

**The  
National  
College<sup>®</sup>**

# **CPD Programme for Primary Schools**

A-Z List of Webinars . . . . . 2

A-Z List of Courses . . . . . 14



**Scan the QR code  
to view our features**

[www.thenationalcollege.co.uk](http://www.thenationalcollege.co.uk)

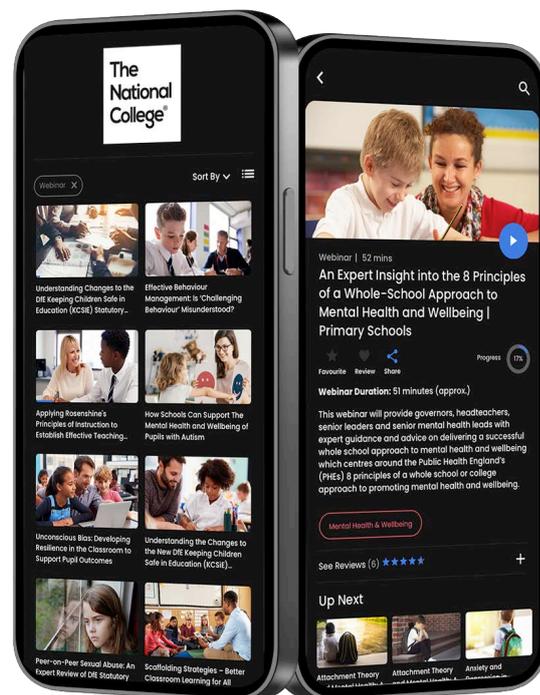
Published: 01/03/2022

# The National College Webinar Programme

The  
National  
College®

Delivered by experts in the field, our webinars equip your whole school workforce with knowledge and skills to help meet school improvement goals. We monitor the latest in education policy, best practice and research, and maintain ongoing communication with schools to ensure that our webinars reflect your most pressing needs.

- ✓ Delivered by education experts
- ✓ Available anywhere, anytime on any device
- ✓ View in your own time, at your own pace
- ✓ Regularly updated to reflect changes in the education sector
- ✓ Subject-specific programmes to drive pupil attainment
- ✓ Incorporating evidence-based practice
- ✓ CPD for all roles and responsibilities
- ✓ Covering all education hot topics
- ✓ Average rating of 4.7 out of 5
- ✓ Trusted by schools worldwide



## Catch-up

- ▶ A Webinar for Teaching Assistants: Working Collaboratively to Enhance Adaptive Teaching
- ▶ Adapting Teaching and Learning to Bridge the Gap between Reception and Year 1
- ▶ Applying Rosenshine's Principles of Instruction to Establish Effective Teaching Practice and Support Student Catch-Up
- ▶ Bridging the Education Gap: Improving Pupil Outcomes for Disadvantaged and Vulnerable Learners
- ▶ Catch-Up: Planning Your Curriculum to Make Up for Lost Teaching Time - Primary Schools
- ▶ Catch-Up: Supporting Teaching Through Practical Advice for Greater Lessons
- ▶ COVID-19: Supporting Pupil and Staff Mental Health after Isolation on Return to School
- ▶ DfE Summer Schools Guidance 2021: How to Effectively Deliver Academic Education and Enrichment Activities
- ▶ Effective Assessment Strategies: Delivering a More Complete Approach to Student Progression
- ▶ Effective Use of Technology in Supporting Students' Remote Catch-Up Learning
- ▶ Effective Use of the National Tutoring Programme to Bridge the Attainment Gap
- ▶ Forming Assessments, Identifying Knowledge Gaps and Addressing Pupil Needs after Remote Education
- ▶ Forming Assessments, Identifying Knowledge Gaps and Addressing Needs of Pupils with SEND After Remote Education
- ▶ Free Webinar: The Role of the Mental Health Lead in Addressing Suicidal Ideation and Self-Harm
- ▶ Harnessing the Power of Effective Questioning in the Classroom to Improve Pupil Outcomes
- ▶ How an Integrated and Responsive RSHE Curriculum Should Look to Comply with the DfE Guidance for Full Schools' Opening: Primary
- ▶ How to Make Intervention Programmes Work Through a Tailored Approach During the Catch-up Curriculum
- ▶ How to Support Parents and Carers and Increase Attendance and Engagement with Catch-Up Learning
- ▶ How to Use the National Tutoring Programme to Improve Outcomes for Disadvantaged and Vulnerable Pupils – Members only
- ▶ Making the Most From One-to-One and Small Group Teaching to Support the Catch-Up Curriculum
- ▶ Mental Health and Wellbeing: Supporting Pupils Transition from Year 6 to Year 7
- ▶ Minimising Disruption and Developing Catch-Up Plans for Low Attaining Pupils in Year 7 Transition
- ▶ Practical Guidance on Rebooting Pupils' Behaviour to Support the Catch-up Curriculum
- ▶ Primary Literacy: Understanding DfE's New Reading Framework
- ▶ Reception Literacy and Language: Effective Interventions to Help Pupils Catch Up
- ▶ Scaffolding Strategies – Better Classroom Learning for All Pupils
- ▶ The Recovery Curriculum for Primary Schools: Re-connection, Recovery and Resilience
- ▶ Transition to Secondary: Helping Primary Pupils Acquire Strong Reading Comprehension Skills in Readiness for the Next Phase
- ▶ Understanding the Principles and Practice of Educational Effectiveness
- ▶ Utilising Extended School Time to Catch-Up – How Additional Academic and Pastoral Support May Look

## Human Resources

- ▶ A Whole School Approach to Staff Workload
- ▶ Developing a Coaching Culture in Schools
- ▶ Early Career Framework: Teacher Mentoring
- ▶ Early Career Framework Reforms: Applying the Principles of Instructional Coaching to Enhance the Professional Development of Early Career Teachers
- ▶ Enhancing your Staff Mental Health Policy in Line with the Education Staff Wellbeing Charter
- ▶ Flexible Working: Optimising Staff Recruitment and Retention
- ▶ Flexible Working: Incorporating Best Practice into HR Management
- ▶ Free Webinar: The Role of the Mental Health Lead in Addressing Suicidal Ideation and Self-Harm
- ▶ Reforms to Teacher Development: How the DfE Aim to Deliver World-Class Teacher Development
- ▶ Remote Recruitment and Strategic HR for Schools
- ▶ Safer Recruitment in School Settings
- ▶ Supporting Senior Leaders' Wellbeing: DIY Guide to Your Mental Health
- ▶ The Importance of Staff Wellbeing as Part of a Whole School Approach to Mental Health
- ▶ Using CADT (Curriculum Area Development Time) to reduce teacher workload
- ▶ Understanding Changes to the DfE Keeping Children Safe in Education (KCSIE) Statutory Safeguarding Guidance 2021
- ▶ Understanding the New DfE Guidance on Sexual Violence and Sexual Harassment between Children in Schools and Colleges 2021

## International Focus

- ▶ Global Education: Evaluating and Embedding Non-Cognitive Skills into a Contemporary Curriculum

## ISI Inspection

- ▶ ISI Inspections: Expert Insight into Administration
- ▶ ISI Inspections: Expert Insight into Leadership and Management
- ▶ ISI Inspections: Expert Insight into Pastoral Care
- ▶ ISI Inspections: Expert Insight into Quality of Education

## Leadership

- ▶ A Whole-School Approach to a Broad and Balanced Curriculum
- ▶ A Whole School Approach to Staff Workload
- ▶ Achieving Support Staff Excellence: The Improvement Planning Process
- ▶ Adapting Teaching and Learning to Bridge the Gap between Reception and Year 1
- ▶ Adopting The Gatsby Benchmarks and Meeting Your Careers Guidance Statutory Duties
- ▶ An Expert Insight into the 8 Principles of a Whole-School Approach to Mental Health and Wellbeing
- ▶ An Expert Review of the New Ofsted Education Inspection Framework (EIF)
- ▶ An Expert Review of Ofsted Guidance on Creating a Positive Environment Where Children Can Flourish
- ▶ An Expert Review of Ofsted Research into the Impact of the Pandemic on Children and Young People with SEND
- ▶ An Expert Review of the Ofsted Social Care Common Inspection Framework for 2021-22
- ▶ An Expert Review of the Ofsted Inspecting Safeguarding in Early Years, Education and Skills Guidance for 2021-22
- ▶ Australian Schools Post-Lockdown: Action Plan to Help Students Settle and Thrive
- ▶ Behaviour for Excellence: Policy and Practice in Behavioural Standards
- ▶ Behaviour in School, Suspension and Permanent Exclusion: Supporting Schools' Response to DfE Consultation on Proposed Revisions to Guidance
- ▶ Better Schools for All: School Effectiveness and the Impact on Pupils
- ▶ Budget Matters: An Alternative Approach to Employing and Accessing Funds
- ▶ Careers Education: Enhancing Positive Pupil Outcomes through the Career Development Framework
- ▶ Change Management in Relation to the New Education Inspection Framework
- ▶ Creating and Implementing Individual Teaching and Learning Plans for Vulnerable and Disadvantaged Pupils After Remote Education
- ▶ Coping with Bereavement: How to Support your Staff and Pupils
- ▶ Curriculum Development: How To Develop Curriculum Intent To Be Ofsted Ready
- ▶ Curriculum Leadership: Starting Curriculum Conversations
- ▶ Decolonising the Curriculum: Exploring Representation of British History and World View in the Classroom
- ▶ Delivering a Child-Centred Approach towards Managing Exclusions for Children with SEND
- ▶ Developing a Pupil-Focused Approach to Attendance Issues and Persistent Absence
- ▶ DfE Summer Schools Guidance 2021: How to Effectively Deliver Academic Education and Enrichment Activities
- ▶ Developing a Coaching Culture in Schools
- ▶ EAL Learners: Providing Support after a Period of Remote Education
- ▶ Early Career Framework Reforms: Preparing for the New Statutory Arrangements from September 2021
- ▶ Early Career Framework: Teacher Mentoring
- ▶ Early Career Framework Reforms: Applying the Principles of Instructional Coaching to Enhance the Professional Development of Early Career Teachers
- ▶ Early Career Framework Reforms: Implementing ECF Content in Accordance with Teachers' Standards
- ▶ Early Career Framework Reforms: Working Collaboratively with Appropriate Bodies in Line with Statutory Guidance
- ▶ Early Career Framework Reforms: Understanding the Statutory Induction for Early Career Teachers Guidance
- ▶ Effective Use of the National Tutoring Programme to Bridge Attainment Gaps
- ▶ Engaging and Empowering the Most Able Pupils | Independent Preparatory Schools
- ▶ Engaging and Empowering the Most Able Pupils | Primary Schools
- ▶ Enhancing your Staff Mental Health Policy in Line with the Education Staff Wellbeing Charter
- ▶ EYFS Framework Reforms: Dispelling Misconceptions and Clarifying Ofsted expectations
- ▶ EYFS Framework Reforms: Making the Most of Observation and Assessment
- ▶ EYFS Framework Reforms: Understanding and Implementing the 'Birth to 5 Matters' Curriculum Guidance
- ▶ Expectations of Conduct during Ofsted Inspections - Members only
- ▶ Exploring Problem-Solving Skills in Early Years Mathematics | EYFS/KSI
- ▶ Flexible Working: Optimising Staff Recruitment and Retention
- ▶ Flexible Working: Incorporating Best Practice into HR Management
- ▶ Free Webinar: The Role of the Mental Health Lead in Addressing Suicidal Ideation and Self-Harm
- ▶ Governance and the New Ofsted EIF: The Role of Trustees and Governors
- ▶ How Ofsted Inspects Mental Health Under the New EIF
- ▶ How Senior Leaders Can Support their Own Mental Health and Wellbeing During COVID-19
- ▶ How to Comply with First Aid Requirements in Line with Updated DfE Guidance
- ▶ How to Manage Disclosure of Mental Health Difficulties: Practical Advice and Guidance
- ▶ How to Reduce your Data Burden: Practical Steps for Schools from a DfE and Ofsted Perspective
- ▶ How to Support Parents and Carers and Increase Attendance and Engagement with Catch-Up Learning
- ▶ How to Review and Update Pupils' Mental Health and Wellbeing Policy and Make it Work | Early Years
- ▶ How to Review and Update Pupils' Mental Health and Wellbeing Policy and Make it Work | Primary
- ▶ How to Review and Update Pupils' Mental Health and Wellbeing Policy and Make it Work | Special Schools
- ▶ How to Prepare, Administer and Deliver the Multiplication Tables Check
- ▶ How to Teach Effective Problem-Solving Skills in Mathematics
- ▶ How to Use the National Tutoring Programme to Improve Outcomes for Disadvantaged and Vulnerable Pupils - Members only
- ▶ Identifying and Supporting Children with Hidden SEND
- ▶ Identifying Teacher Talent to Support Career Progression and Staff Retention
- ▶ Implementing a Broad and Balanced Curriculum for Education Recovery
- ▶ Implementing a Broad and Balanced Curriculum for Education Recovery | Early Years
- ▶ Implementing a Broad and Balanced Curriculum for Education Recovery | Key Stage 1
- ▶ Implementing a Broad and Balanced Curriculum for Education Recovery | Key Stage 2
- ▶ Implementing the Early Years Foundation Stage Profile: 2022 Handbook
- ▶ Improving Behaviour Using the EEF's Evidence-Based Recommendations
- ▶ Introduction to T Levels: What to Expect and How to Get Involved
- ▶ Initial Teacher Training (ITT) Market Review Report: Understanding and Shaping DfE Proposals
- ▶ Insight into the New and Reformed National Professional Qualifications
- ▶ ISI Inspections: Expert Insight into Administration
- ▶ ISI Inspections: Expert Insight into Leadership and Management
- ▶ ISI Inspections: Expert Insight into Pastoral Care
- ▶ ISI Inspections: Expert Insight into Quality of Education
- ▶ Key Stage 1: Understanding Statutory Assessment and Reporting Arrangements for 2022
- ▶ Key Stage 2: Understanding Statutory Assessment and Reporting Arrangements for 2022
- ▶ An Insight into Ofsted's Research into Securing Good Attendance and Tackling Persistent Absence
- ▶ Managing Exclusions: Statutory Expectations and Best Practice
- ▶ Maximising Cultural Capital in a Broad and Balanced Curriculum
- ▶ Maximising your Pupil Premium and Understanding your Ofsted Accountability
- ▶ Meeting Staffing and Employment Requirements in Line with DfE Guidance for 2021/22
- ▶ Member Update webinar: Reforms to Teacher Development: How the DfE Aim to Deliver World-Class Teacher Development
- ▶ Mental Health Lead: An Expert Review of the Role, Responsibilities and its Position Within a Whole School Community Approach
- ▶ Mental Health and Wellbeing: Supporting Pupils Transition from Year 6 to Year 7

