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SAFEGUARDING AND PASTORAL CARE

| | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|
| Advanced Safeguarding, Child Protection and Prevent KCSIE 23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| An Introduction to Protecting Children Online | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Awareness of Adverse Childhood Experiences KCSIE 23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | | | |
| Awareness of Child Criminal Exploitation inc Drug and County Lines KCSIE23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | | | |
| Awareness of Child on Child Abuse KCSIE23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | | | |
| Awareness of Child Protection for School Governors KCSIE 23 Updated | ● | | | | | | | | | | ● |
| Awareness of Child Sexual Exploitation KCSIE23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | | | |
| Awareness of Domestic Abuse: The Impact on Children and Young People KCSIE23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | | | |
| Awareness of Female Genital Mutilation (FGM) KCSIE23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | | | |
| Awareness of Forced Marriage and Honor Based Abuse KCSIE 23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | | | |
| Awareness of Online and E/Safety for Teachers & Staff KCSIE23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | | | |
| Awareness of Preventing Bullying in Schools KCSIE23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | | | |
| Awareness of Substance Abuse Risks for Schools KCSIE 23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | | | |
| Awareness of Trauma Informed Practice KCSIE 23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | | | |



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SAFEGUARDING AND PASTORAL CARE

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Designated Safeguarding Lead KCSIE 23 Updated | ● | | | | | | | ● | | | | |
| How Schools Deal with Child Neglect | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Keeping Children Safe in Education 2022 Changes | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Keeping Children Safe in Education 2023 Changes | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Reflective Safeguarding Practice in Schools KCSIE23 Updated | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Safer Recruitment in Education Settings KCSIE 23 Updated | ● | ● | | | | | | ● | | | | ● |
| Supporting Bereavement Situations for Children | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Working Together to Safeguard Children Dec 2023 Update | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |

HEALTH & SAFETY AND COMPLIANCE

| | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| Asbestos Awareness in Education | ● | | | | | | | | | ● | | |
| Awareness for Staff of GDPR | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Awareness of British Values | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Awareness of Effective Exam Invigilation | ● | | | | ● | | ● | | | | | ● |
| Awareness of Equality, Diversity and Inclusion within an Educational Setting | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Awareness of Manual Handling | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |



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HEALTH & SAFETY AND COMPLIANCE

| | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| Awareness of SEND Code of Practice | ● | ● | ● | ● | ● | ● | ● | | | | | ● |
| COSHH Awareness of School Hazards | ● | | | | | | | | | ● | | |
| Display Screen Equipment in Education | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Fire Marshall Training in Education | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| GDPR Data Protection Officer Training | ● | | | | | | | | | | | |
| Infection Control in Education (COVID-19) | ● | | | | | | | | | ● | | |
| Internationally Embracing Equity, Diversity, and Inclusion | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Legionella Awareness in Education | ● | | | | | | | | | ● | | |
| Level 2 Award in Food Safety and Hygiene | ● | | | | | | | | | ● | | |
| Paediatric First Aid Refresher Course | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Risk Assessment and Accident Reporting in Education | ● | | | | | | | | | ● | | |
| Staff Awareness of Fire Safety in Education | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Staff Awareness of Health & Safety (SAHSE) | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Working at Height (WaH) in Education | ● | | | | | | | | | ● | | |



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LEADERSHIP AND COACHING

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| An introduction to Difficult Conversations in Education | ● | ● | ● | | | ● | | | | | ● |
| An Introduction to Mentoring and Coaching Teachers in Schools | ● | ● | | | | | | | | | ● |
| Further Awareness of Managing Difficult Conversations | ● | ● | ● | | | ● | | | | | ● |
| Level 5 Coaching Professional Apprenticeship | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Masters in Educational Leadership | ● | ● | ● | | | ● | | | | | ● |
| The Teacher Trainer Toolkit: Becoming a Teacher Trainer | ● | ● | ● | | | ● | | | | | ● |
| The Teacher Trainer Toolkit: Being a Trainer | ● | ● | ● | | | ● | | | | | |

