



Open Academy

Joint Practice Development (JPD) Policy

Policy Type:	Trust Core Policy
Approved By:	Joint Policy Development Committee
Approval Date:	16 September 2021
Date Adopted by LGB:	16 December 2021 – Updated March 2022
Review Date:	September 2024
Person Responsible:	Chief Executive Officer

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
Title		Updated to Joint Practice Development (JPD) Policy to reflect Trust language and practice	June 2021
Throughout		“CPD” updated to “JPDP”	June 2021
3	1	Purpose updated to reflect practice	June 2021
4	2	Updated to reflect blended approach to JPDP delivery	June 2021
4	3	“Ambassadors and professional networks” added	June 2021
5	3	Teaching assistants’ network added.	June 2021
5	4	Methods of access updated	June 2021
18	Appendix 3	TO BE UPDATED ONCE FINALISED	June 2021
3	1	Addition of third paragraph	March 2022
12		Addition of Appendix 2	March 2022
14		Addition of Appendix 3	March 2022

1. Purpose

As a collaborative enterprise, The Diocese of Norwich Education and Academies Trust (DNEAT) creates opportunities for academies to learn from and support each other through shared purpose, shared leadership, shared systems, shared resources and shared accountability. DNEAT enables individual academies to work together to promote and sustain a culture of high expectation, rapid improvement and interdependency.

The purpose of Joint Practice Development (JPD) is to ensure the collective drive for high quality student and pupil learning and achievement, to develop outstanding practitioners at every stage of their career and a cutting-edge workforce that is flexible and adaptable in its approach to personal and organisational improvement. This means providing high quality JPD opportunities for all at an individual, academy, trust and system level.

As the only secondary school within DNEAT, Open Academy collaborates with a range of partners including the Norwich Opportunity Area NOA, Viscount Nelson Education trust (Secondary group) VNET, the Julian Teaching School Hub, The Prince's Teaching Institute PTI and Partners in Excellence PIXL for example to inform, share and develop practice. Please see from page 12 of this document for an overview of our evidence-informed approach to Teaching and Learning and CPD at Open Academy.

2. Principles and Values

JPD is available for all involved in academy improvement and who are part of the Trust-wide learning community, including support staff, teachers, leaders and governors. It is provided in the context of the Christian values that underpin our organisation and support students and pupils in receiving an all-round education enabling them to flourish at school and in the wider world.

1. As a "learning community" the Trust is committed to providing opportunities for the continuing learning and development of its entire staff. Professional development is the means by which the Trust is able to deliver whole school, team and individual development priorities.
2. The Trust has an expectation that all members of the learning community will take an active role in their own professional development.
3. All staff have a responsibility to ensure they are up to date with Safeguarding, Health & Safety, GDPR and Equality & Diversity training in line with statutory and role specific requirements. The Trust will ensure opportunities are provided on a frequent and regular basis.
4. The Trust believes that all members of staff have a responsibility to support the professional development of their colleagues.
5. Professional development will be co-ordinated by a JPD Leader at each academy. This may be the Headteacher. The JPD Leader / Headteacher will be appropriately trained and will be provided with regular opportunities to network with other schools and training providers.

6. The key elements of the JPD policy comprise:
 - Effective auditing and identification of need and aspiration for individuals and the organisation
 - Appropriate match of provision to learning needs
 - Reliable and explicit evaluation of the impact of provision
 - Dissemination of effective practice.
7. The Trust will use a range of types of provision and providers. Staff will be involved in agreeing the most appropriate training in line with Performance Management targets. External training and further qualifications will be supported where organisational needs are met and budget allows.
8. The approach underpinning the Trust's work with leaders is structured around the 'Learning Centred Leadership' model placing pupils' learning at its heart (Appendix 1)
9. The Trust will support opportunities for professional recognition including accreditation of the JPD undertaken where relevant. This includes actively embracing the Apprenticeship programme and central coordination for the use of the Apprenticeship levy.
10. A programme of internal training (JPDP) will be published with core, mandatory elements identified for relevant staff (see Appendix 3 for 2021-22 plan for Open Academy)
11. The JPDP will be delivered through a blended approach of in person, live online, online pre-recorded or a hybrid of these approaches. This is to ensure value for money and the most impactful experience for participants.

3. Entitlements, Networks and Ambassadors

All members of the Trust's learning community will have an entitlement for access to high quality induction (see Induction Policy) and continuing support and development.

DNEAT's JPD entitlement framework

Appendix 2 sets out how the Trust approaches developing teaching staff across the organisation. This requires proactive input from staff as well as a commitment from the Trust to provide appropriate training opportunities. This document should be used as a reference point in performance management discussions.

Ambassadors and professional networks

As part of its commitment to high quality curriculum development and implementation opportunities for ambassadors have been developed. These include:

- Early Years
- Maths
- English
- Humanities
- Arts
- Religious Education
- Computing

- Religious Education
- Physical Education
- SENCOs
- Learning-Centred Leaders
- Raising Standards Leads
- Other subjects and focus groups may be added year on year according to trust priorities.
- Recently Qualified Teachers

Networks

Whilst a documented framework is not set out for the range of non-teaching staff roles the principles remain the same and are as set out in this JPD policy. Training and networking opportunities are in place under the apprenticeship programme and for:

- Finance officers
- Administration / Business managers
- Premises / Facilities staff
- Teaching Assistants

