Exceptional   Aspirational   Transformational

**Developing Teaching Today,**

**Creating the Leaders of Tomorrow**

Tel: 01942 726 842

Address: c/o Golborne High School, Lowton Road, WA3 3EL

Socials: @GolborneTrinity

Website: [www.trinityteaching.org](http://www.trinityteaching.org)
Dear Colleague,

It gives us great pleasure to welcome you to Trinity Teaching Alliance, a unique group of schools with a vision for developing a highly aspirational culture of expert teaching and school leadership across the north-west. Golborne High School is the founder member of this dynamic alliance which works alongside Aspire Federation and the Keys Federation.

Working as a hub of the Endeavour Learning Teaching School, we are driven to provide opportunities for Initial Teacher Training (ITT), ongoing CPD and school-to-school support across the range of educational phases from early years to primary and into secondary, and including special education.

For those considering entering the profession, we have a School Direct partnership and an expertly designed programme of professional development opportunities designed to ensure that new teachers are supported through a rigorous, retention-driven and research-informed induction programme.

For Newly Qualified Teachers (NQT), we operate a competitive Appropriate Body service and those who are registered through Trinity can enjoy a modern programme of entry-level CPD, as well as quality assurance designed to ensure that your NQTs are guided through their first years of teaching. Our NQT CPD programme is underpinned by our current involvement with research being conducted by the Chartered College of Teaching.

As you may be aware, the partner organisations within the Trinity Teaching Alliance are highly successful educational providers with many years of experience. As such, we are in a position to offer a range of school-to-school support through system leadership. Our team of NLEs, LLEs and SLEs are experts in their field and we provide a professional service designed to support improvements in your school at all levels.

Should you be interested in discussing our services, we would welcome hearing from you.

Best wishes,

Alison Gormally
Chief Executive Officer, Trinity Teaching Alliance

Developing teaching today, Creating the leaders of tomorrow
A note from the team

Golborne High School

“We take pride in sharing our own good practice and we value opportunities to reflect on new approaches and teaching methods that may be introduced to our classrooms.”

Alison Stott, Golborne High School

“In establishing this new alliance, we hope to further enrich the profession by providing tailored training around the specific needs of the colleagues and schools who choose to work with us.”

Chris Rimmer, Director of Trinity Teaching Alliance

The Keys Federation

“As award winning digital innovators, we want to share our learning to transform education for the future.”

Sharon Bruton, The Keys Federation

“Our teaching alliance is a place of learning, innovation and opportunity, uniquely benefitting from a blend of expertise in all sectors; Early Years, Primary, Secondary and Special.”

Jenny Adams, The Keys Federation

Aspire Federation

“Our shared, collaborative vision and drive is at the core of our irresistibly unique blended approach to learning.”

Cath Taylor & Kathy Claxton, Aspire Federation
Our offer

Initial Teacher Training (School Direct)

We have a School Direct partnership which caters for potential trainee teachers from the point of initial interest, through to interview and then through a high-quality training programme during the training year. Our unique alliance allows us to offer opportunities to train teachers in Early Years, Primary, Secondary and Special Education.

We regularly hold teacher training information events, so check our social media for details. If these events are not convenient to you, please do not hesitate to contact us for an informal chat or to arrange another time to come in to see us at school.

CPD & School-to-School Support

Our alliance brings together the extensive CPD programmes which are expertly delivered by our accomplished partner organisations. We are committed to ongoing and high-quality professional development for all colleagues who choose to work with us. All of the professional learning programmes in which we invest our time and effort, prioritise the highest impact at classroom level.

Aspirational Curriculum
A Curriculum for All
Curriculum Networks
Cross-phase Curriculum
Expertise
Subject Knowledge Support
Closing the Gaps
Cultural Capital

Exceptional Teaching & Learning
Outstanding Teacher Programme
Creating Resilience & Results
Research-based Pedagogy
Digital Innovations

Transformational Leadership
NLE and SLE Deployment
SLE Designation
Preparation for Leadership
NPQ Qualifications
Leading & Managing Curriculum Change

Developing teaching today,
Creating the leaders of tomorrow

A hub of Endeavour Learning Teaching School Alliance
Alison Gormally is Headteacher at Golborne High School, which is a high-performing secondary school. Over the past 3 years the school has undergone a rapid journey of improvement and is now in the top 10% of all schools nationally. Golborne High School is categorised as ‘well above average’ by the DFE and is a beacon of excellence in the local community.

Alison has extensive teaching and leadership experience in a diverse range of contexts across the North West. She is an experienced provider of NP courses and leadership courses, specialising particularly in the leadership of change and the creation of strategic leadership models, which create successful organisations.

