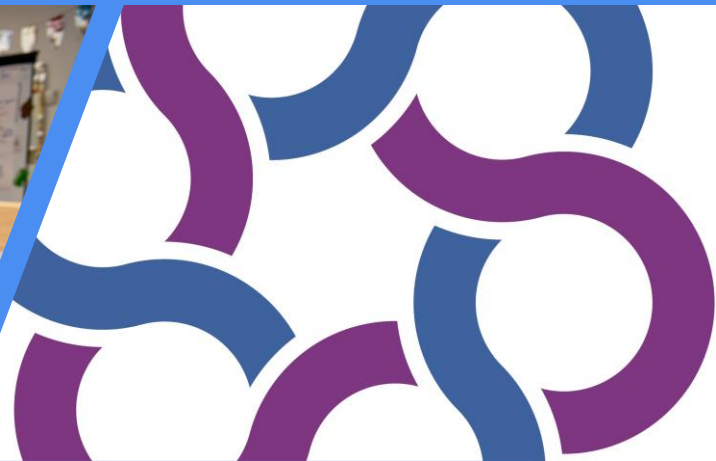


# The Harmony Trust

Development Team CPD Brochure  
Autumn 2024-25



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## Frameworks to support our approach...

GP2L Statement

Read Achieve Succeed

HTML Strategy

EYFS Strategy

Curriculum and Assessment

Inclusion Strategy

Excellence For All Framework

The Harmony Pledge and Personal Development

Differentiated Model of Support and Development

# The Harmony Trust Strategic Plan: Great Place 2 Learn



## Purpose

The purpose of GP2L CPD offer is to improve the pedagogy and subject knowledge of Leaders, Teachers and Teaching Assistants so that they can plan for academy development, improved outcomes and better-quality provision.

By drawing on the expertise of teachers and leaders within the Trust, the internal support offered in this brochure ensures that the development aligns with the main aims of the strategic plan.

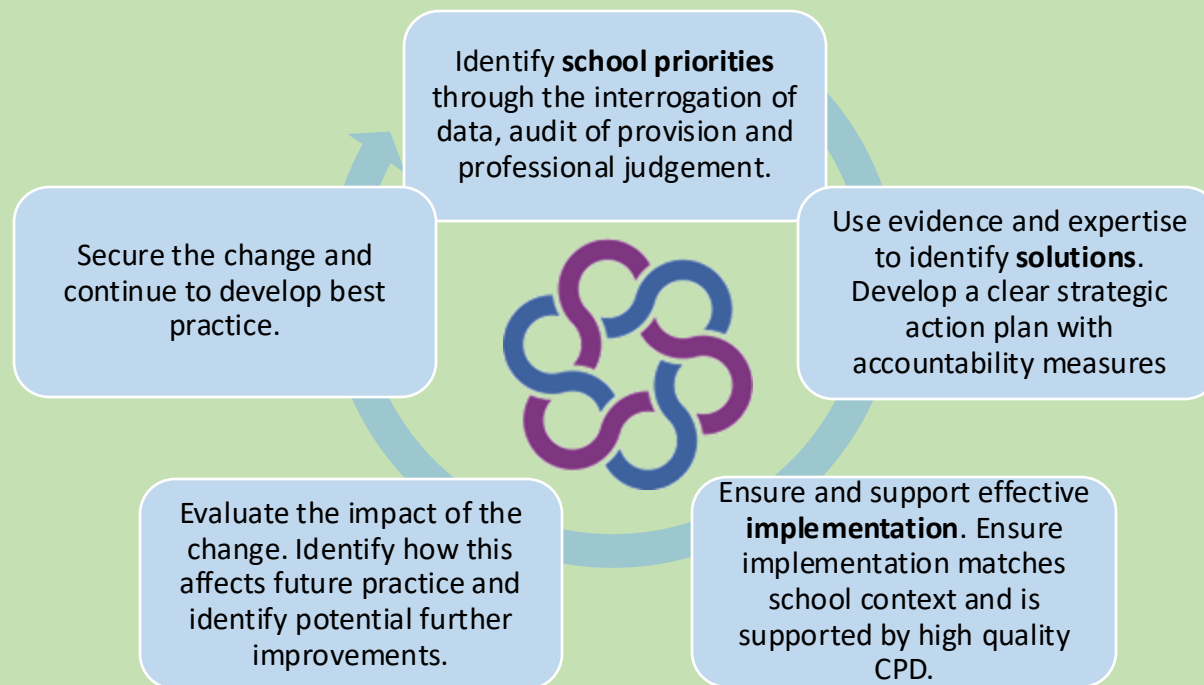
We know that the most effective intervention for all children is access to a high-quality education delivered by expert teachers and investment in high quality professional development is the single most important factor in enabling high quality teaching that leads to improved outcomes for all.

## Intended Impact

- *Improve the quality of teaching and learning*
- *Improve the effectiveness of the leadership of curriculum areas including evaluation and development planning*
- *Increase teacher confidence and skills*
- *Raise the attainment of pupils*
- *Ensure pupils make good progress*
- *Develop the quality of provision in schools*
- *Improve the quality of teaching assistant support and intervention*
- *Improve pupil's behaviours for learning*

## Approach

The programme is underpinned by the EEF model for school improvement which focuses on improving provision through development planning and high quality CPD.



*Adapted from EEF*

Practitioners will be supported to evaluate current provision, outcomes and strategies, identify areas of need and to **strategically plan for improvement**.