4. Identification of need and aspiration

1. The JPD Leader / Headteacher will be responsible for co-ordinating the identified training and development needs of the academy / Trust community. These needs will be identified through mechanisms such as performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams (e.g. subject, Key Stage). The outcomes of the needs analysis will feed into a JPD plan for individuals and academies. An example template for individuals to use can be found in Appendix 4.
2. The JPD Leader / Headteacher will be responsible for discussing with the Headteacher and / or Academies Group Executive Principal (AGEP) and Local Governing Body (LGB) the main training and development priorities and the budgetary implications of addressing these needs.
3. The JPD Leader / Headteacher will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.
4. All staff will have access to high quality and appropriate JPD accessed in a variety of ways such as:
 - A regular calendared cycle of statutory training e.g. safeguarding
 - Inset training days
 - Twilight sessions
 - Visits to other schools
 - DNEAT provision
 - Internal role development
 - External training
 - Academy to academy support

5. The JPD Leader / Headteacher will be responsible for ensuring that appropriate opportunities are provided for all groups of teaching and support staff and volunteers.
6. The school will have systems and opportunities for teams and the whole school to feed to the JPD Leader / Headteacher details of priorities and approaches to development.
7. The JPD Leader / Headteacher in conjunction with the member of staff and their line manager will be responsible for ensuring the effective organisation of access to opportunities e.g. booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscriptions to, appropriate bodies such as subject associations and school improvement organisations.

5. Match of provision to individual and organisational learning needs

1. The professional development opportunities available will only be offered if they:
 - meet identified individual, team, organisational or national development priorities
 - are rooted in proven effective practice
 - contribute to raising the standards of attainment and accelerating progress
 - respect and promote cultural diversity, student safety and pastoral care
 - are provided by those with the necessary experience, expertise and skills
 - are planned systematically
 - are based, where appropriate, on relevant standards e.g. Teacher Standards
 - are informed by current research or inspection evidence
 - make effective use of resources, particularly ICT
 - are provided in accommodation which is fit for purpose with appropriate equipment
 - provide value for money
 - have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.
 - provide opportunity to measure impact
2. The Trust / academy will support a wide portfolio of JPD approaches matched to the need of learners. These may include:
 - in-school training using the expertise available within the Trust / school and collaborative activity
 - coaching and mentoring and engaging in learning conversations
 - job enrichment / enlargement (e.g. a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings)
 - producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme
 - accessing an external consultant / adviser or relevant expert
 - master classes, model and demonstration lessons
 - collecting and collating pupil feedback, data and outcomes
 - attendance at a lecture, course or conference
 - school visits to observe or participate in successful practice
 - secondments, exchanges and placements

- International professional development
- Trade Union provided training courses
- Apprenticeships
- postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants, NPQs
- research opportunities
- distance learning / eLearning
- practical experience (e.g. national test or exam marking experience, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association)

3. All those engaged with JPD will be encouraged to:

- reflect on their development (see Appendix 4 for example template)
- seek professional recognition, including accreditation for the work undertaken. The JPD Leader / Headteacher will provide access directly or organise guidance to staff on how such recognition can be achieved

6. Procedure for time off for training / study and financial support

1. Where the training is a recognised transferable qualification which enhances the employee's career prospects the employee is likely to be expected to pay up to 25% of the cost of the training (this does NOT apply to government funded Apprenticeships). Each case will be considered on its merits and the needs of the employer. (In cases of financial hardship consideration will be given by the CEO to paying the full cost of the training). A Study Agreement can be seen in Appendix 5 and must be signed by staff undertaking such training and copies held in staff files.

2. Where there is significant cost (currently £400 or over) for the training the employee shall repay the employer as follows if they leave the organisation. Such costs will be deducted from the employee's salary or other remuneration due if possible, or repayment will be sought via invoice if:

- The employee ceases employment with DNEAT before attending the training course but the Employer has already incurred liability for the costs, 100% of the cost or such proportion of the costs that the Company cannot recover from the course provider shall be repaid;
- The employee ceases employment with DNEAT during the training course or within 12 months of completing the training course, 100% of the costs shall be repaid;
- The employee ceases employment with DNEAT more than 12 months but no more than 24 months after completion of the training course, 50% of the costs shall be repaid;
- The employee ceases employment with DNEAT more than 24 months but no more than 36 months after completion of the training course, 25% of the costs shall be repaid.

This does not apply if moving between DNEAT academies. However, a review will be needed by the new academy as to whether their organisational needs require the completion of the training that has begun. The responsibility lies with the member of staff to make sure the

new academy is aware of the full implications of any training programme during the interview process.

3. If an employee leaves due to ill health it is unlikely that there would be an expectation to repay the employer.

7. Evaluating Impact and Disseminating Effective Practice

1. Following professional or other development, the participant will discuss with the JPD Leader / Headteacher or line manager the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the JPD Leader / Headteacher. Where it is agreed that there would be benefit in a wider circulation or follow up, the JPD Leader / Headteacher will be responsible for organising this e.g. circulating relevant resource, arranging a session at a staff or subject meeting.
2. The JPD Leader / Headteacher will be responsible for ensuring whether any follow up is needed to the training provider e.g. feedback, issues of access.
3. The JPD Leader / Headteacher will review annually whether any aspects of the JPD provision (e.g. service level agreements or subscriptions) do not represent value for money and make appropriate recommendations
4. The JPD Leader / Headteacher will be responsible for assessing the value for money of training and development through seeking to monitor and evaluate the benefits of JPD including the impact on:
 - Academy improvement
 - Pupil / student achievement
 - Colleague confidence and well being
 - Retention and recruitment
 - Teaching and learning
 - Provision of support services
6. Measures used to determine the impact of training and development will be drawn from:
 - participant evaluation
 - pupil and school attainment
 - the pupil / student voice
 - external and internal evaluation and inspection processes
 - recruitment and retention data
 - the changing qualification profile of the staff
7. The JPD Leader / Headteacher will provide an annual report to the Local Governing Body on the impact of the training and development undertaken including the identification of future needs and an evaluation of the JPD Leader / Headteacher role.
8. The Trust Board's Personnel Committee will receive an annual report on the impact of JPD and review this policy annually.

