.

**Personal Care Assistant (PCA)** As a PCA, you provide essential direct support for pupils' personal care routines, including toileting, eating, and drinking. Your role is crucial in ensuring the safety, general welfare, and behaviour of pupils, delivering food according to personal meal plans, and implementing engaging play activities. PCAs also play a vital part in liaising with staff to share important student information and maintaining a safe and hygienic environment. This position is for compassionate individuals dedicated to the holistic well-being of our children.

**Teaching Assistant (TA)** As a TA, you play a foundational role in direct pupil support, helping children on an individual or group basis under the guidance of a class teacher. You are instrumental in facilitating physical, emotional, and educational development through engaging activities and play, whilst also supervising and encouraging safe behaviour. Your contributions extend to preparing learning materials, attending to daily needs including personal care, and reporting observations and assessment to teachers to ensure consistent behaviour and tracking of progress. This role is perfect for those dedicated to direct, hands-on support and establishing structured learning habits.

**Learning Support Assistant (LSA)** Step into the dynamic role of a LSA, where you provide direct support for achieving defined progression targets outlined in EHCPs, learning maps and teachers planning. You are key to developing children's physical, emotional, and educational growth, promoting structured learning habits, and actively assessing achievement to ensure access to the curriculum. LSAs are also involved in the development, monitoring, and reviewing of children's individual educational plans. This role suits those who are empathetic, adept at direct guidance, and committed to promoting continuous improvement for both pupils and the team.

# What roles are available at Briarwood?

## Pupil facing / class based roles

**Higher Level Teaching Assistant (HLTA)** Step into the role of an HLTA and become a vital force in enhancing pupil learning and achievement! You will make a strong contribution by delivering agreed learning activities to both small groups and whole classes, even when the teacher is not present. This dynamic role involves effectively planning and selecting teaching resources, monitoring student responses, and providing crucial feedback to teachers. You will lead with structured and motivating activities, championing the inclusion of all students, and expertly applying behaviour management strategies. Crucially, you will also guide the work of other adults supporting teaching and learning, making this an ideal role for experienced, proactive individuals ready to take on greater responsibility and inspire growth across the classroom.

**HLTA in the Intervention and Response Team** Join our specialised Intervention and Response Team and make a strong contribution to pupils' learning by delivering agreed behaviour, therapeutic, or academic programs. You will effectively plan and use resources, monitor student responses, and provide crucial feedback to teachers. A critical aspect of this role involves responding to behaviour and medical crisis alerts, and you will be trained in areas like Team Teach and First Aid to manage challenging situations. You will also foster parental engagement, making this a high-impact role for those who are adaptable, calm under pressure, and deeply committed to individual pupil progress and family support.

**Outreach Support Worker** As an Outreach Support Worker, you will make a meaningful contribution to our "Reach and Connect" initiative, actively supporting the integration of special and mainstream education. This involves delivering early intervention strategies to reduce exclusion rates and promote positive outcomes for pupils with SEND. You will build capacity in mainstream and specialist colleagues through effective communication, helping to implement behaviour support, emotional regulation, and self-help strategies, and creating valuable visual resources. This role is perfect for those who thrive on collaboration, innovation, and extending our school's impact beyond its immediate sites.

# Class based roles and responsibilities

The following table shows the roles and responsibilities of class based support staff.

	HLTA	LSA	TA	PCA
<b>Planning</b>				
Plan own sessions based on teacher's longer term plans. Lessons are planned (within the framework by the teacher). <i>*Creates own sessions and activities based on planning and targets.</i>	✓			
Selection and preparation of teaching resources that meet the students' needs and interests, based on own and teachers planning. <i>*Choosing and making resources</i>	✓			
Effective contribution to the planning of opportunities for students to learn in out-of-school contexts, in accordance with school policies and procedures. <i>*Supporting the planning of activities with ideas</i>	✓	✓		
To follow guidance, and prepare, store, retrieve, sort and display materials, finished work, equipment, topic work, plans to provide an effective learning environment. <i>*Gather resources for lessons, use seesaw and ipads for photos, create displays, support classroom organisation</i>	✓	✓	✓	
<b>Assessment</b>				
Teachers are supported in evaluating students' progress through a range of assessment activities, including when the teacher is not present. <i>*Write on plans, use onwards and upwards and seesaw even when teacher is not present</i>	✓			
Students responses to learning are monitored and future approaches to preparing learning are modified accordingly. <i>*future planning and feedback given to teachers</i>	✓			
Use the schools assessment systems such as SeeSaw or Onwards and Upwards or Asdan to support monitoring of pupils.	✓	✓		
Assessment of achievement which meets defined targets for pupils as set by the class teacher. <i>*Assess and record pupil achievements</i>	✓	✓		
Give feedback to pupils and colleagues on students' learning.	✓	✓	✓	
Report concerns about progress, to the teacher	✓	✓	✓	
<b>Teaching and Learning</b>				
Students' learning is advanced in classroom and community settings, through leading work with individuals, small groups and whole classes where the assigned teacher is not present.	✓			
Students' learning is advanced in classroom and community settings, through supporting work with individuals, small groups and whole classes where the assigned teacher is not present.	✓	✓		
Deliver small group and 1:1 sessions based on teachers longer term plans. Lessons are planned (within the framework by the teacher). <i>*Delivers own sessions and activities based on planning and targets.</i>	✓	✓		
Guide the work of other adults supporting teaching and learning.	✓			
Assist in the development, monitoring, reviewing and progression of children's learning maps.	✓	✓		
Provide direct support for the learning of individual/groups of children, to achieve progress through activities, interventions, empathetic and sympathetic listening, and direct guidance.	✓	✓	✓	
Gather resources, make resources and return them as set out by the class teacher.	✓	✓	✓	✓

# Class based roles and responsibilities

The following table shows the roles and responsibilities of class based support staff.

