

Learners First Early Professional Development Programme

CPD Sessions 2020-21



The Early Career professional development programme has been designed to reflect the challenges teachers in the early stages of their careers face within the classroom. It has been organised into core themes, building on the content and approach of the ITT/NQT programme, to provide a progressive professional development pathway with practical support, strategies and ideas to ensure that colleagues 'learn that' from a variety of 'learn how to' elements of the **Early Career Framework**. The programme has been designed to be aligned with the Early Career Framework which spans age phases. The programme will be delivered through a series of online and, when is safe to do so, face to face sessions designed by a range of Specialist Leaders of Education (SLE) and serving school leaders. The course has been designed for both **PRIMARY** and **SECONDARY** colleagues who should attend as many sessions as possible within the programme. Bookings should be made by accessing the associated link in each section. NB: ECT – Early Career Teacher

Module Title	Dates & Venue For Each Group			Links to the Early Career Framework (ECF)
	Delivery Schedule	Target Group	Booking Link	
Succeeding in Teaching in a Secondary Classroom	Date: Wednesday 16th September 2020 Time: 3.45pm - 5.45pm Venue: Online via Zoom Learners First & Maltby Learning Trust	Secondary ECT 1 (NQT)	ECT004 https://forms.gle/rXVkJ6MQcycLmsYn8	<ul style="list-style-type: none"> ● High Expectations ● Professional Behaviours ● Behaviour
Creating a Positive Climate for Learning (focus on behaviour)	Date: Thursday 1 st October 2020 Time: 3.45-5.45pm Venue: Online via Zoom Wingfield	Secondary ECT 1 (NQT)	ECT005 https://forms.gle/EKZZu9dmWYGr3qFb7	<ul style="list-style-type: none"> ● High Expectations ● Behaviour
Understanding Learning and Progress 1	Date: Wednesday 14th October 2020 Time: 3.45-5.45pm Venue: Online via Zoom Oakwood High School	Secondary ECT 1 (NQT)	ECT006 https://forms.gle/c9vmFX9J8QiGqWop7	<ul style="list-style-type: none"> ● Classroom Practice ● Assessment
Raising Attainment for all Groups of Learners	Date: Wednesday 4th November 2020 Time: 3.45-5.45pm Venue: Online via Zoom Maltby Learning Trust	Secondary ECT 1 (NQT)	ECT007 https://forms.gle/rPekkAQucgkYJ33P6	<ul style="list-style-type: none"> ● Assessment ● Adaptive Teaching
Understanding Learning and Progress 2	Date: Tuesday 17th November 2020 Time: 3.45-5.45pm Venue: Online via Zoom Wickersley School & Sports College	Secondary ECT 1 (NQT)	ECT008 https://forms.gle/C7Gy1QRbNsWWDjAr8	<ul style="list-style-type: none"> ● How pupils Learn ● Classroom Practice ● Subject and Curriculum