8. Linked policies

- Induction policy
- Performance Management / Appraisal Policy
- Pay Policy
- Safeguarding Policy

DNEAT MODEL OF LEARNING-CENTRED LEADERSHIP

Principal Foundation:

- DNEATs approach to improvement is driven by Christian mission, values and principles. This brings **purpose** to leadership at *all* levels across the organisation, including within and beyond individual academies.
- DNEAT expects leaders to exhibit the **character** required to be ‘servant’ leaders within their community for the benefit of the children in their care; whereby Christian distinctiveness becomes the principle foundation of their work in improving outcomes and raising standards.
- In order to maximize the influence and impact of its leaders DNEAT promotes a model of learning-centred leadership. This provides a relevant and sharply focussed framework for values-led improvement.

Learning-centred leadership:

DNEAT expects that leadership across the Trust will involve a strong commitment and concern for pupils’ learning. Expressed another way, what is distinctive about school leadership, compared to the leadership of other organisations is that it is centrally concerned with improving pupils’ developments and achievements.

Research tells us that school leadership has significant effects on student learning, second only to the effects of the quality of the curriculum and teachers’ instruction. Leadership is therefore most powerful and potent when it focuses on developing pupils’ learning and strengthening teaching. This is why the idea of learning-centred leadership is so important.

DNEAT will therefore establish, promote and support a climate of high achievement through learning-centred leadership by enabling leaders to make excellent decisions about:

- What is taught (curriculum)
- How it is taught (pedagogy)
- How it is assessed (formative and summative assessment)
- How learning is delivered and resourced (organisation)

Although Headteachers can draw on others for this process they must be seen to be confident about these issues and their implications. If learning is at the centre of the school’s purpose they need to know what is happening within classes and among individual pupils and ensure the efforts of all staff are focused on pupil learning. In order to create the right capacity for Headteachers to make this their primary function DNEAT will strip away as far as it is able, other leadership responsibilities delegated through the Education Reform Act of 1988 which introduced Local Management of Schools (LMS); for example, by introducing efficiencies through the procurement of external services such as HR, joint-purchasing and back-office finance functions.

DNEAT will also seek to recruit and develop leaders who have knowledge of and technical excellence in teaching and can provide themselves, or recognise and encourage skills in others, for learning and assessment. This priority will underpin other ways of working, such as through the support and challenge provided by the AGEPS. It will dominate the way they communicate, the

way they collect and review data, respond to staff development issues and shape the culture and structure of the academies they work with. In effect, they will model the learning-centred leadership we expect of those who lead our academies.

DNEAT will enable school leaders to work with and through others to influence teachers' practice through learning-centred leadership. In doing so, DNEAT will promote three powerful tactics for leaders to use:

- Modelling
- Monitoring
- Dialogue

These represent the essential methodology required to successfully implement whole school decisions to improve the curriculum, pedagogy, assessment, their organisation and delivery.

Finally, DNEAT will systematically seek through its succession planning strategy, to identify, develop and utilise leadership talent in a way that builds capacity, competence and character through servant and learning-centred leadership. It therefore seek to recruit and grow individuals who understand that:

- Leadership is *contextualised* because where they are affects what they do as a leader. There is no one way to be successful in all situations. Outstanding leadership is exquisitely sensitive to the context.
- Leadership is *collaborative* because we need leaders who can work together and learn with one another in order to share effective practices both in and beyond their academy.
- Leadership is *distributed* because we think about leadership rather than just the leader. Belief in the power of one has given way to the belief in the power and reach of everyone.
- Leadership is about providing a *sense of direction* to know where you are going. Good leaders 'see ahead', 'see behind', 'see above', 'see below', 'see beside', 'see beyond' and significantly 'see it through' (Henry Mintzberg 2003). They are aware of what is happening outside the school which will have implications for what goes on inside it and are capable of implementing change even when it is difficult to do so.

SM-April17

‘The Open Way for Teaching and Learning’

Vision:

To develop an evidence-informed subject-specific and student-centred approach where teachers are enthusiastic and passionate about their subject, with outstanding subject knowledge and understanding of student needs and differences. We want our students to be curious and develop a thirst for knowledge in order to engage with our ambitious Curriculum; ‘We are a knowledge-engaged academy. Knowledge underpins and enables the application of skills. Both are intertwined’.

Evidence:

We engage with a range of evidence including via the EEF and Sutton Trust, the Chartered College in consultation with the Ofsted Framework and its definition of what quality education should embody.

Implementation:

Our curriculum and teaching stance is codified by our Teaching and Learning Mat. This is shared with staff and consolidates our approaches for Knowledge Organisers, Literacy, Planning, Feedback, Differentiation, LEARNT, Assessment, Homework, ICT, LEARNT. The mat is enhanced with succinct strategies for academic reading and for supporting barriers to learning for SEND students.

Teachers are supported in the planning of their individual lessons with access to the Open Way for Teaching and Learning lesson planning tool. This is designed to be driven by curriculum intent and what students need to access and engage with the learning. This is complimented by a self-evaluation tool to support teachers in implementing and developing their practice.

