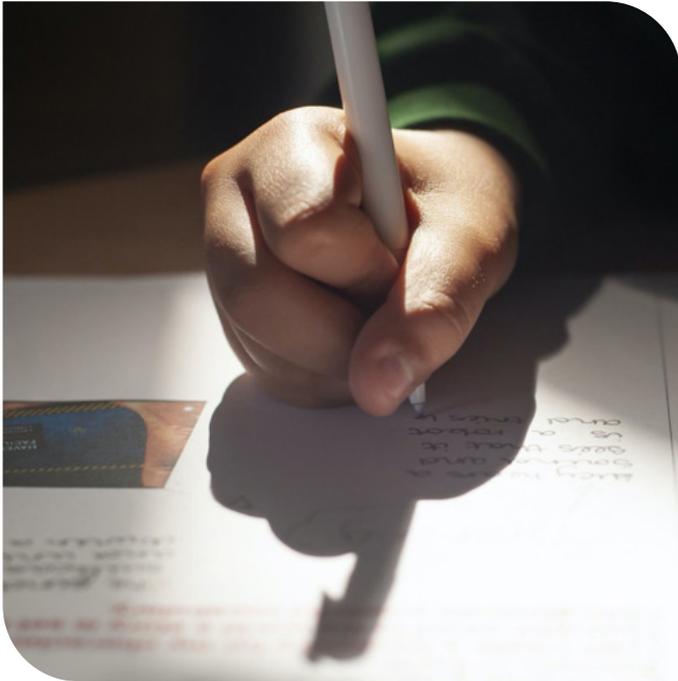


Professional Development



The Federation of



Welcome

Viridis Schools are a successful three school partnership based in Hackney, East London catering for children aged three to eleven years old. All three schools provide for children with diverse need. High numbers of pupils are from deprived backgrounds and those speaking a home language other than English. We have a very skilled team of committed, professional teachers and leaders sharing expertise.

We take our role in raising aspirations of our children and meeting the ambitions of our staff very seriously.

We provide a rich, exciting curriculum and a no excuses culture for low standards. Because of this, our pupils achieve well above national averages regardless of their starting points.

As part of our continued commitment to professional development, we offer high quality training opportunities for our staff drawing on experience from within the Federation and from our external partners.

Rachel Davie
Executive Headteacher



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Apprentice Teachers

In partnership with London Metropolitan University, we offer a number of training routes to become a primary teacher and have a strong track record of provision. Our new staff are supported each step of the way. We have many success stories to share, with a number of our teachers having trained and worked with us for several years. We also offer School Experience Days through the year so that prospective teachers can see what we do.

The Viridis Schools Partnership works alongside London Metropolitan University to offer an Apprenticeship Programme for prospective primary school teachers. This is school-led, employment based, postgraduate initial teacher training which leads to Qualified Teacher Status and a PGCE. It is an alternative to a traditional full-time university course, offering a postgraduate-level qualification, no tuition fees, and the opportunity to earn while you learn.

Apprentices are employed by a school as an unqualified teacher while you learn on the job with an inner London salary. We also offer the possibility of being employed by the school as a teaching assistant in the summer term to support your induction.

For those currently working as an unqualified teacher, teaching assistant or have the ambition to be a Primary School teacher and hold a degree, this route offers new opportunities for career progression, plus higher earning capacity, recognition, and status.

Trainees receive a combination of classroom teaching and off-the-job training as they work towards Qualified Teacher Status (QTS). Our unique training partnership with London Metropolitan University will also prepare you for a PGCE qualification with face to face training at University along with independent tasks.

You can search and apply for Postgraduate Teaching Apprenticeships through UCAS Teaching Training for a 2020 entry.

Use the UCAS Teacher Training search tool and select the 'School Direct training programme (salaried)' option in the 'all training programme types' – then look for '**PG Teaching Apprenticeship**' in the subject title of the programme.

- Training provider code name: **Viridis Schools Partnership**
- Training provider ID: **10837**
- School code: **2CN**
- Course Code: **38YD**

Once you've found our programme, you'll need to register with UCAS Teacher Training to submit, and track the progress of, your application. There is lots of information and advice to help you on the UCAS website including how to complete your teacher training application, including writing your personal statement, and getting references.

“The apprenticeship offered me an opportunity to be part of the team from the beginning. My class saw me as their teacher and this meant I felt empowered. The support and development opportunities have been well structured. I passed the apprenticeship with an ‘outstanding’ grade.”

Newly Qualified Teachers

The NQT year is a pivotal time in a new teacher's career where, with the right kind of quality support, we can develop resilient and highly skilled practitioners ready for the demands of a 21st century school.

We fundamentally believe that every teacher has the potential to make a difference to children's lives through inspirational teaching, which is why at the heart of our NQT programme is bespoke, high quality training and coaching.

Weekly Support

School based, trained mentors work alongside NQTs, ensuring personalised support and opportunities to develop professionally using a range of techniques and strategies over the year. Weekly structured Professional Development Review meetings between mentors and NQTs provide a framework for mapping out the journey towards outstanding. Focussed NQT release time ensures that any actions from these meetings are met quickly.