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Module Title	Purpose & Learning Outcomes	On successful completion ECTs will 'learn that' (ECF)	On successful completion ECTs will learn 'how to' (ECF)	Teaching Standards/Early Career Framework	Delivery Schedule
Autumn Term - Secondary NQT (ECT 1)					
<p><i>Succeeding in teaching in a SECONDARY classroom</i></p> <p>SECONDARY ECT 1 (NQT)</p> <p>ECT004</p>	<p>With a focus on the relationship between personal effectiveness and professional development (including the importance of their professional learning, well-being and resilience), NQTs will explore how to establish themselves as effective classroom teachers at the start their careers and as they progress in the teaching profession.</p> <p>Through this module, NQTs will also consider different approaches and styles of teaching and understand more about their personal preferences. They will be supported to reflect upon their ITT experiences and their own practice to identify strengths and areas for development. The session will make reference to the new Ofsted framework and support them to consider appropriate strategies to enhance their effectiveness and contribution as classroom teachers.</p> <p>Links to Early Career Framework:</p> <p>High Expectations</p> <p>Behaviour</p> <p>Professional behaviours</p>	<ul style="list-style-type: none"> The relationship between personal effectiveness, professionalism, and professional development How to effectively establish themselves within the profession and articulate their own values as a teacher and how these fit with the ethos and vision of their school The interconnected relationship between 'intent, implementation and impact' and how this relates to the new Ofsted framework <p>ECF: High Expectations Teachers are key role models, who can influence the attitudes, values, and behaviours of their pupils.</p> <p>Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.</p> <p>Setting clear expectations can help communicate shared values that improve classroom and school culture.</p> <p>A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.</p> <p>Professional Behaviours: Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.</p> <p>Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including supporting and developing effective relationships with colleagues.</p> <p>Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour, and academic success</p> <p>Teaching assistants can support pupils more effectively when they are prepared for lessons by teachers, and when they supplement rather than replace support from teachers.</p> <p>Engaging in high quality professional development can help teachers improve.</p>	<ul style="list-style-type: none"> Recognise their own strengths and areas for development and identify strategies to further enhance and address these areas Articulate with confidence their professional and personal values, motivation and passion for developing as effective teachers and leaders of the future Set and establish high personal and professional expectations <p>ECF: High Expectations Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> Using intentional and consistent language that promotes challenge and aspiration. Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes). <p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). <p>Professional behaviours Develop as a professional, by:</p> <ul style="list-style-type: none"> Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. Strengthening pedagogical and subject knowledge by participating in wider networks. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. <p>Build effective working relationships, by:</p> <ul style="list-style-type: none"> Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school. Sharing the intended lesson outcomes with teaching assistants ahead of lessons. 	<p>TS 1 - Set High Expectations</p> <p>TS7 – Managing behaviour effectively.</p> <p>TS8 – Professional responsibilities</p> <p>ECF. High Expectations</p> <p>Behaviour</p> <p>Professional Behaviours</p>	<p>Wednesday 16th September 2020</p> <p>Twilight session</p> <p>3.45-5.45pm</p> <p>Online session</p> <p>Learners First/Maltby Learning Trust</p> <p>Claire Garbutt & Steph Derrett</p>
<p><i>Creating a positive climate for learning (focus on Behaviour)</i></p> <p>SECONDARY ECT 1 (NQT)</p> <p>ECT005</p>	<p>Through engagement with this module, NQTs will learn to create a positive and effective climate for learning and set high expectations which inspire, motivate and challenge pupils.</p> <p>The module focusses on effective behaviour management to ensure a good, positive and safe learning environment is established and maintained for all learners. NQTs will consider issues relating to the management of pupils' behaviour and how to promote good behaviour for learning within their own classroom.</p> <p>Through active participation, facilitated discussion and references to current research, NQTs will consider different approaches to creating a positive climate for learning within the classroom. This will</p>	<ul style="list-style-type: none"> A deeper understanding of behaviour management and strategies for promoting good behaviour for learning (and how this is applied in their own school or setting) The essential components of creating an outstanding climate for learning An increased awareness of how to develop independence amongst learners and promote effective independent learning Practical strategies to support effective time management and maintain resilience <p>ECF: High Expectations Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils</p> <p>Behaviour Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.</p>	<ul style="list-style-type: none"> Identify a range of behaviour strategies, their appropriateness and effectiveness Access techniques in behaviour management to impact upon their own practice Reflect professionally on their own and others practice Effectively implement appropriate strategies in their own practice (which support their school's own policies and procedures). <p>ECF: High Expectations Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). 	<p>TS 1 - Set High Expectations</p> <p>TS7 – Managing behaviour effectively</p> <p>ECF High Expectations</p> <p>Behaviour</p>	<p>Thursday 1st October 2020</p> <p>Twilight session</p> <p>3.45-5.45pm</p> <p>Online session</p> <p>Wingfield Academy</p>