TEACHING, LEARNING AND PEDAGOGY

| | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|--|--|--|--|
| Activities to Get Learning Off to a Great Start | | ● | ● | ● | ● | | | | | | |
| Adapting Previously Prepared Tutoring Sessions | | ● | ● | ● | | | | | | | |
| Aligning Tuition to the School's Needs | | ● | ● | ● | ● | ● | ● | | | | |
| Assessment to Inform Lesson Planning | | ● | ● | ● | ● | ● | ● | | | | |
| Awareness of Assessment for Learning | | ● | ● | ● | ● | | | | | | |
| Awareness of Calculating a Student's Reading Age | | ● | ● | ● | ● | ● | ● | | | | |



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TEACHING, LEARNING AND PEDAGOGY

| | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|--|--|--|--|
| Awareness of Collaborative Learning | | ● | ● | ● | ● | ● | ● | | | | |
| Awareness of Creating Independent Learners | | ● | ● | ● | ● | ● | ● | | | | |
| Awareness of Effective Behaviour Management and Remote Learning | | ● | ● | ● | ● | ● | ● | | | | |
| Awareness of Effective Behaviour Management in the Classroom | | ● | ● | ● | ● | ● | ● | | | | |
| Awareness of Effective Cover Supervision | | | | | ● | | | | | | |
| Awareness of Effective Questioning | | ● | ● | ● | ● | ● | ● | | | | |
| Awareness of Effective Scaffolding | | ● | ● | ● | ● | | ● | | | | |
| Awareness of Metacognition | | ● | ● | ● | ● | ● | ● | | | | |
| Creating Inspiring Learning Spaces | | ● | ● | ● | | | ● | | | | |
| Developing Formative Assessment in Mathematics | | ● | ● | ● | ● | ● | ● | | | | |
| Developing High Performing Teaching Assistants | | | | | | ● | ● | | | | |
| Early Career Teachers: Creating Independent Learners | | | ● | | ● | | ● | | | | |
| Early Career Teachers: Making Metacognition Work in Your Classroom | | | ● | | ● | | ● | | | | |
| Early Career Teachers: Setting High Expectations | | | ● | | ● | | ● | | | | |
| Educators 7 Habits of Being Successful: Keeping Your Tank Full | | ● | ● | ● | ● | ● | ● | | | | |

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TEACHING, LEARNING AND PEDAGOGY

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| Educators 7 Habits of Being Successful: Making Time Your Friend | | ● | ● | ● | ● | ● | ● | | | | | |
| Essentials of Tutoring | | | | ● | | | | | | | | |
| Establishing Classroom Routines and Expectations: Growth Mindsets | | ● | ● | ● | ● | | ● | | | | | |
| Framing Learning through Objectives and Outcomes | | ● | ● | ● | ● | | | | | | | |
| How to be an Amazing Teaching Assistant | | | | | | | ● | | | | | |
| How to Develop Critical Literacy Skills in Your Learners | | ● | ● | ● | ● | ● | ● | | | | | |
| How to Develop Oracy in the Maths Classroom-Giving Your Learners their Voice | | ● | ● | | ● | ● | ● | | | | | |
| How to Engage Learners in Science | | ● | ● | ● | | | | | | | | |
| How to Re-Engage Reluctant Learners | | ● | ● | ● | ● | ● | ● | | | | | |
| How to Tutor Online | | | | ● | | | | | | | | |
| Iterative Learning – Building on Progress Over Time | | ● | ● | ● | | | ● | | | | | |
| Level 3 Award in Education and Training | | | | | ● | | ● | | | | ● | |
| Level 3 Certificate in Supporting Teaching and Learning in Schools | | | | | | | ● | | | | ● | |
| Level 4 Certificate for Higher Level Teaching Assistants | | | | | | | ● | | | | | |
| Level 5 Certificate in Teaching English as a Foreign Language (TEFL) TQUK | | | | | | | ● | | | | ● | |
| PGCE for Further Education | | | | ● | ● | | ● | | | | ● | |
| PGCE for Independent schools | | | | ● | ● | | ● | | | | ● | |