Bespoke Training

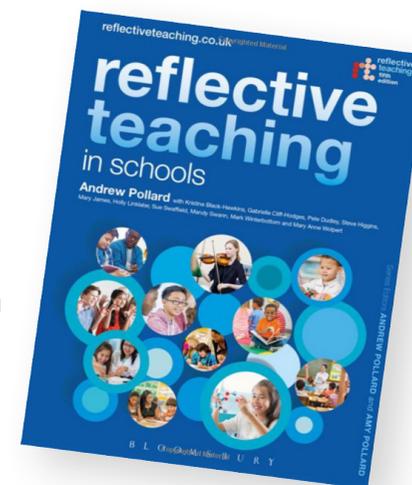
In addition to weekly staff CPD sessions, high quality half termly training for all NQTs is provided to support and guide the development of the teaching standards. Induction process and allows for NQTs to meet and dialogue together.

Autumn 1	Principles of Learning
Autumn 2	Pupil Voice
Spring 1	Knowing more, remembering more
Spring 2	Embedding Assessment for Learning
Summer 1	What makes outstanding?

Professional Reading

Reflective reading is an integral part of professional discussion. As part of the NQT offer, we provide a reading text with scheduled reading weeks as part of the NQT programme.

Opportunity to discuss identified chapters and link the content to own practice is provided in each half term. NQTs receive a copy of the text to keep!



From Good to Great

All teachers should have access to powerful professional development that helps them to thrive, and their pupils to succeed. We are committed to ensuring continued opportunities for teachers beyond the NQT year to refine and develop areas of practice.

Working with an Experienced Practitioner

Working with an experienced practitioner can effectively support development of pedagogy. Through a fixed term 'embedding good' action plan, targets and activities are agreed and worked towards through a range of reflective opportunities including in class coaching, reflective discussion and peer observations.

Creative Consultancy

Jonny Allams is an experienced teaching and learning consultant who specialises in supporting schools and families to raise levels of pupil attainment, across a broad and balanced curriculum. He firmly believes that pupils who are motivated and engaged make huge progress. His unique approach enables teachers and pupils to develop creativity without losing sight of the skills and concepts needed for effective learning. Using his depth of knowledge of the curriculum and of how children achieve, Jonny unpicks the essential elements of deep, rich learning to ensure teaching excites and inspires pupils and teachers to become confident and successful learners and practitioners.



Excellent Practitioners Programme

The Excellent Practitioners Programme aims to provide opportunity for selected practitioners to engage in reflective practice. The process allows for professional learning opportunities that improve teaching and learning. Participants will be able to:

- See pupil learning occurring in sharper detail.
- See the gaps between what they had assumed was happening when pupils learned and what is actually happening.
- Find out how to plan learning which is better matched to the pupils' needs as a result.
- Do this in the context of a supportive teaching and learning community which is strongly committed to helping pupils to learn and to the professional learning of the members of the group.
- Change their teaching to better support learning as a result and plug knowledge gaps by involving expert practitioners.

Expectations of the programme:

- Understand why lesson study is important.
- Dedicate time, energy and passion for teacher improvement.
- Be open to new ways of teaching and learning.
- Be willing to take risks.
- Support each other, challenge and be a critical friend through effective feedback.

There will be two entry points to the programme across the year: Autumn and Summer.

Mentoring Opportunities

Mentors play a significant and creative role in the learning landscape of a mentee and is crucial to professional development. Our mentor training programme supports all types of mentors and coaches, including those who are involved in school-led initial teacher training.

The overall role of the mentor is to encourage the development and growth of training for new or developing teachers to ensure steady improvement of pupil learning in the classroom. The mentor role is critical in developing pedagogy and practice.

Experienced practioners will be identified to mentor colleagues based on school based need. Introductory and follow up interval training will be provided alongside coaching support from senior leaders.



Leadership Progression Route

Subject Leader



Core Subject Leader (Literacy, Mathematics, Science)



Phase Leader



Non class based (Phase Leader/Assistant Headteacher/SENCO)



Deputy Headteacher



Subject Leader

A subject leader's role is to analyse and build the appropriate provision in their subject, then cultivate the staff's pedagogical content knowledge to maximise learning across their school.

Requirements:

- Completion of successful NQT year with at least one years teaching experience.
- Completion of Developing Early Leadership Course (IoE).
- Cycle of termly subject reviews completed.
- Book looks and monitoring undertaken.
- Responsibility for subject standards and related impact of actions.
- Staff meeting presented/Subject Leader meetings attended.
- Contribution to Federation enrichment weeks and morning briefing meetings.



Core Subject Leader

A subject leader's role is to analyse and build the appropriate provision in their subject, then cultivate the staff's pedagogical content knowledge to maximise learning across their school.

Requirements:

- At least two years teaching experience.
- Experience leading a non core subject.
- Completion of Developing Middle Leadership Course (IoE).
- Cycle of termly subject reviews & action planning completed and presented.
- Book looks and monitoring undertaken across subject.
- Responsibility for subject standards and related impact of actions.
- Staff meeting presented.
- Contribution to Federation enrichment weeks and morning briefing meetings.
- Subject Leader meetings attended including HLT forums.
- Data analysis undertaken.
- Presentations to external agencies e.g. School SIP/School Governors/ Parents.
- Joint lesson observations undertaken with SLT.
- Model lessons for class teachers.