Quality Assurance:

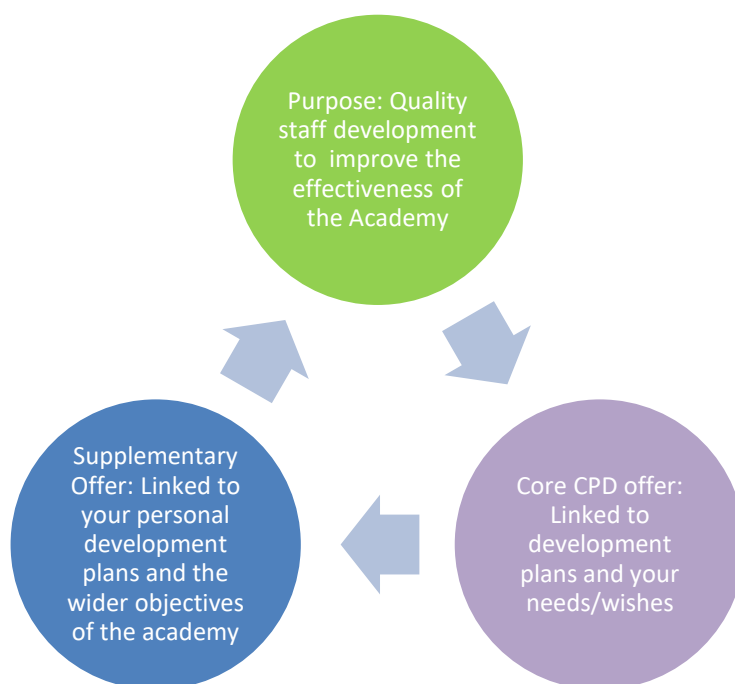
Open Academy works with students to take pride in their work and ensure they understand how to access feedback how to improve. The academy carries out calendared faculty review processes whereby the SLT in combination with governors and the faculty leadership team, carry out an intensive review of teaching and student work. The academy also involves students in the quality assurance process and conducts regular student voice across the whole school. Findings, including areas of best practice and areas for improvement, are shared with faculties and monitored by the leadership teams. Faculty leads also carry out their own, regular, quality assurance processes to ensure student progress is understood and improvements are informed.

Professional Learning:

‘Every teacher needs to improve, not because they are not good enough, but because they can be even better’ Dylan Wiliam

Performance management processes have been developed to embed the whole-academy improvement plan and to understand the individual development needs of our teaching staff.

We operate a ‘Core’ CPD programme informed by the themes identified from our Quality Assurance and Performance Management processes. It is delivered on rotation via our Tuesday night meeting model: (Staff, Faculty, Pastoral):



We have dedicated individual subject-specific developmental time within the model linked to PTI or similar (see strategic calendar on the next page)

Our supplementary package allows staff to apply for additional training opportunities via the PTI or similar (i.e. ‘New Teacher Subject Days’), NPQ’s and to seek and establish external networks

Our CPD model also aims to establish a culture of self-evaluation against individual objectives and those of the wider Academy Development plan

CPD Training and Development calendar 2021/22

WEEK No.	2021/2022	WEEK COMMENCING	AFTER SCHOOL MEETING CYCLE	Activity with theme	Who
1	SEP	30-Aug			
2		6	S1	Core SEND	JFO/PWL
3		13	F1	Core Faculty SEND	KWE/PWL
4		20 and 23	P1 + Twilight 1 SEND	Core pastoral SEND SEND SHE	KWA/PWL SHE
5		27	F2	OPEN Eve Prep	KWa
6	OCT	4	S2	Core Literacy 1-4 FLAGS	JCL/KWE
7		11	F3	Core SLC	KWE/JFD
8		18	P2	Core LEARNT	PWL
		21	Twilight 2 LGBT + BLM	Input on equalities from external	CRE/JFD
9	NOV	1	F4	PTI	HOF/KWE
10		08 and 10	S3 Twilight 3	Core SLC Microsoft Cert Training	HOF/IFI JTH/JFD
11		15	F5	Core Faculty SEND	HOF/DHOF
12		22			
13		29	F6 Twilight 4	Core Literacy Independent Learning	HOF/JCL KWE/JFD
14	DEC	6	S4	Curriculum PTI	KWA
15		13			
		20			
		27			
16	JAN	3	P3	Core SLC Pastoral Progress	IFI/HOY
17		10	F7	Core SLC	HOF/IFI
18		17	S5 PREP	PREP FOR YR9 PATH	KWA/HOF
19		24	F8	PTI	HOF/KWE
20		31			
21	FEB	7			
		14			
22		21	S6	Core Literacy	HOF/JCL
23		28	F9	Core Faculty SEND	HOF/DHOF

24	MARCH	7	P4	Core Pastoral SEND	HOY/IFI
25		14	F10	Literacy Flag	HOF/JCL
26		21			
		28	P5	Core LEARNT	PWL
	APR	4			
27		11			
28		18	F11	Core SLC	HOF/KWE
29		25	P6	Core SLC Pastoral progress	HOY/IFI
30	MAY	2	F12	PTI	HOF/KWE
31		9	S7	Core SLC	HOF/KWE
32		16	F13	Core Faculty SEND	HOF/DHOF
33		23	P7	Core Transistion	KWA
		30			
34	June	6	F14	Core Literacy Flag	HOF/JCL
35		13	S8	Curriculum PTI	KWA
36		20	F15	Core SLC	HOF/KWE
37		27			
38	JULY	4	F16	PTI	HOF/KWE
39		11	S9	Core SEND	JFO/PWL
40		18			
		25			

DNEAT JPD entitlement framework

Creating a Career Pathway
Training and Development Entitlement – Teaching to Leadership

MUST = Universal entitlement

COULD = other options that can be agreed and implemented in addition to/instead of the universal entitlement