## Leadership

- ▶ Moving from Middle to Senior Leadership
- ▶ Narrowing the Gap in Educational Attainment: Effective Classroom Practice
- ▶ New Ofsted 2019 Inspection Handbook: What to Expect from September 2019 for Primary Schools
- ▶ LGBTQ+ Inclusiveness for Schools: Practical Advice and Step-By-Step Guidance
- ▶ Ofsted Focus: An Emphasis on Mental Health & Wellbeing for Staff and Students
- ▶ Overcoming Language Barriers and Addressing the Additional Needs of EAL Pupils with SEND
- ▶ Parental Engagement and Managing Concern: Relationships and Sex Education
- ▶ Preparing for Ofsted Re-Visits and Inspections of Local Area SEND Provision
- ▶ Primary Drama: Strengthening Pupils' Learning Through Effective Curriculum Practice
- ▶ Primary Phonics: Ensuring Fidelity to a Single SSP Programme
- ▶ Primary PSHE: Drawing Up an Action Plan for the New Curriculum in September 2021
- ▶ PSHE and Ofsted: How to Assess, Record and Report Learning in your School
- ▶ Reception Baseline Assessment: Understanding Statutory Reporting Arrangements for 2021/22
- ▶ Reforms to Teacher Development: How the DfE Aim to Deliver World-Class Teacher Development
- ▶ Relationships Education: Practical Steps for Primary Schools to Get Started
- ▶ Remote Education: Meeting Expectations in Line with DfE and Ofsted Requirements
- ▶ Remote Recruitment and Strategic HR for Schools
- ▶ Research Focus: Understanding and Helping to Overcome Exam Anxiety
- ▶ Responsive Teaching: A Powerful Tool to Support Catch-Up
- ▶ Reviewing Career Advice and Guidance for your New Academic Year 2019-20
- ▶ Reviewing the Effectiveness of Safeguarding: A Former HMI's Insight
- ▶ RSHE Leads: What is your Role?
- ▶ Safeguarding 2021: Understanding Changes to the DfE KCSiE 2021 Proposed Statutory Guidance and Working Together to Safeguard Children
- ▶ Safeguarding and Prevent Duty: Current Policies, Response Strategies and Lessons for Education Providers
- ▶ Scaffolding Strategies – Better Classroom Learning for All Pupils
- ▶ School Attendance: Supporting Schools' Response to DfE Consultation on Improving Consistency of Support
- ▶ School Improvement: Enhancing Pupil Outcomes via School-to-School Collaboration
- ▶ SEND, Equality, Diversity and Inclusion in relation to the New Education Inspection Framework (EIF) 2019
- ▶ Strengthening Multi-Agency Collaboration: New Safeguarding Arrangements 2019-20
- ▶ Supporting Schools' Response to the DfE Consultation on Behaviour Management Strategies, In-school Units and Managed Moves
- ▶ Supporting Schools to Review Their Remote Education Provision in Line with DfE Guidance
- ▶ Supporting Senior Leaders' Wellbeing: DIY Guide to Your Mental Health
- ▶ Supporting the Attainment of Pupils in the Lowest 20%
- ▶ Tackling Attendance: How to Make it Work for your School and Meet Ofsted Expectations
- ▶ Taking a Restorative Approach to Create Peaceful Learning Environments
- ▶ Teacher Misconduct: An Expert Insight into Updated DfE Guidance and Consultation on Regulating the Teaching Profession
- ▶ Teaching and Supporting Pupils with Dyslexia
- ▶ Teaching Black History as Part of a Broad and Balanced Curriculum
- ▶ The Engagement Model: An Expert Review of the DfE Statutory Guidance
- ▶ The Importance of Staff Wellbeing as Part of a Whole School Approach to Mental Health
- ▶ The New ITT Core Framework and the New Ofsted Inspection Framework for ITT: Understand the Future of Teacher Training Delivery and Inspection
- ▶ The Quality of Education: The Three i's – How You Can Make the Ofsted Focus Work for your School
- ▶ The Quality Time Action Plan: Supporting School Improvement and Better Student Outcomes | Australian Schools
- ▶ The Role of the Designated Senior Lead for Mental Health Virtual Conference
- ▶ Transition to Secondary: Helping Primary Pupils Acquire Strong Reading Comprehension Skills in Readiness for the Next Phase
- ▶ Understanding the DfE Guidance on Awarding Qualifications in Summer 2021
- ▶ Understand the DfE KCSiE Statutory Safeguarding Guidance Changes for 2019-20
- ▶ Understand the Revised DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools & Colleges
- ▶ Understanding Ofsted 'Deep Dives' and the Role of Subject and School Leaders
- ▶ Understanding the Changes to the New Academy Trust Handbook 2021
- ▶ Understanding the Changes to the Ofsted School Inspection Handbooks
- ▶ Understanding the DfE 'Education Staff Wellbeing Charter' and How to Use it
- ▶ Understanding the DfE Learning Outcomes for Senior Mental Health Lead Training
- ▶ Understanding The New Ofsted Guidance on Inspecting Safeguarding for 2019-20
- ▶ Understanding the Changes to the Ofsted School Inspection Handbook and Section 8 Handbook 2021
- ▶ Understanding the Newly Published Governance Structures and Changes to the Governance Handbook 2020 (Primary)
- ▶ Understanding the Post-16 Technical Education and Training Reforms for Schools and Colleges
- ▶ Understanding Changes to the DfE Keeping Children Safe in Education (KCSiE) Statutory Safeguarding Guidance 2021
- ▶ Understanding the New DfE Guidance on Sexual Violence and Sexual Harassment between Children in Schools and Colleges 2021
- ▶ Understanding the Changes to the New Academy Trust Handbook 2021
- ▶ Understanding the Changes to the Ofsted School Inspection Handbooks
- ▶ Understanding the DfE 'Education Staff Wellbeing Charter' and How to Use it
- ▶ Understanding the DfE Learning Outcomes for Senior Mental Health Lead Training
- ▶ Understanding The New Ofsted Guidance on Inspecting Safeguarding for 2019-20
- ▶ Understanding the Changes to the Ofsted School Inspection Handbook and Section 8 Handbook 2021
- ▶ Understanding the Newly Published Governance Structures and Changes to the Governance Handbook 2020 (Primary)
- ▶ Understanding the Post-16 Technical Education and Training Reforms for Schools and Colleges
- ▶ Understanding Changes to the DfE Keeping Children Safe in Education (KCSiE) Statutory Safeguarding Guidance 2021
- ▶ Understanding the New DfE Guidance on Sexual Violence and Sexual Harassment between Children in Schools and Colleges 2021
- ▶ Understanding the Principles and Practice of Educational Effectiveness
- ▶ Understanding your Statutory Curriculum Changes: Promoting British Values
- ▶ Unseen Children: Delivering a Tailored Approach to Support the Most Disadvantaged
- ▶ Using Curriculum Area Development Time to reduce teacher workload
- ▶ Using EEF Guidance to Support Pupils with SEND in Mainstream Schools
- ▶ Using EEF Guidance for Effective Professional Development
- ▶ Using Newly Updated EEF Guidance to Improve Literacy in Key Stage 2
- ▶ Using Pastoral Support to Create Happy and Welcoming Classroom Environments After Remote Education
- ▶ What Does Outstanding Spiritual, Moral, Social and Cultural (SMSC) Development Look Like?
- ▶ What the Timpson Review on Exclusions Means for your School
- ▶ What the Wood Report on New Multi-Agency Safeguarding Arrangements Means for Schools

## Mental Health

- ▶ A Mentally Healthy School: Foundations for Success
- ▶ Adolescent Mental Health: Refining Provision in Line with The EIF's Evidence Review
- ▶ Adverse Childhood Experiences (ACEs): Taking a Trauma-informed Approach to Improving Outcomes
- ▶ An Evidence-Based Approach to Supporting and Teaching Pupils with Autism
- ▶ An Expert Insight into the 8 Principles of a Whole-School Approach to Mental Health and Wellbeing
- ▶ An Expert Review of Ofsted Research into the Impact of the Pandemic on Children and Young People with SEND
- ▶ An Expert Review of the 'Transforming Children and Young People's Mental Health Provision' Green Paper
- ▶ An Expert Review of the DfE's Updated 'Mental Health and Behaviour in Schools' Advice
- ▶ An Ofsted Focus on Character Education: Making it Work Practically for your School
- ▶ Anxiety and Depression in Children: A Practical Guide for Primary Schools
- ▶ Attachment Theory and Mental Health: A Practical Guide for Primary Schools
- ▶ Australian Schools Post-Lockdown: Action Plan to Help Students Settle and Thrive
- ▶ Coping with Bereavement: How to Support your Staff and Pupils
- ▶ COVID-19 and Christmas: Practical Steps to Manage Pupils' Mental Health and Wellbeing
- ▶ COVID-19: DfE 'Guidance for Parents and Carers on Supporting Children and Young People's Mental Health and Wellbeing'
- ▶ COVID-19: Supporting Pupil and Staff Mental Health After Isolation on Return to School
- ▶ Effective Behaviour Management: Is 'Challenging Behaviour' Misunderstood?
- ▶ Enhancing your Staff Mental Health Policy in Line with the Education Staff Wellbeing Charter
- ▶ Free Webinar: The Role of the Mental Health Lead in Addressing Suicidal Ideation and Self-Harm
- ▶ How Ofsted Inspects Mental Health Under the New EIF
- ▶ How Schools Can Support The Mental Health and Wellbeing of Pupils with Autism
- ▶ How Senior Leaders Can Support their Own Mental Health and Wellbeing During COVID-19
- ▶ How to Maintain Good Mental Wellbeing During Isolation
- ▶ How to Manage Disclosure of Mental Health Difficulties: Practical Advice and Guidance
- ▶ How to Review and Update Pupils' Mental Health and Wellbeing Policy and Make it Work | Early Years
- ▶ How to Review and Update Pupils' Mental Health and Wellbeing Policy and Make it Work | Primary
- ▶ How to Review and Update Pupils' Mental Health and Wellbeing Policy and Make it Work | Special Schools
- ▶ Identifying and Supporting Children with Hidden SEND
- ▶ Innovative Strategies In Addressing Complex Special Educational Needs And Disabilities (SEND)
- ▶ Maths Anxiety: Building Resilience and Confidence to Improve Learner Outcomes
- ▶ Mental Health Action Plan: Mapping out Your Priorities in Line with DfE Statutory Requirements
- ▶ Mental Health and RSHE: A More Collaborative Approach
- ▶ Mental Health and Wellbeing Strategies to Facilitate Pupils' Emotional Recovery After Remote Education
- ▶ Mental Health and Wellbeing: Supporting Pupils Transition from Year 6 to Year 7
- ▶ Mental Health in Relation to the New Education Inspection Framework (EIF) 2019
- ▶ Mental Health Lead: An Expert Review of the Role, Responsibilities and its Position Within a Whole School Community Approach
- ▶ Ofsted Focus: An Emphasis on Mental Health & Wellbeing for Staff and Students
- ▶ Primary Building Positive Relationships to Manage the Behaviour of Pupils with SEND
- ▶ Research Focus: Understanding and Helping to Overcome Exam Anxiety
- ▶ Sexual Harassment and Violence: Addressing the Impact on Children's Mental and Physical Wellbeing
- ▶ Strengthening Multi-Agency Collaboration: New Safeguarding Arrangements 2019-20
- ▶ Supporting Pupil Wellbeing and Mental Health During Remote Education
- ▶ Supporting Schools' Response to the DfE Consultation on Behaviour Management Strategies, In-school Units and Managed Moves
- ▶ Supporting Senior Leaders Wellbeing: DIY Guide to Your Mental Health
- ▶ Teaching Emotional Literacy: How to Support Pupils' Behavioural Development
- ▶ The Importance of Staff Wellbeing as Part of a Whole School Approach to Mental Health
- ▶ The Link Between Mental Health and Safeguarding: A Key Theme of KCSiE 2020-21
- ▶ The Role of the Designated Senior Lead for Mental Health Virtual Conference
- ▶ Using Curriculum Area Development Time to Reduce Teacher Workload
- ▶ Using EEF Guidance to Boost Social and Emotional Learning in Primary Schools
- ▶ Understanding and Implementing Positive Psychology to Enhance Pupil Outcomes
- ▶ Understanding the DfE 'Education Staff Wellbeing Charter' and How to Use it
- ▶ Understanding the DfE Learning Outcomes for Senior Mental Health Lead Training
- ▶ Why Kindness Matters & How Doing Good Does You Good

## Ofsted

- ▶ A Review of the Ofsted Recommendations for Safeguarding Children From Knife Crime
- ▶ An Expert Review of the New Ofsted Education Inspection Framework (EIF)
- ▶ An Expert Review of Ofsted Guidance on Creating a Positive Environment Where Children Can Flourish
- ▶ An Expert Review of the Ofsted Social Care Common Inspection Framework for 2021-22
- ▶ An Ofsted Focus on Character Education: Making it Work Practically for your School
- ▶ A Whole-School Approach to a Broad and Balanced Curriculum
- ▶ Certificate in Understanding the Ofsted EIF
- ▶ Change Management in Relation to the New Education Inspection Framework
- ▶ Curriculum Development: How To Develop Curriculum Intent To Be Ofsted Ready
- ▶ Curriculum Leadership: Starting Curriculum Conversations
- ▶ Curriculum Mapping for Primary Schools in Line with Ofsted Guidance
- ▶ Expectations of Conduct during Ofsted Inspections - Members only
- ▶ Explaining Ofsted Data Requirements as Part of the New EIF
- ▶ EYFS Framework Reforms: Teaching Expressive Arts & Design in Line with DfE Curriculum Guidance
- ▶ Governance and the New Ofsted EIF: The Role of Trustees and Governors
- ▶ How an Integrated and Responsive RSHE Curriculum Should Look to Comply with the DfE Guidance for Full Schools' Opening: Primary
- ▶ How Ofsted Inspects Mental Health Under the New EIF
- ▶ How Ofsted Will Inspect your SEND Provision Under The New EIF
- ▶ How Schools Can Prepare for an Ofsted Phased Return to Inspection from September 2020
- ▶ How The New Ofsted Framework Draft Proposal May Shape your RSHE Provision
- ▶ How To Reduce your Data Burden: Practical Steps for Schools from a DfE and Ofsted Perspective
- ▶ Implementing a Broad and Balanced Curriculum for Education Recovery
- ▶ Implementing a Broad and Balanced Curriculum for Education Recovery | Early Years
- ▶ Implementing a Broad and Balanced Curriculum for Education Recovery | Key Stage 1
- ▶ Implementing a Broad and Balanced Curriculum for Education Recovery | Key Stage 2
- ▶ Implementing your DfE Statutory PSHE/RSHE Curriculum: Key Stage 3-4
- ▶ Is your Relationships, Sex and Health Education (RSHE) curriculum 'Ofsted ready'?
- ▶ Maximising your DfE Year 7 Literacy and Numeracy Catch-Up Premium and Meeting your Ofsted Accountability
- ▶ Mental Health and RSHE: A More Collaborative Approach
- ▶ Mental Health in Relation to the New Education Inspection Framework (EIF) 2019
- ▶ Mental Health Lead: An Expert Review of the Role, Responsibilities and its Position Within a Whole School Community Approach
- ▶ New Ofsted 2019 Inspection Framework: What to Expect from September 2019 for Primary Schools
- ▶ Ofsted Focus: An Emphasis on Mental Health & Wellbeing for Staff and Students
- ▶ Ofsted Inspections of Independent Schools: Insights
- ▶ Ofsted Updates 2021-22: An Expert Overview and Insight into Guidance and Information for Inspectors
- ▶ Preparing for an Ofsted Summary Evaluation of MATs for 2021-22
- ▶ Preparing for Ofsted Re-Visits and Inspections of Local Area SEND Provision
- ▶ Preparing for Full Ofsted EIF Inspections from September 2021 for Primary Schools
- ▶ Preparing for Full Ofsted EIF Inspections from September 2021 for Special Schools
- ▶ Primary Geography: An Insight into Ofsted's Research Review, Identifying High-quality Curricula, Assessment, Pedagogy and Systems
- ▶ Primary History: An Insight into Ofsted's Research Review, Identifying High-quality Curricula, Assessment, Pedagogy and Systems
- ▶ Primary Languages : An Insight into Ofsted's Research Review, Identifying High-quality Curricula, Assessment, Pedagogy and Systems
- ▶ Primary Music: An Insight into Ofsted's Research Review, Identifying High-quality Curricula, Assessments, Pedagogy and Systems
- ▶ PSHE and Ofsted: How to Assess, Record and Report Learning in your School
- ▶ Remote Education: Effective Lesson Observations During Remote Learning
- ▶ Remote Education: Meeting Expectations in Line with DfE and Ofsted Requirements
- ▶ Responsive Teaching: A Powerful Tool to Support Catch-Up
- ▶ Reviewing the Effectiveness of Safeguarding: A Former HMI's Insight
- ▶ RSHE - Relationships, Sex and Health Education Subject Leads: What is your Role?
- ▶ SEND, Equality, Diversity and Inclusion in relation to the New Education Inspection Framework (EIF) 2019
- ▶ Tackling Attendance: How to Make it Work for your School and Meet Ofsted Expectations
- ▶ Teaching Protected Characteristics in Schools: How to Meet Your Ofsted Expectations
- ▶ The New ITT Core Framework and the New Ofsted Inspection Framework for ITT: Understand the Future of Teacher Training Delivery and Inspection
- ▶ The Quality of Education: The Three i's - How You Can Make the Ofsted Focus Work for your School
- ▶ Understanding Ofsted 'Deep Dives' and the Role of Subject and School Leaders
- ▶ Understanding the Changes to the Ofsted School Inspection Handbooks
- ▶ Understanding The New Ofsted Guidance on Inspecting Safeguarding for 2019-20
- ▶ Understanding the Changes to the Ofsted School Inspection Handbook and Section 8 Handbook 2021
- ▶ Understanding the Principles and Practice of Educational Effectiveness
- ▶ Understanding your Statutory Curriculum Changes: Promoting British Values
- ▶ What Does Outstanding Spiritual, Moral, Social and Cultural (SMSC) Development Look Like?