Communicate effectively and sensitively with pupils to support their learning, play.	✓	✓	✓	✓
Inclusion of all students in learning activities is promoted and supported, including play and leisure activities.	✓	✓	✓	✓
Facilitating children's general physical, emotional and educational development through activities and play	✓	✓	✓	✓
<b>Behaviour</b>				
Support in developing behaviour management strategies which are used in line with the school's policy and procedures, which contribute to a purposeful learning environment. <i>*Provide and join in with gathering information and producing optimum learning maps.</i>	✓	✓		
Give feedback to pupils and colleagues on students' learning and behaviour	✓	✓	✓	
Supervising and encouraging safe behaviour of individuals and groups.	✓	✓	✓	✓
Report behaviour observations to a teacher in order for them to maintain the school's standard of behaviour	✓	✓	✓	✓
<b>Safeguarding and pastoral care</b>				
Provision of personal, social, hygiene, welfare and behaviour support. Promoting effective pastoral care for individual children and groups, following defined procedures and liaising with colleagues to create and retrieve accurate records to provide the basis for home/school liaison and contacts with other agencies.	✓	✓		
Assisting educational/therapeutic professional in delivery of specialist support programmes, e.g. physio and hydro programs	✓	✓	✓	✓
Promote effective pastoral care for individual children, under guidance, and liaising with colleagues to provide accurate records	✓	✓	✓	✓
Reporting concerns about pupils	✓	✓	✓	✓
Taking responsibility for safeguarding and promoting the welfare of children.	✓	✓	✓	
To deliver a range of appropriate lunchtime play activities for students to ensure that lunchtime is an enjoyable experience for all the children.	✓	✓	✓	✓
Liaise with all school staff sharing information that arises regarding students.	✓	✓	✓	✓
<b>Medical and Personal Care</b>				
Carrying out specified medical care procedures following direct specific training by a qualified practitioner.	✓	✓	✓	✓
Attend to the day to day needs of children, inside and outside the classroom, by; provision of personal, social, hygiene, welfare and behaviour support	✓	✓	✓	✓
To carry out personal care routines with/for pupils across the site (including manual handling).	✓	✓	✓	✓
To assist in the break and lunchtime supervision of pupils to ensure that the drink/meal is completed on time in a safe and hygienic setting.	✓	✓	✓	✓
To deliver food in the consistency and way suitable for each pupil according to personal meal plans.	✓	✓	✓	✓
<b>Policies and Health and Safety</b>				
Promote safe working practices by employees, and to maintain a safe working environment for employees and pupils.	✓	✓	✓	✓
Work in compliance with the Codes of Conduct, Regulations and policies of the City Council, and its commitment to equal opportunities	✓	✓	✓	✓
Ensure that output and quality of work is of a high standard and complies with current legislation / standards	✓	✓	✓	✓
Support the development of continuous improvement in both personal performance in the job and the work of the team	✓	✓	✓	✓

# What roles are available at Briarwood?

## Teaching and Leadership roles

**Post 16 FE Lecturer** Specialise in transforming the Post 16 curriculum as an FE Lecturer. You will be responsible for planning, delivering, and assessing high-quality targeted sessions for a range of pupils with varying abilities and complex needs. This role demands an up-to-date knowledge of outstanding further education practice and research, ensuring learning sessions are both accessible and challenging. You will monitor and assess student work, contribute to team meetings, and may even undertake line management responsibilities for support staff. This is an ideal role for an expert passionate about shaping the futures of our older learners.

**Teacher** As a Teacher, you are at the heart of our pupils' educational journey, responsible for ensuring their educational, personal, and social needs are met within your classroom. You will provide high-quality, challenging, and differentiated activities for pupils with complex needs, including severe learning difficulties, ASD, and profound and multiple learning difficulties. This role requires excellent communication with your team, parents, carers, and external agencies. You will lead in classroom management, deploy staff effectively, contribute to curriculum development, and inspire pupils to reach their full potential.

**Teacher with TLR or on the Upper Pay Scale** As a Teacher with additional responsibilities, you are an exemplar of educational leadership and expertise, significantly broadening your impact beyond the direct classroom. While still deeply committed to providing high-quality, challenging, and differentiated educational activities for pupils, your role expands to influence whole-school development and staff growth. Your expertise will extend to actively contributing to the strategic vision of the school and its School Development Plan. You might take the lead in developing a specific curriculum area, or specialise in academic intervention strategies, or focus on accreditation processes. This is an opportunity to shape pedagogical practice, mentor colleagues, and drive excellence across the school, becoming a pivotal figure in our continuous journey of improvement.

# What roles are available at Briarwood?

## Teaching and Leadership roles

**Head of School** As a Head of School and part of the Senior Leadership Team (SLT), you take on significant leadership responsibility for ensuring the educational, personal, and social needs of learners are met within your specific school site. You will manage infrastructure, environment, and resources, and play a crucial role in monitoring pupil progress through data analysis and communication within your team. This leadership position involves acting as a Deputy Safeguarding Lead, carrying out observations, and leading performance management processes. It's a dynamic opportunity for experienced educators ready to lead a specific school community and drive its continuous improvement.

**Executive Leadership Team Member** At Briarwood, our Executive leadership structure is built on a foundation of clarity, ambition, and collaboration—driven by five key roles. The Executive Headteacher holds overall responsibility for the strategic direction, internal organisation, and community relationships of the school. This role provides the vision and moral purpose to inspire excellence, ensuring high-quality teaching, rich curriculum experiences, and the wellbeing of all pupils, while leading staff performance systems, managing resources effectively, and strengthening partnerships across the community. Supporting this vision are five key senior leaders. The Head of Education leads academic excellence, overseeing curriculum, assessment, pupil outcomes, interventions, and accreditation, driving innovation and high standards in teaching and learning. The Head of Inclusion champions a truly inclusive environment, leading, behaviour, pastoral care, complex needs, ensuring the diverse needs of all pupils are fully supported. The Head of Learning and Development focuses on the quality of teaching and staff development, managing performance management, CPD, and professional growth for all staff, while supporting ECTs and trainees. The Head of Provision acts as the SENCO and designated safeguarding lead, ensuring the provision and safety of pupils. The Head of Operations oversees all operational aspects of the school including financial, premises, compliance and health & safety. Together, these roles create a strong, ambitious, and inclusive foundation for whole-school improvement.