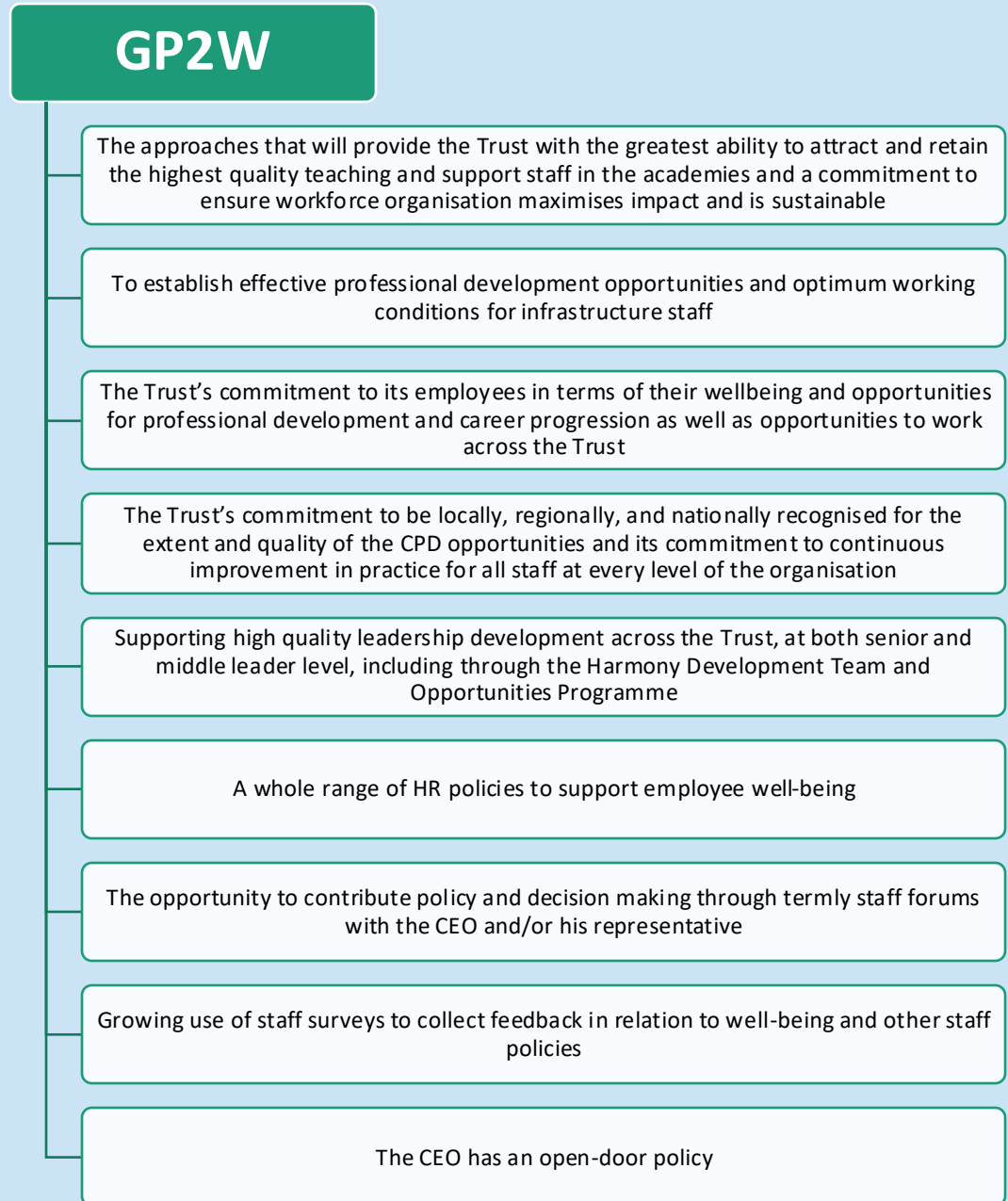
# Great Place 2 Work

From the inception of Harmony Trust, the Trustees have been totally committed to being an employer of choice within the sector.

This commitment has given rise to the “Great Place 2 Work” strategy which is being continuously developed in response to our context and the views of staff.

A key feature of GP2W is to **create the optimum conditions for all staff to work so that they experience both job satisfaction and high levels of well-being.**

*Examples of this are:*



# How to access this support

**Continuing Professional Development may include:**

- *Working alongside experienced leaders through coaching and mentoring*
- *Being part of a peer inquiry team in own or another academy*
- *Placement at another academy or supporting another academy*
- *Leadership Development Sessions*
- *Access to Harmony Learning Communities, networks and work hubs*
- *Participating in or leading a Provision and Practice Review*
- *CPD Courses and development programmes*

CPD can be accessed through booking a scheduled element from within this brochure, accessing content within the URL, organising delivery within your own academy or working with a Trust Leader or to develop bespoke support.

**In addition to the core offer outlined in this Harmony CPD Brochure, bespoke CPD support is also available. [cpd@theharmonytrust.org](mailto:cpd@theharmonytrust.org)**

Access to this enhanced CPD offer will be determined by the Academy Visit schedule and through discussions with the CEO and Director of Education. Certain elements will be available within the core offer whereas other components will be accessible by a commission submitted to the Development Team.

For bespoke HR specific support, please contact [HRHelpdesk@theharmonytrust.org](mailto:HRHelpdesk@theharmonytrust.org) directly.

# CPD – aligned to Trust Priorities 2024/25

Ensure strong and stable leadership by developing highly effective leaders at all levels across the organisation.

Raise the attainment of all pupils at all key stages so that every child meets their potential and greater proportions meet age related expectations (GLD, PSC and KS2 Comb). Extend further the Unlocking Potential Strategy to ensure collective responsibility and accountability for our overall outcomes.

Review the curriculum to ensure that learning opportunities are maximised, learning is purposeful and enjoyable and so that pupils are able to develop their reading, writing and mathematical skills in all subjects and at all phases including the Early Years Foundation Stage.

Ensure provision for pupils with SEND meets pupil need with expertise developed through our Inclusion Hub Model.

Further develop the positive approaches to pupil well-being and behaviour management through the Harmony Behaviour Framework with differentiated models for those with additional needs.

Strengthen Parental Engagement by drawing upon the strength and good practice within the Trust.

Continue to improve attendance and challenge persistent absence through the development of the Harmony Attendance Framework.

Review the implementation of The Harmony Pledge, ensuring that all children have access to an equitable offer.

Develop clear expectations for the next phase of the HTML Strategy so that it has impact upon pupil outcomes and staff workload by innovating the use of technology in our classrooms.

Provide exceptional CPD and Initial Teacher Training for all staff that enables the above priorities to be met.

1

When designing and selecting professional development, focus on the mechanisms.



2

Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.



3

Implement professional development programmes with care, taking into consideration the context and needs of the school.



# CPD – aligned to the EEF Recommendations

Recommendation 2 of the EEF Guidance Publication: Effective Professional Development discusses the importance of building ‘mechanisms’ into CPD sessions and programmes.

All of the Development Team’s CPD has been reviewed to ensure these mechanisms are planned for.

- High quality professional development is a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.
- To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.
- Mechanisms are the elements of professional development that can be replicated, and could not be removed without losing effectiveness. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.
- Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning.
- Those who select PD should look for mechanisms in prospective programmes; those who design PD should include mechanisms in their design.
- Careful consideration is also required to ensure that PD is evidence-based, and that content is

- PD may aspire to include a mechanism from each of these groups:
  - A. Build knowledge**
    - Managing cognitive load
  - B. Motivate staff**
    - Presenting information from a credible source
    - Providing affirmation and reinforcement after progress
  - C. Develop teaching techniques**
    - Instruction
    - Social support
    - Modelling
    - Monitoring and feedback
    - Rehearsal
  - D. Embed practice**
    - Providing prompts and cues

- Adapt professional development: Programme developers should signal to those selecting and delivering PD programmes where adaptations can be made, ensuring that the mechanisms are protected and prioritised.
- Ensure that professional development aligns with the needs of the school and is supported by those who will deliver it.
- Recognise the time constraints faced by teachers and adapt professional development accordingly. Those designing and selecting PD should critically assess how a PD programme will fit in with the school routine.