Alison also has vast experience in the area of raising achievement across all cohorts, but particularly Disadvantaged and Middle Ability boys. Her Leadership Team deliver at national conferences and routinely support other schools in most areas of school improvement but particularly Curriculum, Disadvantaged, Language for Learning and research led best practice. Alison has a talented group of SLEs who are experts both in their subject areas and research-led best practice.

Alison was the Chair of Wigan Secondary School Heads [2018-19] and is a member of the Wigan School Improvement Board and Education Partnership Board. She also regularly speaks at Pixl and Whole Education national conferences, alongside her Leadership Team. She believes in creative, innovative and collaborative leadership that is underpinned by research-led best practice and well-informed self-evaluation.
Sharon is the CEO of The Keys Federation, a multi-academy trust of four primary schools and 5 childcare traded services based in the North West. She is a passionate advocate of unlocking potential, embodied in her MAT’s unique approach to professional development; its “Spirit of Purpose”. The schools deliver a DREAM curriculum, co-created in line with their values-led approach and delivering academy specialisms as well as breadth and depth.

As a Pearson Silver National Award Winner for ‘Digital Innovator of the Year 2019’, Sharon drives her Trust’s digital strategy. As a result, the MAT holds Flagship School Status for Century, an award-winning AI learning platform, sharing a unique approach to co-delivery, blending digital learning with effective student agency.

Sharon has held the roles of NLE, Ofsted Inspector and HMI Associate Inspector. She is committed transforming the future of education and works strategically as a partner of Trinity Teaching Alliance, with Bolton University, LAs, Diocese, Greater Manchester Learning Partnership and Whole Education in a self-improving network, regionally and nationally. Sharon is an active fellow of the RSA.
Pen Portrait: Cath Taylor, Executive Director, TTA

Catherine Taylor is Executive Headteacher at the Aspire Federation which is a partnership between two exceptionally successful Special Schools, Oakfield High School & College and Landgate School in Wigan. She has extensive teaching and leadership experience in both mainstream and special.

She has a Masters Degree in Educational Leadership and Management as well as a certificate in Coaching and Process Consultancy.

In addition she is an experienced NLE with a proven track record of success and impact.

Catherine has vast experience in the area of raising achievement of Disadvantaged and together with the Aspire Team carries out Pupil Premium Reviews locally and nationally.

Catherine is the Chair of Wigan Special School Heads and a member of the Wigan School Improvement Board and Education Partnership Board. She is also a Dfe registered Women Leading in Education coach.

Areas of Specific Interest

- Inclusion
- CEIAG – Technical and Vocational curriculum
- All aspects of School Improvement including Coaching and Mentoring Disadvantaged

Her mantra is:

“Do not go where the path may lead, go instead where there is no path and leave a trail.”
Pen Portrait: Chris Rimmer, Director of Teaching Alliance

A first-class and Cervantes prize-winning modern linguist, Chris has taught and led Modern Languages departments in the north-west for over ten years. He has been designated as SLE for Modern Languages and contributes actively to discussions around best practice in his field.

In addition to his current role as Director of Trinity Teaching Alliance, Chris is also a member of the Extended Senior Leadership Team at Golborne High School, where he sits on the Teaching & Learning Team responsible for delivering the school’s in-house CPD programme. In previous roles, Chris was a successful Head of Modern Languages and Head of Key Stage Three. Chris is currently leading on Golborne High School’s involvement with the Early Career Framework research, which is being conducted by the Chartered College of Teaching in association with the Education Endowment Fund.

Areas of specific interest:

- Initial Teacher Training
- Early Career Framework
- Gleaning practical strategies from educational research
- Digital technologies in the classroom
- Classroom management
- Raising aspirations of Disadvantaged pupils
- Improving teaching and learning
EAT from our CPD Menu
- The Year 1 Offer -
There are further details about many of these courses in the pages that follow

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<th>A. Masterclasses</th>
<th>1 hour twilight sessions</th>
<th>B. Leadership</th>
<th>3 full days and coaching. Bespoke to your setting. Delivered by SLEs, leading experts and NLEs</th>
<th>C. Pre-diagnosics visit</th>
<th>1 Day Diagnostics Feedback &amp; Report Bespoke to your setting. Delivered by SLEs, leading experts and NLEs</th>
<th>D. Licensed Programmes Please consult us regarding the price of the course</th>
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- Prices in Menus B, C & D vary in response to your personalised requirements.
- SLEs/Leading experts will be charged at £350/day
- NLEs / Leading Headteachers will be charged at £550/day
Secondary NQT/RQT
CPD Programme

Lead colleague: Chris Rimmer, Director of TTA
Venue: Golborne High School and Online

Our innovative and research-informed NQT programme is delivered by colleagues with expertise in inducting new teachers into the profession.