# What roles are available at Briarwood?

## Operational and Administrative roles

Our **Administrators** are vital to the smooth daily running of Briarwood, acting as the first point of contact for parents and visitors and managing a wide range of essential tasks—from reception duties and record keeping to data entry, trip coordination, and safeguarding processes. **Senior Administrators** build on this foundation, leading the admin team, overseeing systems and procedures, supporting HR and recruitment, managing pupil records, and coordinating key events such as EHCP reviews. They also play a key role in financial administration, including budget monitoring and procurement. Together, these roles ensure our operations run efficiently and professionally, supporting the whole school community.

At Briarwood, our **HR Administrator** plays a key role in supporting staff wellbeing and smooth operations. As the first point of contact for HR queries, you'll manage tasks across the employee lifecycle—from recruitment checks and contracts to payroll support, absence tracking, and maintaining accurate HR records. This role suits a discreet, detail-focused professional with strong ICT and communication skills.

Our **HR Officer** leads on whole-school HR processes, offering guidance on recruitment, employee relations, absence management, and appraisals. You'll handle more complex cases, manage payroll and pension queries. This role requires a highly organised, proactive individual committed to supporting a positive, compliant working environment.

Our **Finance & Business Development Assistant** supports the smooth running of financial systems and the growth of school services. Key responsibilities include processing purchase orders and invoices, assisting with budget monitoring and reports, and supporting marketing. The role also contributes to grant research, and compliance. It suits a detail-focused, organised professional eager to support both financial processes and school improvement initiatives.

The **Finance & Business Development Manager** leads the strategic financial direction and income generation for the school. This senior role includes financial planning, budget management, grant applications, and oversight of internal controls. The manager also identifies growth opportunities, develops business plans, and provides strategic advice to senior leaders and governors. It's a high-impact role for an experienced, analytical professional committed to financial sustainability and innovation.

# What roles are available at Briarwood?

## Operational and Administrative roles

**Personal Assistant** to the Executive team and Headteacher, you provide high-level, confidential support to the Head Teacher and Senior Leadership Team. Key responsibilities include managing complex diaries, preparing documents, and minuting strategic meetings. The role involves keeping training records, assisting with marketing and research, and managing access to key software systems. This is a varied and strategic role for a highly organised, discreet, and proactive professional who thrives in a fast-paced leadership environment.

**Pastoral Admin Co-ordinator**, you play a vital role in connecting administration, pastoral care, and staff deployment. Starting early to manage school-wide cover, you'll also coordinate the EHCP and Annual Review process, liaising with external agencies, parents, and the local authority. You'll lead on attendance management, update policies, conduct home visits, and support behaviour improvement. This role also involves managing key data, producing reports, and supporting planning for school events. Ideal for a highly organised, empathetic professional with strong communication skills, this role directly supports staff, pupils, and the wider school community.

**Caretaker**, you are the guardian of our school's physical environment, ensuring its safety, security, and optimal functionality. This hands-on role involves daily site inspections, coordinating maintenance and repairs with external contractors, and responding to ad-hoc damage reports. You will be responsible for maintaining all security systems, acting as a primary key holder for emergencies, and assisting the Estate Manager with critical Health & Safety compliance, including risk assessments and managing COSHH processes. Your oversight extends to external cleaning teams, waste management, and even ensuring our minibuses are road-ready. For a proactive, skilled, and detail-oriented individual with building maintenance expertise and a commitment to safety, this role is essential to providing a secure and welcoming school environment.



# Developing your expertise - Twilights

The twilight training at Briarwood is a comprehensive offer that you can use to develop your expertise in areas that interest you or support your career development.

Staff that complete the same amount of training as twilights as the amount of hours they work in a day will be eligible for a day off of their choice (CPD day) e.g. if you are contracted to work 6 hours a day, then you need to complete 6 hours of twilight training. Staff that complete 10 hours of training (plus an additional mandatory safeguarding course and assessment of each module) will achieve an externally accredited Level 3 qualification in 'Supporting pupils with complex special educational needs and disabilities (SEND).'

New courses are added all the time, so make sure you check regularly, but keep reading for a list and description of many of our twilight courses.

## Pastoral and Behaviour twilights

Title	Description	Included in level 3 award?	Duration of training	In person, online or both
Anti-bullying and SEND	This twilight will develop your understanding of: -The prevalence of bullying of disabled children and young people and those with SEN -What the factors are that mean disabled children and young people and those with SEN are more likely to experience bullying -Disablist language How to embed a proactive anti bullying curriculum	Yes	1.5 hours	In person & online
Implementing Positive Behaviour Support: A comprehensive Guide	This twilight will give you a detailed introduction to Positive Behaviour Support. We will look into PBS as an evidence-based approach to supporting behaviour change. By the end of this twilight you will understand the research and rationale that makes PBS a universally accepted best-practice model and why the successful implementation of PBS is considered key to supporting behaviours that challenge.	Yes	1.5 hours	In person & online

Title	Description	Included in level 3 award?	Duration of training	In person, online or both
Functional Behaviour Analysis: Tools and Strategies for Positive Behaviour Support	This twilight will explore the underlying reasons behind behaviours that challenge and how understanding these functions can guide effective support strategies. We will delve into different behavioural functions, such as sensory needs, escape, attention, and access to tangible rewards. By the end of the session, you will be equipped with tools to assess behaviour accurately and implement strategies that address the root causes, promoting positive behavioural change for the pupils in your classroom.	Yes	1.5 hours	In person & online
Responding to Harmful Sexualised Behaviours in SEND Settings	Learning how to respond to harmful sexualised through a range of techniques and programmes designed to support pupils with SEND needs. Within this session we will look at the recent guidance and legislation surrounding HSB, the use of associated language, a range of tools to support settings and how to manage risk effectively.	Yes	1.5 hours	In person & online
Trauma Informed Practice: Protecting Childhood Wellbeing	This twilight aims to help you understand the definition of trauma, how trauma can impact a pupils emotional and physical wellbeing, and what we can do to create a supportive school environment that is trauma-informed. It will help you to develop a trauma-informed perspective that will guide your practice and interactions to with the aim of reducing the negative impact of trauma within school.	Yes	1.5 hours	In person & online