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by...				LINKS TO PAY
		Self	Academy	Regional	National	
STAGE 0 Entry to teaching	BEGINNING	Observing good teaching	Attend staff meetings	Specified training from TSA	Schools Direct route	No pay – unless salary route
		Attending wider academy events	Attend parent consultation meetings		PGCE route	
			Access to Year group/key stage meetings			
			Joint planning sessions			
			Child Protection Training			
			Phonics Training			
			SEND training			
			Dedicated Mentor			

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by...				LINKS TO PAY
		Self	Academy	Regional	National	
STAGE 1 NQT	BEGINNING	Job shadow/observe and work closely with more senior colleagues	As above 1 - 8	DNEAT NQT Programme with mentor in attendance		Consistently meeting Teacher Standards (TS) = 1 increment Exceeding all TS = to be determined by mentor with HT
		Organise a whole school event	Academy Induction Programme	Access to termly JPD in English and maths		
		Lead a staff meeting	Participate in Lesson Study (see appendix 1)			
		Seek constructive feedback on leadership actions				
	Lead an act of Collective Worship					

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by...				LINKS TO PAY
		Self	Academy	Regional	National	
STAGE 2 Years 2-4	DEVELOPING	Provide pastoral mentorship for a new member of staff	Outstanding Teacher Programme (if teaching is consistently good)	DNEAT Talent Pool Fast-track programme (when nominated and teaching is consistently outstanding)	National Professional Qualification for Middle Leadership (NPQML) -when teaching is consistently outstanding	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced to Teaching Standards. 1 increment when meeting TS. Exceeding all TS = to be determined by mentor with HT
		Temporarily 'act up' to fill a post vacant because of illness or secondment	Outstanding Teaching & Learning Programme (if teaching is not consistently good)	Leadership Internship in another DNEAT academy	Primary Teaching Leaders (when teaching is outstanding)	
		Run a 'masterclass' for teachers	Lead Lesson Study (see appendix 1)	Key Lead Networks		
		Contribute to an online leadership community	Lead a subject & shadow effective subject leaders	In-school development days		
		Read educational journals/research papers and report back findings on leading teaching and learning	Improving Teacher Programme (if teaching is not consistently good)			
		Develop, monitor and evaluate a whole school policy	Job rotation to work in an unfamiliar context			

CAREER STAGE	TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by...				LINKS TO PAY
	Self	Academy	Regional	National	
	Take responsibility for a budget	Peer coaching to develop an area of leadership defined by the individual according to their own needs and interests			
		Opportunities to participate in working parties, LT meetings and Governor meetings			
		Bespoke role to match specific area of leadership potential (unpaid and in addition to formal role)			
		Shared leadership opportunities, facilitated by, for example the pooling of subjects into curriculum teams			

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by...				LINKS TO PAY
		Self	Academy	Regional	National	
STAGE 3 UPS and middle leadership	CONSOLIDATING	Shared lesson observations with a senior leader	Leadership of whole school issues in the Academy improvement plan	Become a 'Specialist Leader in Education' and provide S2S support	National Professional Qualification for Middle Leadership (NPQML)	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced to Teaching and/or Leadership Standards
		Offer to deputise at meetings for HT/SLs	Subject Leader responsibility and updates to Governors	Access to Subject Leader Networks	National Qualification for Senior Leadership (NPQSL)	
			Mentoring of an NQT or another either beginning or developing leadership	Shadow core subject leaders in another academy	Study for Teaching Leaders qualification	
			Successful Teaching and Learning Programme (if teaching is not consistently good or better)	Secondment to another academy (1 term to a year)		
				Key Lead Networks and in-school development days		
				Sit on another Governing Body as an Associate Member		

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by...				LINKS TO PAY
		Self	Academy	Regional	National	
Stage 4 Senior leadership	EXTENDING	Read educational journals and research papers to keep up-to-date with current thinking	National Qualification for Senior Leaders (NPQSL)	Become a 'Specialist Leader in Education' and provide S2S support	National Qualification for Senior Leadership (NPQSL)	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced with Teaching and/or Leadership Standards
		Follow twitter and other social media to stay in touch with national developments	Coaching other staff	Leadership Networks	National Professional Qualification for Headteachers inc C of E programme (if teaching and leadership is consistently outstanding)	
			Continued outreach (S2S support)	Key Lead Networks & in-school development days	Become an Ofsted inspector	
				Secondment to another academy (1 term to a year)	Become a SIAMs inspector	
				Deputy Head Network		
				DNEAT Assessment Hub		

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by...				LINKS TO PAY
		Self	Academy	Regional	National	
Headship and Executive Leadership	SYSTEMISING	Determine through the appraisal process the right leadership development for you.	LGB to support and fund a key leadership development priority each year	Leadership Networks (Edison)	National Professional Qualification for Headteachers including option of Church of England programme	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced to Leadership Standards
		Visits to nationally/internationally recognised centres of educational excellence		Provide support to other academies if the academy is at least good and you have capacity	Become an accredited system leader HT e.g. NLE, LLE	
				DNEAT Headteacher and Chair of Governors Forum	Become an accredited National Teaching School – if leadership, teaching, learning, assessment and outcomes are outstanding	
				DNEAT Policy Development working Party	Become an Ofsted or SIAMs Inspector	

APPENDIX 3

Please note the Joint Professional Development Plan appendix is a 'live' document; and it is subject to change due to demand/reflects the need and any emerging priorities across the Trust.