## Remote Education

- ▶ A Practical Guide to Teaching Using Google Classroom
- ▶ A Practical Guide to Teaching Using Loom
- ▶ A Practical Guide to Teaching Using Teams
- ▶ A Practical Guide to Teaching Using Zoom
- ▶ A Practical Guide to Teaching Using Breakout Rooms in Zoom
- ▶ Adapting Your Remote Education Provision for Children with SEND
- ▶ Effective Use of Technology in Supporting Students' Remote Catch-Up Learning
- ▶ Home Learning: How to Positively Engage Parents & Carers With Effective Communication Techniques
- ▶ Managing Behaviour and Disruption in Remote Education
- ▶ Remote Education: Effective Lesson Observations During Remote Learning
- ▶ Remote Education: How to Boost Pupils' Motivation and Maintain Productivity and Learning
- ▶ Remote Education: Implementing Best Practice to Meet DfE Expectations
- ▶ Remote Education: Meeting Expectations in Line with DfE and Ofsted Requirements
- ▶ Remote Education: Teaching Well-Structured, Effective and Engaging Remote Lessons
- ▶ Supporting Pupil Wellbeing and Mental Health During Remote Education
- ▶ Supporting Schools to Review Their Remote Education Provision in Line with DfE Guidance
- ▶ Teaching PE Remotely: Practical Guidance to Deliver Safe and Effective Online Lessons

## Safeguarding

- ▶ Advice for School Leaders: Tackling Knife Crime & Youth Violence
- ▶ A Review of the Ofsted Recommendations for Safeguarding Children From Knife Crime
- ▶ An Expert Review of the Ofsted Inspecting Safeguarding in Early Years, Education and Skills Guidance for 2021-22
- ▶ Child Criminal Exploitation: Identification, Understanding CCE and Supporting Children and Families
- ▶ County Lines: Guidance for School Leaders to Prevent Criminal Exploitation of Children and Vulnerable Adults
- ▶ Delivering a Child-Centred Approach towards Managing Exclusions for Children with SEND
- ▶ DfE Keeping Children Safe in Education (KCSiE) 2020 Draft Statutory Guidance: Understand the Proposed Changes
- ▶ Early help: An Insight into Ofsted-Commissioned Research on Concepts, Policy Directions and Multi-agency Perspectives
- ▶ Effective Safeguarding Arrangements for Pupils with SEND (National Children's Bureau)
- ▶ Empowering and Safeguarding Girls by Tackling Gender Stereotyping in Schools
- ▶ Free Webinar: The Role of the Mental Health Lead in Addressing Suicidal Ideation and Self-Harm
- ▶ How Schools Can Support The Mental Health and Wellbeing of Pupils with Autism
- ▶ How to Manage Disclosure of Mental Health Difficulties: Practical Advice and Guidance
- ▶ LGBTQ+ Inclusiveness for Schools: Practical Advice and Step-By-Step Guidance
- ▶ Managing Exclusions: Statutory Expectations and Best Practice
- ▶ Ofsted Focus: An Emphasis on Mental Health & Wellbeing for Staff and Students
- ▶ Peer-on-Peer Sexual Abuse: An Expert Review of DfE Statutory Safeguarding Guidance
- ▶ Preparing for Your September Return: How to Conduct a School Safeguarding Audit
- ▶ Private Tutoring: Safeguarding Considerations for Schools
- ▶ Reviewing the Effectiveness of Safeguarding: A Former HMI's Insight
- ▶ Safeguarding 2021: Understanding Changes to the DfE KCSiE 2021 Proposed Statutory Guidance and Working Together to Safeguard Children
- ▶ Safeguarding and Child Protection Strategies to Support Vulnerable and Disadvantaged Pupils After Remote Education
- ▶ Safeguarding and Prevent Duty: Current Policies, Response Strategies and Lessons for Education Providers
- ▶ Safeguarding Looked After Children: Understanding your DfE Statutory Duties & Promoting Educational Achievement
- ▶ Sexual Harassment and Violence: Addressing the Impact on Children's Mental and Physical Wellbeing
- ▶ Strengthening Multi-Agency Collaboration: New Safeguarding Arrangements 2019-20
- ▶ The Link Between Mental Health and Safeguarding: A Key Theme of KCSiE 2020-21
- ▶ Understand the DfE KCSiE Statutory Safeguarding Guidance Changes for 2019-20
- ▶ Understand the Revised DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools & Colleges
- ▶ Understanding the Changes to the New DfE Keeping Children Safe in Education (KCSiE) Statutory Safeguarding Guidance 2020/21
- ▶ Understanding The New Ofsted Guidance on Inspecting Safeguarding for 2019-20
- ▶ Understanding the Changes to the Ofsted School Inspection Handbook and Section 8 Handbook 2021
- ▶ Understanding Changes to the DfE Keeping Children Safe in Education (KCSiE) Statutory Safeguarding Guidance 2021
- ▶ Understanding the New DfE Guidance on Sexual Violence and Sexual Harassment between Children in Schools and Colleges 2021
- ▶ Understanding the Proposed Changes to the DfE Keeping Children Safe in Education Statutory Safeguarding Guidance 2022
- ▶ Using EEF Guidance to Support Pupils with SEND in Mainstream Schools
- ▶ What the Wood Report on New Multi-Agency Safeguarding Arrangements Means for Schools

## SEND

- ▶ A Guide to Effective Assessment Strategies for your SEND Pupils
- ▶ Adapting Your Remote Education Provision for Children with SEND
- ▶ A Webinar for Teaching Assistants: Helping Unlock the Potential of Pupils with SEND
- ▶ An Evidence-Based Approach to Supporting and Teaching Pupils with Autism
- ▶ An Expert Review of Ofsted Research into the Impact of the Pandemic on Children and Young People with SEND
- ▶ Creating and Implementing Individual Teaching and Learning Plans for Vulnerable and Disadvantaged Pupils After Remote Education
- ▶ Delivering a Child-Centred Approach towards Managing Exclusions for Children with SEND
- ▶ Developing and Implementing Effective Pedagogical Practice for Pupils with SEND
- ▶ Effective Safeguarding Arrangements for Pupils with SEND (National Children's Bureau)
- ▶ Forming Assessments, Identifying Knowledge Gaps and Addressing Needs of Pupils with SEND After Remote Education
- ▶ How Ofsted Will Inspect your SEND Provision Under The New EIF
- ▶ How Schools Can Support The Mental Health and Wellbeing of Pupils with Autism
- ▶ Identifying and Supporting Children with Hidden SEND
- ▶ Implementing Sensory Play and Brain Breaks for Pupils with SEND
- ▶ Innovative Strategies in Addressing Complex Special Educational Needs And Disabilities (SEND)
- ▶ Overcoming Language Barriers and Addressing the Additional Needs of EAL Pupils with SEND
- ▶ Preparing for Ofsted Re-Visits and Inspections of Local Area SEND Provision
- ▶ Primary Building Positive Relationships to Manage the Behaviour of Pupils with SEND
- ▶ Safeguarding and Child Protection Strategies to Support Vulnerable and Disadvantaged Pupils After Remote Education
- ▶ SEND, Equality, Diversity and Inclusion in relation to the New Education Inspection Framework (EIF) 2019
- ▶ Supporting Children with SEND: Responding to the COVID-19 Lockdown and Transition Back to School
- ▶ Teaching and Supporting Pupils with Dyslexia
- ▶ Teaching for Neurodiversity: An Inclusive Model Based on Individual Strengths and Needs
- ▶ Understanding and Managing the Behaviour of Pupils with SEND
- ▶ Understanding your DfE Statutory Requirements: Developing & Implementing Best Practice Methods in SEND Risk Assessment

## Teaching & Learning

### EYFS Framework Reforms

- ▶ EYFS Framework Reforms: Developing Language in Line with DfE Curriculum Guidance
- ▶ EYFS Framework Reforms: Developing Reading in Line with DfE Curriculum Guidance
- ▶ EYFS Framework Reforms: Developing Writing in Line with DfE Curriculum Guidance
- ▶ EYFS Framework Reforms: Dispelling Misconceptions and Clarifying Ofsted expectations
- ▶ EYFS Framework Reforms: Effective Curriculum Design and Short-Term Planning to Progress Learning
- ▶ EYFS Framework Reforms: How Teaching Assistants Can Help Lay the Foundation for Future Success
- ▶ EYFS Framework Reforms: Making the Most of Observation and Assessment
- ▶ EYFS Framework Reforms: Strengthening Learning Through the DfE 'Development Matters' Curriculum Guidance
- ▶ EYFS Framework Reforms: Teaching Expressive Arts & Design in Line with DfE Curriculum Guidance
- ▶ EYFS Framework Reforms: Teaching Mathematics in Line with DfE Curriculum Guidance
- ▶ EYFS Framework Reforms: Teaching Personal, Social & Emotional Development in Line with DfE Curriculum Guidance
- ▶ EYFS Framework Reforms: Teaching Physical Development in Line with DfE Curriculum Guidance
- ▶ EYFS Framework Reforms: Teaching Understanding the World in Line with DfE Curriculum Guidance
- ▶ EYFS Framework Reforms: Understanding and Implementing the Characteristics of Effective Teaching and Learning
- ▶ EYFS Framework Reforms: Understanding and Implementing the 'Birth to 5 Matters' Curriculum Guidance

### Subject Specific Webinars

#### Art & Design

- ▶ Primary Art and Design: A Deep Dive into Curriculum Intent
- ▶ Primary Art and Design: A Deep Dive into Curriculum Implementation
- ▶ Primary Art and Design: A Deep Dive into Curriculum Impact
- ▶ Primary Art & Design: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ Primary Art & Design: Effective Subject Leadership
- ▶ Primary Art & Design: Lesson-to-Lesson Sequencing and Adaptive Short-term Planning in Line with Teachers' Standards
- ▶ Understanding How to Teach for Mastery of Art & Design

#### Computing

- ▶ Primary Computing: A Deep Dive into Curriculum Intent
- ▶ Primary Computing: A Deep Dive into Curriculum Implementation
- ▶ Primary Computing: A Deep Dive into Curriculum Impact
- ▶ Primary Computing: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ Primary Computing: Effective Subject Leadership
- ▶ Primary Computing: Lesson-to-Lesson Sequencing and Adaptive Short-term Planning in Line with Teachers' Standards

#### Design & Technology

- ▶ Primary Design and Technology: A Deep Dive into Curriculum Intent
- ▶ Primary Design and Technology: A Deep Dive into Curriculum Implementation
- ▶ Primary Design and Technology: A Deep Dive into Curriculum Impact
- ▶ Primary Design & Technology: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ Primary Design & Technology: Effective Subject Leadership
- ▶ Primary Design & Technology: Lesson-to-Lesson Sequencing and Adaptive Short-term Planning in Line with Teachers' Standards

#### Drama & Performing Arts

- ▶ Primary Drama & Performing Arts: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ Primary Drama & Performing Arts: Effective Subject Leadership
- ▶ Primary Drama & Performing Arts: Lesson-to-Lesson Sequencing and Adaptive Short-term Planning in Line with Teachers' Standards
- ▶ Primary Drama: Strengthening Pupils' Learning Through Effective Curriculum Practice

#### English

- ▶ Primary English: A Deep Dive into Curriculum Intent
- ▶ Primary English: A Deep Dive into Curriculum Implementation
- ▶ Primary English: A Deep Dive into Curriculum Impact
- ▶ Maximising your DfE Year 7 Literacy and Numeracy Catch-Up Premium and Meeting your Ofsted Accountability
- ▶ Primary English: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ Primary English: Effective Subject Leadership
- ▶ Primary English: Lesson-to-Lesson Sequencing and Adaptive Short-term Planning in Line with Teachers' Standards
- ▶ Primary Literacy: Understanding DfE's New Reading Framework
- ▶ Primary Phonics: Ensuring Fidelity to a Single SSP Programme
- ▶ Primary Phonics: Understanding Options for SSP Programmes and the Updated Reading Framework
- ▶ Primary Reading: Inspire a Love of Reading and Enhance Literacy Skills
- ▶ Primary Reading: Develop Reading Comprehension Skills
- ▶ Primary Phonics: Ensuring Fidelity to a Single SSP Programme
- ▶ Primary Phonics: Understanding Options for SSP Programmes and the Updated Reading Framework
- ▶ Primary Reading: Developing a Strategy to Enthuse Readers and Enhance Reading Outcomes
- ▶ Primary Reading: Identifying and Overcoming Barriers to Reach Expected Standard
- ▶ Reception Literacy and Language: Effective Interventions to Help Pupils Catch Up
- ▶ Transition to Secondary: Helping Primary Pupils Acquire Strong Reading Comprehension Skills in Readiness for the Next Phase
- ▶ Understanding How to Teach for Mastery of English

#### Geography

- ▶ Primary Geography: A Deep Dive into Curriculum Intent
- ▶ Primary Geography: A Deep Dive into Curriculum Implementation
- ▶ Primary Geography: A Deep Dive into Curriculum Impact
- ▶ Primary Geography: An Insight into Ofsted's Research Review, Identifying High-quality Curricula, Assessment, Pedagogy and Systems
- ▶ Primary Geography: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ Primary Geography: Effective Subject Leadership
- ▶ Sustainability and Climate Change: An Expert Review of the Draft Strategy to Deliver a World-Leading Education Sector
- ▶ Teaching Climate Change in Primary Schools as Part of a High-Quality Geography Curriculum

## Teaching & Learning

### Subject Specific Webinars

#### History

- ▶ Primary History: A Deep Dive into Curriculum Intent
- ▶ Primary History: A Deep Dive into Curriculum Implementation
- ▶ Primary History: A Deep Dive into Curriculum Impact
- ▶ Primary History: An Insight into Ofsted's Research Review, Identifying High-quality Curricula, Assessment, Pedagogy and Systems
- ▶ Primary History: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ Primary History: Effective Subject Leadership
- ▶ How to Deliver a Sensitive, Pupil-Centred Approach to Teaching Holocaust Education
- ▶ Teaching Black History as Part of a Broad and Balanced Curriculum
- ▶ Understanding How to Teach for Mastery of History

#### ICT

- ▶ Primary Computing: A Deep Dive into Curriculum Intent
- ▶ Primary Computing: A Deep Dive into Curriculum Implementation
- ▶ Primary Computing: A Deep Dive into Curriculum Impact

#### Languages

- ▶ Primary Languages: A Deep Dive into Curriculum Intent
- ▶ Primary Languages: A Deep Dive into Curriculum Implementation
- ▶ Primary Languages: A Deep Dive into Curriculum Impact
- ▶ Primary Languages : An Insight into Ofsted's Research Review, Identifying High-quality Curricula, Assessment, Pedagogy and Systems
- ▶ Primary Languages: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ Primary Languages: Effective Subject Leadership
- ▶ Key Stage 2 Modern Foreign Languages: The Three Pillars of Learning
- ▶ Reception Literacy and Language: Effective Interventions to Help Pupils Catch Up
- ▶ Understanding How to Teach for Mastery of Modern Foreign Languages