# CPD Offer





## Great Place 2 Learn and Work



# Early Career Teachers: Years 1 and 2

## Audience

- Early Career Teachers

## Aims

- Induction Programme to be delivered by ECF Providers
- See also: Excellence for All: Quality First Teaching Toolkit

## Programme or Standalone

- Induction Programme to be delivered by ECF Partners through local Teaching School Hubs





# NPQ Programmes

## Audience

- Middle and Senior Leaders where appropriate
- All those wishing to apply should seek sponsorship approval from their line managers

## Aims

- National Programmes available are:
  - NPQ in Leading Teacher Development
  - NPQ in Leading Behaviour and Culture
  - NPQ in Leading Teaching
  - NPQ in Leading Literacy
  - NPQ in Early Years Leadership
  - NPQ in Senior Leadership
  - NPQ in Headship
  - NPQ in Executive Leadership

## Programme or Standalone

- Programme (*facilitated by external providers*)





Read Achieve Succeed (including wider Literacy CPD)





## Improving Early Years and Primary Literacy Outcomes:

- Leading Early Literacy (p18)
- Preparing for Early Literacy (p20)

### ***A Development Programme for Leaders and Teachers***

Following the successful PEIA commission for Tameside LA, The Harmony Trust Development Team are delighted to offer this programme for all Harmony Academies for 2024-25.

The programme will be delivered in person in each geographical hub.

*"Evidence based ideas which have impact"*

*"Expert led. The depth of knowledge & subject knowledge of the trainers is a strength and was fantastic"*

*"Very thorough, content reflected research brilliantly"*

*"(Our) parental engagement has improved and ideas for developing CLLD within the classroom"*

*"The best CPD training I have received since qualifying as a teacher as it is delivered by practitioners based in schools"*

*"Our daily practice and provision has been positively impacted as I have been introducing new teaching approaches"*





## Improving Early Years and Primary Literacy Outcomes:

- *Leading Early Literacy (p18)*
- *Preparing for Early Literacy (p20)*

### **Purpose**

The purpose of the programme is to improve the pedagogy and practice of Leaders, Teachers and Teaching Assistants so that they can plan for school development, improved outcomes at all stages and high-quality inclusive provision.

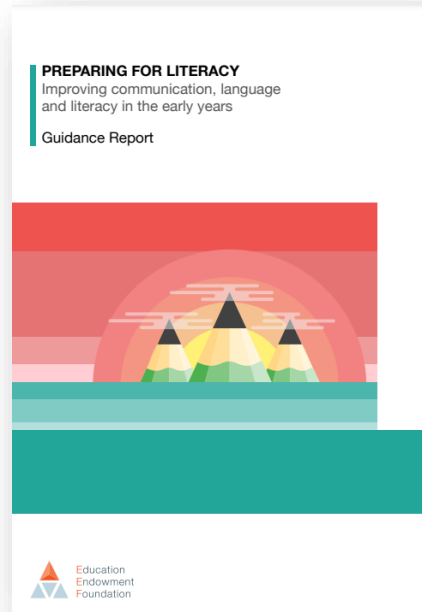
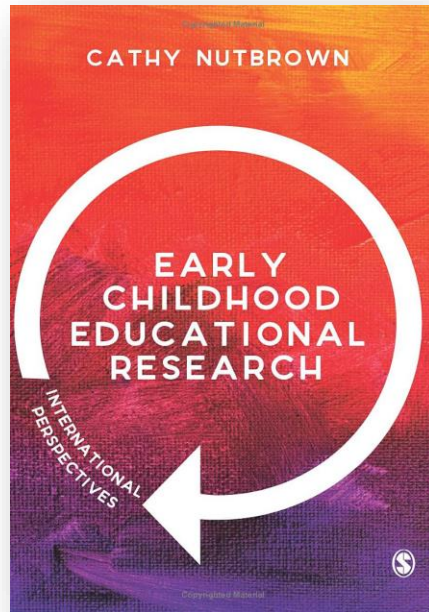
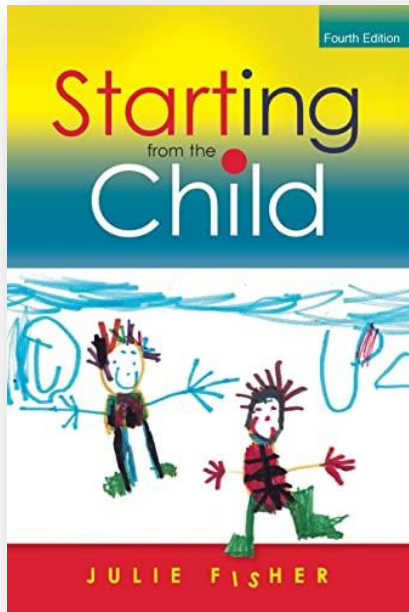
### **Approach**

Practitioners will be supported to evaluate current provision, outcomes and strategies and to identify areas of need and to strategically plan for improvement. All activity will be action research based with time allocated to measure impact and evaluate improvement.

### **Intended Impact**

- Develop the quality of oracy provision in schools ensuring pupils with SLCN needs have the support and intervention they need
- Improve the quality provision for early literacy in participating schools
- Improve the effectiveness of early literacy leadership including evaluation and development planning; building capacity to drive change
- Increase teacher confidence and skills in the teaching of language and communication, early reading and early writing
- Raise the attainment of pupils in early literacy, ensure pupils make good progress and are Y1 ready
- Improve the quality of the role of adults in delivering intervention to enable pupil progress
- Improve pupil attitudes and confidence towards learning





## Evidence into Practice

As with all Harmony CPD Programmes, the Improving Early Years and Primary Literacy Outcomes programme is evidence informed.







# Leading Early Literacy

Leadership Development for Headteachers, EYFS / KS1 Leaders and Reading Leaders



# Leading Early Literacy: Programme Overview

**Audit, Evaluation and Development Planning** - supports leaders to effectively evaluate their current provision, plan for improvement and measure impact