# Curriculum and Pedagogy twilights

Title	Description	Included in level 3 award?	Duration of training	In person, online or both
Understanding practice and principles for learning Maths through exploratory play for children with SEND	This session will inspire ideas for supporting children explore and understand mathematical concepts with resources such as Numicon through independent play-based learning, and help all staff understand how to scaffold this learning.	Yes	1.5 hours	In person & online
Writing high quality observations for assessment of learning for pupils with SEND	This session will support all staff to develop how to write high quality learning observations, making them more effective for monitoring progress and next steps and reducing overall workload with a quality over quantity approach.	Yes	1.5 hours	In person & online
From Research to Practice: Cognitive Science for Inclusive and Effective SEND Teaching	This twilight will look into the role of cognitive science linking to research compiled by the EEF in the context of SEND. We will look into how cognitive science translates into quality teaching. The training will reflect on the 7 aspects of cognitive science including; spaced learning, interleaving, retrieval practice, managing cognitive load, working with schemas, multimedia learning and embodied learning.	Yes	1.5 hours	In person & online
Phonics for Pupils with SEND	We will focus on the importance of a systematic phonics reading programme for developing early reading skills. We will look into the research behind Phonics, the prerequisite skills and how phonics can be differentiated for varied learning styles and needs as they move through the levels.	Yes	1.5 hours	In person & online

Title	Description	Included in level 3 award?	Duration of training	In person, online or both
Maths Mastery for Pupils with Complex and Severe Learning Difficulties	What does Maths Mastery look like for pupils with complex and severe learning difficulties? This training will link to current research and the reasoning behind mathematical teaching approaches. We will also look into the use of representations and scaffolding techniques to support memory retention within Maths.	Yes	1.5 hours	In person & online
Not Just Play: The Critical Importance of Outdoor Learning for Holistic SEND Support	In this session we will explore outdoor learning's holistic benefits for children and how we can most effectively plan to use outdoors to develop learning across the curriculum. Through understanding how children are learning outside we will consider how adults can support them and discover how this can inform our assessment of progress and next steps for the benefit of all our children.	Yes	1.5 hours	In person & online
Functional Literacy for Life: Preparing Learners with SEND for Adulthood	Functional Literacy is a core part of our curriculum at Briarwood. Developed and enhanced by our own specialist teachers in SEND. The training will look at linking preparing for adulthood themes alongside colourful semantics as a tool for speaking, listening, reading and comprehension skills.	Yes	1.5 hours	In person & online
Phonics for Pupils with SEND – Pre-phase Unlocking Phonics: A Guide to Early Language Development	This session will explore how pre and level 1 phonics is supported throughout the curriculum through effective communication and language interactions, and discuss creative ways to develop phonics learning.	Yes	1.5 hours	In person & online

Title	Description	Included in level 3 award?	Duration of training	In person, online or both
Nurturing Creativity and Engagement in Arts for Pupils with SEND	How can we develop a creative rich curriculum that is well sequenced and accessible for pupils with SEND? This training will focus on; Cooking and Nutrition, Art and Music/Performing. We will look into research-based approaches as well as subject specific sequencing of skills and vocabulary. A key focus on accessibility, differentiation and community links will also thread through the session.	Yes	1.5 hours	In person & online
Exploring Science in SEND: Practical Enquiry and Lasting Learning	Science in SEND is full of creative real-life learning experiences for pupils with a range of learning needs. During this twilight we will focus on how scientific enquiry is threaded across the curriculum. Differentiation methods will also feed into various scientific topics and themes. How can we ensure we are teaching explicit scientific vocabulary? How can we support pupils to retain knowledge over time? These challenges will also thread through the training.	Yes	1.5 hours	In person & online
My World in Focus: Meaningful History and Geography in the SEND Classroom	Our My World curriculum encompasses both Historical and Geographical learning skills differentiated across a range of learning levels within SEND. This twilight will reflect on highly effective practice, meaningful subject content and research driven fundamentals underpinning effective teaching and learning.	Yes	1.5 hours	In person & online
Relationships and Sex Education in SEND	RSE is a complex and sensitive subject that requires high quality, meaningful teaching approaches. This twilight will recap on the importance of RSE, our approach to teaching RSE at Briarwood and how we differentiate across cohorts. The training will also cover the importance of using clear language as well as differentiating complex subject content themes.	Yes	1.5 hours	In person & online

# Sensory, communication, environment and specialist twilights

Title	Description	Included in level 3 award?	Duration of training	In person, online or both
Introduction to Autism: Building Knowledge for Better Support	This twilight will provide an overview of autism, including key characteristics, strengths, and challenges associated with the condition. Participants will gain a better understanding of how autism may present in different individuals and explore strategies for effective support.	Yes	1.5 hours	In person & online
Sensory Processing in Practice: Understanding Impact and Supporting Inclusion	This twilight will introduce sensory processing, including how individuals perceive and respond to sensory information in different ways. We will cover the impact of sensory differences on behaviour and learning, and discuss practical strategies to support individuals with sensory processing needs in various settings.	Yes	1.5 hours	In person & online
Creating Capable Learning Environments: Supporting Independence, Engagement, and Growth	This twilight will focus on creating learning environments that are conducive to the needs of learners with SEND. We will examine elements such as classroom layout, sensory considerations, and resource management. By the end of this session, you will understand how to design adaptable learning spaces that promote engagement, independence, and positive outcomes.	Yes	1.5 hours	In person & online
Developing a Careers Curriculum for pupils with SEND	How can we utilise curriculum opportunities for pupils from the early years through to sixth form? This training will celebrate the current links within our curriculum at Briarwood as well as looking into advances within this area. We will look into bespoke careers pathways as well as exposure to a range of careers encounters that can build on life skills and independence.	Yes	1.5 hours	In person & online