#### Music

- ▶ Primary Music: A Deep Dive into Curriculum Intent
- ▶ Primary Music: A Deep Dive into Curriculum Implementation
- ▶ Primary Music: A Deep Dive into Curriculum Impact
- ▶ Primary Music: An Insight into Ofsted's Research Review, Identifying High-Quality Curricula, Assessments, Pedagogy and Systems
- ▶ Primary Music: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ Primary Music: Enriching Education via a New National Plan
- ▶ Model Music Curriculum: How to Deliver a Rich, High-Quality Statutory Music Education for Pupils at KS1-KS2

#### Mathematics

- ▶ Primary Mathematics: A Deep Dive into Curriculum Intent
- ▶ Primary Mathematics: A Deep Dive into Curriculum Implementation
- ▶ Primary Mathematics: A Deep Dive into Curriculum Impact
- ▶ Primary Mathematics: Effective Subject Leadership
- ▶ Primary Mathematics: Lesson-to-Lesson Sequencing and Adaptive Short-term Planning in Line with Teachers' Standards
- ▶ Exploring Problem-Solving Skills in Early Years Mathematics | EYFS/KS1
- ▶ Primary Maths: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ How to Teach Effective Problem-Solving Skills in Mathematics
- ▶ How to Prepare, Administer and Deliver the Multiplication Tables Check
- ▶ Maths Anxiety: Building Resilience and Confidence to Improve Learner Outcomes (Primary)
- ▶ Maximising your DfE Year 7 Literacy and Numeracy Catch-Up Premium and Meeting your Ofsted Accountability
- ▶ Understanding How to Teach for Mastery of Mathematics for Primary School

#### Physical Education

- ▶ Primary PE: Assessment and Feedback
- ▶ Primary Physical Education: Effective Subject Leadership

#### Religious Education

- ▶ Primary Religious Education: A Deep Dive into Curriculum Intent
- ▶ Primary Religious Education: A Deep Dive into Curriculum Implementation
- ▶ Primary Religious Education: A Deep Dive into Curriculum Impact
- ▶ Primary Religious Education: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ Primary Religious Education: Effective Subject Leadership
- ▶ Courageous Conversations: Discussing Diversity and Religion in Education
- ▶ What Does Outstanding Spiritual, Moral, Social and Cultural (SMSC) Development Look Like?
- ▶ Understanding How to Teach for Mastery of Religious Education

## Teaching & Learning

### Subject Specific Webinars

#### RSHE/PSHE

- ▶ Primary PSHE: A Deep Dive into Curriculum Intent
- ▶ Primary PSHE: A Deep Dive into Curriculum Implementation
- ▶ Primary PSHE: A Deep Dive into Curriculum Impact
- ▶ Primary PSHE: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ Primary PSHE: Effective Subject Leadership
- ▶ 20 ideas for 2020: Effectively Implementing the New DfE RSHE Curriculum and Establishing a Safe Space in Primary Schools
- ▶ Advanced Certificate in the Role of a Senior PSHE/RSHE Lead
- ▶ Age-Appropriate Exploration of the Principles of Healthy Relationships and Consent
- ▶ An Expert Review of the New DfE Guidance Published: Statutory RSHE Curriculum (Primary)
- ▶ Coping with Bereavement: How to Support your Staff and Pupils
- ▶ Delivering a LGBT Inclusive PSHE and RSE Curriculum (Stonewall)
- ▶ Empowering and Safeguarding Girls by Tackling Gender Stereotyping in Schools
- ▶ How an Integrated and Responsive RSHE Curriculum Should Look to Comply with the DfE Guidance for Full Schools' Opening: Primary
- ▶ How The New Ofsted Framework Draft Proposal May Shape your RSHE Provision
- ▶ Implementing your DfE Statutory PSHE/RSHE Curriculum: Key Stage 3-4
- ▶ Implementing your DfE Statutory PSHE/RSHE Curriculum: Key Stage 5
- ▶ Is your Relationships, Sex and Health Education (RSHE) curriculum 'Ofsted ready'?
- ▶ LGBTQ+ Inclusiveness for Schools: Practical Advice and Step-By-Step Guidance
- ▶ Maximising Cultural Capital in a Broad and Balanced Curriculum
- ▶ Mental Health and RSHE: A More Collaborative Approach
- ▶ Parental Engagement and Managing Concern: Relationships and Sex Education
- ▶ Political Impartiality: Understanding Schools' Legal Duties and Impact on Teaching
- ▶ Primary PSHE: Drawing Up an Action Plan for the New Curriculum in September 2021
- ▶ Primary RHE: Age-Appropriate Discussion of Issues Around Drugs, Alcohol and Tobacco
- ▶ PSHE and Ofsted: How to Assess, Record and Report Learning in your School
- ▶ Relationships and Sex Education: Managing Difficult and Sensitive Conversations
- ▶ Relationships Education: Practical Steps for Primary Schools to Get Started
- ▶ RSHE Provision: How Effective Communication Can Ensure Successful Implementation
- ▶ RSHE - Relationships, Sex and Health Education Subject Leads: What is your Role?
- ▶ RSHE Provision: How Effective Communication Can Ensure Successful Implementation
- ▶ Teaching Emotional Literacy: How to Support Pupils Behavioural Development
- ▶ Understanding your Statutory Curriculum Changes: Promoting British Values

#### Science

- ▶ Primary Science: A Deep Dive into Curriculum Intent
- ▶ Primary Science: A Deep Dive into Curriculum Implementation
- ▶ Primary Science: A Deep Dive into Curriculum Impact
- ▶ Primary Science: An Insight into Ofsted's Research Review Identifying High-quality Curricula, Assessment, Pedagogy and Systems
- ▶ Primary Science: Bespoke Assessment and Feedback to Transform Pupil Outcomes
- ▶ Primary Science: Effective Subject Leadership
- ▶ Primary Science: Lesson-to-Lesson Sequencing and Adaptive Short-term Planning in Line with Teachers' Standards
- ▶ STEAM for EYFS: An Integrated Approach to Enhance Teaching and Learning
- ▶ Understanding How to Teach for Mastery of Science

## Teaching & Learning

- ▶ A Practical Guide to Teaching Using Google Classroom
- ▶ A Practical Guide to Teaching Using Loom
- ▶ A Practical Guide to Teaching Using Teams
- ▶ A Practical Guide to Teaching Using Zoom
- ▶ A Practical Guide to Teaching Using Breakout Rooms in Zoom
- ▶ Adaptive Teaching: Differentiation to Engage and Support All Pupils
- ▶ Adaptive Teaching: Stretch and Challenge for All Pupils
- ▶ 20 Ideas for 2020: Effectively Implementing the New DfE RSHE Curriculum and Establishing a Safe Space in Primary Schools
- ▶ 30 Pedagogical Techniques to Support Pupil Progress and Academic Achievement
- ▶ A Guide to Effective Assessment Strategies for your SEND Pupils
- ▶ A Webinar for Teaching Assistants: Adding Value Through a More Coordinated Approach to Supporting Low Attaining Pupils
- ▶ A Webinar for Teaching Assistants: Delivering High Quality One-to-one and Small Group Support Using Structured Interventions
- ▶ A Webinar for Teaching Assistants: Helping Unlock the Potential of Pupils with SEND
- ▶ A Webinar for Teaching Assistants: Scaffolding and Differentiation to Support Disadvantaged Pupils
- ▶ A Webinar for Teaching Assistants: Supporting Pupils to Develop Independent Learning Skills
- ▶ A Webinar for Teaching Assistants: Working Collaboratively to Enhance Adaptive Teaching
- ▶ A Whole-School Approach to a Broad and Balanced Curriculum
- ▶ Adapting Teaching and Learning to Bridge the Gap between Reception and Year 1
- ▶ Adapting Your Remote Education Provision for Children with SEND
- ▶ Advanced Certificate in the Role of a RSHE Lead
- ▶ Adverse Childhood Experiences (ACEs): Taking a Trauma-informed Approach to Improving Outcomes
- ▶ An Expert Review of the New DfE Guidance Published: Statutory RSHE Curriculum (Primary)
- ▶ Applying Rosenshine's Principles of Instruction to Establish Effective Teaching Practice and Support Student Catch-Up
- ▶ Autumn 2020 Year 2 Phonics Check: Understanding your Statutory Requirements and Supporting Pupil's Catch-Up Learning
- ▶ Behaviour for Excellence: Policy and Practice in Behavioural Standards
- ▶ Bridging the Education Gap: Improving Pupil Outcomes for Disadvantaged and Vulnerable Learners
- ▶ Building Curriculum Resilience to Deliver Continuous Learning in Schools
- ▶ Catch-Up: Planning Your Curriculum to Make Up for Lost Teaching Time – Primary Schools
- ▶ Catch-Up: Supporting Teaching Through Practical Advice for Greater Lessons
- ▶ Certificate in Delivering Effective Blended and Remote Education
- ▶ Certificate in Understanding the Knowledge, Skills and Behaviours to Deliver Effective Governance
- ▶ Cognitive Load Theory: Effective Implementation in Curriculum Planning and Lesson Design
- ▶ Courageous Conversations: Discussing Diversity and Religion in Education
- ▶ COVID-19: DfE 'induction for newly qualified teachers guidance'
- ▶ COVID-19: Supporting Pupil and Staff Mental Health After Isolation on Return to School
- ▶ Creating and Implementing Individual Teaching and Learning Plans for Vulnerable and Disadvantaged Pupils After Remote Education
- ▶ Creating Learning Environments Where Boys Can Shine
- ▶ Curriculum Leadership: Starting Curriculum Conversations
- ▶ Curriculum Mapping for Primary Schools in Line with Ofsted Guidance
- ▶ Curriculum Mapping in Line with Ofsted Guidance
- ▶ Decolonising the Curriculum: Exploring Representation of British History and World View in the Classroom
- ▶ Delivering a LGBT Inclusive PSHE and RSE Curriculum (Stonewall)
- ▶ Developing an Evidence-Based Strategy to Make the Most of Pupil Premium
- ▶ Developing and Implementing Effective Pedagogical Practice for Pupils with SEND
- ▶ DfE Announce EYFS Reforms Consultation: Understand What This Means for Your School
- ▶ Dual Coding Theory: Embedding Effective Cognitive Principles for Better Pupil Outcomes
- ▶ EAL Learners: Providing Support after a Period of Remote Education Primary
- ▶ Early Career Framework: Teacher Mentoring
- ▶ Effective Assessment Strategies: Delivering a More Complete Approach to Student Progression
- ▶ Effective Behaviour Management: Is 'Challenging Behaviour' Misunderstood?
- ▶ Effective Use of Spacing and Retrieval Practice to Boost Classroom Learning
- ▶ Effective Use of Technology in Supporting Students' Remote Catch-Up Learning
- ▶ EYFS Framework Reforms: How Teaching Assistants Can Help Lay the Foundation for Future Success
- ▶ EYFS Framework Reforms: Making the Most of Observation and Assessment
- ▶ EYFS Framework Reforms: Understanding and Implementing the 'Birth to 5 Matters' Curriculum Guidance
- ▶ Evidence-based Strategies for Explaining and Modelling with Precision
- ▶ Forming Assessments, Identifying Knowledge Gaps and Addressing Pupil Needs after Remote Education
- ▶ Forming Assessment and Feedback to Support Pupil Progress During Blended Learning
- ▶ Guidance On How To Support Home-Educated Children Return To Mainstream Schooling
- ▶ Harnessing the Power of Effective Questioning in the Classroom to Improve Pupil Outcomes
- ▶ High-Quality Feedback and Targeted Support to Raise Attainment
- ▶ Home Learning: How to Positively Engage Parents & Carers With Effective Communication Techniques
- ▶ How an Integrated and Responsive RSHE Curriculum Should Look to Comply with the DfE Guidance for Full Schools' Opening: Primary
- ▶ How Schools Can Prepare for an Ofsted Phased Return to Inspection from September 2020
- ▶ How Schools can use DfE Integrated Curriculum and Financial Planning (ICFP) to Achieve Best Practice Curriculum Standards
- ▶ How to Deliver a Sensitive, Pupil-Centred Approach to Teaching Holocaust Education
- ▶ How to Establish an Effective Code of Conduct for Pupils Independent Preparatory Schools
- ▶ How to Make Intervention Programmes Work Through a Tailored Approach During the Catch-up Curriculum
- ▶ How to Manage and Address Low-Level Disruption in the Classroom
- ▶ How to Prepare, Administer and Deliver the Multiplication Tables Check
- ▶ How to Support Parents and Carers and Increase Attendance and Engagement with Catch-Up Learning
- ▶ How to Teach Effective Critical Thinking Skills to Support Pupils' Learning and Growth
- ▶ Implementing a Broad and Balanced Curriculum for Education Recovery
- ▶ Implementing a Broad and Balanced Curriculum for Education Recovery | Early Years
- ▶ Implementing a Broad and Balanced Curriculum for Education Recovery | Key Stage 1
- ▶ Implementing a Broad and Balanced Curriculum for Education Recovery | Key Stage 2
- ▶ Implementing the DfE Reception Baseline Assessments (RBA): An Expert Review and Practical Guidance
- ▶ Implementing the EEF's Key Principles of Effective Teacher Feedback
- ▶ Implementing your DfE Statutory PSHE/RSHE Curriculum: Key Stage 3-4
- ▶ Implementing your DfE Statutory PSHE/RSHE Curriculum: Key Stage 5
- ▶ Implementing the Early Years Foundation Stage Profile: 2022 Handbook
- ▶ Improving Behaviour Using the EEF's Evidence-Based Recommendations
- ▶ Improving Parental Engagement to Enhance Pupil Outcomes

## Teaching & Learning

- ▶ Key Stage 1: Understanding Statutory Assessment and Reporting Arrangements for 2022
- ▶ Key Stage 2: Understanding Statutory Assessment and Reporting Arrangements for 2022
- ▶ Key Stage 1: Understanding Statutory Assessment and Reporting Arrangements for 2022
- ▶ Key Stage 2: Understanding Statutory Assessment and Reporting Arrangements for 2022
- ▶ Making the Most From One-to-One and Small Group Teaching to Support the Catch-Up Curriculum
- ▶ Managing Behaviour and Disruption in Remote Education
- ▶ Mastery Learning: A Strategy for Narrowing the Gap
- ▶ Mental Health and Wellbeing: Supporting Pupils Transition from Year 6 to Year 7
- ▶ Metacognition: The Benefits of Taking a Self-Regulated Approach to Teaching and Learning
- ▶ Minimising Disruption and Developing Catch-Up Plans for Low Attaining Pupils in Year 7 Transition
- ▶ Multiplication Tables Check: Statutory Requirements & Practical Approaches
- ▶ Narrowing the Gap in Educational Attainment: Effective Classroom Practice
- ▶ Neuroscience for Learning: Is There a Better Way of Teaching?
- ▶ New DfE Research Report: Supporting The Most Academically Able Disadvantaged Pupils
- ▶ Overcoming Language Barriers and Addressing the Additional Needs of EAL Pupils with SEND
- ▶ Unseen Children: Delivering a Tailored Approach to Support the Most Disadvantaged
- ▶ Using Data to Drive Classroom Practice and Enhance Pupil Outcomes
- ▶ Using EEF Guidance to Boost Social and Emotional Learning in Primary Schools
- ▶ Using Newly Updated EEF Guidance to Improve Literacy in Key Stage 2

# Essential CPD Course Programme

The National College®

Our accredited courses have been developed in collaboration with industry experts and are brought to you in remote video CPD format, helping you to embed best practice and upskill your workforce quickly and efficiently.