	Autumn Term 06/09/18-18/12/18		Spring Term 03/01/19-05/04/19		Summer Term 23/04/19-24/07/19	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment & Moderation	EYFS baseline Moderation	Y6 Maths Moderation Y2 Maths Moderation	EYFS Moderation	KS2 (Ys 3,4,5) English Moderation Y1 English Moderation	Y6 English Moderation Y2 English Moderation	KS2 (Ys 3,4,5) English Moderation Y1 English Moderation
		Y6 English Moderation Y2 English Moderation		KS2 (Ys 3,4,5) Maths Moderation Y1 Maths Moderation		Y6 Maths Moderation Y2 Maths Moderation
				EYFS Moderation		KS2 (Ys 3,4,5) Maths Moderation Y1 Maths Moderation
						EYFS Moderation
Religious Education (RE)	Understanding Christianity Review Assessment: Age Related Expectations <i>(Teachers should attend ONE of the four sessions scheduled)</i>	REQM training				RE Moderation
Curriculum Development (Middle Leaders)	Curriculum Dev Day (1) – Maths		HMI Project: subject <i>(other than Maths/English)</i> (1: initiation)	HMI Project: subject <i>(other than Maths/English)</i> (3: present project)		Curriculum Dev Day (2) – Maths
	Curriculum Dev Day (1) – English		HMI Project: subject <i>(other than Maths/English)</i> (2: review plans)			Curriculum Dev Day (2) – English
Leadership Development (Senior Leaders)	Senior Leadership Dev Day (1) <i>(Summer/Autumn 2018 HRA input)</i>		Senior Leadership Dev Day (2) <i>(Autumn/Spring 2018 HRA input)</i>		Senior Leadership Dev Day (3) <i>(Spring/Summer 2018 HRA input)</i>	
Chairs & Heads Forum	CoG&HT Forum		CoG&HT Forum		CoG&HT Forum	

NOTES

Core events

There are some changes this year as a result of feedback from Heads, other leaders/teachers and Trustees.

- The Curriculum Development strand has been reduced to two sessions for each of the English and Maths leads in the autumn and summer terms.
- There will be one rather than two HMI projects - for a leader other than English and Maths, with three sessions in the spring term.
- Although RE has always featured strongly this has become a mandatory strand. It will not increase the expectation or workload of those who have already engaged with our distinctiveness strategy, but rather aims to further draw in those who have yet to engage fully.
- The Senior Leadership Development days have been designed to provide professional development for Headteachers rather than briefings given by DNEAT. To reduce the times staff are pulled away from school, we will this year be including Pupil Asset workshops (at the Senior Leadership Development days each term). These will last for one hour. They will aim to keep you up to date with developments and how to utilise the tracker for better analysis. Sessions may also include FFT training. Please make sure to bring your laptop to each event.
- For 2018-19 there is not a set Trust Wide JPD day for TAs – no 'sensible' date available in the coming year (as was this year) and DNEAT don't want to impinge further on INSET says and academy specific plans. The training needs for TAs will be addressed and discussed via the HRAs to meet local/regional needs.

The Assessment and moderation and the Heads and Chairs Forum strands remain similar to last year. *For summer term moderation* – there is an expectation that job shares both attend unless school has been selected for county moderation.

Attendance

- Attendance at **Core** events is non-negotiable. Headteachers will arrange for the *most appropriate* delegate to attend each mandatory event.
- Please confirm who will attend an event as soon as you can but at least a week in advance by emailing: [info@dneat.org](mailto:info@ dneat.org) Please include dietary requirements if the event is for a full day.
- It is for Headteachers/leaders/teachers to decide whether and who might attend **optional** networks and ambassador groups.
- It will be the responsibility of each delegate to sign the 'DNEAT register' upon arrival at both **core** and/or **optional** events. This data will be entered into a 'DNEAT JPD profiling tool' to track the regularity of attendance by each academy over time. Attendance will be reviewed at AIR meetings once a term.
- Headteachers will ensure that where a delegate cannot attend a **core** event, an apology is sent by ringing 01603 881721/882323 or by emailing: tara.mccauley@dneat.org as soon as possible. This should only occur as a result of unforeseen illness or another emergency. Any foreseen absence **MUST** be discussed well in advance with the academy's AGEP. This will be extremely rare and may be challenged. Trustees expect that Heads will make every effort to make arrangements for someone to attend.

Networks/Ambassadors

- DNEAT has listened to the feedback of Heads and other staff about their capacity to engage with the wide range of networks available and the times scheduled for these to take place. Consequently, the number has been reduced with the Arts, Languages and IT now scheduled for 2019/2020 rather than for this academic year. The Admin/Finance network will share the same date so that where the same person attends they can do so on one day rather than two.
- Each network/ambassador group will be held three times a year; once a term, as twilight sessions (4-6pm). This should ensure that delegates are not drawn away from the classroom during teaching time and that arrangements do not favour schools with capacity and resource to release people to attend. Where not already set on this calendar, dates will be scheduled during the autumn term for the subsequent terms so that academies can plan ahead. ALL dates should be checked with the central office to avoid clashes with other events.
- English, Maths, EYFS and SEND networks will be co-led by a DNEAT officer and an expert consultant. Others will be supported by a DNEAT officer.
- Networks/Ambassador groups will continue to develop materials and other guidance to improve pedagogy, curriculum content, organisation, delivery, and assessment in their area of expertise. Learning will be fed back at the DNEAT Heads and Chairs Forum at the appropriate time so that wider use can be made of guidance and materials. Those involved will benefit from high quality leadership development and where talent is identified, opportunities will be offered to lead networks/ambassador groups in subsequent years, or to assist in the improvement of other schools.
- Deputies networks will be regionalised and supported by the AGEP unless well-established. Subsequent regional dates must be checked with the central team to avoid clashes with other events.