Title	Description	Included in level 3 award?	Duration of training	In person, online or both
Understanding Multi-Sensory Impairment	An introduction twilight on supporting pupils with multi-sensory impairment. We will focus on how MSI impacts pupils' access to learning as well as the use of differentiated teaching strategies across the curriculum.	Yes	1.5 hours	In person & online
Total Communication Approaches in SEND	During this training we will discuss and outline what communication friendly classrooms look like in SEND. We will then go into various communication methods. There will be an opportunity to recap core Makaton signs, develop an awareness of SCERTS and focus on the importance of clear verbal instructions.	Yes	1.5 hours	In person & online



# Safeguarding and diversity twilights

Title	Description	Included in level 3 award?	Duration of training	In person, online or both
Safeguarding Learners with Complex Needs: Recognising Risks and Taking Action	This unit provides a practical and theoretical understanding of safeguarding in the context of complex SEND. Learners will explore the specific vulnerabilities faced by children and young people with complex needs, understand signs of abuse or neglect, and learn how to respond appropriately to safeguarding concerns. This unit combines essential theoretical knowledge with practical strategies and will be assessed through applied tasks at the end of the session.	Yes - mandatory	1.5 hours	In person & online
Diversity and SEND: Understanding, Supporting, and Engaging	This twilight will explore the ways in which we teach children with SEND about different areas of diversity. By the end of the twilight you will have an understanding of diversity within a SEND setting, the Briarwood approach for supporting diversity and confidence in having challenging conversations with students around diversity	Yes	1.5 hours	In person & online
Contextual Safeguarding for SEND Pupils: Strategies and Support	Within this session we will focus on our statutory duties Prevent and FGM, alongside other prevalent issues such as Forced Marriage. This will be delivered through an SEND lens, helping settings adapt their practice to navigate prominent safeguarding issues often associated with diverse, multicultural cities such as Bristol.	Yes	1.5 hours	In person & online

# Staff Development twilights

Title	Description	Included in level 3 award?	Duration of training	In person, online or both
Building and Maintaining Staff Resilience in SEND Educational Settings	<p>This twilight will focus on research-based techniques to build and maintain your resilience and that of your team. It aims to develop your understanding of:</p> <ul style="list-style-type: none"> <li>Growth mindset</li> <li>Physical and emotional wellbeing</li> <li>Strong social networks</li> <li>Effective Communication</li> <li>Positive habits</li> <li>Collaboration and teamwork</li> </ul>	Yes	1.5 hours	In person & online
Techie awards	<ul style="list-style-type: none"> <li>• Bronze - is about learning how to use a phone, device or laptop to access school systems and cover the basics, including:               <ul style="list-style-type: none"> <li>Login to almost everything we use, including emails and other web based software (SeeSaw, BehaviourWatch etc)</li> <li>Find, run and change PowerPoint on Teacher's Drive.</li> <li>Print something</li> <li>Take photos on a school device and transfer to the PC</li> <li>Learn how to run some simple games on HelpKidzLearn</li> </ul> </li> <li>• Silver - is about learning how to better support the children:               <ul style="list-style-type: none"> <li>Create an "ICT Profile" for a child in your class - learn about their skills, motivators and next steps</li> <li>Make some Boardmaker symbols to support them</li> </ul> </li> <li>• Gold - has four sections:               <ul style="list-style-type: none"> <li>Make an Interactive Boardmaker activity</li> <li>Make a "Choose It Maker" resource for your class</li> <li>Add Boardmaker symbols to a Twinkl powerpoint</li> <li>Disconnect all the leads and dongles from a smartboard and plug them back in again</li> </ul> </li> </ul>	No	1.5 hours per level	In person

# Staff Development twilights

Title	Description	Included in level 3 award?	Duration of training	In person, online or both
Understanding the Legal Framework for SEND (inc. EHCPs)	An introduction to understanding EHCPs, including annual reviews, universal offer, top up funding and how to create a strong, effective provision mapping system within your setting	No	1.5 hours	In person & online



# Qualifications and Training Courses

We often offer external qualifications to Briarwood staff. Some of the ones currently on offer are below, but make sure you keep an eye on newsletters or speak to your line manager to find out what might be available.

## Teaching Assistant Apprenticeship - Level 3

The Level 3 Teaching Assistant (TA) programme is ideal for anyone already working as a Teaching Assistant, or looking for a career as a Teaching Assistant. The programme offers a flexible approach to learning for both the school and learner, whereby all learners will gain the fundamental knowledge and develop the skills required to support teachers to enhance pupil learning. They will learn how to promote self-belief, social inclusion and a high self-esteem. Learning gained will include a greater knowledge and understanding of whole class teaching. Learners will also be able to personalise their pathways based on their choice of specialist area(s). The course takes 12-18 months to complete and requires a day a week study at college and an end point assessment.

## Higher Level Teaching Assistant (HLTA) Status

A recognised progression route for school support staff. HLTAs work closely with teachers to raise standards and help each learner reach their potential. Higher Level Teaching Assistant (HLTA) Status is a nationally recognised status that enables Teaching Assistants to develop their careers including opportunities to take on greater responsibility in the classroom and beyond. Achieving HLTA Status demonstrates a Teaching Assistant's ability to lead whole-class learning and meet HLTA standards, which focus on expertise in supporting learning and pupil progress. The course lasts 4-6 months and status is awarded through an HLTA assessment, which evaluates practical experience, knowledge and professional competencies.

## Initial Teacher Training

Initial Teacher Training (ITT) is designed for graduates of any subject and awards Qualified Teacher Status. Initial Teacher Training (ITT) is ideal for graduates who are ready to launch their teaching careers, offering hands-on teacher training in two placement schools. Successful completion of this programme leads to Qualified Teacher Status (QTS) which will qualify you to teach in all schools across England. This is an unpaid post similar to a PGCE.

# Qualifications and Training Courses

## New to Teaching / New to teaching SEND

This course is designed for new teachers, teachers new to SEND or HLTAs to develop their teaching, learning and pedagogy. Run by Briarwood it is a course that supports you over time to develop your expertise and become a confident teacher.