- ✔ Engaging content delivered in bite-size modules
- ✔ Designed by experts in the field
- ✔ Available anywhere, anytime on any device
- ✔ Progress in your own time, at your own pace
- ✔ Regularly updated in line with industry standards
- ✔ Annual refresher reminders
- ✔ End-of-course assessment
- ✔ Downloadable certificates
- ✔ Average rating of 4.7 out of 5
- ✔ Trusted by schools worldwide

**CPD**  
**CERTIFIED**  
The CPD Certification Service





## Advanced Certificate in Safeguarding for Safeguarding Leads (2021-22)



This course provides you with the knowledge and skills you need to understand your statutory safeguarding requirements as a designated safeguarding lead (DSLs) or deputy DSL.



Designated safeguarding leads



DSLs should undergo training to provide them with the knowledge and skills required to carry out their role and to understand the processes, procedures and responsibilities of other agencies. Training should be updated every two years. However DSLs and deputy DSLs should also update their knowledge and skills at regular intervals, but at least annually.



Lorna Ponambalum, safeguarding expert and senior leadership education professional



Online course featuring 9 video modules + self-directed learning + end-of-course assessment



## Advanced Certificate in the Role of an RSHE/PSHE Lead (2021-22)



This course provides you with the knowledge and skills you need to understand your statutory RSHE requirements and drive local implementation in your school.



RSHE/PSHE leads



It is a statutory requirement for all schools to have a comprehensive RSHE curriculum in place. This falls in line with Ofsted expectations following their review of sexual abuse in schools and colleges, who call for 'high-quality training for teachers delivering RSHE' and evidenced the benefits of employing a dedicated RSHE lead.



John Rees, RSHE subject matter expert with over 25 years' educational leadership experience



Online course featuring 8 video modules + self-directed learning + end-of-course assessment



## Annual Certificate in Child Protection and Safeguarding for Early Years Providers



This course provides you with the knowledge and skills to understand your child protection and safeguarding duties if working in an early years setting.



Senior leaders, governors, child protection and safeguarding leads, teaching staff, non-teaching staff



All staff who provide childcare for children of pre-school age have a responsibility to provide a safe environment in which children can learn. They should receive appropriate child protection training, and regular updates, in order to provide them with the relevant skills and knowledge to safeguard young children effectively.



To be confirmed



Coming Soon



### Annual Certificate in Child Protection and Safeguarding: Music



This course provides you with the knowledge and skills to understand your child protection and safeguarding duties if working in a music education setting.



Safeguarding and child protection leads, teaching staff, private music tutors and professionals



All staff, including private tutors, visiting music teachers and music education professionals, must understand and comply with child protection and safeguarding measures. Following good safeguarding practices in music lessons, online or face-to-face, creates a safe and secure environment for children and young people to learn in.



To be confirmed



Coming Soon



### Annual Certificate in Child Protection and Safeguarding: Sports, Active Leisure and Physical Education



This course provides you with the knowledge and skills to understand your child protection and safeguarding duties if working in sports, active leisure or physical education.



Safeguarding and child protection leads, teaching staff, private sports, active leisure or physical education tutors and professionals



All staff, including private tutors, visiting sports or physical education teachers and education professionals, must understand and comply with child protection and safeguarding measures. Following good safeguarding practices in sports and physical education lessons, online or face-to-face, creates a safe and secure environment for children and young people to learn in.



To be confirmed



Coming Soon



### Annual Certificate in Cyber Security for Schools



This course provides you with the knowledge and skills to understand what cyber security is, the different types of cyber threats and the measures you can take to protect your organisation from harm.



Headteachers, senior leaders, teaching and non-teaching staff



In June 2021, the National Cyber Security Centre (NCSC) issued a warning to schools and colleges about the unprecedented levels of cyber-attacks. Schools should therefore be focused on ensuring that they have the right IT policies and procedures in place that cover the use of ICT systems and data security, including compliance with the General Data Protection Regulations (GDPR).



KryptoCloud, an independent cyber operations and intelligence company



Online course featuring 7 video modules + self-directed learning + end-of-course assessment



## Annual Certificate in Mental Health for the Designated Governor



This course provides you with a comprehensive understanding of the role of the designated governor for mental health and give you the confidence to impact the lives of pupils and adults in school.



Designated governor for mental health



All boards should assign a designed governor for mental health as a wellbeing champion to provide strategic support to the school leadership team in line with best practice stated in the governance handbook. This also falls in line with the importance placed on pupil wellbeing in Keeping children safe in education.



Anna Bateman, mental health and wellbeing expert who works in an advisory role for the DfE



Online course featuring 5 video modules + self-directed learning + end-of-course assessment



## Annual Certificate in Online Safety for Schools



This course provides you with the knowledge and skills you need to feel confident and empowered to help keep children safe online.



Senior leaders, governors, child protection & safeguarding leads, teaching staff, non-teaching staff.



Safeguarding children online is everyone's responsibility. All staff should receive appropriate online safety training which is regularly updated and is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.



Lorna Ponambalum, senior leader and safeguarding consultant with over 15 years' experience as a DSL in education.



Online course featuring 7 video modules + self-directed learning + end-of-course assessment.



## Annual Certificate in Safeguarding for School Governors (2021-22)



This course provides you with the core content you need to understand your statutory safeguarding requirements as a school governor.



School governors



Governing bodies have a strategic leadership responsibility for their school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to Keeping Children Safe in Education (KCSiE), ensuring policies, procedures and training in their schools are effective and comply with the law at all times.



Robin Watts, international safeguarding expert and education consultant who has worked with schools worldwide



Online course featuring 11 video modules + self-directed learning + end-of-course assessment



### Annual Certificate in Safeguarding for Staff (2021-22)

-  This course provides you with the core content you need to understand your statutory safeguarding requirements as a member of school staff.
-  Teaching and non-teaching staff
-  All staff have a responsibility to provide a safe environment in which children can learn. They should receive appropriate safeguarding and child protection training, and regular updates, in order to provide them with the relevant skills and knowledge to safeguard children effectively.
-  Lorna Ponambalum, safeguarding expert and senior leadership education professional
-  Online course featuring 7 video modules + self-directed learning + end-of-course assessment



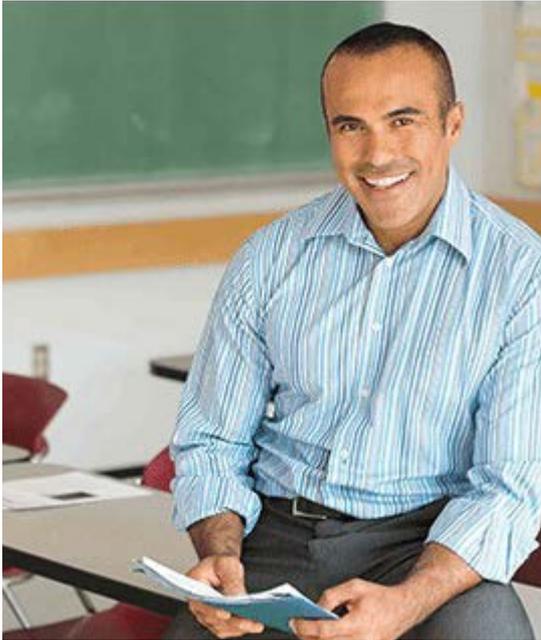
### Annual Certificate in Safeguarding for Supply Staff

-  This course provides you with the core content you need to understand your statutory safeguarding requirements as a member of supply staff.
-  Supply staff
-  All staff, including supply staff, have a responsibility to provide a safe environment in which children can learn. They should be aware of systems within their school or college which support safeguarding, understand their role in the early help process, be able to recognise signs of abuse and know how and to whom they should escalate referrals.
-  Lorna Ponambalum, safeguarding expert and senior leadership education professional
-  Online course featuring 9 video modules + self-directed learning + end-of-course assessment



### Annual Certificate in Safer Recruitment in Schools (2021-22)

-  This course provides you with the core content you need to understand your statutory and legislative requirements as part of the safer recruitment process.
-  Headteachers, senior leaders, governors
-  All schools must ensure that they have robust policies in place around the selection and suitability of prospective employees and that they are proactively creating a culture of safer recruitment. It is essential that all staff have an awareness of safer recruitment as part of their statutory duty to keep children safe from harm and abuse.
-  Lorna Ponambalum, safeguarding expert and senior leadership education professional
-  Online course featuring 8 video modules + self-directed learning + end-of-course assessment



## Annual Certificate in Understanding Sexual Harassment and Sexual Violence for DSLs & Deputy DSLs



This course provides you with the core content you need to understand your statutory safeguarding requirements around sexual harassment and sexual violence in schools.



Designated Safeguarding Leads (DSLs) and Deputy DSLs



DSLs and their deputies should take a lead role and use their professional judgement when responding to reports of sexual violence and sexual harassment. They should have the necessary training and skills in order to effectively support a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.



Lorna Ponambalum, safeguarding expert and senior leadership education professional



Online course featuring 5 video modules + self-directed learning + end-of-course assessment



## Annual Certificate in Understanding Sexual Harassment and Sexual Violence for Non-Teaching Staff



This course provides you with the core content you need to understand your statutory safeguarding requirements around sexual harassment and sexual violence in schools.



Non-teaching staff



All non-teaching staff have a statutory duty to safeguard and promote the welfare of children at their school/college. They should be aware of their legal responsibilities to ensure they are able to recognise any breach of children's rights if they are subjected to sexual violence or sexual harassment.



Lorna Ponambalum, safeguarding expert and senior leadership education professional



Online course featuring 5 video modules + self-directed learning + end-of-course assessment



## Annual Certificate in Understanding Sexual Harassment and Sexual Violence for RSHE/PSHE Leads



This course provides you with the core content you need to ensure you have the knowledge and skills to lead and develop your RSHE/PSHE curriculum to safeguard children from sexual harassment and sexual violence.



RSHE/PSHE leads



RSHE/PSHE leads and staff responsible for delivering the RSHE/PSHE curriculum should receive high-quality training as part of a whole-school approach towards addressing sexual harassment and online sexual abuse. They should also develop a carefully sequenced RSHE/PSHE curriculum, that specifically includes sexual harassment and sexual violence, including online, to support a culture of zero tolerance and early intervention.



Lorna Ponambalum, safeguarding expert and senior leadership education professional



Online course featuring 5 video modules + self-directed learning + end-of-course assessment



### Annual Certificate in Understanding Sexual Harassment and Sexual Violence for School Governors

-  This course provides you with the core content you need to understand your statutory safeguarding requirements around sexual harassment and sexual violence in schools.
-  School governors
-  It is important that governors have a good understanding of sexual harassment and sexual violence so that they can provide the right level of support and challenge for school leaders and DSLs, identify early signs of peer-on-peer abuse and consistently uphold standards in their responses to sexual harassment and sexual abuse.
-  Lorna Ponambalum, safeguarding expert and senior leadership education professional
-  Online course featuring 5 video modules + self-directed learning + end-of-course assessment



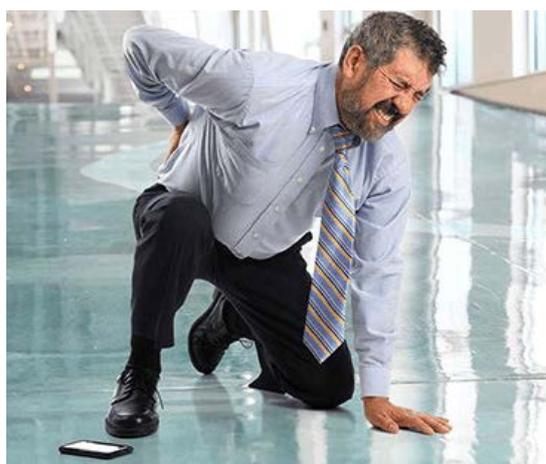
### Annual Certificate in Understanding Sexual Harassment and Sexual Violence for Teaching Staff

-  This course provides you with the core content you need to understand your statutory safeguarding requirements around sexual harassment and sexual violence in schools.
-  Teaching staff
-  All teaching staff have a statutory duty to safeguard and promote the welfare of children at their school/college. They should be aware of their legal responsibilities to ensure they are able to recognise any breach of children's rights if they are subjected to sexual violence or sexual harassment.
-  Lorna Ponambalum, safeguarding expert and senior leadership education professional
-  Online course featuring 5 video modules + self-directed learning + end-of-course assessment



### Award in Food Hygiene for Education Providers (2021-22)

-  Our course in food hygiene provides you and your staff with the knowledge and skills to ensure you are maintaining high-quality food hygiene standards.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  It is a legal responsibility for anyone who works with food to undertake food hygiene training. Any member of school staff who stores food or sells it has a duty to make sure it is safe and does not cause harm or injury to the consumer.
-  Janet Cousins, food safety course developer with over 25 years' experience in adult learning and food safety.
-  Online course featuring 15 video modules + self-directed learning + end-of-course assessment



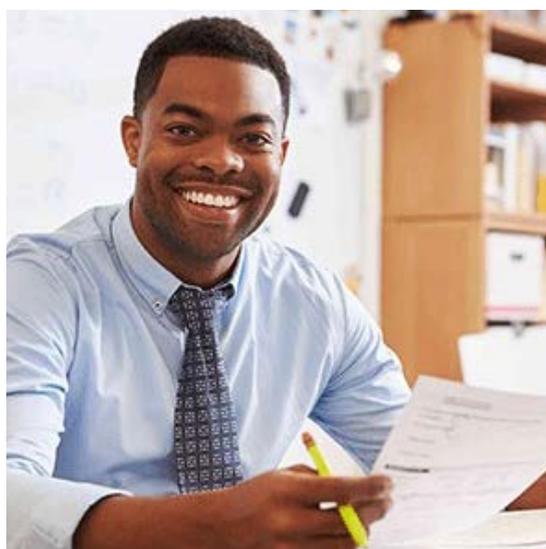
## Certificate in Accident Reporting

-  This course provides you with the core content you need to know in relation to reporting accidents in the workplace.
-  Headteachers, senior leaders, teaching and non-teaching staff
-  Employers have a legal duty to report serious workplace accidents. Effective accident reporting helps to increase safety at work and ensures compliance with RIDDOR and health and safety law.
-  James Whelan, chartered health and safety expert with extensive experience of delivering workplace training
-  Online course featuring 3 video modules + self-directed learning + end-of-course assessment



## Certificate in Addressing Loneliness and Depression in Children and Young People

-  This course provides you with the knowledge and skills to identify, respond to and develop preventative strategies around loneliness and depression to support children and young people.
-  Senior leaders, governors, mental health and wellbeing leads, teaching staff, non-teaching staff
-  Loneliness and depression are very often linked. If addressed at an early stage, it can often reduce the impact in later years and lead to better outcomes in the future. All staff have a responsibility to look after the mental health and wellbeing of children and should have the necessary training to identify and respond to the warning signs of loneliness and depression.
-  Anna Bateman, mental health and wellbeing expert who works in an advisory role for the DfE
-  Online course featuring 6 video modules + self-directed learning + end-of-course assessment



## Certificate in Administering Medication in Schools

-  This course provides you with the core content you need to implement and maintain a safe and effective system for administering medication, plus an understanding of the various regulations around storing, using and knowing when to dispose of medicines.
-  Headteachers, senior leaders, teaching and non-teaching staff
-  All staff have a duty of care towards the safety and welfare of children in their setting. Schools must therefore establish, implement and adhere to suitable policies and procedures concerning the administration of medicines to children and young people in order to clarify areas of responsibility.
-  Samantha Kendall, highly-qualified First Aider and Emergency Medical Technician with extensive front line experience
-  Online course featuring 4 video modules + self-directed learning + end-of-course assessment



### Certificate in Asbestos Management in Schools

-  This course provides you with the core content you need to ensure you understand your requirements for the effective management of asbestos materials within schools and colleges.
-  School leaders, school staff, governing bodies and responsible bodies
-  This course provides school leaders, school staff, governing bodies and responsible bodies (as duty holders) with practical advice and guidance on how to manage asbestos in educational settings, in line with the 2020 DfE 'Asbestos Management in Schools' guidance. The guidance states the importance of locating and managing asbestos in schools effectively. Failure to comply with the Control of Asbestos Regulations 2012 is a criminal offence.
-  James Whelan, chartered health and safety expert with extensive experience of delivering workplace training
-  Online course featuring 6 video modules + self-directed learning + end-of-course assessment