Our ongoing involvement with the research being conducted by the Chartered College of Teaching is preparing us for the roll-out of the Early Career Framework (ECF), and much of the research to which we will refer across the course forms part of the recommended reading from this framework. Across the year, we will aim to break down the Teachers’ Standards into the practicalities and priorities of life in the classroom of a successful early career teacher.

<table>
<thead>
<tr>
<th>Session (inc. TS)</th>
<th>Venue</th>
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<tbody>
<tr>
<td>Autumn 1: Welcome Professional Behaviours &amp; High Expectations Monday 30th September 4.00-5.00pm</td>
<td>Golborne High School</td>
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<tr>
<td>Autumn 2: Behaviour and Classroom Management Thursday 7th November 4.00-5.00pm</td>
<td>Golborne High School</td>
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<tr>
<td>Spring 1: Planning and Teaching Well-Structured Lessons Thursday 23rd January 4.00-5.00pm</td>
<td>Golborne High School</td>
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<tr>
<td>Spring 2: Fostering and Maintaining Pupils’ Interest Tuesday 10th March 4.00-5.00pm</td>
<td>Golborne High School</td>
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<tr>
<td>Summer 1: Taking charge of your own CPD and career journey beyond your NQT year Thursday 30th April 4.00-5.00pm</td>
<td>Webinar</td>
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<td>Summer 2: Reflections on the NQT Year. Sharing &amp; Celebrating NQT Best Practice Event TBC</td>
<td>Venue TBC</td>
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A programme of CPD centred around the research outlined in the Early Career Framework will be available to colleagues in their RQT year.
Primary NQT CPD Programme

Lead Colleague:
Tim Mooney - Principal and SLE
The Keys Federation Academy Trust

Venue:
Hindley Green Community Primary School
Thomas Street, Hindley Green, Wigan, WN2 4SS

Our innovative, research-led and evidence informed NQT programme of professional development provides candidates with clear links between:

- standards and daily practice
- theory and day to day delivery
- reflection techniques for effective analysis

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<tr>
<th>Session</th>
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</table>
| Autumn 1    | Welcome
Standards & Expectations
Monday 30th September 2019
4.00pm – 5.00pm       |
| Autumn 2    | Positive Behaviour and Classroom Management
Thursday 7th November 2019
4.00pm – 5.00pm        |
| Spring 1    | Core subject knowledge and basic skills
Thursday 23rd January 2020
4.00pm-5.00pm            |
| Spring 2    | Lesson structure, delivery and questioning
Monday 9th March 2020
4.00pm – 5.00pm             |
| Summer 1    | Meeting all learners’ needs and how you know
Thursday 30th April 2020
4.00pm – 5.00pm            |
| Summer 2    | Reflections on the NQT year. Sharing & Celebrating
NQT Best Practice Event
TBC                      |

4 sessions for £100
(all 6 for £150)

Venue TBC
Primary RQT CPD Programme

Lead Colleague:
Tim Mooney - Principal and SLE
The Keys Federation Academy Trust

Venue:
Hindley Green Community Primary School
Thomas Street, Hindley Green, Wigan, WN2 4SS

In preparation for the Early Career Framework, this course will be informed by research conducted by the Chartered College of Teaching. RQT colleagues will build on a successful induction year to further refine and embed their professional expertise in all aspects of the teaching profession.

<table>
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<tr>
<th>Session</th>
<th>Venue</th>
<th>Date and Time</th>
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</table>
| Autumn 1 | Effective Subject Leadership and your wider professional role  
Expectations of the RQT Year  
Thursday 3rd October 2019  
4.00pm – 5.00pm | Hindley Green Community Primary School |
| Autumn 2 | Enhancing Engagement in Learning  
Monday 18th November 2019  
4.00pm – 5.00pm | 4 sessions for £100 (all 6 for £150) |
| Spring 1 | The Curriculum - Improving learners’ outcomes  
Thursday 30th January 2020  
4.00pm – 5.00pm | |
| Spring 2 | Challenge for all learners  
Monday 16th March 2020  
4.00pm – 5.00pm | |
| Summer 1 | Critical analysis, impact in class and across school  
Thursday 7th May 2020  
4.00pm – 5.00pm | |
| Summer 2 | Reflections on the RQT year. Sharing & Celebrating RQT Best Practice Event  
TBC | Venue TBC |

Developing teaching today, Creating the leaders of tomorrow
Research-led best practice

Lead colleague: John Hough, Golborne High School
Venue: Golborne High School

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<th>Session</th>
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<tr>
<td>Research-led best practice</td>
<td>Golborne High School</td>
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<td>Tues 14th January 2019</td>
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</table>

Who has enough time to read educational research, seriously? And what in blue-blazes is a schemata anyway?