Preparation/Resources

- Attendees will be notified via their academy office (cc headteacher) of any particular requirements/preparation needed in advance of the session (if applicable). Similarly post event presentations/documents will be circulated via academy offices (cc headteachers) with the exception of senior leadership events which will be sent direct to the Head (only).
- Moderation & Assessment – there's an expectation that attendees bring along relevant evidence to each session. Further detail/focus will be shared in advance of each session
- Pupil Asset workshops (part of SLD days) – please bring along a laptop and login details
- Pupil Asset will also be inputting to the following networks: Science/Humanities/EYFS/SEND/CO/PE/Admin; this will be discussed at the initial Autumn term sessions.

We value your feedback – this year you will only be requested to complete a feedback form at **Core** events (last year we canvassed every session).

Please feel free to drop us a line directly if you have any concerns at any point.

Polite notices

- Unless otherwise noted lunch will not be provided. Tea/coffee/biscuits will be available at all events.

- Please can all delegates remember to wear ID lanyards.
- If a session is cancelled all academies will receive notification via the central DNEAT office with as much notice as possible (otherwise please feel assured that all will go ahead as scheduled)

Thank you to all academies for kindly hosting sessions.

*The foci for JPD events may be subject to change where the feedback of teachers, Heads and academy improvement team (AIT) identify overriding priorities.

*Ongoing apprenticeship training happens on onsite at academies – if you have any queries/want to express interest please contact Sharon Money

NB: Shirley Clarke - no bookings/availability until 2022

Legend	
KEY DATE	SENDCO
Leadership Dev Day (Senior Leaders) – held in advance of HRAs and feed into one another	RE
Curriculum Dev Day (Middle Leaders) HMI project: subject (other than Maths/English) – schools choose which subject, AGEPs are happy to help guide as needed	NQT
EYFS	Admin/Finance/Premises/Deputies networks
Maths	Pupil Asset workshop
English	Subject network/ambassadors meeting (Science/Humanities/PE)
Diocesan Event – part of Working with Schools & Academies programme there may be a charge/bookings can be made via Holly Davy: 01603 882357 / holly.davy@dioceseofnorwich.org https://www.dioceseofnorwich.org/schools/training/	

Core/ Optional	Term	Date	Event Name	Focus	Lead/ Contributor(s)	Venue	Time	For Office use only	RSVPs inc dietary reqs DUE
								DNEAT Officer/ Planning session	
Core	Autumn I	12 September 2018	Senior Leadership Development (1)	Developing pedagogy, character and resilience to remove disadvantage – phase 1 <i>Input/feed into HRAs</i> <ul style="list-style-type: none"> • DNEAT briefing – great stories from curriculum areas/Ofsted+SIAMS update/good practice sharing from HRAs • Pupil Asset workshop 	Andy Wolfe Pupil Asset (Stella Mead)	Mercure Hotel, Norwich NR3 2BA	All day	ALL	
Core	Autumn I	13 September 2018	NQT mentors	Mentor Training and Introduction	Wendy Garrard	Diocesan House	1.30pm for 1.45pm start – 4.30pm		
Core	Autumn I	14 September 2018	Curriculum Dev Day (1) – Maths	<ul style="list-style-type: none"> • Cohort by cohort medium term planning from assessments • Calculation policy • Higher standard 	Anna Hogg	South Green Park, Mattishall	09.30am- 4.30pm	7 Sept PM ALL	
Optional	Autumn I	18 September 2018	SENDCO Network/Ambassadors	Discuss Pupil Asset input for subsequent session	Judith Carter	Diocesan House	4-6pm	KG	
Optional	Autumn I	18 September 2018	Site Managers/Premises Network	Initial meeting - Format and subsequent meeting dates	Howard Nelson/ Sharon Money	Diocesan House	9.30-12.30pm	HN SHM	
Core	Autumn I	21 September 2018	Curriculum Dev Day (1) – English	<ul style="list-style-type: none"> • Mapping curriculum to link to priorities • Guided and early reading • Phonics • Higher standard 	Jon Nice	South Green Park, Mattishall	09.30am- 4.30pm	ALL	

Core/ Optional	Term	Date	Event Name	Focus	Lead/ Contributor(s)	Venue	Time	For Office use only	RSVPs inc dietary reqs DUE
								DNEAT Officer/ Planning session	
Core	Autumn I	24 September 2018	NQT intro (Session 1)	NQT Induction Behaviour Management Classroom Organisation	Wendy Garrard	Diocesan House	1.30pm for 1.45pm start – 4.30pm		
Optional	Autumn I	25 September 2018	Humanities Network/Ambassadors	Discuss Pupil Asset input for subsequent session		Rudham CofE Primary Academy	4-6pm	OB	
Core	Autumn I	25 September 2018	RE Assessment: Age Related Expectations	<i>See notes/legend for booking details (not booked through DNEAT central office)</i> <i>A £25 charge (for academies per person) will apply</i> These sessions will launch the new age-related expectations for assessment in RE being used across the Diocese. This new approach to assessment was trailed and refined earlier in 2018, and it is anticipated that all Diocesan schools and academies will use these new expectations in order to bring consistency and a way of standardising achievement. Teachers should bring a sample of pupil work (6 pieces from at least two year groups) with them to the session and the unit(s) of work they are using in the Autumn Term.	Kathryn Wright	Whitefriars Primary Academy	4-5.30pm	SM	
Core	Autumn I	26 September 2018	RE Assessment: Age Related Expectations	<i>See notes/legend for booking details (not booked through DNEAT central office)</i> <i>A £25 charge (for academies per person) will apply</i> These sessions will launch the new age-related expectations for assessment in RE being used across the Diocese. This new approach to assessment was trailed and refined earlier in 2018, and it is anticipated that all Diocesan schools and academies will use these new expectations in order to bring consistency and a way of standardising achievement. Teachers should bring a sample of pupil work (6 pieces from at least two year groups) with them to the session and the unit(s) of work they are using in the Autumn Term.	Kathryn Wright	Diocesan House	4-5.30pm	SM	
Optional	Autumn I	26 September 2018	Deputies Network (West)			Gayton CofE Primary Academy	1.15pm – 3.30pm		
Core	Autumn I	27 September 2018	RE Assessment: Age Related Expectations	<i>See notes/legend for booking details (not booked through DNEAT central office)</i> <i>A £25 charge (for academies per person) will apply</i> These sessions will launch the new age-related expectations for assessment in RE being used across the Diocese. This new approach to assessment was trailed and refined earlier in 2018, and it is anticipated that all Diocesan schools and academies will use these new expectations in order to bring consistency and a way of standardising achievement.	Kathryn Wright	Diocesan House	9.30-11am	SM	