## CPD session 1 – Quality Provision:

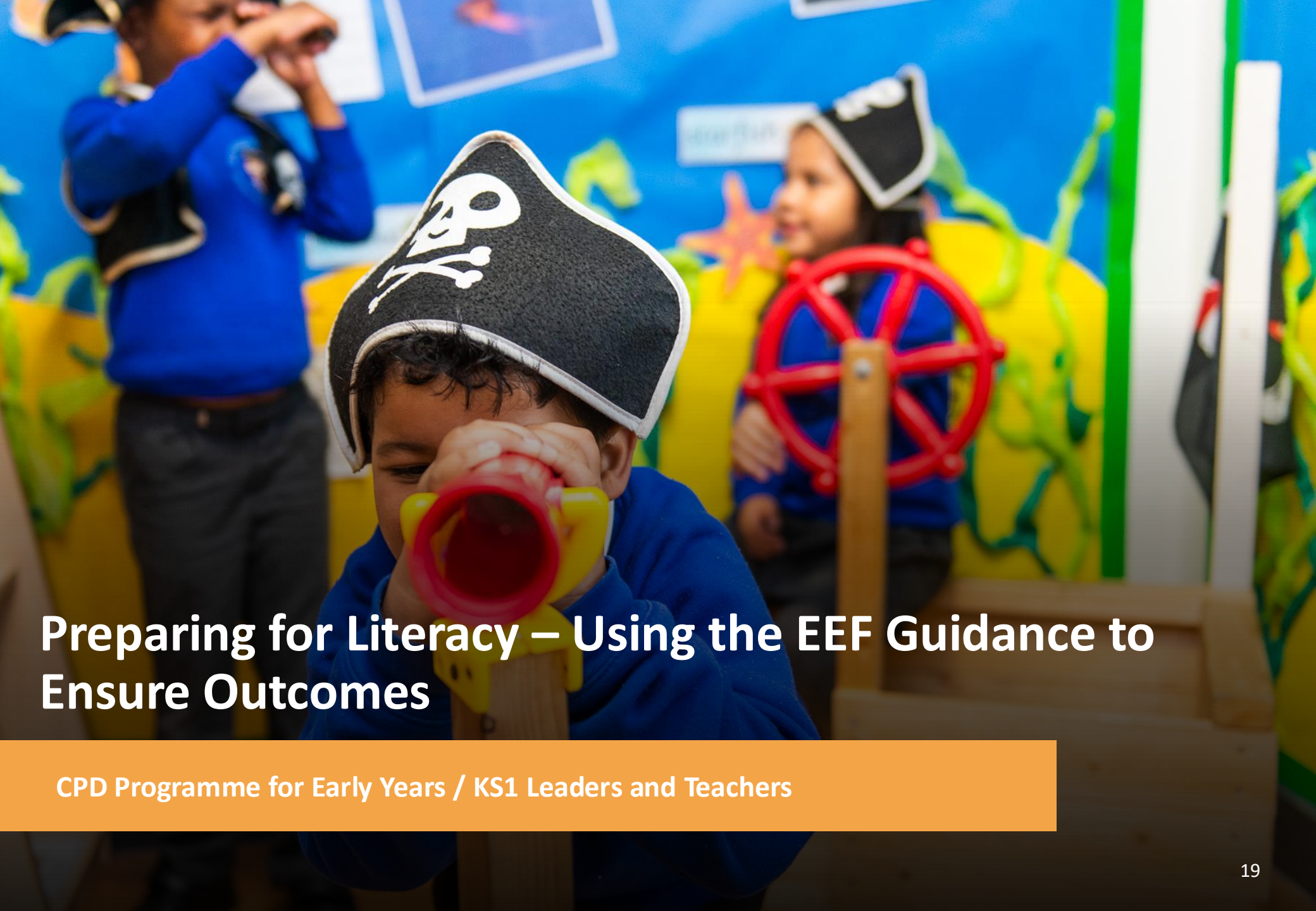
- *Knowing and understanding the EEF Preparing for Literacy Guidance Report and contextualising this within schools*
  - *Developing pedagogical understanding in relation to Literacy in EYFS and KS1 including Speech, Language and Communication, Early Reading and Phonics*
  - *Developing a strong understanding of literacy rich, communication friendly environments and planned purposeful talk*
- **Gap Task** – Completing the audit and submitting the findings
  - Analysis of the audits by the Development Team

## CPD Session 2 - Understanding the role of adults

- *Personal Development and regulation – readiness to learn*
  - *Working effectively with parents*
  - *Evidence based effective interventions (within high quality provision)*
- Evaluation, Impact analysis and next steps planning







# Preparing for Literacy – Using the EEF Guidance to Ensure Outcomes

CPD Programme for Early Years / KS1 Leaders and Teachers





### **CPD Programme for Early Years / KS1 Leaders and Teachers**

This programme is based on the Summary of Recommendations from the EEF Preparing for Literacy Report. It supports practitioners to implement improvement priorities in line with their school improvement planning.

They then develop an action research approach so that they can be precise in their actions and monitor and evaluate the impact of their actions

#### **Programme Content**

- *Introduction to the Programme and to the EEF Preparing for Literacy Guidance Report*
- *Developing High Quality Environments in the EYFS*
- *Communication and Language and Developing an in-school Project*
- *Early Reading and Phonics, Early Writing – Provision + Curriculum*
- *Readiness to Learn and working effectively with parents*
- *Assessment, Identification and Intervention*
- *Ongoing support for Practitioners – visits to settings / 121s via Teams*
- *Impact and Evaluation*

**Preparing for  
Literacy – Using the  
EEF Guidance to  
Ensure Outcomes:**

**Programme  
Overview**



# Wider Literacy Development – Short Programmes

## Planned, Purposeful Talk

- Increase practitioner knowledge and confidence to promote Language & Communication
- Inspire and engage all children to talk
- Explore the Power of Pobble (EYFS & beyond)
- Support Parents to 'talk' to their children

## Working with families to support Early Literacy

- Develop practitioner confidence to talk to parents about opportunities and ways to support their children at home
- Gain practical ideas for engaging parents in their children's early Literacy and Mathematical Development





## HTML Strategy



# HTTPS Network Meetings

## Audience

- HTTPS and other HTML advocates where appropriate

## Aims

- An opportunity to share good practice relating to the use of technology to enhance teaching and learning.
- Update your HTML Self-assessment
- Review your HTML Implementation plan
- Speak with members of the HTML CPD Team about your own academy's next steps
- Collaboration

## Programme or Standalone

- Programme







## EYFS Strategy



# EYFS – REDI and More!

Building on the success of the REDI programme over the past 2 years, we are delighted to be able to develop the offer further.

A separate brochure detailing the *EYFS CPD* Programme can be found [here](#).



## The Harmony Trust *EYFS CPD Offer*

*A multifaceted approach to achieving and sustaining  
Early Years...and beyond*

*In partnership with Maureen Hemingway*





# Writing Cycle

The display board is titled "Writing Cycle" and features a blue background with a decorative border of seashells. It is organized into several sections:

- Hook:** Includes a photo of a child in a blue jacket and a drawing of a tent.
- Grammar:** Contains handwritten notes and diagrams explaining grammar rules.
- Write:** Shows student writing samples and a drawing of a boat.
- Plan:** Features a diagram with a central box and surrounding text, along with other student work.
- Other sections:** "I can hear the ocean! - Archie", "I made a pattern on a fish! - Afia", "I loved playing beach ball!", and "Gather Vocabulary".

This display board has a blue background and an orange border. It features several passport-themed graphics, including "PASSPORT" stamps and photos of children. There are also handwritten notes and a colorful paper flower decoration.