This is a session for the teacher who wants to brush-up on their recent educational research to make sense of their next whole-school CPD, and for those who want to compare notes on their favourite strategies they have found leafing through a Didau or a Sherrington. At the very least, you’ll leave with a brief introduction into some of the strategies from around ten well-received pieces of research. That said, we do hope that by the end of this session you will share John’s view that we are all too busy to not-read educational research.

“If I have seen so far, it is only by standing on the shoulders of giants”

- Why adopt a research-based approach?
- The five-year plateau, a closed-door and the survival of the fittest.
- “Everything works somewhere, nothing works everywhere”

What if everything we knew about the curriculum was wrong?

- Interleaving and spacing on a wet Wednesday morning.
- Putting the testing effect to the test.
- What in blue-blazes is a schemata?

Is there anything less interactive than an interactive whiteboard?

- Handwriting vs typeface?
- What can we learn from dual coding and cognitive load theory?

Making Every Lesson Count and the Principles of Instruction

- A visualiser called Dobbie saved my life.
- My personal transformation of practice

Developing teaching today, Creating the leaders of tomorrow
An introduction to DIAL

Lead Colleague:
Tim Mooney - Principal & SLE
The Keys Federation Academy Trust

Venue:
Hindley Green Community Primary School
Thomas Street, Hindley Green, Wigan, WN2 4SS

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<td>Autumn 1</td>
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What is DIAL? An answer to reading development in your school.

D = Deduction

I = Inferential Comprehension

A = Authorial Intent

L = Literal Comprehension

Develop these skills in a systematic approach to enhance your reading outcomes across school.

You will leave with an easily deliverable method to seamlessly integrate into your classroom practice.
Reading and Oracy in EYFS

Lead Colleague:
Tim Mooney - Principal & SLE for Early Years
The Keys Federation Academy Trust

Venue:
Hindley Green Community Primary School
Thomas Street, Hindley Green, Wigan, WN2 4SS

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Effective Oracy in early years is a vital vehicle to enable each child to succeed.

Engage with our Early Years expert who will share a structured, effective and proven approach to securing speech and language development as part of your daily practice.
Reading: VIPERS

Lead Colleague:
Nicola Green – Principal
The Keys Federation Academy Trust

Venue:
St Peter’s C. of E. Primary School
Kildare Street, Hindley, Wigan, WN2 3HY

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Thinking about how to improve your pupils’ comprehension skills? VIPERS may be for you.

V = Vocabulary

I = Inference

P = Prediction

E = Explanation

R = Retrieval

S = Summarise

This approach covers all the key comprehension skills vital for success. Embed these reading prompts across your curriculum delivery not simply in focussed reading sessions.
SPAG/EPGS Masterclass

Lead Colleague:
Lindsey Eves - Year 6 teacher
The Keys Federation Academy Trust

Venue:
St. Peter’s C. of E. Primary School
Kildare Street, Hindley, Wigan, WN2 3HY

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If your focus is on developing and increasing outcomes for Key Stage 2 pupils in Spelling, Punctuation and Grammar, this course is for you.

As a successful Year 6 teacher, Lindsey has created an engaging approach to these core skills for English development. This course will showcase a variety of approaches and teaching ideas which have delivered outcomes significantly above the national, particularly at greater depth.
Phonics

Lead Colleague:
Jackie Birch - Assistant Principal
The Keys Federation Academy Trust

Venue:
St Peter’s C. of E. Primary School
Kildare Street, Hindley, Wigan, WN2 3HY

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Read, Write Inc not for you?

Secure phonic development for all children in your class through this highly successful method of delivery.

With outcomes significantly above the national standards, Jackie will share her transformational approach to enable you and your children to succeed.
10 Minute Interventions for SEMH

Lead Colleague:
Vicky Klage - Inclusion Manager and accredited Practitioner in Trauma Informed Schools
The Keys Federation Academy Trust

Venue:
Hindley Green Community Primary School
Thomas Street, Hindley Green, Wigan, WN2 4SS

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This course will give you practical strategies to promote and support mental health & wellbeing in your mainstream classroom. The approaches you will learn will remove barriers to learning and allow your pupils to flourish. By following these therapeutic interventions pupils will be in a better place for learning.