## New to managing people

This course is for anyone new to line management or for those that need to guide others in their roles. Covering everything from appraisals and coaching to difficult conversations and capability, this course will give you more confidence to manage people.

## Middle Leadership

This course is for anyone new to subject leadership, middle leadership or thinking of moving to leadership. It covers;

- Moving into leadership and what it means to be a leader
- Quality of Education and subject / area leadership
- Leading staff and effective teams and
- managing change Middle leadership skills, self-awareness and coaching

## Specialist National Professional Qualifications (NPQs)

We currently support teachers to complete National Professional Qualifications to support them to develop areas of expertise. These are currently;

National Professional Qualification for Leading Teacher Development (NPQLTD)

National Professional Qualification for Leading Teaching (NPQLT)

National Professional Qualification for Leading Behaviour & Culture (NPQLBC)

National Professional Qualification for Leading Literacy (NPQLL)

National Professional Qualification for Early Years Leadership (NPQEYL)

National Professional Qualification for SENCOs

National Professional Qualification for Senior Leadership (NPQSL)

National Professional Qualification for Headship (NPQH)

National Professional Qualification for Executive Leadership (NPQEL)

## CPD Applications

We also encourage applications from staff who find their own CPD training from external providers. These will be assessed on a case by case basis. Please refer to the CPD policy for more details and to make an application.

# Online Professional Development

There is a multitude of online CPD that staff have access to. This does not count towards the twilight hours and CPD day off, however they can be incredibly useful in supporting ongoing learning and development, supporting you to reach your personal and appraisal targets, can be done at any time that suits you and are free of charge. You can access any of the training listed below via the staff section of the Briarwood website. Some will take you to external training sites, follow the instructions listed on the Briarwood website to help you. You can log the training you do once complete on your bluesky account.

Title	Description
Creating an emotionally safe environment	Learners who experience emotional safety are more likely to engage in learning and respond positively to challenge. Education professionals, set the ethos of the learning environment and so have a duty to create learning environments in which learners feel safe, emotionally. This Unit will help you to create the emotionally safe spaces that learners need.
Creating a socially safe environment	<p>A safe, supportive learning environment is conducive to learners well-being and learning. In this Unit you will learn how to:</p> <ul style="list-style-type: none"> <li>• Create socially safe learning environments, and</li> <li>• Foster positive and supportive relationships among learners.</li> </ul>
Creating a physically safe environment	<p>Learners who feel safe, physically, are more likely to engage in learning, respond positively to challenge and participate fully in education settings. It is our responsibility as education professionals, therefore, to ensure that the learning environment is one in which all learners feel safe.</p> <p>This Unit will help you create the physically safe spaces that learners need.</p>
An introduction to speech, language and communication needs (SLCN)	<p>As education professionals, we understand the importance of learners having good speech, language and communication skills. This Unit will improve your understanding of:</p> <ul style="list-style-type: none"> <li>• The importance of speech, language and communication skills for all learners</li> <li>• The potential impact on learning, behaviour, social and emotional development, and life chances for learners whose speech, language and communication skills do not develop as expected</li> </ul> <p>You will also be introduced to tools that can help you check and monitor the speech, language and communication skills of the learners you work with, so that you can identify learners who need support.</p>

# Online Professional Development

Title	Description
Identifying and supporting speech, language and communication needs (SLCN)	<p>As education professionals, we have a duty to equip ourselves with all the necessary tools to support <i>all</i> learners. This unit will help you to identify and support learners with speech, language and communication needs (SLCN) to ensure that they engage with learning and make good progress.</p> <p>If you have not done so already, it is recommended that, before you start work on this Unit, you complete Unit 4: <i>An Introduction to Speech, Language and Communication Needs</i>.</p>
Supporting the development of speech, language and communication skills	<p>This Unit builds on the content of <i>An Introduction to speech, language and communication needs</i> and <i>Identifying and supporting speech, language and communication needs</i>. It will help you to ensure that the most effective support is in place for learners with speech, language and communication needs (SLCN).</p>
Creating a learning environment that supports speech, language and communication	<p>This Unit builds on the content of <i>An Introduction to speech, language and communication needs</i>, <i>Identifying and supporting speech, language and communication needs</i> and <i>Supporting the development of speech, language and communication skills</i>. These Units focused on ways in which staff in education settings can develop the speech language and communication skills of all learners, including those who have speech language and communication needs.</p> <p>This Unit explores the impact on learners' speech, language and communication of:</p> <ul style="list-style-type: none"> <li>• The ethos and environment in a setting</li> <li>• Good communication with parents and carers, colleagues, and external speech and language professionals</li> </ul>
Understanding behaviour as communication	<p>Education professionals have a responsibility to create a positive, predictable and safe learning environment. To achieve this, they must support learners' behaviour effectively. All behaviour is communication. Behaviours that challenge can indicate an unmet need. Education professionals can promote positive behaviour by:</p> <ul style="list-style-type: none"> <li>• Considering the interaction between the learner and their environment</li> <li>• Noticing what triggers behaviours that challenge, and</li> <li>• Considering if adjustments or changes that might reduce incidents of behaviours that challenge.</li> </ul> <p>In this Unit, you will:</p> <ul style="list-style-type: none"> <li>• Understand factors that can affect behaviour</li> <li>• Explore what it is that learners' behaviours might be communicating, and</li> <li>• Consider ways to support positive behaviour.</li> </ul>