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	<p>include references to their contribution to communicating the school's vision and ethos; the curriculum; effective staff and pupil relationships; positive pupil engagement and behaviour; and the learning environment.</p> <p>Links to Early Career Framework:</p> <p>High Expectations</p> <p>Behaviour</p>	<p>A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.</p> <p>The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.</p> <p>Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.</p> <p>Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</p> <p>Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</p> <p>Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</p>	<ul style="list-style-type: none"> Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate Acknowledging and praising pupil effort and emphasising progress being made <p>Behaviour</p> <p>Develop a positive, predictable and safe environment for pupils, by:</p> <ul style="list-style-type: none"> Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues). Giving manageable, specific and sequential instructions Checking pupils' understanding of instructions before a task begins. Using consistent language and non-verbal signals for common classroom directions. Using early and least-intrusive interventions as an initial response to low level disruption. Responding quickly to any behaviour or bullying that threatens emotional safety <p>Establish effective routines and expectations, by:</p> <ul style="list-style-type: none"> Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). Practising routines at the beginning of the school year. Reinforcing routines (e.g. by articulating the link between time on task and success). <p>Build trusting relationships, by:</p> <ul style="list-style-type: none"> Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations. Responding consistently to pupil behaviour. <p>Motivate pupils, by:</p> <ul style="list-style-type: none"> Supporting pupils to master challenging content, which builds towards long-term goals. Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school. Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. 		
<p><i>Understanding learning and progress 1</i></p> <p>SECONDARY ECT 1 (NQT)</p> <p>ECT006</p>	<p>This module will cover the foundations of how to plan and teach a well-structured lesson, making accurate and productive use of assessment. NQTs will consider good practice in relation to assessment for learning including the use of learning objectives and success criteria planning formative assessment tasks, modelling, explanations, breaking down tasks to build on independent learning and problem solving. NQTs should also understand how to use assessment to check for prior knowledge and for any pre-existing misconceptions.</p> <p>NQTs will learn how to adapt their teaching to respond to the strengths and needs of all pupils, with particular reference to their current classes and school context.</p> <p>Links to Early Career Framework:</p> <p>Classroom Practice</p> <p>Assessment</p>	<ul style="list-style-type: none"> How to plan a well structured lesson -taking into account prior knowledge and how to build on that. How to set effective learning objectives and success criteria How to develop and use questioning skills to impact on pupil progress A range of effective peer and self-assessment techniques and how these are applied in their school/setting <p>ECF:</p> <p>Classroom Practice. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</p> <p>Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</p> <p>Assessment. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.</p> <p>Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.</p>	<ul style="list-style-type: none"> Reflect on their own teaching techniques to enhance practice Understand and use their own school's data system to inform teaching delivery and inform progress measures Confidently use a range of data sources and evidence to identify vulnerable groups of learners in their own class/school and inform their planning <p>ECF:</p> <p>Classroom practice</p> <p>Stimulate pupil thinking and check for understanding, by:</p> <ul style="list-style-type: none"> Planning activities around what you want pupils to think hard about. Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). Providing appropriate wait time between question and response where more developed responses are required. Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). Providing scaffolds for pupil talk to increase the focus and rigour of dialogue. 	<p>TS 4 – Plan and teach well structured lessons</p> <p>TS 6 – Make accurate and productive use of assessment</p> <p>ECF Classroom Practice</p> <p>Assessment</p>	<p>Wednesday 14th October 2020</p> <p>Twilight session</p> <p>3.45-5.54pm</p> <p>Online session</p> <p>Oakwood High School - Hayley Biggin</p>

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		<p>Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.</p> <p>To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</p> <p>High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.</p>	<p>Avoid common assessment pitfalls, by:</p> <ul style="list-style-type: none"> • Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). <p>Check prior knowledge and understanding during lessons, by:</p> <ul style="list-style-type: none"> • Using assessments to check for prior knowledge and pre-existing misconceptions. • Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). • Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. • Monitoring pupil work during lessons, including checking for misconceptions <p>Provide high-quality feedback, by:</p> <ul style="list-style-type: none"> • Focusing on specific actions for pupils and providing time for pupils to respond to feedback. • Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child). 		
<p><i>Raising attainment for all groups of learners</i></p> <p>SECONDARY ECT 1 (NQT)</p> <p>ECT007</p>	<p>This module will enable NQTs to improve their practice and raise expectations so that all pupils, particularly vulnerable groups including SEND, FSM, EAL pupils and different ability pupils, can reach their potential.</p> <p>NQTs will learn how data and evidence can be used effectively to improve pupil performance and how to deploy a range of strategies for improving outcomes for all pupils and ensure there are no underperforming cohorts.</p> <p>There will be a particular focus on ensuring the delivery of inclusive, quality first teaching. NQTs will also be supported to consider the effective use of tracking and intervention, differentiation, effective engagement with other specialist professionals (such as SENCOs and teaching assistants), and the effective use of pupil progress meetings to enhance and accelerate learning and progress.</p> <p>Links to Early Career Framework:</p> <p>Adaptive teaching</p> <p>Assessment</p>	<ul style="list-style-type: none"> • How class and pupil data can be used to inform teaching and learning and appropriate intervention • Know when and how to differentiate appropriately to ensure all pupils are able to access learning and make appropriate progress • Have a clearer understanding of the needs of all pupils, including identified vulnerable groups, and strategies to help engage and support their learning • Strategies to better liaise with, support and direct other adults working within and beyond the classroom to promote accelerated pupil progress and improved outcomes <p>ECF:</p> <p>Adaptive teaching Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.</p> <p>Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.</p> <p>There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.</p> <p>Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.</p> <p>Assessment: Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.</p> <p>To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</p> <p>Over time, feedback should support pupils to monitor and regulate their own learning.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of how pupils learn and how this should inform their teaching • Implement practical ideas to better support the learning and progress of vulnerable groups, including EAL and SEND pupils • Appropriately differentiate lessons to better support and challenge the progress and attainment of all pupils • Contribute more confidently and effectively to pupil progress meetings • Use class and pupil data and evidence more confidently <p>ECF:</p> <p>Adaptive Teaching</p> <p>Develop an understanding of different pupil needs, by:</p> <ul style="list-style-type: none"> • Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead. • Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. <p>Provide opportunity for all pupils to experience success, by:</p> <ul style="list-style-type: none"> • Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Balancing input of new content so that pupils master important concepts. • Making effective use of teaching assistants. <p>Assessment:</p> <p>Check prior knowledge and understanding during lessons, by:</p> <ul style="list-style-type: none"> • Using assessments to check for prior knowledge and pre-existing misconceptions. • Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). • Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. • Monitoring pupil work during lessons, including checking for misconceptions. <p>Provide high-quality feedback, by:</p> <ul style="list-style-type: none"> • Focusing on specific actions for pupils and providing time for pupils to respond to feedback. 	<p>TS 5 -Adapt teaching</p> <p>TS 6 - Assessment</p> <p>ECF Adaptive teaching</p> <p>Assessment</p>	<p>Wednesday 4th November 2020</p> <p>Twilight</p> <p>3.45-5.45pm</p> <p>Online session</p> <p>Maltby learning Trust – Kelly Crompton</p>