This is a practical session for up to 20 colleagues – teachers and teaching assistants.
Digital Learning
(an introduction to Century)

Lead Colleagues:
Laura Butcher - Principal of Century Flagship School
Sally Naylor – Y6 Teacher
The Keys Federation Academy Trust

Venue:
St John’s C. of E. Primary School, Abram
Simpkin Street, Abram, Wigan, WN2 5QE

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<tr>
<td>Autumn 1</td>
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<td>Tuesday 1st October 2019</td>
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<td>4.00pm – 5.00pm – Laura Butcher</td>
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Century is an award-winning artificial intelligence driven platform which supports the successful learning, rapid recall, practice and application of foundational knowledge in core subjects.

This course will introduce you to the platform’s functions, capabilities and analytical tools from the learner and teacher viewpoints. We will share with you the potential it has to:

- Identify and close gaps in pupils’ knowledge
- Ensure knowledge development from accurate starting points
- Positively impact on teacher workload
- Cater for your most able pupils to unlock their potential and
- Add to the accuracy of your assessment analysis as an excellent practitioner

This approach is unique as it combines digital learning with pupil resilience.
Co-operative Learning

Lead Colleague:
Jason Heatley – Principal
The Keys Federation Academy Trust

Venue:
St. John’s C. of E. Primary School
Atherton Road, Hindley Green, Wigan, WN2 4SD

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Co-operative learning is one approach to developing student agency and independence in learning. This course will introduce you to some basic starters to trial in your curriculum practice and impact on effective engagement in learning.

Jason will share with you how he introduced these steps to successfully promote meaningful discussion in the classroom and enhance pupils’ focus on their own learning.
Making Music Magical

Lead Colleagues:
Ben Fisher and Morv Sinclair
The Keys Federation Music Academy Specialists

Venue:
Hindley Green Community Primary School
Thomas Street, Hindley Green, Wigan, WN2 4SS

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Non-music specialist? Do you want to build and develop your instrument specific skills?

This session explores a whole class approach to musical performance and composition, promoting engagement, achievement and attainment in music.

You will learn a new approach to whole class performance that promotes engagement, achievement and attainment in music.

This session focusses on Ukulele, Keyboard and Drums.
Health, Well-being and Self-care - Guidance for Senior Leaders - Session 1

Lead Colleague:
Tonianne Hewitt - Mental Health Champion and Mental Health First Aider
The Keys Federation Academy Trust

Venue:
The Keys Federation Head Office
682 Atherton Road, Hindley Green, Wigan, WN2 4SQ

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Improve your staff attendance, build a mentally healthy workplace and recognise early warning signs.

This overview will assist you in identifying early warning signs and taking action to talk and intervene at early stages before absence occurs.

A whole organisation approach to mental health is vital to ensure lasting culture change.

By attending this session you will receive a step by step approach to support the mental health continuum and identify the H&S executive’s six main sources of workplace stress.
Health, Well-being and Self-care
An active approach to Self-care -
Session 2

Lead Colleague:
Tonianne Hewitt - Mental Health Champion and Mental Health First Aider
The Keys Federation Academy Trust

Venue:
The Keys Federation Head Office
682 Atherton Road, Hindley Green, Wigan, WN2 4SQ

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| Spring 1 | Monday 13th January 2020
4.00pm – 5.00pm |
|          | The Keys Federation Head Office |

This practical approach will enable you to identify both protective and risk factors in daily life and the workplace. This structured tool to analysing “what’s in your stress container” will assist you in looking after yourself and others.

It identifies helpful and unhelpful coping strategies, making each person more self-aware and effective in managing personal resilience.
Paediatric First Aid/First Aid in the Workplace

Accredited Trainer:
Terry Pemberton

Venue:
Hindley Green Community Primary School
Hindley Green, Wigan, WN2 4SS

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<tr>
<td>Autumn 1</td>
<td>Hindley Green Community Primary School (The Hub)</td>
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<tr>
<td>Course 1</td>
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<tr>
<td>Paediatric First Aid Training Tuesday’s 9.00am – 12.00pm 8th/15th October 5th/12th November 2019 (limited spaces available)</td>
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<td>Course 2</td>
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<td>Paediatric First Aid Training Friday’s 12.30pm – 3.30pm 11th/18th October 8th/15th November 2019</td>
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Do you need peace of mind that you have staff on site who are qualified in Paediatric First Aid/First Aid in the workplace?

Then look no further. Your staff will receive first class training from Terry Pemberton who is an Advanced Trainer for NURO – the UK’S largest independent provider of First Aid Training.