# Online Professional Development

Title	Description
<p>Promoting mental wellbeing in your setting</p>	<p>The benefits of preventing mental health problems include improved attainment and attendance, reductions in behavioural problems, and happier, more confident and resilient learners. Schools and colleges should adopt a comprehensive, setting-wide approach to understanding and reducing risk factors, and promoting the social, emotional, and mental wellbeing of all learners (including those with neurodivergent conditions).</p> <p>It is also important to recognise how the wider life experiences of learners can influence their mental health. This will help us to relate better to learners and the other people who are involved in their care, and to create a learning environment that promotes and supports good mental health.</p> <p>After completing this Unit, it is recommended that you also work on:</p> <ul style="list-style-type: none"> <li>• Understanding and promoting resilience</li> <li>• Understanding anxiety and creating a supportive environment</li> </ul>
<p>Understanding and promoting resilience</p>	<p><i>The World Health Organisation</i> defines ‘mental health’ as a state when ‘an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.’ It emphasises that mental health is an integral part of our overall health as human beings and should be seen as linked to our physical health.</p> <p>This Unit:</p> <ul style="list-style-type: none"> <li>• Explores resilience in greater depth, and demonstrates how resilient learners have better mental health outcomes</li> <li>• Helps you to understand the concept of resilience, and identify changes in your own learning environment and practice that can promote resilience and positive mental health for all learners</li> </ul>
<p>Understanding anxiety and creating a supportive learning environment</p>	<p>Anxiety disorder is the most commonly diagnosed mental health condition amongst learners. As such, it is likely that you will work with and support a learner that has experienced or is experiencing anxiety. Understanding anxiety is a helpful starting point to support the learner to get the best of their education.</p> <p>In this unit, you will explore some key features of anxiety and anxiety disorder and how they affect learners. Additionally, you will consider ideas and strategies for supporting learners’ who may be struggling with anxiety or anxiety disorders. You will be prompted to reflect on your own practice and how you, as an education professional, can facilitate an emotionally-connected and supportive learning environment.</p>

# Online Professional Development

Title	Description
Supporting sensory differences in the learning environment	<p>Our whole world is a sensory one. Processing sensory information provides the foundation for all other skills we go on to develop. The sensory-rich nature of the everyday school or education environment can threaten learning and participation of learners with sensory processing differences. It is vital that these are recognised and accommodated. Education professionals can support learners with sensory processing differences by understanding and applying some simple universal strategies.</p> <p>In this Unit you will learn:</p> <ul style="list-style-type: none"> <li>• About the eight sensory systems and gain a basic understanding of them</li> <li>• How the school and further education environment can affect learners with sensory processing differences, and</li> <li>• Some simple, universal strategies to support all learners.</li> </ul>
An introduction to teaching learners with physical needs	<p>This Unit focuses on the principles of creating an inclusive physical environment for all pupils, and looks at ways to achieve the right balance between support and independence for pupils with SEND.</p> <p>This course will equip you to support learners with physical needs or disabilities so that they:</p> <ul style="list-style-type: none"> <li>• Are included in every aspect of the life of your education setting</li> <li>• Take an active part in learning</li> <li>• Achieve good academic outcomes and improved life outcomes</li> </ul>
Understanding executive function	<p>Executive function describes a group of mental processes that help us to stay focused, prioritise tasks, filter out distractions and control our impulses. In this unit, you will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise key executive function skills and their impact on learning and behaviour</li> <li>• Implement strategies and approaches to develop executive function skills</li> </ul>
Memory for learning	<p>This Unit explores the relationship between memory and learning. It looks at how:</p> <p>Working memory is used to hold in mind and manipulate information mentally over short periods of time</p> <p>How our information is encoded and stored in our long-term memory, so that it can be retrieved, subsequently</p>

# Online Professional Development

Title	Description
<p>Supporting Reading and Comprehension Across the Curriculum</p>	<p>Reading is fundamental to success in education and beyond. It is a shared responsibility to ensure all learners become fluent and comprehending readers. As referenced within 'The reading framework'(DfE), Gough and Tunmer's (1986) <i>Simple View of Reading</i> model shows the importance of well-developed word reading and language comprehension to facilitate effective reading. Having only one of these skills well developed is insufficient for effective reading skills. This unit equips you with the knowledge and strategies to develop reading skills in all learners.</p> <p>Reading has two key components:</p> <p><b>Word reading:</b> Decoding written text.</p> <p><b>Language comprehension:</b> Understanding the meaning of the text. Mastering both is essential for effective reading.</p> <p><b>In this unit, you will:</b></p> <ul style="list-style-type: none"> <li>Explore the skills needed for fluent reading.</li> <li>Consider challenges learners may face.</li> <li>Discover strategies to support learners across the curriculum.</li> </ul>
<p>Developing skills for mathematics</p>	<p>As education professionals, we must create a physical environment that provides concrete resources and pictorial representations that link to some of the abstract concepts in maths, as a start. We must also ensure that the language we use is accurate, inclusive and comprehensively explored. Understanding the pedagogy and subject hierarchy to develop mathematical thinking and fluency will support all learners, including those with identified SEN, to achieve.</p>
<p>Person-centred working</p>	<p>Learners with special educational needs and disabilities (SEND) often say that they are not listened to when decisions are made about their futures. Like their peers, they have views about what works for them and aspirations for their future. If they have Education, Health and Care Plans (EHCPs), the outcomes identified should take them towards their aspirations. Although only some staff will be involved in the annual review process, all teachers and support staff have a role in helping learners to achieve their aspirations and to meet the targets set for them. Person-centred conversations focus on what is important to learners and the support they need to achieve their aspirations.</p> <p>In this Unit, you will:</p> <ul style="list-style-type: none"> <li>Learn about person-centred approaches and how they can be used in schools and colleges to support learners with SEND to achieve their aspirations</li> <li>Consider how person-centred approaches can support preparation for adulthood from the earliest years</li> </ul>

# Online Professional Development

Title	Description
Promoting independence from the Earliest Years	<p>Developing independence in their learning and in their lives is important for all learners.</p> <p>What good, safe, healthy independence looks like will change as learners grow older and will differ from person to person and in different situations. This Unit looks at:</p> <ul style="list-style-type: none"> <li>• Promoting independent learning in the classroom for learners with SEND through high quality teaching and effective support, and</li> <li>• Preparing learners for adulthood from the earliest stage by supporting them to develop their skills for independence and self-advocacy.</li> </ul>
Transitions	<p>Learners in schools or colleges experience change every day. Most learners take in their stride changes (sometimes called ‘micro-transitions’) such as changing teachers or teaching assistants, moving to different locations around the school, switching from structured time to unstructured time and changing from one activity to another. However, some learners might find them unsettling and difficult to adjust to, and may need extra support.</p> <p>This Unit focuses on ‘macro-transitions’ – moving from one education setting to another – but further reading about supporting learners through everyday transitions can be found in the <i>Extend</i> section of this unit. Some of the strategies in this Unit may be useful to support learners through other transitions, such as moving up to a new class.</p>
Certificate in SEND Code of Practice	<p>Our SEND training course and certificate provides you with the knowledge and skills you need to ensure adherence with your statutory requirements under the SEND code of practice.</p>