### Certificate in Boarding Practice and Student Welfare

-  This course provides you with the knowledge and skills to understand, implement and maintain high standards of boarding practice in your setting.
-  Senior leaders, governors, teaching staff, non-teaching
-  All schools who offer boarding to local and international students should ensure children and young people can fully realise their potential in an environment where they feel safe, supported and looked after. Schools should ensure that staff have the relevant training and expertise to comply with best practice measures.
-  To be confirmed
-  Coming Soon



### Certificate in Concussion and Brain Injury Awareness

-  This course provides you with the knowledge and skills to take immediate and effective action in the event of a concussion injury or medical emergency.
-  Senior leaders, teaching staff, non-teaching staff
-  How staff respond to any type of concussion injury can help to reduce the impact of any long-lasting effects or life-threatening complications. Staff should be able to understand the nature and impact of concussion and brain injuries and have the skillset to be able to deliver a well-planned response in order to aid future recovery.
-  To be confirmed
-  Coming Soon



### Certificate in Data Protection and GDPR for Staff (Data Influencers) (2021-22)

-  Our course in data protection provides you with the core content you need to ensure you are complying with your legal responsibilities in protecting personal data.
-  Teaching and non-teaching staff
-  Data influencers work with data on a daily basis and either create, store, enter, or decide when data will be processed. In addition to general awareness, you should have an additional level of training specific to your role in processing and handling data. As per the Data Protection Act 2018, it is your legal duty to protect the personal data of your students, staff, and visitors. If your school is found to breach GDPR rules, you may face a hefty fine and a visit from the Information Commissioner's Office.
-  Dr Kai Adegbebo, lecturer, retired police inspector & senior leader with extensive experience in risk management
-  Online course featuring 4 video modules + self-directed learning + end-of-course assessment



### Certificate in Data Protection and GDPR for Governors and Trustees (2021-22)

-  Our course in data protection provides you with the core content you need to ensure you are complying with your legal responsibilities in protecting personal data.
-  Governors and trustees
-  The ultimate responsibility and accountability for data protection compliance sits with governors and trustees. They should have specific knowledge of data protection relevant to their role to ensure compliance with legislation and the ability to respond to any changes, working closely with the Data Protection Officer (DPO). If your school is found to breach GDPR rules, you may face a hefty fine and a visit from the Information Commissioner's Office.
-  Dr Kai Adegbebo, lecturer, retired police inspector & senior leader with extensive experience in risk management
-  Online course featuring 5 video modules + self-directed learning + end-of-course assessment



### Certificate in Data Protection and GDPR for Senior Leaders (2021-22)

-  Our course in data protection provides you with the core content you need to ensure you are complying with your legal responsibilities in protecting personal data.
-  Headteachers, senior leaders
-  Senior leaders should ensure compliance with GDPR and the Data Protection Act. As per the Data Protection Act 2018, it is your legal duty to protect the personal data of your students, staff and visitors. Any establishment that collects personal data (e.g. names, addresses, dates of births, etc.) has a legal responsibility to ensure that information is gathered, processed and stored securely. If your school is found to breach GDPR rules, you may face a hefty fine and a visit from the Information Commissioner's Office.
-  Dr Kai Adegbebo, lecturer, retired police inspector & senior leader with extensive experience in risk management
-  Online course featuring 6 video modules + self-directed learning + end-of-course assessment



## Certificate in Delivering Effective Blended and Remote Education



Our course provides you and your staff with the knowledge and skills to ensure you are delivering a structured approach to remote education in line with key policy requirements.



Senior leaders, governors, teaching staff



COVID-19 has changed the education landscape. Schools must now ensure that, where needed, they have a remote education programme that is safe, high-quality and aligns as closely as possible with in-school provision so that children are given the support they need to meet curriculum objectives and progress learning.



Olly Lewis, award-winning educator with 10+ years' middle and senior leadership experience across various roles.  
Mark Anderson, award-winning former school leader, author, speaker & trainer with 20+ years' classroom experience.



Online course featuring 6 video modules + self-directed learning + end-of-course assessment



## Certificate in Diabetes Awareness



This course provides you with the knowledge and skills to understand the different types of diabetes and how it affects individuals, and confidently offer help and support to those managing diabetes in your workplace.



Senior leaders, governors, teaching staff, non-teaching staff



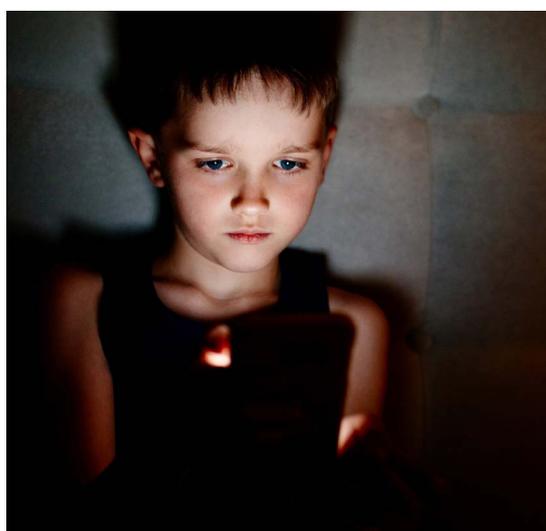
Diabetes is a chronic, long-term health condition requiring strict monitoring and self-management. It is essential that anybody who spends time with individuals known to have diabetes should understand how to help, if necessary.



Samantha Kendall, highly qualified First Aider and Emergency Medical Technician with extensive front-line experience.



Online course featuring 4 video modules + self-directed learning + end-of-course assessment



## Certificate in Digital Resilience and Wellbeing



This course provides you with the knowledge and skills to support children in becoming digitally resilient citizens and confidently deal with online harms and risks.



School leaders, governors, teaching staff



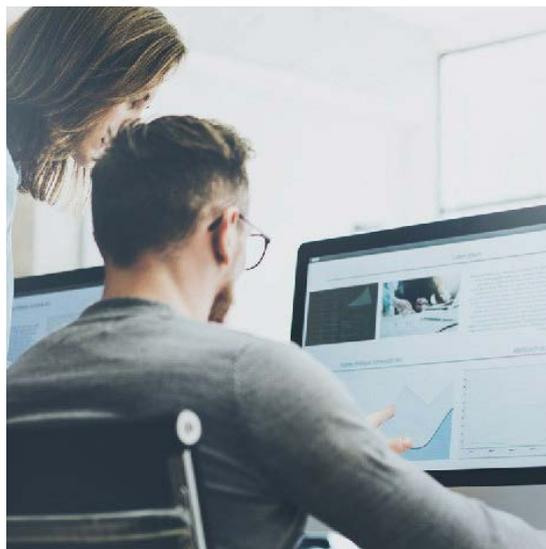
Children are now living in a highly digitised and technologically driven world which can impact their mental, emotional and physical wellbeing. Digital resilience is an essential skill that children should develop from an early age in order to identify and manage online risks, develop strategies to help them cope and deal with negative experiences.



To be confirmed



Coming Soon



### Certificate in Display Screen Equipment in Schools (2021-22)

-  Our course provides you with the knowledge and skills to ensure adherence with your Display Screen Equipment (DSE) duties and implement safe DSE practices in school.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  As part of their duty of care, all schools should ensure that staff have regular DSE assessments. All staff should be able to recognise and implement DSE procedures to minimise risk to their own health and that of others whilst using DSE equipment at school.
-  Will Taylor, highly qualified health & safety subject matter expert with 20 years' health and safety experience.
-  Online course featuring 6 video modules + self-directed learning + end-of-course assessment



### Certificate in Drug and Alcohol Misuse Awareness for Educators

-  This course provides you with the knowledge and skills to raise awareness and develop strategies to support staff, colleagues or young people who have substance misuse problems.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  School staff have a significant role to play in reducing substance misuse. Their position affords them the opportunity spot early signs of drug or alcohol misuse in others, and they should implement measures to minimise the damage to an individual's health and social relationships, their staff members and the whole setting.
-  Samantha Kendall, highly qualified First Aider and Emergency Medical Technician with extensive front-line experience.
-  Online course featuring 6 video modules + self-directed learning + end-of-course assessment



### Certificate in Effective Communication and Managing Difficult Conversations for Frontline Staff

-  This course provides you with the knowledge and skills to manage difficult situations and confidently tackle difficult conversations using effective communication techniques.
-  Teaching staff, non-teaching staff
-  Frontline staff must be confident in dealing with difficult situations in school, in their interactions with parents, leadership teams and each other. By understanding how to handle difficult conversations, staff can diffuse and resolve situations effectively, ensuring excellent relationships with all stakeholders and a positive external image.
-  Stephen Burnage, expert practitioner, consultant and trainer with 25+ years' experience teaching and leading schools.
-  Online course featuring 7 video modules + self-directed learning + end-of-course assessment



### Certificate in Effective Communication and Managing Difficult Conversations for Leaders



This course provides you with the knowledge and skills to deal with difficult conversations and communicate effectively with resilience, empathy and understanding.



Senior leaders, governors



Teachers and school leaders must be confident in dealing with difficult situations in the school environment, including in their interactions with parents, leadership teams and each other. By understanding how to handle difficult situations, staff can resolve and effectively diffuse situations quickly that may otherwise escalate.



Stephen Burnage, expert practitioner, consultant and trainer with 25+ years' experience teaching and leading schools.



Online course featuring 9 video modules + self-directed learning + end-of-course assessment



### Certificate in Epilepsy Awareness



This course provides you with the knowledge and skills to understand what epilepsy is and how employers can manage and support those with epilepsy in the workplace, including risk assessments and reasonable adjustments.



Senior leaders, governors, teaching staff, non-teaching staff



Epilepsy is a common chronic condition that affects the brain and causes seizures - bursts of electrical activity in the brain that temporarily affect how it works. Employers need to support employees in carrying out a risk assessment and supporting their care plan in the workplace.



Samantha Kendall, highly qualified First Aider and Emergency Medical Technician with extensive front-line experience.



Online course featuring 2 video modules + self-directed learning + end-of-course assessment



### Certificate in Equality, Diversity and Inclusion



This course provides you with the knowledge and skills to ensure your workplace is discharging its equality and diversity duties and promoting a more tolerant, inclusive and diverse working environment.



Senior leaders, governors, teaching staff, non-teaching staff



Schools have a duty to understand the difference between positive action and positive discrimination, as well as how you can adopt a fairer and more inclusive workplace for your employees.



Cherron Inko-Tariah MBE, advisory friend to the Institute of Equality and Diversity Professionals, author and HR consultant



Online course featuring 5 video modules + self-directed learning + end-of-course assessment



## Certificate in Fire Safety for Schools (2021-22)

-  Our course on fire safety provides you and your staff with the core content you need to ensure adherence with all your fire safety requirements.
-  Headteachers, senior leaders, teaching and non-teaching staff
-  All staff are legally required to complete Fire Awareness Training under the Regulatory Reform (Fire Safety) Order 2005. It is essential that all staff have an awareness of fire safety procedures in case of an emergency and are compliant with the law in order to confidently respond and intervene should the need arise.
-  Darren Finch, highly qualified serving member of the UK Fire Service with over 20 years' senior level experience
-  Online course featuring 5 video modules + self-directed learning + end-of-course assessment



## Certificate in First Aid Awareness in Schools (2021-22)

-  This course provides you with the knowledge and skills to increase your awareness of First Aid practices and duties.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  All schools have a duty of care to protect the wellbeing of staff and students, including First Aid provision. It is essential that all staff have an awareness of how to provide First Aid in case of an emergency and have the confidence to react to any incident when pupils, staff or visitors to the school may need urgent help.
-  Samantha Kendall, highly qualified First Aider and Emergency Medical Technician with extensive front-line experience.
-  Online course featuring 11 video modules + self-directed learning + end-of-course assessment



## Certificate in Food Allergy Awareness and Anaphylaxis (2021-22)

-  This course provides you with the knowledge and skills to ensure you are protecting your students from food-related allergic reactions.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  All schools have a duty to support their pupils with any medical conditions, including food allergies. Schools should provide students with information on allergen ingredients with regard to the food they serve.
-  Samantha Kendall, highly qualified First Aider and Emergency Medical Technician with extensive front-line experience.
-  Online course featuring 4 video modules + self-directed learning + end-of-course assessment



### Certificate in Food Hygiene for Education Providers (2021-22)

-  This course provides you with the knowledge and skills to ensure you are maintaining high-level food hygiene standards.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  Any member of school staff who handles, prepares and serves food should receive adequate training, instruction and supervision in food safety for all the tasks they are asked to carry out. Any member of staff who is involved in food production, preparation or sale must have training.
-  Janet Cousins, food safety course developer with over 25 years' experience in adult learning and food safety.
-  Online course featuring 16 video modules + self-directed learning + end-of-course assessment



### Certificate in Handling, Storing and Disposing of Hazardous Materials

-  This course provides you with the knowledge and skills to understand health and safety duties and best practice when dealing with hazardous substances.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  All schools have a responsibility to control substances that are hazardous to health and must be able to recognise potential hazards, create a safe working environment and respond effectively in the event of an emergency.
-  James Whelan, chartered health and safety expert with extensive experience of delivering workplace training.
-  Online course featuring 7 video modules + self-directed learning + end-of-course assessment



### Certificate in Health and Safety and Welfare of Children with Special Educational Needs and Disabilities

-  This course provides you with the knowledge and skills to develop a safe and healthy environment in which children with SEND can thrive.
-  Senior leaders, governors, safeguarding and child protection leads, teaching staff, non-teaching staff
-  All children and young people with special educational needs should have the opportunity to achieve their best and fulfil their potential. Schools should ensure that they create an environment in which children feel physically safe and emotionally supported to develop their education, free from any hazards or risks.
-  To be confirmed
-  Coming Soon



## Certificate in Health and Safety and Welfare for Early Years Providers



This course provides you with the knowledge and skills to develop a safe and healthy environment in which children of pre-school age can thrive.



Senior leaders, governors, safeguarding and child protection leads, teaching staff, non-teaching staff



Children of pre-school age are naturally curious about the world around them, which can leave them vulnerable to harm. It is essential that staff have a thorough understanding of their duties with respect to health and safety in pre-school settings and comply with best practice in order to identify potential hazards and keep young children safe from potential injury.



To be confirmed



Coming Soon



## Certificate in Health and Safety in Schools (2021-22)



Our course on health and safety provides you and your staff with the core content you need to ensure adherence with all your health and safety regulations.



Headteachers, senior leaders, teaching and non-teaching staff



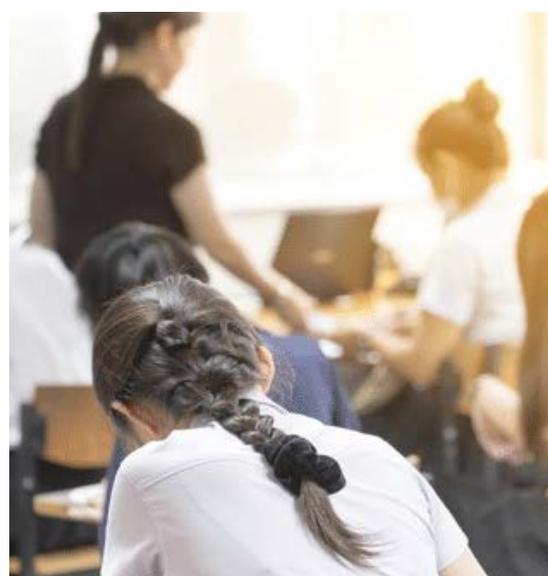
All schools have a duty to comply with the legal requirements which fall under the Health and Safety at Work Act 1974 and its associated regulations. It is essential that all staff have an awareness of health and safety laws in order to ensure that they are able to recognise, follow and implement the correct health and safety procedures. This is vital in order to minimise accidents and injuries to pupils, staff and visitors at school.