Terry will deliver a 12-hour course over a number of sessions which are informative, interesting, full of professional learning and First Aid practice.

At the end of the course your staff will receive a nationally recognised qualification with the addition of:

- First Aid Manual to take home
- Resuscitation Face Shield Key Ring
- Mini First Aid Kit
- Accreditation Card for purse/wallet
- Pen
- Certificate of Qualification

Developing teaching today,
Creating the leaders of tomorrow
Sensory Processing

Delivered by: Kathy Claxton, Head of School
Venue: Landgate

How effectively do you meet the sensory needs of your learners?

Everyone uses their senses to process information and acquire new learning, the more effectively our sensory needs are met, the more optimal learning is.

Sensory processing refers to the messages being received by the nervous system and our resulting actions / reactions. Everyone has different ways that they process information from the external world, and it matters when difficulties interfere with everyday activities.

“No way of processing sensory information is inherently good or bad, it just is....”

Winnie Dunn

This session will explore;
Readiness to learn
Access to the curriculum
Optimizing learners’ sensory processing skills

Using sensory approaches within the classroom ensures that learners experience a variety of stimulation for the brain, enabling sensory systems to become more developed and higher functioning to occur. Resulting in a positive impact on readiness to learn and engagement in opportunities.
Additional masterclasses
Venue: The Aspire Federation

Purposeful classrooms
- Developing an awareness and understanding of what a purposeful classroom looks like
- Opportunities to consider effective use of Teaching & Learning, including TA’s

Fundamentals Learning
Sessions will focus on how to maximise:
- A learner led curriculum
- Effective use of assessment to inform high impact learning opportunities
- Targeted learning opportunities i.e. Rebound Therapy, Sensory Circuits
- Fundamentals curriculum

Starting Right – Achieving More
Practical experience of using assessment data to set accurate targets for learning.

The session will explore:
- Using effective assessment (What and why are we assessing?)
- Getting the bigger picture – understanding how to effectively use assessment tools available for SEN learners

Blending inclusive practice into the classroom
A half-day session exploring the principles:
- Effective differentiation
- Promoting opportunities to engage in practical sessions in relation to personalising learning
- Create a purposeful and accessible environment
Primary Curriculum Masterclasses for Foundation Subjects

Lead Colleague: Alison Stott, Golborne High School

These four sessions provide a blend of expertise from leaders in secondary and primary, who have the capacity to call upon cross-phase, cross-context pedagogical expertise, thus enabling access to the curriculum for ALL.

These masterclasses are offered in the following subject areas:

- History
- Geography
- Modern Languages

One of these masterclasses will have an SEN focus.

4 x sessions for each subject £100.

These can either be bespoke to a school / department or a calendared programme.
Secondary Curriculum Masterclasses

Lead Colleague: Alison Stott, Golborne High School

These masterclasses will focus on curriculum. They will look at

- Intent – what do you want pupils to learn in your subject and why? How is this put into practice?
- How are you ensuring and assuring appropriate content choices and sequencing?
- How does your curriculum ensure pupils develop “secure understanding of key blocks of knowledge and concepts” rather than “insecure, superficial understanding”?
- How do you ensure that pupils can remember the curriculum in the long term?

More recently, there has been a growing recognition that a teacher’s subject knowledge is vitally important. These masterclasses will look at ways of identifying areas of subject knowledge that need to be developed.

We can offer these sessions for the following subjects:

- History
- Geography
- Modern Languages
- English
- Maths
- Performing Arts

4 x sessions for each subject £100.

These can either be bespoke to a school / department or a calendared programme.
Leading Curriculum Design

Lead colleague: Charlotte Norwood, Assistant Headteacher, Golborne High School

Venue: By Arrangement

We believe that a robust, principles-led curriculum is at the heart of a good education. This course is designed to support leaders at your school in developing a curriculum that is right for your pupils, laying the foundations for improved pupil outcomes, both in attainment and personal development.

The content of the three days will be tailored to the context and needs of your school, but may include the following:

- Curriculum review – an evaluation of your existing curriculum
- Effective tools for self-evaluating your current curriculum
- Principles-led curriculum design – developing a clear intent
- A local curriculum – identifying and addressing local needs
- Curriculum that builds success – using subject curriculum planning to raise attainment
- Subject-specific curriculum design – with support from subject specialists
- Options - Designing effective KS4 pathways
- Timetabling the curriculum – support with building a curriculum model

The course may include working with your Senior Leadership Team or individual Senior Leaders, delivering or supporting CPD with Middle Leaders, individuals and/or the whole staff.