# Online Training

Online training is different to continuous professional development because training usually covers more mandatory themes such as Health and Safety or Safeguarding. The links to all the training can be found on the staff website. As with the online CPD, this training does not count towards the twilight hours and CPD day off, however they can be incredibly useful in supporting ongoing learning and development, supporting you to reach your personal and appraisal targets, can be done at any time that suits you and are free of charge.

## Admin and Finance

Certificate in Social Media Policies

Certificate in Writing & Implementing School Policies

Certificate in Estate Management

Annual Certificate in Data Protection & GDPR for Leaders

Annual Certificate in Data Protection & GDPR for Staff

Annual Certificate in Data Protection & GDPR for Governors

Certificate in the Role of an Administrative Assistant

Certificate in the Role of a Finance Officer

Certificate in the Role of a School Business Manager

Certificate in Anti-Bribery Awareness

Annual Certificate in the Single Central Record

# Online Training

## Health and Safety

Certificate in Fire Safety

Certificate in Emergency Security, Planning & Response

Certificate in Health & Safety for Staff

Certificate in Manual Handling

Certificate in the Role of a Fire Warden

Certificate in Working at Height

Certificate in Asbestos Management

Certificate in Display Screen Equipment

Certificate in Understanding Security Measures and Procedures (Martyn's Law)

Certificate in Lone Working

Certificate in Slips, Trips & Falls at Work

Annual Certificate in Handling Hazardous Materials (COSHH)

Award in Food Hygiene

Certificate in Risk Assessments

Certificate in SEND Health & Safety Practice for Pupils with Complex Needs

Certificate in LOLER Awareness

Certificate in PUWER Awareness

Certificate in RIDDOR Awareness

# Online Training

## Medical conditions, medication and First aid

Certificate in Haemophilia Awareness

Certificate in Allergy & Anaphylaxis

Certificate in Sharps Safety for Special Schools

Certificate in Using Spill Kits

Annual Certificate in First Aid Awareness

Annual Certificate in Paediatric First Aid Awareness

Annual Certificate in the Role of a First Aid Appointed Person

Certificate in Administering Medication

Certificate in Sepsis Awareness

Certificate in the Use of PPE

Certificate in Asthma Awareness

Certificate in Automated External Defibrillator Awareness

Certificate in Concussion & Brain Injury Awareness

Certificate in Epilepsy Awareness

Certificate in Diabetes Awareness

Certificate in Infection Prevention & Control

Certificate in Accident Reporting

# Online Training

## Mental Health, Wellbeing and Stress Awareness

Certificate in Stress Awareness

Certificate in Drug & Alcohol Misuse Awareness

Certificate in the Role of the Senior Mental Health Lead

Certificate in Menopause Awareness

Certificate in Understanding Mental Health

Certificate in Teaching Mental Health and Wellbeing

Certificate in Understanding Low mood and Sadness in Young People

Certificate in Understanding Anxiety and Stress in Young People

Certificate in Bullying and Harassment



# Online Training

## HR, Recruitment, Code of Conduct and Managing People

Certificate in Managing Difficult Conversations for Leaders or for Front Line Staff

Certificate in Bullying & Harassment Awareness at Work

Certificate in Understanding Whistleblowing

Certificate in Online Reputation for Staff

Certificate in Equality, Diversity & Inclusion

Certificate in Managing Parental Complaints

Certificate in Leading Teaching Assistants

Certificate in Preventing Sexual Harassment in the Workplace

Certificate in Preventing Sexual Harassment in the Workplace

Annual Certificate in Safer Recruitment

Certificate in the Role of a Recruitment Panel Member

Certificate in the Role of the Recruitment Panel Chair

Certificate in Instructional Coaching

# Online Training

## Safeguarding

Certificate in Understanding Child-on-Child Abuse & Bullying

Certificate in the Rights of the Child UK

Certificate in Search & Seizure Awareness

Annual Certificate in Safeguarding Refresher

Certificate in the Prevent Duty

Certificate in Safeguarding for Staff

Certificate in Domestic Abuse & Violence Awareness

Certificate in Understanding County Lines

Certificate in Cyber Security for Leaders

Certificate in Knife Crime Awareness

Certificate in Harmful Sexual Behaviour Awareness

Certificate in Modern Slavery Awareness

Certificate in Understanding Female Genital Mutilation

Certificate in Honour-Based Abuse Awareness

Certificate in Fundamental British Values

Certificate in Understanding Child Criminal and Sexual Exploitation

# Online Training

Other
Advanced Certificate in the Role of the Designated Sustainability Lead
Certificate in Organising and Managing School Trips
Certificate in the Role of the Senior Mental Health Lead
Certificate in Menopause Awareness
Certificate in Pica Awareness
Certificate in Personal and Intimate Care for Nurseries
Certificate in the Role of a Teaching Assistant
Certificate in the fundamentals of AI
Certificate in the Role of Learning support Assistant
Certificate in understanding EHCPs
Certificate in understanding veganism
Certificate in teaching climate education and sustainability
Certificate in Subject Leadership
Certificate in Public Speaking

Building a community where all feel at home,

Respecting diversity, no one stands alone.

Innovation and excellence guide our way,

Adapting to challenges, we seize the day.

Relationships cherished, connections deep,

Welcoming each other, our bonds we keep.

Open hearts and minds, ready to learn,

Opportunities abound at every turn.

Dedicated to growth, in spirit and mind.