Curriculum and Assessment





# ImpleMentOR Drop-Ins (incorporating networking opportunities)

## Audience

- Teachers and Subject Leaders

## Aims

- Support the effective implementation of the Harmony Model Curriculum Framework
- Year group planning and exemplification support
- Access to Subject Leader coaching conversations
- Develop your own expertise to effectively evaluate quality of education in your subject
- Lead the implementation of effective practice within your academy by acting as a role model to colleagues
- Collaborate with colleagues to share best practice and provide mutual support

## Programme or Standalone

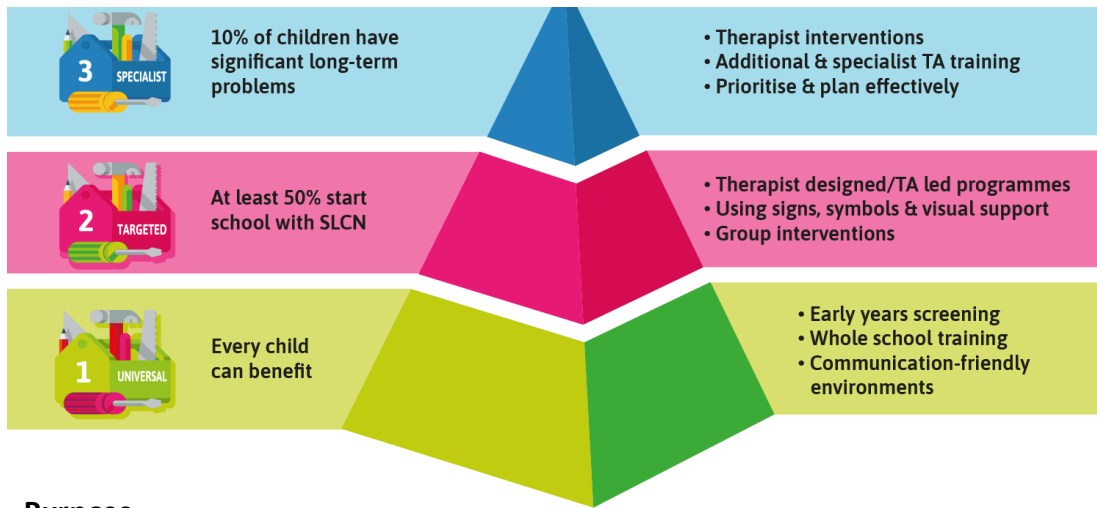
- Half termly opportunities to sign up for a 121 session with one of the Trust Leaders for Curriculum or ImpleMentOR.
- Focus to be determined by Principals/Curriculum Leads/Teachers – subject focus or year group focus





## Inclusion Strategy





# Communication Champions

## Programme Overview:

### Purpose

The purpose of the programme is to improve whole school capacity to support speech, language and communication needs from the Early Years to Year Six. It aims to engage leadership teams in prioritising speech, language and communication as a whole school approach and improving the skillset and knowledge of teachers and teaching assistants so that they can provide effective support for all pupils.

- The programme supports all participating schools to complete The Harmony Trusts Communication Friendly Environment Audits. Participants will then be able to lead on the implementation of necessary strategies
- Facilitators will train Speech and Communication Champions at both teacher and teaching assistant level, ensuring confidence and capacity with regards to understanding of the typical development of Speech, Language and Communication skills and the difficulties that can arise
- The Programme will look at the three wave model, what intervention to apply and when.
- It will look at what schools can do to further support parental engagement with regards to supporting their child's Speech and Language development.

### Intended Impact

- *Develop the quality of oracy provision in schools ensuring pupils with SLCN needs have the support and intervention they need*
- *Increase teacher confidence and skills in the teaching of language and communication*
- *Improve the quality of the role of adults in delivering intervention to enable pupil progress*
- *Improve pupil attitudes and confidence towards learning*



**Communication  
Champions  
Programme:  
Developing your  
Universal Offer**

**SLT and SENDCos  
4-day programme**

**Programme Overview**

- This programme is aimed to support all leaders to develop a whole school approach to communication so that they understand the three waves of the communication offer – universal, targeted and specific.
- Participants will become effective practitioners in developing communication in the classroom.
- The programme explores the audit tools and enables leaders to plan the next steps for their school.
- It also supports teachers to identify and assess speech language and communication needs and plan the appropriate strategies and intervention.

**Programme Content**

- *Introduction to Speech, Language and Communication – understanding the evidence, theory and principles*
- *Communication Friendly Schools – Using the audit tool to self-evaluate and plan for improvement*
- *Developing Communication Friendly Environments*
- *Early Identification and Intervention*
- *Building staff capacity and working with your Communication Champions*
- *Working with families to develop Speech, Language and Communication*



# Communication Champions: Teachers and Teaching Assistants

## Programme Overview

- This programme is designed to enable Teachers and Teaching Assistants to become skilled in delivering effective communication strategies within the classroom, setting and as part of identified intervention.
- Participants will identify key groups and individuals that they will work with over the course of the year and will develop the skills to monitor and track the impact of their intervention on pupil outcomes.

## Programme Content

- *Introduction to Speech, Language and Communication – understanding the evidence, theory and principles*
- *Pupil need – assessment, identification and profiling*
- *Developing communication strategies in the mainstream classroom*
- *Planned and Purposeful talk – Listening and Attention, vocabulary building*
- *Specific Intervention and implementing programmes*



# SEND Leadership Programme

## Audience

- SENDCOS

## Aims

- Develop their own expertise to effectively evaluate provision in their school.
- Develop precise action plans that will lead to improvement
- Improve the Leadership of SEND through a greater understanding of pedagogy and practice, enabling the leader to act as the lead learner for the school )
- Lead the implementation of effective practice within their school by acting as a role model to colleagues
- Raise attainment through planning, assessment and target setting – effectively using data to lead school improvement
- Build on and develop their leadership behaviours
- Support their colleagues in school through modelling and coaching

## Programme or Standalone

- Network meetings half termly





# SEND Teacher Programme

## Audience

- All teachers- EYFS, KS1 & KS2

## Aims

- Develop their own expertise to improve and enhance SEND provision in school.
- Develop teaching and learning through a greater understanding of pedagogy and practice
- Implement effective practice strategy within their school.
- Raise the attainment of pupils with SEND by promoting the use of appropriate materials /resources
- To be able to raise attainment through planning, assessment and target setting.
- Support their colleagues in school through modelling, coaching and partnership teaching
- Provide advice and support to colleagues
- Network with other teachers and leaders to exchange ideas and share practice to enhance the learning for pupils and staff

## Programme or Standalone

- Programme (*Participants are expected to attend all 3 sessions*)



# SEND TA Programme

## Audience

- All Teaching Assistants - EYFS, KS1 & KS2

## Aims

- *To gain a greater understanding of Quality first teaching for all children and those with SEND.*
- *Develop a toolkit of inclusive strategies.*
- *Make links with MPTA principles to develop independence*

## Programme or Standalone

- Programme (*Participants are expected to attend all 3 sessions*)