The length, structure and price of the course will be agreed upon arrangement, according to the needs of your school. Up to three full days of CPD will be provided, and may be consecutive or spread over a longer period.
Transformation

Leading & Managing Curriculum Change

Lead Colleague:
Sharon Bruton – CEO
The Keys Federation Academy Trust

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<td>Leading &amp; Managing Curriculum Change</td>
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This course will guide you through the following stages for effective change:

**Audit:** the essence of your curriculum and making it work for pupils

**Activate:** How you model and influence the practice of others, resource and organise effective learning via your team.

**Apply:** Leading learning effectiveness. How you

**Assess:** A process to validate how successful your vision into provision has been.

- Leadership development and support for Headteachers and Senior Leaders as they Quality Assure the standards across their schools
- An analytical process with proven impact, securing best practice and a culture of continuous improvement within any school
- Effective practice development between leaders;
- Clarity of focus, and this peer review training supports your leadership team as they on seeks to validate, challenge and support the next steps on your school’s journey to becoming exceptional.

“The clarity and discipline of this process supports us in having a sharp focus on what really makes a difference to our school and our student outcomes.”

Developing teaching today,
Creating the leaders of tomorrow

A hub of Endeavour Learning Teaching School Alliance
Curriculum Review (Secondary)

Lead Colleague: Alison Stott, Deputy Headteacher, Golborne High School

Our leading experts can work with senior leaders and middle leaders to carry out a review of the Curriculum, looking at:

- intent
- implementation
- impact

of the curriculum across a single subject or a number of subjects.

This can be tailored to the requirements of the school.
SEN Reviews

Lead Colleague: Cath Taylor, CEO, Aspire Federation

Reviews are designed to promote a deep dive into SEN provision, including Strategy, Achievement & Progress, Curriculum and Teaching & Learning.

The reviews are bespoke to your organisation.

In addition our reviews aim to:

- Support organisations in the self-evaluation of SEN provision.
- Provide purposeful challenge and celebrate success and achievement.
- Enable organisations to develop skills, knowledge and understanding of what effective SEN provision looks like and improve outcomes for SEN learners.
- Promote opportunities for rich discussion.
- Further develop knowledge of underpinning pedagogy and practice.
- Provide advice and support in relation to professional development opportunities.

Reviews

Our bespoke reviews are facilitated by a highly experienced and qualified team including NLE. The team have a wealth of experience and expertise across Mainstream and Special.

There will be a 2 hour initial visit/briefing session.

A self-evaluation tool-kit can be completed by the organisation prior to the meeting.

A fully comprehensive review day.

A written report which is delivered at a future 1 hour meeting where we discuss the draft report with the client.

If required, this can be presented to Senior Leaders and Governing Bodies.
Peer Review

Lead Colleague: Cath Taylor, CEO, Aspire Federation

Our Peer Reviews based upon the ethos of “There are no teachers, only learners”.

These are carried out by experienced and qualified members of the team including NLE and Focus specialists.

With the intent to drive forward School Improvement the reviews provide the opportunity to engage in a powerful self-evaluation and learning experience.

Reviews are bespoke and are focused directly upon the requirements of the organisation.
One Day Diagnostics - Pupil Premium

Lead colleague: Nicola Winnard, Assistant Headteacher, Golborne High School
Venue: Client school

Ensuring impact from the Pupil Premium school-level grant in raising the attainment of disadvantaged pupils of all abilities is a challenge for all schools. Strategic allocation of this extra resource to support pupils requires a detailed knowledge of the challenges faced and an impact driven action plan from Senior Leadership teams.

The purpose of this diagnostic is to review the impact of your school’s pupil premium strategy, to ensure that you are allocating funding to approaches which are effective in improving the achievement of disadvantaged pupils in your context.

The diagnostic will involve a rigorous inquiry into a school's effectiveness and performance, with subsequent recommendations for school improvement.

The one-day analytic will be tailored to the context and needs of your school, but may include the following:

- Review of leadership and culture of the school
- Review of data tracking and evidence of impact
- Teaching and Learning and Curriculum development
- Learning walks
- Pupil voice
- Staff focus groups

This one day diagnostic model should be considered if you feel you could benefit from the fresh perspective of an experienced school leader to improve your current provision and to help raise attainment of disadvantaged pupils.
One Day Diagnostics – Safeguarding

Lead colleague: Alison Bolton, DSL, Golborne High School
Venue: Client School

We will provide an assessment of your current Safeguarding arrangements to ensure they are robust and meet statutory requirements in the specific areas of:

- Recording arrangements
- Reporting arrangements
- Effective Early Help
- Multi agency working
- Reporting to Stakeholders
- Single Central Record
- Safer Recruitment
- Effective Safeguarding training
- Contextualised safeguarding
- Safeguarding updates
- Staff understanding of safeguarding issues
- Pupil understanding of safeguarding
- Effective online safety including monitoring and filtering
- Educational trips and visits
- Health and safety in the workplace
- Effective support for Mental Health
- Policy information / statutory requirements

Along with one day diagnostics CPD can be offered in the following areas:

- Whole staff Safeguarding CPD
- Designated Teacher CPD
- County Lines
- Human trafficking / Modern Slavery / CSE
Diagnostics for Transformation

Early Years Focus

Lead Colleague:
Tim Mooney – Principal & SLE for Early Years
The Keys Federation Academy Trust

This session would be by request.

This Early Years review seeks to validate, challenge and support the next steps on the journey, securing good and moving towards outstanding.

The scope of the review may focus on your selected area from the following aspects of Early Years: Leadership & Culture, Learning and Teaching, Environment for Learning, Personal Development or Oracy for Outcomes.

This offer is suitable for Early Years provisions in schools, Nurseries and Private Providers for the 0-5 age range.

As a result of this review, schools have feedback that,

“As a supportive process, the questions raised allowed the staff within the Early Years provision to reflect on their current practice, have a greater awareness of its current strengths and consistencies and focus sharply on the areas for future consideration.”

Our expertise can support you to transform your provision.
SLE Subject Diagnostics

Lead Colleague: Alison Stott, Deputy Headteacher, Golborne High School

Specialist Leaders of Education (SLEs) are ‘outstanding’ middle and senior leaders who have the skills to support individuals or teams in similar positions in other schools. Teaching Schools are responsible for designating SLEs, brokering SLE deployments and providing ongoing support. Our SLEs are designated through the Endeavour Learning TSA. The SLE role is designed to help improve the quality of school leadership through school-to-school support and peer-to-peer learning, ultimately raising standards and improving the outcomes for children.

Typically, SLEs will work with middle and senior leaders to:

- carry out diagnostic visits
- develop action plans, identifying key priorities and SMART targets
- provide one-to-one or group support
- offer coaching and mentoring support
- provide access to resources and training.

The ultimate aim of SLEs will always be to contribute significantly to improving the outcomes for children through developing the capacity of peer leaders in other schools. The Trinity Teaching Alliance can offer the following SLEs

**Secondary**
MFL
Performing Arts
Maths
History

Our list of specialists is constantly evolving as we continue to grow leaders, so please contact us to discuss.
Licensed Programmes

Lead colleague: Alison Stott, Deputy Headteacher, Golborne High School
Venue: Golborne High School

NPQML is aimed at individuals with responsibility for leading a team, including leaders of key stage, subject, curriculum, heads of department and pastoral leaders. This includes those who are, or are aspiring to be, a middle leader with cross-school responsibilities, e.g. a Specialist Leader of Education (SLE). The qualification will support you in becoming a highly effective middle leader, with the skills, confidence and knowledge to drive successful team performance and improved classroom practice across your team.

It is expected participants will complete the programme within 12 months.

NPQSL is for those individuals who not only have responsibility for leading a team, but are also involved in leading a range of issues that affect the whole school or organisation. This includes those who are, or are aspiring to be, a senior leader with cross-school responsibilities, e.g. a Director of a Teaching School Alliance (TSA).

The qualification will support you in becoming a highly effective senior leader with the skills, confidence and knowledge to contribute to the strategic development of your school or organisation as part of the senior leadership team.

We will tailor the programme to meet your particular priorities through your choice of in-school project.

It is expected participants will complete the programme within 12 months.

These programmes are subject to sufficient numbers.
Suite of Programmes

ITP/OTP/OTAP

Lead Colleagues:
Jenny Adams – DAE
Jason Heatley – Principal
Nicola Green – Principal
The Keys Federation Academy Trust

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ITP/OTP
For teachers looking to consistently deliver good lessons
The ITP is a programme designed with the aim of exploring and consolidating a consistently ‘good’ standard of teaching, with an extremely successful track record of enabling teachers to become consistently ‘good’ or better in their daily practice.

Aims of the programme:
✓ Know the key concepts underpinning good practice in the classroom
✓ Understand the impact of these concepts on good teaching and learning
✓ Deliver these concepts through consistent practice
✓ Self-assess and audit their own teaching through learning activities, lesson observations and facilitated debriefs.
Keep in touch

www.trinityteaching.org

@GolborneTrinity

srimmerc@golbornehigh.wigan.sch.uk

01942 726842