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Support Staff

Governors

TEACHING, LEARNING AND PEDAGOGY

PGCE with QTS

Planning and Preparing Engaging Lessons

Planning and Preparing Engaging Tutoring Sessions

Preparing High Quality Lesson Resources

Primary English: How to Promote Reading for Pleasure

Primary Maths: Beginning with the Ten Frame

Primary Maths: Developing Number Sense in Learners

Primary Maths: How to Teach Using the Bar Model

Primary Maths: How to Use Visual Representations

Primary Maths: Using Numicon Effectively

Primary Maths: Variation to Deepen Mathematical Understanding

Secondary English: How to Develop Writing Skills in your Classroom

Secondary Maths: Embedding Retrieval Practice with Your Learners

Teaching Assistants - Developing a Reflective Practice in Education

Teaching Assistants - How to Design your Continued Professional Development

Techniques to Deliver Exam Rubric

The Tutor Communication Triangle



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SENDco

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|---|------------------------|--------------------------------|----------|--------|-------------------|--------|---------------------|-------------------|---------------|---------------|---------------|-----------|
| Awareness and Development of Autism Friendly Classrooms | | ● | ● | ● | ● | ● | ● | | | | | |
| Awareness and Support for Dyscalculia Students | | ● | ● | ● | ● | ● | ● | | | | | |
| Awareness and Support for Hearing Impaired Students | | ● | ● | ● | ● | ● | ● | | | | | |
| Awareness and Support for Students with ADD | | ● | ● | ● | ● | ● | ● | | | | | |
| Awareness and Support for Students with ADHD | | ● | ● | ● | ● | ● | ● | | | | | |
| Awareness and Support for Students with Dysgraphia | | ● | ● | ● | ● | ● | ● | | | | | |
| Awareness and Support for Students with Dyslexia | | ● | ● | ● | ● | ● | ● | | | | | |
| Awareness and Support for Students with Visual Impairments | | ● | ● | ● | ● | ● | ● | | | | | |
| Awareness of Calculating Reading Ages | | ● | ● | ● | ● | ● | ● | | | | | |
| Awareness of Classroom Pedagogy in an EAL Setting | | ● | ● | ● | ● | ● | ● | | | | | |
| Awareness of SEND Code of Practice | | ● | ● | ● | ● | ● | ● | | | | | |
| Awareness of Sensory Processing, Behaviour and the Primary Classroom | | ● | ● | ● | ● | ● | ● | | | | | |
| Awareness of Understanding Autism | | ● | ● | ● | ● | ● | ● | | | | | |
| Level 2 Certificate in Special Educational Needs and Disabilities | | ● | ● | ● | ● | ● | ● | | | | | |
| Level 3 Award in Education and Training | | ● | ● | ● | ● | ● | ● | | | | | |
| The Reading Framework: Supporting Children at Risk of Reading Failure | | ● | ● | ● | ● | ● | ● | | | | | |



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MENTAL HEALTH & WELLBEING

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Are our Children Suffering from Anxiety? | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Awareness of Learner Wellbeing | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Awareness of Mental Health | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Certificate in Senior Mental Health Lead Training for Schools | ● | ● | | | | | | ● | ● | | | |
| Children's Mental Health: How to Support Families | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Create Positive – Fundamentals of Wellbeing | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Dealing with Anxiety in Students | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Emotionally Sensitive Strategies | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Individual Certificate for Senior Mental Health Lead | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Mental Health: It is OK not to be OK | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Navigating Change and Habits | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Self Harm and Eating Disorder in Young People | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Unlocking the Power of Human Connection | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |

INTERNATIONAL

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PGCE for International Schools | | | | ● | ● | | ● | | | | ● | |
| iPGCE with QTS | | | | ● | ● | | ● | | | | ● | |
| Internationally Embracing Equity, Diversity and Inclusion | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |

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CLIMATE CHANGE EDUCATION

Contemporary Climate Change

Earth's Climate History

Certificate in Sustainability and Climate Change for Educators
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| ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |

TA Career Progression

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You or your school may be interested in finding out more about the career progression potential for your Teaching Assistants. Visit this handy guide to show a typical TA career journey. As a school you can grow your own TAs and teachers or speak to your school about these opportunities.



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