## Inclusion Strategy – Recordings of previous training sessions

	Aims	Audience	Programme or Standalone	Dates and Times
<b>Lego therapy</b>	<ul style="list-style-type: none"> <li>To have a greater awareness of LEGO therapy and its role in supporting social development for children with ASD and related conditions.</li> <li>To be equipped with the resources and information to start using LEGO therapy in your academy.</li> </ul>	Teaching assistants	Standalone Recording	Recording available <a href="#">HERE</a>
<b>SMART Targets</b>	<ul style="list-style-type: none"> <li>To understand what SMART targets are</li> <li>To learn how to write a SMART target</li> </ul>	Teachers	Standalone Recording	Recording available <a href="#">HERE</a>
<b>Fine motor development</b>	<ul style="list-style-type: none"> <li>Identify key indicators of fine motor difficulties</li> <li>Develop a 'fine motor' development classroom tool kit</li> <li>Explore interventions/strategies to support fine motor development</li> </ul>	SENCOs  EYFS Teachers All teachers	Standalone Recording	Recording available <a href="#">HERE</a>
<b>Word Aware approach</b>	<ul style="list-style-type: none"> <li>Be familiar with and understand the STAR approach</li> <li>Rehearse selecting Goldilocks and Step on Words</li> <li>Understand impact of intervention or whole school approach</li> </ul>	SENCOs  Teaching assistants	Standalone Recording	Recording available <a href="#">HERE</a>
<b>Autism Approaches including task boxing</b>	<ul style="list-style-type: none"> <li>Understand the umbrella term ASD</li> <li>Explore strategies to support children with ASD</li> <li>Understand the theory and practice behind Task Box approach</li> <li>Understand how to set up a Task Box</li> </ul>	SENCOs  Teachers of children identified with ASD	Standalone Recording	Recording available <a href="#">HERE</a>
<b>Attachment &amp; awareness training</b>	<ul style="list-style-type: none"> <li>Repair of early trauma: A Bottom-up approach <i>Addressing the body</i> <i>Addressing the emotions</i> <i>Addressing the thoughts</i></li> <li>Cognitive difficulties</li> <li>Attachment style and learning</li> <li>Blurred lines: the problem of misdiagnosis</li> </ul>	Teachers  Teaching assistants  Inclusion mangers/ Family Worker	Standalone Recorded	Recording available <a href="#">HERE</a>  Recording available by Spring 1 2023

## Inclusion Strategy – Recordings of previous training sessions

	Aims	Audience	Programme or Standalone	Dates and Times
<b>SLCN- How does communication develop and NVC</b>	<ul style="list-style-type: none"> <li>To understand what communication is</li> <li>To understand how we communicate</li> <li>To explore non verbal communication</li> <li>Have an understanding of the skills required to effectively communicate</li> </ul>	SENDcos Teachers Teaching assistants	Standalone Recording	Recording available <a href="#">HERE</a>
<b>SLCN- Attention and listening (Part 1)</b>  <b>SLCN- Vocabulary- Joint with the attention &amp; listening (Part 2)</b>	<ul style="list-style-type: none"> <li>To gain an understanding of what attention and listening is</li> <li>To understand how attention and listening develops</li> <li>To gain strategies to support attention and listening skills</li> <li>To know what vocabulary is</li> <li>To understand the types of words that underpin vocabulary.</li> <li>To develop strategies to promote vocabulary</li> </ul>	SENDcos Teachers Teaching assistants	Standalone Recording	Recording available <a href="#">HERE</a>
<b>SLCN- Sign along training</b>	<ul style="list-style-type: none"> <li>To learn basic sign language using the sign along model</li> </ul>	SENDcos Teachers Teaching assistants	Standalone Recording	Recording available <a href="#">HERE</a>
<b>Engagement model</b>	<ul style="list-style-type: none"> <li>An introduction the Engagement model.</li> <li>Explore the 5 areas: exploration, realisation, anticipation, persistence and initiation of the Engagement model.</li> <li>To understand how the Engagement Model can be used in school to support the children who are not engagement with subject specific curriculum.</li> </ul>	SENDcos Leaders Specialist teachers Teachers/ Teaching assistants	Standalone	Recording available <a href="#">HERE</a>



## Inclusion Strategy – Recordings of previous training sessions

	Aims	Audience	Programme or Standalone	Dates and Times
<b>SLCN – intensive interaction</b>	<ul style="list-style-type: none"> <li>To explore what is intensive interaction is.</li> <li>To understand how does it help with communication to support children who have autism, profound, or complex learning difficulties.</li> </ul>	SENDcos Teachers Teaching assistants	Standalone	Recording available <a href="#">HERE</a>
<b>SLCN- PECS</b>	<ul style="list-style-type: none"> <li>Have a clearer understanding of the foundations of PECS and what it is.</li> <li>Understand and explore the 6 phases of PECS so that you are able to implement and support children who are non-verbal.</li> </ul>	SENDcos Teachers Teaching assistants	Standalone Recording	Recording available <a href="#">HERE</a>
<b>SLCN – Speech sounds</b>	<ul style="list-style-type: none"> <li>To know what normal speech sound development looks like.</li> <li>To know the signs of disordered speech sound development.</li> <li>To be equipped of activities and resources to support early speech sound awareness.</li> </ul>	SENDcos Teachers Teaching assistants	Standalone Recording	Recording available <a href="#">HERE</a>
<b>Dyslexia friendly classrooms- including multisensory spellings</b>	<ul style="list-style-type: none"> <li>Identify the key difficulties for a child with dyslexia</li> <li>Identify key indicators of dyslexia</li> <li>Develop a ‘dyslexia friendly’ teaching tool kit</li> <li>Explore interventions/strategies to support the multisensory approach</li> </ul>	SENDcos All teachers	Standalone	Recording available <a href="#">HERE</a>
<b>The Alert programme and sensory Circuits</b>	<ul style="list-style-type: none"> <li>Program designed to help children and adults self-regulate (change how alert we feel)</li> <li>Activities and ideas that can be incorporated easily into home and school routines</li> </ul>	Teaching assistants Inclusion mangers/ Family Worker	Standalone	Recording available <a href="#">HERE</a> From Autumn 2
<b>Introduction to memory and supporting children in class with their cognitive load.</b>	<ul style="list-style-type: none"> <li>To understand what the working memory is.</li> <li>To explore how do children with working memory issues appear in the classroom.</li> <li>To be equipped with strategies to support the working memory.</li> </ul>	Teachers Teaching assistants	Standalone Recording	Recording available <a href="#">HERE</a> From Autumn 2

