

Title	Blurb	Date / time (All remote)	Deliverer	Audience
<b>Autumn term</b>				
<b>Understanding behaviour as a communication (from a mental health perspective)</b>	This session will be led by the Mental Health and Wellbeing team, and will support you to: - Understand what mental health or trauma based difficulties a child's behaviour may be communicating. - Begin to develop practical strategies for understanding and responding to behaviours.	9th October 3.30 - 5.00	Natalie Williams	Current ECTs in year 1 and 2, and teachers who have completed induction
<b>Looking ahead: curriculum leadership in primary schools</b>	This session will draw on the opportunities that John, an experienced subject leader and SLE, has taken throughout his career and things he has learnt about curriculum leadership. He will share aspects of his own journey and some top tips for primary teachers who may soon be looking to take on take on subject leadership responsibilities – or in fact, already leading on a subject.	20th November 3.45 - 4.45	John Handley	Teachers who have completed induction
<b>Looking ahead: leadership opportunities in secondary schools and colleges</b>	This session will draw on the opportunities that Lewis, a History SLE, has taken throughout his career. Lewis took on both subject and pastoral leadership roles early on in his career and will share some of things he has learnt about initial leadership roles in secondary schools. He will share aspects of his own journey and some top tips for secondary teachers who may soon be looking to take on take on leadership responsibilities – or in fact, already doing so.	20th November 3.45 - 4.45	Lewis Clough	Teachers who have completed induction
<b>Autism awareness and strategies for the classroom</b>	In response to feedback from ECTs in the past, we are providing this SEND specific session that compliments the 'Adaptive teaching' module of the Early Career Framework. This session will provide an introduction to autism and the reasonable adjustments to be considered when working with autistic pupils.	27th November 3.45 - 4.45	Ailsa Robinson & Emma Dewar	Current ECTs in year 1 and 2, and teachers who have completed induction
<b>Spring term</b>				

<p><b>Reading for Pleasure</b></p>	<p>In this session, Susan, an SLE and experienced primary reading lead and SENDCo, will draw on the experiences and work she has done over many years in her own school and across the local authority. She will share strategies you can use in your own classroom to develop a love of reading. Susan will also dig into some of the theory behind whole school reading strategies that are often used and why this is so important for children's learning and development. This session is relevant to all ECTs and those who have completed induction. There will also be opportunity for Q&amp;A.</p>	<p>11th January 3.45 - 4.45</p>	<p>Susan Leach</p>	<p>Current early years and primary ECTs in year 1 and 2, and teachers who have completed induction</p>
<p><b>Identifying and using high quality texts in the secondary classroom</b></p>	<p>In this session, Emma, an SLE and experienced literacy lead, will draw on the experiences and work she has developed in two schools, her session will support you in:</p> <ul style="list-style-type: none"> <li>- Identifying and using high quality texts in the secondary classroom:</li> <li>- What makes a high-quality text</li> <li>- Share the Reciprocal Reader model with examples.</li> </ul>	<p>11th January 3.45 - 4.45</p>	<p>Emma Bezer</p>	<p>Current secondary and post 16 ECTs in year 1 and 2, and teachers who have completed induction</p>
<p><b>Self-care &amp; well-being for ourselves as teachers</b></p>	<p>This session will look at understanding stress and the importance of promoting positive wellbeing at a deeper level. It will look at how everyone experiences stress differently, whilst highlighting key factors which contribute to negative wellbeing.</p> <p>The second part of the session looks at coping strategies. Looking at what strategies are already in place to help cope (drawing on the concept of coping flexibility) and will also provide information and ideas that ECTs may adopt to help them to cope with stressful situations.</p>	<p>5th February 3.45 - 4.45</p>	<p>Natalie Williams &amp; Aimee Thomas</p>	<p>Current ECTs in year 1 and 2, and teachers who have completed induction</p>
<p><b>Phonics: principles of effective phonics teaching</b></p>	<p>In this session, Louise, a deputy head and an experienced phonics lead, will draw on the experiences that she has developed in her own school:</p> <ul style="list-style-type: none"> <li>- Implementing a phonics programme to ensure a strong start in reception and success in the year 1 phonics screening check.</li> <li>- Share what good practice in nursery looks like, as well as for children who need to continue their journey with phonics after year 1.</li> <li>- Discuss some of the theory and importance behind strong teaching of SSP.</li> <li>- Share extra strategies and top tips that you can deploy to support the students you are teaching.</li> </ul>	<p>26th February 3.45 - 4.45</p>	<p>Louise Goodison</p>	<p>Current early years and primary ECTs in year 1 and 2, and teachers who have completed induction</p>

<b>Physics knowledge session</b>	Paul Cass, Physics Coach for the Stimulating Physics Network, will share practical strategies for teaching physics at secondary level. This session is suitable for both physics specialist and non-specialist science teachers.	26th February 3.45 - 4.45	Paul Cass	Current secondary and post 16 ECTs in year 1 and 2, and teachers who have completed induction
<b>Summer term</b>				
<b>Meeting the needs of neurodiverse learners in the classroom</b>	In response to feedback from ECTs in the past, we are providing this SEND specific session that compliments the 'Adaptive teaching' module of the Early Career Framework. This session will consider teacher responsibilities and will offer practical strategies to meet the needs of neurodiverse learners in the classroom.	7th May 3.30 - 5.00	Ailsa Robinson & QEST Team	Current ECTs in year 1 and 2, and teachers who have completed induction
<b>Working effectively with Educational Psychologists &amp; other support services</b>	This session will be led by Dr Vicki Harold, Principal Educational Psychologist. Vicki will provide an overview of the wider role of the Educational Psychologist in supporting schools, Local Authorities, and families; and the purpose/nature of their involvement with individual children and young people. It will also touch on related support services available in your area.	25th June 3.45 - 4.45	Dr Victoria Harold	Current ECTs in year 1 and 2, and teachers who have completed induction