Will Taylor, highly qualified health & safety subject matter expert with 20 years' health and safety experience



Online course featuring 7 video modules + self-directed learning + end-of-course assessment



## Certificate in Holocaust Awareness



This course provides you with the knowledge and understanding of the key events that took place during the Holocaust, as well as the importance of educating future generations to help remember past experiences.



Headteachers, senior leaders, teaching and non-teaching staff



Whilst all children in England are required to be taught about the Holocaust as part of the Key Stage 3 History curriculum, it is important that all teaching staff across all phases have an awareness of and confidence in their own ability to be able to discuss events associated with the Holocaust.



The National Holocaust Centre and Museum, offering sensitive and age-appropriate Holocaust education



Online course featuring 6 video modules + self-directed learning + end-of-course assessment



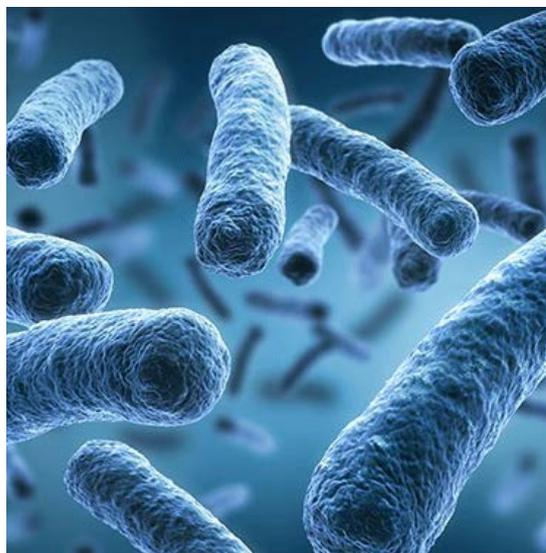
### Certificate in Infection Prevention and Control for Educators

-  This course provides you with the knowledge and skills to ensure you understand how to prevent and limit the spread of infection and illness in the workplace, and appreciate the importance of maintaining hygiene standards at work.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  All schools have a duty to recognise, follow, and implement the correct procedures to prevent or control infection, particularly with the advent of the COVID-19 pandemic.
-  Samantha Kendall, highly qualified First Aider and Emergency Medical Technician with extensive front-line experience.
-  Online course featuring 6 video modules + self-directed learning + end-of-course assessment



### Certificate in Knife Crime in Schools

-  This course provides you with the core content you need to ensure you are able to tackle knife crime effectively.
-  Senior leaders, governors, child protection & safeguarding leads, teaching staff, non-teaching staff.
-  As knife crime is on the rise, educational institutions have a duty of care to keep young people safe. It is essential that all staff who work with children and young individuals are aware of their safeguarding responsibilities around knife crime. In 2019, Ofsted made a number of policy and practical recommendations for schools to consider. The report was in response to agencies, schools, colleges and other educational providers who want to do more given the huge impact knife crime is having on young people.
-  Craig Pinkney, criminologist, urban youth specialist, lecturer and leading UK specialist in responding to gangs and serious youth violence, including knife crime.
-  Online course featuring 4 video modules + self-directed learning + end-of-course assessment



### Certificate in Legionella Awareness

-  This course provides you with the knowledge and skills to learn more about the health risks created by Legionella bacteria and how to develop control measures, including risk assessments.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  Companies have a duty to manage Legionella as Legionnaires' disease can cause serious harm to people's health. Therefore, leaders of every premises with a man-made water system should ensure that the system is free from bacteria, safe to use and regularly maintained.
-  James Whelan, chartered health and safety expert with extensive experience of delivering workplace training.
-  Online course featuring 4 video modules + self-directed learning + end-of-course assessment



### Certificate in Lone Working (2021-22)



This course provides you with the knowledge and skills to understand the legislative requirements associated with lone working and how to identify, assess and manage the risks to create a safe working environment.



Senior leaders, governors, teaching staff, non-teaching staff.



The law requires employers to carefully consider, and deal with, any health and safety risks for their lone workers. Under the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999, employers have legal duties to assess all risks to health and safety, including the risk of lone working.



James Whelan, chartered health and safety expert with extensive experience of delivering workplace training.



Online course featuring 3 video modules + self-directed learning + end-of-course assessment.



### Certificate in Manual Handling (2021-22)



This course provides you with the knowledge and skills to understand the principles and practice of safe manual handling and ensure they are aligned with best practice.



Senior leaders, governors, teaching staff, non-teaching staff



Employers have a duty to ensure that all employees are trained and competent in manual handling. Both employers and employees have duties to ensure that manual handling tasks in the workplace are as safe as possible.



James Whelan, chartered health and safety expert with extensive experience of delivering workplace training.



Online course featuring 5 video modules + self-directed learning + end-of-course assessment



### Certificate in Menopause Awareness | Primary



This course provides you with the knowledge and skills to understand what menopause is, as well as recognise and support colleagues who may be experiencing symptoms.



Senior leaders, governors, teaching staff, non-teaching staff.



Menopause is a commonplace life event that can have a profound effect on the lives of women in schools across the UK. For that reason, it is vital that schools have an awareness of what impact menopause can have on staff and what measures they can put in place to make the environment they work in more inclusive and supportive.



Global Equality Collective, diversity and equality experts.



Online course featuring 6 video modules + self-directed learning + end-of-course assessment.



### Certificate in Organising and Managing School Trips

-  This course provides you with the knowledge and skills to ensure you understand your duties in relation to school trips and can conduct sensible and proportionate risk assessments.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  Responsibility for the health and safety of children on school trips rests with senior leaders. They should ensure that all trips are well planned, appropriately risk-assessed and carefully managed to minimise the risk of any accidents or injuries, and that their teachers and staff are competent to lead or supervise a visit.
-  Samantha Kendall, highly qualified First Aider and Emergency Medical Technician with extensive frontline experience.
-  Online course featuring 5 video modules + self-directed learning + end-of-course assessment



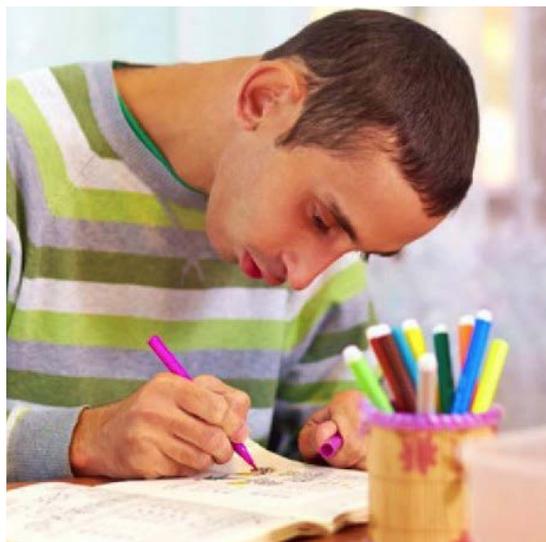
### Certificate in Paediatric First Aid Awareness (2021-22)

-  This course provides you with the knowledge and skills to increase your awareness of First Aid practices and duties.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  All schools have a duty of care to protecting their pupils, including relevant First Aid provision. It is essential that all staff have an awareness of how to provide First Aid for children in case of an emergency and have the confidence to be able to react if children need urgent medical care.
-  Samantha Kendall, highly qualified First Aider and Emergency Medical Technician with extensive frontline experience.
-  Online course featuring 8 video modules + self-directed learning + end-of-course assessment



### Certificate in Phase Leadership for Early Years Foundation Stage (EYFS)

-  This course provides you with the knowledge and skills to build your subject leadership skills, strengthening your ability to tackle challenging situations and inspiring your team to deliver successful outcomes.
-  Senior leaders, teaching staff
-  Subject leaders in early years should ensure they have the necessary training and skills to assess and improve the quality of their provision, support staff development and drive up standards.
-  Kym Scott, international speaker, trainer and consultant with 20 years' experience in early years education.
-  Online course featuring 6 video modules + self-directed learning + end-of-course assessment



### Certificate in SEND Code of Practice

-  This course provides you with the core content you need to ensure adherence with teaching and safeguarding children with SEND.
-  Senior leaders, governors, child protection & safeguarding leads, teaching staff, non-teaching staff.
-  The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. All schools must have regard to the guidance when taking decisions relating to pupils with SEND or disabilities.
-  Karen Pilling, SEND expert and acting Deputy Head with an extensive background leading on SEND training in schools.
-  Online course featuring 5 video modules + self-directed learning + end-of-course assessment.



### Certificate in Slips, Trips, and Falls at Work

-  This course provides you with the knowledge and skills to prevent slips, trips and falls in your organisation, as well as appreciate your responsibilities in ensuring that workplaces are safe for everyone.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  Employers have a duty to ensure the health and safety of all employees and anyone who may be affected by their work, so far as is reasonably practicable. This includes taking steps to control the risks of slips, trips and falls.
-  James Whelan, chartered health and safety expert with extensive experience of delivering workplace training.
-  Online course featuring 3 video modules + self-directed learning + end-of-course assessment



### Certificate in Stress Awareness

-  This course provides you with the knowledge and skills to ensure you have the right tools in place to recognise the symptoms of stress, develop a level of self-awareness and build your own stress management techniques.
-  Senior leaders, governors, mental health and wellbeing leads, teaching staff, non-teaching staff
-  Millions of working days are lost due to work-related stress, depression or anxiety. In order to remain healthy, happy and productive, it is vitally important you learn to recognise the signs of stress and support your own mental wellbeing. This is particularly important given the impact of the COVID-19 pandemic.
-  Anna Bateman, subject matter expert on mental health and wellbeing, who has worked in an advisory role for the DfE.
-  Online course featuring 6 video modules + self-directed learning + end-of-course assessment



## Certificate in Subject Leadership for Primary Schools

-  This course provides you with the knowledge and skills to build your subject leadership skills, strengthening your ability to tackle challenging situations and inspiring your team to deliver successful outcomes.
-  Senior leaders, teaching staff
-  Subject leaders play a vital role in delivering curriculum expectations. They should ensure they have the necessary training and skills in order to assess and improve the quality of their provision, support staff development and drive up standards.
-  Stephen Burnage, expert practitioner, consultant and trainer with 25+ years' experience teaching and leading schools.
-  Online course featuring 5 video modules + self-directed learning + end-of-course assessment



## Certificate in the Prevent Duty in Schools (2021 – 22)

-  This course provides you and your staff with the core content you need to ensure adherence with Prevent policy.
-  Headteachers, senior leaders, teaching and non-teaching staff
-  The Prevent duty forms one part of the UK's overarching strategy to reduce the threat from terrorism. It is essential that all staff are up to date with their requirements under the Prevent duty and are able to recognise and respond to signs of radicalisation. This is particularly important within a wider safeguarding context, as referenced in the Ofsted Framework and the Keeping Children Safe in Education (KCSiE) statutory guidance.
-  Professor Imran Awan, leading UK expert on safeguarding within the context of Prevent and countering extremism
-  Online course featuring 3 video modules + self-directed learning + end-of-course assessment



## Certificate in the Role of a Designated Teacher

-  This course provides you with the core content you need to understand your statutory roles and responsibilities as a designated teacher and how to support the needs of looked-after and previously-looked after children.
-  Designated teachers
-  The role of a designated teacher is statutory in all schools and academies. They must have appropriate training and the relevant qualifications and experience to carry out their role. Whilst designated teachers must take lead responsibility for raising attainment of looked-after and previously looked-after children, other aspects of the role can be delegated to staff who should also undertake training appropriate to carrying out their duties.
-  Maggie Parker, highly experienced educator supporting schools on SEND and working closely with the DfE
-  Online course featuring 4 video modules + self-directed learning + end-of-course assessment



### Certificate in the Role of a Fire Warden (2021-22)



This course provides you with the core content you need to ensure you understand the roles and responsibilities of the fire warden role and what your duties are under the latest fire legislation.



Staff appointed as fire wardens



Under the provisions of the Regulatory Reform (Fire Safety) Order of 2005, appointed fire wardens (or fire marshals) are required to have specialist training in fire safety in order to support employers in ensuring the relevant protective and preventative measures are in place and evacuation procedures are effective.



James Whelan, chartered health and safety expert with extensive experience of delivering workplace training



Online course featuring 7 video modules + self-directed learning + end-of-course assessment



### Certificate in the Role of a First Aid Appointed Person (2021 - 22)



This course provides you with the core content you need to carry out your duties competently and confidently as the first aid appointed person, including the best way to support colleagues, when to contact outside help and how and when to provide cover to first aiders.



First aid appointed staff



A first aid appointed person has a crucial role in your organisation, first aid measures and risk assessments. They must understand how to look after the first aid equipment, take charge when a person is unwell or injured, contact emergency services, and other additional duties.



Samantha Kendall, highly qualified First Aider and Emergency Medical Technician with extensive front line experience



Online course featuring 3 video modules + self-directed learning + end-of-course assessment



### Certificate in the Role of a School Governor



This course provides you with the core content you need to ensure you understand the core functions of school governance and the roles and responsibilities assigned to the governing board of a school.



School governors



Effective governance can deliver continuous school improvement that enables the best possible outcomes for children. All school governors, especially those new to the role, should receive initial training and continuous development in order to meet the expectations of the role, contribute towards achieving the school's strategic objectives and stay up to date.



Naureen Khalid, school governor and chair of LGB with over 10 years' experience



Online course featuring 5 video modules + self-directed learning + end-of-course assessment



### Certificate in the Role of an Ofsted Nominee

- This course provides you with the core content you need to ensure adherence with all your Ofsted requirements.
- Staff appointed as Ofsted Nominee
- From autumn 2020, Ofsted began a series of interim visits to schools with a view towards resuming full inspections in January 2021. The Ofsted School Inspection Handbook makes it clear that Ofsted inspectors place a large importance on speaking to those responsible for leadership and governance within schools and that it is the responsibility of senior leaders to ensure that schools are prepared for inspection, have discussed inspection plans and have notified the necessary stakeholders.
- Stefan Fusenich, teacher educator and DfE subject learning coach with extensive management and teaching experience
- Online course featuring 5 video modules + self-directed learning + end-of-course assessment



### Certificate in the Role of the Senior Mental Health Lead for Early Years Providers (2021-22)

- This course provides senior mental health leads with a clear understanding of their role and supports them to develop a clear vision and strategic plan which effects change, helps enhance pupil outcomes and delivers greater emotional and physical wellbeing for all stakeholders.
- Senior leaders, governors, child protection & safeguarding leads, teaching staff, non-teaching staff.
- Senior mental health leads in the early years' settings should have the knowledge, practical skills and tools to be able to plan for and effect positive whole school or college change. They are pivotal in supporting schools to implement and sustain an effective whole school approach to mental health and wellbeing.
- Anna Bateman, subject matter expert on mental health & wellbeing, who works in an advisory role for the DfE.
- Online course featuring 10 video modules + self-directed learning + end-of-course assessment.



### Certificate in the Use of Reasonable Force in Schools

- This course provides you with the core content you need to feel more confident about using reasonable force in school and establishing the responsibilities of school staff, leaders and governing bodies.
- Senior leaders, governors, child protection & safeguarding leads, teaching staff, non-teaching staff
- All school staff have a duty of care towards their pupils, which includes the power to use reasonable force to prevent injury and damage to property or disorder as defined in the DfE's guidance document, 'Use of reasonable force 2013'. Staff should have clarity on the use of this power so that they act within the law.
- Samantha Kendell, highly qualified first aider and emergency medical technician with extensive front-line experience.
- Online course featuring 4 video modules + self-directed learning + end-of-course assessment.