## Inclusion Strategy – Recordings of previous training sessions

	Aims	Audience	Programme or Standalone	Dates and Times
<b>Emotion Coaching</b>	<p>Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted.</p> <p>Key Elements are involved in Emotion Coaching:</p> <ul style="list-style-type: none"> <li>• Becoming aware of the child's emotions</li> <li>• Recognising the emotion as an opportunity for intimacy and teaching</li> <li>• Listening empathetically, validating the child's feelings</li> <li>• Helping the child find words to label the emotion</li> <li>• Setting limits and explore strategies to solve the problem at hand.</li> </ul>	<p>Leaders</p> <p>Teachers</p> <p>Teaching assistants</p>	Standalone	Recording available <a href="#">HERE</a>
<b>Zones of regulation</b>	<p>The Zones of Regulation is a curriculum with a series of lessons that aim to teach children and young people how to self-regulate when they experience strong emotions. The lessons provide a shared visual and language based way of expressing the full range of emotions.</p> <p>The programme teaches children and young people how to manage strong emotions to help them get back into the 'green zone' where they are calm, alert and ready to learn and socialise. The programme also emphasises that all emotions are normal and fine to experience, but that the way we express them can affect how other people view and perceive us. The approach also supports children and young people to develop a personal calming regulation toolkit.</p>	<p>Leaders</p> <p>Teachers</p> <p>Teaching assistants</p>	Standalone	Recording available <a href="#">HERE</a>



## Inclusion Strategy – Recordings of previous training sessions

	Aims	Audience	Programme or Standalone	Dates and Times
<b>Art therapy as supporting children with SEMH needs</b>	<ul style="list-style-type: none"> <li>•To Increase meaningful experiences in the pupil's current situation to increase life satisfaction</li> <li>•To facilitate reminiscing and healing and to enrich appropriate sensory stimulation using texture colour, line and composition</li> <li>•To maintain pupils' manipulative skills using various tools and tasks</li> <li>•To maintain a higher level of cognitive functioning by stimulated in use of descriptive vocabulary.</li> <li>•To seek ways of providing emotional support and expression of emotions related to life situations and changes.</li> </ul>	Teaching assistants Inclusion mangers/ Family Worker	Standalone	Recording available <a href="#">HERE</a> From Autumn 2
<b>Play therapy supporting children with SEMH needs</b>	<ul style="list-style-type: none"> <li>•To explore the therapeutic approach of Play Therapy.</li> <li>•What are the benefits of Play Therapy for pupils across the Primary Age Group?</li> <li>•How does Play Therapy Work.</li> <li>•Delve into the Play Therapy Techniques and what this looks like?</li> </ul>	Teaching assistants Inclusion mangers/ Family Worker	Standalone	Recording available <a href="#">HERE</a> From Autumn 2
<b>Autism: Sensory processing</b>	<ul style="list-style-type: none"> <li>• Understand what autism is and explore the scientific link.</li> <li>• Gain a greater understanding of the difficulties that children with autism present.</li> <li>• Understand what is sensory processing and how you can support children in the classroom.</li> <li>• Explore how sensory processing differences need be understood in order to reduce anxiety levels.</li> </ul>	Teaching assistants Teachers SENDcos	Standalone Recording	Recording available <a href="#">HERE</a> From Autumn 2



**Excellence for All Framework**



# Unlocking Potential



	Aims	Audience	Programme or Standalone	Dates and Times
<b>Unlocking potential in EYFS</b>	To include: <ul style="list-style-type: none"> <li>• Applying the Harmony EYFS Framework and learning from the REDI Programme</li> <li>• Key messages</li> <li>• Moderation</li> <li>• Rigorous monitoring of Pupil progress</li> <li>• Identifying and addressing gaps</li> </ul>	EYFS Teachers and TAs	Programme	<i>All participants will be notified directly through the Unlocking Potential Team of dates and times of the events</i>
<b>Unlocking potential in Phonics</b>	To include: <ul style="list-style-type: none"> <li>• Applying the Harmony Phonics Framework and learning from the REDI for Y1 Programme</li> <li>• Key messages</li> <li>• Moderation</li> <li>• Rigorous monitoring of Pupil progress</li> <li>• Identifying and addressing gaps</li> </ul>	Y1 and Y2 Teachers and TAs	Programme	
<b>Unlocking potential in UKS2</b>	To include: <ul style="list-style-type: none"> <li>• Classroom culture</li> <li>• Relationships</li> <li>• Key messages: Paul Dix – When the adults change</li> <li>• Self-regulation/independence</li> <li>• Technology</li> <li>• Looking ahead to SATs</li> <li>• Rigorous monitoring of Pupil progress</li> <li>• Identifying and addressing gaps</li> <li>• Study skills and exam technique</li> </ul>	Y5 and Y6	Programme	



**Differentiated Model of Support and Development**



## Differentiated Model of Support and Development



As a trust we recognise that there are a range of factors that may affect the performance of the academy. These may be contextual factors where the demographic changes, staffing factors where there are significant changes in a short space of time or a national policy change that requires a significant response.



All schools may need additional bespoke support at different times and as trust we aim to ensure that the development team can respond to that need. Academy leaders may identify this need through their self-evaluation or through discussion with the CEO during their termly academy visit.



The Director of Education will work with academy leaders to ensure that the support is commissioned appropriately and so that there is a clear understanding of the impact measures in advance.



**This support may be delivered by:**

*Intervention from the Director of Education*

*Deployment of Trust Leaders*

*Additional Capacity through an Academy Improvement Grant*

*Leadership Development Programme*



## HR – Bite Size Sessions and Links to Resources



## HR – Useful information

THE HARMONY TRUST STAFF  
INTRANET

<https://theharmonytrust1.Sharepoint.Com/sites/theharmonytrust>

GREAT PLACE TO WORK  
INFORMATION

<https://theharmonytrust1.Sharepoint.Com/sites/theharmonytrust/sitepages/great-place-to-work.aspx>

HARMONY STAFF BENEFITS PORTAL

<https://harmonystaffbenefits.Co.Uk>  
(use work email and password  
harmony@123 to log on for the  
first time)

STAFF EMPLOYEE ASSISTANCE  
PROGRAMME

[https://bhsf.Tercltd.Co.Uk/](https://bhsf.Tercltd.Co.Uk/UK/) (use  
code 72135 to gain access)

HR POLICIES

<https://theharmonytrust1.Sharepoint.Com/sites/theharmonytrust/sitepages/hr-policies-and-procedures.aspx>

STAFF WELLBEING RESOURCES

<https://theharmonytrust1.Sharepoint.Com/sites/theharmonytrust/sitepages/wellbeing.aspx>

EQUALITY, DIVERSITY & INCLUSION  
INFORMATION

<https://theharmonytrust1.Sharepoint.Com/sites/theharmonytrust/sitepages/under-construction.aspx>

HARMONY OPPORTUNITIES  
PROGRAMME

<https://theharmonytrust1.Sharepoint.Com/sites/theharmonytrust/sitepages/harmony-opportunities-programme.aspx>



## Safeguarding



# Safeguarding – Toolbox talks related to Safeguarding

Safeguarding training is required for all staff and is arranged through your academy.

There are specific training courses available on iHasco and National Online Safety which support Safeguarding. There is also a link to Government Prevent training sessions (updated 2023)

In addition, there are a range of [toolbox talks](#) regarding specific roles and for specific safeguarding issues (these are divided into resources for DSLs to share and those for self-study).