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			<ul style="list-style-type: none"> • Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child). • Scaffolding self-assessment by sharing model work with pupils, highlighting key details. • Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment. 		
<p><i>Understanding learning and progress 2</i></p> <p>SECONDARY ECT 1 (NQT)</p> <p>ECT008</p>	<p>This module will cover the foundations of how to plan and teach a well-structured lesson, making accurate and productive use of assessment. NQTs will consider good practice in relation to starting point assessments for learning, building on prior knowledge, investigating the impact on overloading long term memory and the importance of retrieval practice. NQTs should also be encouraged to understand visual stimulus for key assessment objectives & specialist terms etc and consider the importance of chunking tasks and using learning maps.</p> <p>Links to Early Career Framework:</p> <p>How pupils learn</p> <p>Classroom Practice</p> <p>Subject & Curriculum</p>	<ul style="list-style-type: none"> • To understand that secure subject knowledge helps teachers to motivate pupils and teach effectively. • The need to explicitly teach pupils the knowledge and skills they need that will enable them to succeed within an area. • The importance of and the differences in working memory and long term memory and the impact on a child's learning. <p>ECF: How pupils learn Learning involves a lasting change in pupils' capabilities or understanding.</p> <p>Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</p> <p>An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</p> <p>Classroom Practice. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</p> <p>Subject & Curriculum Secure subject knowledge helps teachers to motivate pupils and teach effectively.</p> <p>Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of how pupils learn and how this should inform their teaching • Demonstrate knowledge and understand of working and long -term memory and the impact on children's learning. • Demonstrate knowledge and understanding of the importance of good subject knowledge within the subject and the impact on a child learning and engagement. <p>ECF: Avoid overloading working memory, by:</p> <ul style="list-style-type: none"> • Taking into account pupils' prior knowledge when planning how much new information to introduce. • Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). • Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). <p>Increase likelihood of material being retained, by:</p> <ul style="list-style-type: none"> • Balancing exposition, repetition, practice and retrieval of critical knowledge and skills • Planning regular review and practice of key ideas and concepts over time. • Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. • Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements) <p>Classroom Practice. Plan effective lessons, by:</p> <ul style="list-style-type: none"> • Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. • Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. • Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. • Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. • Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes). <p>Subject & Curriculum Deliver a carefully sequenced and coherent curriculum, by:</p> <ul style="list-style-type: none"> • Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components. <p>Develop fluency, by:</p> <ul style="list-style-type: none"> • Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables). • Using retrieval and spaced practice to build automatic recall of key knowledge 	<p>TS 2 – Promote good progress.</p> <p>ECF How pupils learn</p> <p>Classroom Practice</p> <p>Subject & Curriculum</p>	<p>Tuesday 17th November 2020</p> <p>Twilight session</p> <p>3.45-5.45pm</p> <p>Online session</p> <p>WSSC – Anthony Lancashire & Mandy Crane</p>

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Spring Term – Primary AND Secondary RQT (ECT 2) - Details to be released in the Autumn Term