Phase Leader

The Phase Leader will have responsibilities in the areas of leadership, curriculum development, monitoring achievement and progress within the phase, liaison with parents and outside agencies and pastoral duties.

Requirements:

- At least three years teaching experience.
- Experience leading a subject for at least two years.
- Completion of Middle Leadership Course (IoE).
- Cycle of termly subject reviews & action planning completed and presented.
- Responsibility for phase standards and related impact of actions.
- Staff meeting presented.
- Contribution to Federation enrichment weeks and morning briefing meetings.
- Data analysis undertaken.
- Presentations to external agencies e.g. School SIP/School Governors/ Parents.
- Joint lesson observations undertaken with SLT.
- Book looks and monitoring undertaken across phase.
- Phase Leader & extended SLT meetings attended.
- Chairing weekly phase meetings & distributing minutes.
- Coaching and Mentoring support for class teachers.
- Leading phase action research.
- NQT Mentor.

AHT/SENCO

The Assistant Headteacher / SENCO is responsible for implementing the Federation vision, aims and policies, to raise the standard of attainment of all pupils and the quality of the teaching and learning across the school and maintain and enhance the ethos of the school. They are responsible for the provision and delivery of an exciting, broad curriculum that meets the needs of all of our children.

Requirements:

- As Phase Leader on previous page.
- Substantive experience as a class based phase leader or core subject leader.
- Whole school organisational aspects, accountability and data analysis.
- Evidence of effective support of other teachers impacting on standards and quality of teaching.
- Safeguarding lead.
- Evidence of effective self-evaluation informing school improvement themes.
- Evidence of actions resulting standards raising across the school.
- Completion of widening leadership course (IoE).
- Attendance at relevant local and national forums.
- SENCO qualification (if applicable).

Deputy Headteacher

The Deputy Headteacher is responsible for implementing the Federation vision, aims and policies, to raise the standard of attainment of all pupils and the quality of the teaching and learning across the school and maintain and enhance the ethos of the school. They are accountable for standards, progress and school development.

Requirements:

- As Non Class Based Phase Leader on previous page.
- Substantive experience as a phase leader and/or core subject leader.
- Substantive evidence of wider school impact.
- Experience of impact through leading teams.
- Evidence of use of data analysis to inform school self evaluation.
- Substantial experience of whole school organisational aspects, data analysis and accountability.
- Experience of teaching in more than one phase (desirable).
- Evidence of holding crucial conversations with a range of stakeholders.
- Completion of NPQSL (IoE).
- Attendance at relevant local and national forums.
- SENCO qualification (if applicable).
- Contributions to weekly core SLT meetings.
- Shadow HT at critical meetings.
- 1:1 meetings with HT and EHT.

Leadership Training

TA leadership training audit is completed annually. We aim to balance in house training with external training opportunities that enable development of the role and responsibilities undertaken. We aim to enable a balance of training opportunity against application in order to build impact evidence.

In-house Training

Our bespoke leadership training is designed according to school's needs and is delivered to middle leaders, senior leaders as well as governors and aspiring leaders.

This includes:

- Small group scheduled training sessions
- One to one coaching sessions

Education Consultancy

We work with external education consultants who provide one to one coaching sessions.

External Leadership Courses

In order to enhance development, the Federation access leadership courses provided by the Institute of Education including National Award for SENCO, Middle and Wider Leadership Training.

School-to-School Support

We can offer a range of bespoke opportunities for support your school or setting. We understand that every school is different and has different needs and we seek to work alongside our partners to draft programmes of support that meet need.

This includes but is not limited to:

- Best Practice Visits
- Curriculum Support
- Developing an MFL curriculum
- Developing Parent Engagement
- Developing Pupil Voice
- Release of expert practioners
- Middle Leadership Development
- Headteacher Coaching and Mentoring
- Peer Review
- Pupil Premium Review



Action Research

As part of our continued commitment to professional development, seeking best practice and innovative pedagogy, action research is undertaken by middle leaders across the Federation on a yearly cycle. The action research is a reflective process led by individuals, working with their teams to establish research questions which review, challenge and develop current practices in our schools.

Action Research 2018 – 2019

- [Can pre-teaching enable low attaining pupils to make accelerated progress when learning new concepts in mathematics?](#)
- [Can the RUCSAC method improve children's ability to reason and problem solve in maths?](#)
- [Does implementing regular mindfulness in EYFS support children to regulate their behaviour?](#)
- [How can adult interactions through questioning be used to enable a deeper level of critical thinking and impact communication?](#)
- [How can the use of standard forms of English be promoted throughout our school community?](#)
- [How can we build fluency and conceptual understanding of times tables?](#)
- [Can audiobooks, utilised in combination with traditional reading methods, improve comprehension of texts and enhance reading stamina, enjoyment and focus?](#)

Action Research can be downloaded at: [**http://viridis-schools.co.uk/research/**](http://viridis-schools.co.uk/research/)



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