These include:

- *Induction for staff*
- *County lines*
- *FGM*
- *Volunteers*
- *Safeguarding for Site staff*
- *Safeguarding for admin staff*
- *Domestic abuse*
- *Sexual violence and Sexual harassment*

New toolbox talks are added regularly.

There are also useful links to online resources to help understanding with specific areas of Safeguarding.





## Health & Safety and Compliance



## Mental Health Awareness Training for Education Professionals

This IIRSM approved Mental Health Awareness Training for Education Professionals (Including teachers and other school staff) aims to spread awareness of mental ill-health in primary and secondary schools, colleges and universities and aims to break the stigma surrounding ill-mental health. It also contains extra resources and a wellbeing toolkit to manage day-to-day mental health.



4.64 out of 5  
2,780 Reviews



4.8/5 based on  
301 course reviews



## Cyber Security Awareness Training

This cyber awareness training has been designed for all businesses and individuals to use. It includes some straightforward practical steps that will help to protect computers, networks, software, and data from unauthorised access. Our online cyber security training will help you protect your business from cyberattacks, whilst giving staff the practical tools they need to stay safe online. It's CPD-accredited and staff receive a printable cyber awareness certificate upon successful completion.



4.64 out of 5  
2,780 Reviews



4.7/5 based on  
7,379 course reviews



## Unconscious Bias Training

Our unconscious bias training has been created to identify, challenge, and reduce unconscious bias in the workplace. This online course is CPD accredited and IIRSM approved and is suitable for use in all industries. Upon completing our unconscious bias course, employees will understand the most common types of biases, as well as the negative impacts that unconscious bias can have on an organisation. Workplaces with less bias tend to cultivate fairer, more diverse, and open cultures.



4.64 out of 5  
2,780 Reviews



4.6/5 based on  
2,002 course reviews



## Equality, Diversity & Inclusion (EDI) Training

This IIRSM & Citation approved Equality, Diversity & Inclusion (EDI) Training course was created in collaboration with global EDI experts and introduces the protected characteristics, discrimination, victimisation, and unfair treatment within a professional environment. The UK becomes more culturally diverse each year and as such, so do workplaces. Equality, Diversity & Inclusion training is, therefore, becoming an essential part of training for all workplaces.



4.64 out of 5  
2,780 Reviews



4.5/5 based on  
7,616 course reviews



## Essential Health and Safety Training

This basic Health and Safety Training programme covers the key areas of Health and Safety that you are legally required to train your staff in. It provides an easy-to-follow but comprehensive introduction to the major topics that will keep your workplace safe. This course is designed for employees at all levels who need basic health and safety training. This training module is IOSH & RoSPA Approved.



4.64 out of 5  
2,780 Reviews



4.6/5 based on  
11,532 course reviews



# Health & Safety and Compliance

H&S and compliance training is a right of all staff and is arranged through your academy. Some courses are relevant to all staff and can be found through the iHasco training system. iHasco courses are arranged through your academy/line manager and are updated every 3 years (2 years if Safeguarding related).

Additional whole staff training can be found by accessing:

- [National Online Safety](#)
- [Prevent Training through gov.uk](#)
- [GDPR Refresher Training](#)



# Health & Safety and Compliance

There are specific training courses available on iHasco and National Online Safety which support your particular role.

Please see the spreadsheet on the URL for more information: [Compliance training for specific staff - guidance.xlsx](#)

## Toolbox talks

There are a range of [Toolbox Talks](#) regarding specific areas of H&S and Compliance These include:

- H&S basic refresher
- Managing infectious diseases
- PPE
- Cleaning
- These are being updated regularly and further topics added.

## First Aid

First Aid courses are available for relevant staff(These can be booked through your Office Manager / Line Manager):

- First Aid at Work
- Emergency First Aid at Work
- Paediatric First Aid

## Site Staff CPD

Current training will be available for Site Staff linking to:

- Safeguarding
- Asbestos
- Fire management
- Legionella
- CDM
- Electrical Safety
- And more...further details to follow.





**The following pages include the dates and timings for scheduled CPD in this edition of the Development Team’s CPD offer for 2024/25.**

A link to the booking form can be found [here](#).

Further CPD will be added throughout the year based on the development of Trust priorities and updated ADPs for 24/25

Previously scheduled training, including that around planning writing and identifying barriers to writing, will be reintroduced in future updates.

Questions relating to bespoke CPD and other support should be directed through [cpd@theharmonytrust.org](mailto:cpd@theharmonytrust.org)



Programme	Date	Time
Leading Early Literacy	2 <sup>nd</sup> October 13 <sup>th</sup> November	9am – 3pm
Preparing for Early Literacy	9 <sup>th</sup> October 27 <sup>th</sup> November 22 <sup>nd</sup> January	9am – 3pm
Planned, purposeful talk	19 <sup>th</sup> February	9am – 12 noon
Working with families to support Early Literacy	26 <sup>th</sup> February	9am – 12 noon

**North West Location:** Northmoor Academy  
**Derby Location:** Carlyle Infant and Nursery Academy





Programme		Date (all Wednesdays)	Time
SEND Teaching Assistant Programme	Cohort 1	25 <sup>th</sup> September 20 <sup>th</sup> November 29 <sup>th</sup> January	3:30pm – 4:40pm
	Cohort 2	5 <sup>th</sup> March 30 <sup>th</sup> April 11 <sup>th</sup> June	3:30pm – 4:40pm
SEND Teacher Programme		16 <sup>th</sup> October 15 <sup>th</sup> January 26 <sup>th</sup> March	3:30pm – 4:40pm
SENDCo Leadership Programme		9 <sup>th</sup> October 11 <sup>th</sup> December 5 <sup>th</sup> February 19 <sup>th</sup> March 21 <sup>st</sup> May 25 <sup>th</sup> June	3:30pm – 4:40pm 1:30pm – 3:30pm 3:30pm – 4:40pm 1:30pm – 3:30pm 3:30pm – 4:40pm 1:30pm – 3:30pm



Programme	Date	Time
Communication Champions Programme:  Developing your Universal Offer  SENDCos and SLTs	1 <sup>st</sup> October 15 <sup>th</sup> October 5 <sup>th</sup> November 26 <sup>th</sup> November	9am – 3pm
Communication Champions:  Teachers and Teaching Assistants	8 <sup>th</sup> October 22 <sup>nd</sup> October 12 <sup>th</sup> November 10 <sup>th</sup> December 17 <sup>th</sup> December 14 <sup>th</sup> January	9am – 3pm

This **first cohort** of the Communication Champions Programme will take place in the training suite at **Northmoor Academy**.

A **second cohort**, to be held in one of our Derby academies, will be **scheduled for early 2025**.





Link to booking form:



Please email your completed booking form to  
[cpd@theharmonytrust.org](mailto:cpd@theharmonytrust.org)