### Certificate in Understanding Anti-Bribery

-  This course provides you with the core content you need to ensure you understand anti-bribery in your setting.
-  Senior leaders, governors, child protection & safeguarding leads, teaching staff, non-teaching staff.
-  The Bribery Act 2010 applies to all staff and employees. Under the act, it is illegal to accept a bribe, bribe another person or enable bribery to take place. Failure to implement adequate procedures to prevent bribes being paid or received on an organisation's behalf may lead to disciplinary action, unlimited fines or even a custodial penalty. It is the responsibility of all staff to prevent, detect and report any form of bribery and corruption in the workplace.
-  Dr. Kai Adegbembo, lecturer, retired police inspector and senior leader with extensive experience in risk management.
-  Online course featuring 6 video modules + self-directed learning + end-of-course assessment.



### Certificate in Understanding Anxiety and Stress in Children and Young People

-  This course provides you with the knowledge and skills to identify, respond to and develop preventative strategies around anxiety and stress to support children and young people.
-  Senior leaders, governors, mental health and wellbeing leads, teaching staff, non-teaching staff
-  Anxiety and stress are very often linked. If addressed at an early stage, it can often reduce the impact in later years and lead to better outcomes in the future. All staff have a responsibility to look after the mental health and wellbeing of children and should have the necessary training to identify and respond to the warning signs of anxiety and stress
-  Anna Bateman, mental health and wellbeing expert who works in an advisory role for the DfE
-  Online course featuring 8 video modules + self-directed learning + end-of-course assessment



### Certificate in Understanding Bullying and Harassment for Educators

-  This course provides you with the knowledge and skills to understand your duties with regard to harassment and bullying within school and how to correctly respond to incidents.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  School leaders have a responsibility for preventing bullying and harassment at school. In addition to causing severe mental strain, these behaviours can affect performance at work and even cause staff to leave their jobs.
-  Stephen Burnage, expert practitioner, consultant and trainer with 25+ years' experience teaching and leading schools.
-  Online course featuring 7 video modules + self-directed learning + end-of-course assessment



## Certificate in Understanding Child Criminal and Sexual Exploitation (2021-22)



This course provides you with the core content you need to ensure you are complying with your legal responsibilities in relation to protecting children from child criminal exploitation (CCE) and child sexual exploitation (CSE).



Senior leaders, governors, child protection & safeguarding leads, teaching staff, non-teaching staff



All staff should consider whether children are at risk of abuse or exploitation in situations outside of their families. They should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school or college, including criminal exploitation and sexual exploitation.



Robin Watts, international safeguarding expert and education consultant who has worked with schools worldwide.



Online course featuring 11 video modules + self-directed learning + end-of-course assessment.



## Certificate in Understanding County Lines



This course provides you with the knowledge and skills to understand, identify and support children who may be vulnerable to exploitation and at risk of being recruited into county lines.



Senior leaders, governors, child protection & safeguarding leads, teaching staff, non-teaching staff



Child exploitation and drugs trafficking are illegal throughout the UK. All school staff should be aware of indicators that children are at risk from, or are involved in, serious violent crime, including county lines, as part of their statutory safeguarding duties.



Hazel Parkinson, former county-drugs coordinator, DSL and pastoral manager with 20+ years' senior leadership experience.



Online course featuring 8 video modules + self-directed learning + end-of-course assessment.



## Certificate in Understanding Domestic Abuse and Violence



This course provides you with the core content you need to know to comply with legal responsibilities and to offer effective safeguarding support to your pupils.



Senior leaders, governors, child protection & safeguarding leads, teaching staff, non-teaching staff



Domestic abuse is a child protection issue that schools must be prepared for. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.



Robin Watts, international safeguarding expert and education consultant who has worked with schools worldwide.



Online course featuring 13 video modules + self-directed learning + end-of-course assessment.



## Certificate in Understanding Female Genital Mutilation (FGM) (2021-22)

-  This course provides you with the core content you need to ensure you are complying with your legal responsibilities in relation to Female Genital Mutilation (FGM).
-  Senior leaders, governors, child protection & safeguarding leads, teaching staff, non-teaching staff
-  FGM is illegal in England and Wales under the Female Genital Mutilation Act 2003. All teachers have a statutory duty under Section 5B to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions.
-  Robin Watts, international safeguarding expert and education consultant who has worked with schools worldwide.
-  Online course featuring 8 video modules + self-directed learning + end-of-course assessment.



## Certificate in Understanding Forced Marriage

-  This course provides you with the knowledge and skills to understand, identify and support children who may be at risk of or involved in a forced marriage.
-  Senior leaders, governors, child protection & safeguarding leads, teaching staff, non-teaching staff
-  Forcing a person into marriage is a crime in England and Wales. All school staff should be aware of indicators that children are at risk of forced marriage, or are currently the victim of one, as part of their wider safeguarding responsibilities, and know how to respond when situations arise.
-  Robin Watts, international safeguarding expert and education consultant who has worked with schools worldwide.
-  Online course featuring 8 video modules + self-directed learning + end-of-course assessment.



## Certificate in Understanding Fundamental British Values

-  This course provides you with the core content you need to ensure that you are delivering a strong SMSC provision and complying with Ofsted requirements.
-  Senior leaders, governors, teaching staff, non-teaching staff.
-  All maintained schools must promote the spiritual, moral, social and cultural (SMSC) development of their pupils. It is essential that all staff have a strong understanding of SMSC so that, as part of a broad and balanced curriculum, they can demonstrate they are actively promoting fundamental British values (FBV).
-  John Rees, RSHE subject matter expert with over 25 years' educational leadership experience.
-  Online course featuring 6 video modules + self-directed learning + end-of-course assessment.



### Certificate in Understanding Honour-Based Abuse



This course provides you with the knowledge and skills to identify, respond to and develop preventative strategies around honour-based abuse.



Senior leaders, governors, child protection and safeguarding leads, teaching staff and non-teaching staff



Honour-based abuse is condemned as a serious human rights violation and addressed by several international instruments, including opposition by the UN General Assembly. It's vital that staff are able to recognise the signs and indicators of honour-based abuse, mitigate risks and implement preventative measures in order to address any concerns early and effectively.



To be confirmed



Coming Soon



### Certificate in Understanding Low Mood, Sadness and Depression in Children and Young People



This course provides you with the knowledge and skills to understand, identify and respond to low mood, sadness and depression in children and young people.



Senior leaders, governors, mental health and wellbeing leads, teaching staff, non-teaching staff



Children and young people may suffer from low mood, sadness or depression at different stages of their life. They will mature and develop emotionally at different times, so it's important that staff have the necessary training to help children manage their own feelings, increase their self-awareness and build their confidence, resilience and self-worth through their formative years.



Anna Bateman, mental health and wellbeing expert who works in an advisory role for the DfE



Online course featuring 6 video modules + self-directed learning + end-of-course assessment



### Certificate in Understanding Mental Health



This course provides you with the knowledge and skills to ensure you are aware of your responsibilities around mental health.



Senior leaders, governors, mental health and wellbeing leads, teaching staff, non-teaching staff



As awareness of mental health issues increases, so too does recognition of the importance of supporting the mental health and wellbeing of staff in school. It is essential that all staff take care of both their own and others' mental health, and can recognise the signs of ill health before it escalates.



Anna Bateman, subject matter expert on mental health and wellbeing, who has worked in an advisory role for the DfE.



Online course featuring 5 video modules + self-directed learning + end-of-course assessment



### Certificate in Understanding Modern Slavery

-  This course provides you and your staff with the core content you need to ensure you are complying with your duty of care towards children who may be victims of modern slavery.
-  Headteachers, senior leaders, teaching and non-teaching staff
-  All school staff should acquire the relevant training to equip them with the knowledge and skills to recognise modern slavery. The Home Office advises that “even staff that may only rarely be in situations where they might come across modern slavery can benefit from a basic understanding of what to look for”. With an estimated 8.4 million children in slavery in the world today, schools have a significant part to play in identifying and reporting modern slavery to help combat it.
-  Robin Watts, international safeguarding expert and education consultant who has worked with schools worldwide
-  Online course featuring 8 video modules + self-directed learning + end-of-course assessment



### Certificate in Understanding Peer-on-Peer Abuse and Bullying between Children and Young People

-  This course provides you with the knowledge and skills to understand, identify and support children who are victims of peer-on-peer abuse and bullying.
-  Senior leaders, governors, child protection and safeguarding leads, teaching staff and non-teaching staff
-  All school should have a zero-tolerance policy towards peer-on-peer abuse and bullying. They should make sure that staff receive the necessary training, as part of wider child protection and safeguarding compliance, so that they can implement preventative measures and quickly recognise and respond to concerns effectively.
-  To be confirmed
-  Coming Soon



### Certificate in Understanding Risk Assessments

-  This course provides you with the knowledge and skills to understand how to conduct risk assessments, including key techniques and monitoring, evaluation and review processes.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  Employers have a duty to carry out appropriate risk assessments to ensure the health and safety of their employees or other people, to provide a safe setting for employees and actively reduce potential risks.
-  James Whelan, chartered health and safety expert with extensive experience of delivering workplace training.
-  Online course featuring 4 video modules + self-directed learning + end-of-course assessment



## Certificate in Understanding Sexual Violence and Sexual Harassment



This course provides you with the core content you need to ensure you are complying with your legal responsibilities to safeguard your students against sexual abuse.



Senior leaders, governors, child protection & safeguarding leads, teaching staff, non-teaching staff.



Schools and colleges have a legal responsibility to protect their students from sexual abuse, such as sexual violence and sexual harassment. All staff must stay up to date with the latest safeguarding training to ensure they are compliant with their legal duties. Schools must also implement relevant policies and procedures so that staff can effectively respond to reported incidences whilst complying with statutory guidance.



Lorna Ponambalum, independent safeguarding and inclusion consultant, senior program leader and senior leadership education professional.



Online course featuring 4 video modules + self-directed learning + end-of-course assessment.



## Certificate in Understanding the Knowledge, Skills and Behaviours to Deliver Effective Governance



This course provides you with the core content you need to ensure you understand the 16 competencies needed to deliver effective governance.



Senior leaders, governors, teaching staff, non-teaching staff.



All school governors should have reference to the DfE 'Competency Framework for Governance', which sets out the knowledge, skills and behaviours that school and academy governing boards need to be effective. The framework should be read in conjunction with the DfE 'Governance Handbook' as stated in the 'Constitution of governing bodies of maintained schools' statutory guidance.



Naureen Khalid, experienced school governor and chair of LGB with 10+ years' experience working in school governance.



Online course featuring 16 video modules + self-directed learning + end-of-course assessment.



## Certificate in Understanding the Ofsted EIF



This course provides you with the core content you need to ensure that you are Ofsted-ready and what to expect during an inspection.



Senior leaders, governors, teaching staff, non-teaching staff.



Ofsted inspections are applicable to all school staff. Every part of the school will be reserved for judgement and everyone can play their part, from taking the initial call to logistical preparations. It is essential that all staff know how to prepare for an Ofsted inspection and understand the key criteria that they will consider as part of their assessment.



Stefan Fusenich, teacher, educator and DfE subject learning coach with extensive management and teaching experience.



Online course featuring 4 video modules + self-directed learning + end-of-course assessment.



## Certificate in Understanding the Single Central Record



This course provides you with the core content you need to understand the statutory duties under the single central record (SCR), strengthen your understanding of administration and maintenance and develop best practice methods to ensure compliance.



Senior leaders, governors, teaching staff, non-teaching staff.



Schools and colleges must maintain a SCR of pre-appointment checks for all staff in line with statutory and regulatory requirements. Schools must ensure the SCR is up to date, complete and can evidence the suitability of staff and adults in order to support safeguarding needs and meet Ofsted expectations.



Lorna Ponambalum, independent safeguarding and inclusion consultant, senior program leader and senior leadership education professional.



Online course featuring 7 video modules + self-directed learning + end-of-course assessment.



## Certificate in Using Machinery



This course provides you with the knowledge and skills to ensure you understand your health and safety best practice with respect to using machinery.



Senior leaders, governors, teaching staff, non-teaching staff



All employers should consider how their workers use machinery and have adequate maintenance arrangements in place to ensure its ongoing safety. It is essential that all staff who use machinery at work are trained and competent in its use to protect their own health and safety, that of colleagues and others who may be affected by its use.



James Whelan, chartered health and safety expert with extensive experience of delivering workplace training.



Online course featuring 6 video modules + self-directed learning + end-of-course assessment



## Certificate in Working at Height



This course provides you with the knowledge and skills to ensure that work conducted at a height in your setting is done in a safe and reliable manner and conforms to best practice.



Senior leaders, governors, teaching staff, non-teaching staff



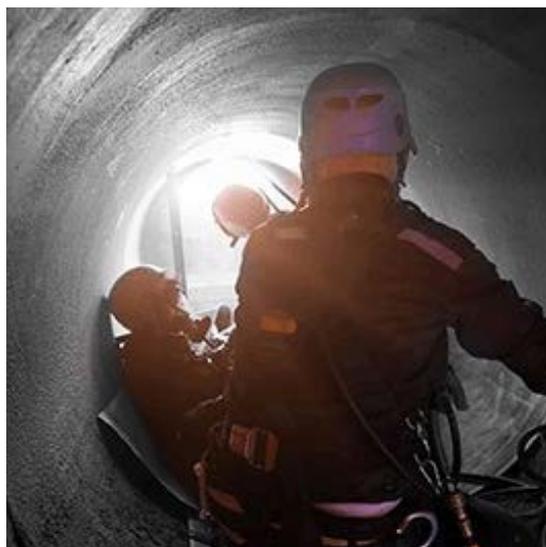
Falls from a height remain the most common cause of workplace fatalities but working at height is often unavoidable. Employers must ensure any work at height is undertaken in a safe and secure manner and best practice followed. This includes planning, supervision and ensuring the work is carried out by competent people.



James Whelan, chartered health and safety expert with extensive experience of delivering workplace training.



Online course featuring 4 video modules + self-directed learning + end-of-course assessment



### Certificate in Working in Confined Spaces

-  This course provides you with the knowledge and skills to work in confined spaces, including identifying risks and performing risk assessments.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  Employers have a duty to ensure that those who undertake work in a confined space have adequate training to do so. Many people are killed or seriously injured as a result of working in confined spaces, or due to a lack of adequate training when attempting to rescue others.
-  James Whelan, chartered health and safety expert with extensive experience of delivering workplace training.
-  Online course featuring 3 video modules + self-directed learning + end-of-course assessment



### Certificate in Writing and Implementing School Policies

-  This course provides you with the knowledge and skills to ensure you are delivering effective policies that establish expectations, keep pupils safe and support academic attainment.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  All schools must have clear policies and procedures that guide day-to-day processes in order to function effectively. Any member of school staff can be given responsibility for the drafting of school policies and not all of them need to be signed off by the full governing body.
-  Amanda Griffiths, senior school leader with over 20 years' experience in education driving improvement through CPD.
-  Online course featuring 7 video modules + self-directed learning + end-of-course assessment



### Certificate in Writing a Social Media Policy for Schools | Primary

-  This course provides you with the knowledge and skills to implement best practice in relation to social media usage as a school, including by pupils and staff, and how to form and implement an actionable social media policy.
-  Senior leaders, governors, teaching staff, non-teaching staff
-  Social media now plays a key role in our society. Schools and those in the education sector must know how to use social media appropriately and safely whilst supporting the reputation of their schools and safeguarding their pupils.
-  Andrew Davis, social media expert with 20+ years' experience working with organisations to improve their digital footprint.
-  Online course featuring 7 video modules + self-directed learning + end-of-course assessment



## Intermediate Certificate in the Role of the Senior Mental Health Lead 2021-22



This course provides experienced senior mental health leads with a more in-depth understanding of their role in creating change, monitoring impact and understanding the values and their influence in the transformation and change process.



Senior mental health leads



Senior mental health leads should have the knowledge, practical skills and tools to be able to plan for and effect positive whole school or college change. They are pivotal in supporting schools to implement and sustain an effective whole school approach to mental health and wellbeing.



Anna Bateman, mental health and wellbeing expert who works in an advisory role for the DfE



Online course featuring 10 video modules + self-directed learning + end-of-course assessment