Core/ Optional	Term	Date	Event Name	Focus	Lead/ Contributor(s)	Venue	Time	For Office use only	RSVPs inc dietary reqs DUE
								DNEAT Officer/ Planning session	
				Teachers should bring a sample of pupil work (6 pieces from at least two year groups) with them to the session and the unit(s) of work they are using in the Autumn Term.					
Core	Autumn I	27 September 2018	RE Assessment: Age Related Expectations	<p><i>See notes/legend for booking details (not booked through DNEAT central office)</i> A £25 charge (for academies per person) will apply</p> <p>These sessions will launch the new age-related expectations for assessment in RE being used across the Diocese. This new approach to assessment was trailed and refined earlier in 2018, and it is anticipated that all Diocesan schools and academies will use these new expectations in order to bring consistency and a way of standardising achievement.</p> <p>Teachers should bring a sample of pupil work (6 pieces from at least two year groups) with them to the session and the unit(s) of work they are using in the Autumn Term.</p>	Kathryn Wright	Peterhouse Primary Academy	4-5.30pm	SM	
Core	Autumn I	Prior to 2 November 2018	Headteachers' Regional Alliance (HRA) - Autumn	South West	All arrangements in liaison with AGEP	South West	27 September Mundford tbc	KG	
				West	All arrangements in liaison with AGEP	West		OB	
				East	All arrangements in liaison with AGEP	East	18 September tbc	tbc	
Optional	Autumn I	01 October 2018	Finance Officers network	<ul style="list-style-type: none"> Purchase order system PS Connect (cashless payment system) 	David Fannon Finance team	Diocesan House	10am – 12.30pm		
Optional *Diocesan run event*	See notes for booking	2 October 2018	Understanding Christianity: Initial training	<p><i>See notes/legend for booking details (not booked through DNEAT central office)</i> A £195 charge (for academies per person) will apply (£130pp to those already in receipt of the resource pack)</p>	Kathryn Wright	Diocesan House	9.30am-12.30pm	N/A	See notes for booking
Optional *Diocesan run event*	See notes for booking	2 October 2018	RE in the new SIAMS schedule	<p><i>See notes/legend for booking details (not booked through DNEAT central office)</i> A £50 charge (for academies per person) will apply</p>	Kathryn Wright	Diocesan House	1.30pm-4.30pm	N/A	See notes for booking
Optional *Diocesan run event*	See notes for booking	3 October 2018	RE for NQTs	<p><i>See notes/legend for booking details (not booked through DNEAT central office)</i> A £50 charge (per academy) will apply for that half day. If both sessions are booked together, a charge of £85 (for academies per person) will apply</p>	Kathryn Wright	Diocesan House	9.30am-12.30pm	N/A	See notes for booking

Core/ Optional	Term	Date	Event Name	Focus	Lead/ Contributor(s)	Venue	Time	For Office use only	RSVPs inc dietary reqs DUE
								DNEAT Officer/ Planning session	
Core	Autumn 1	3 October 2018	Chairs of Governors and Headteachers' Forum	<ul style="list-style-type: none"> DNEAT update HR Training – Elaine Hammond (EPM) 		South Green Park, Mattishall	09.00-3.45pm <i>Lunch included</i>	ALL	
Core	Autumn 1	8 October 2018	EYFS Baseline Moderation	<ul style="list-style-type: none"> Making baseline judgements (not confirmed baselines) Focus on 3 children but all 17 areas Bring along school key data Opportunity to explore new EYFS baseline assessment materials 	Alison Norman	South Green Park, Mattishall	9am-12pm	KG	
Core	Autumn 1	9 October 2018	NQT (Session 2)	<ul style="list-style-type: none"> Managing Relationships Working with Parents and others Supporting every pupil incl SEND 	Wendy Garrard	Diocesan House	1.30pm for 1.45pm start – 4.30pm		
Optional *Diocesan run event*	See notes for booking	9 October 2018	SIAMS schedule for school leaders	<i>See notes/legend for booking details (not booked through DNEAT central office) A £85 charge will apply (for academies per person)</i>	Kathryn Wright & Jon Moule	Diocesan House	9.30am- 3.30pm	N/A	See notes for booking
Optional	Autumn 1	16 October 2018	Trust ICT strategy group meeting	We are keen that the strategy is shaped by those who will be using it; working collaboratively towards a plan that has the most positive impact Trust wide. RM Education will be attending the session.	RM Education	Diocesan House	4-6pm (Twilight)		
Core	Autumn 1	18 October 2018	Trust Wide JPD Day for Teachers	Teaching Positive Behaviour through the PSHE Curriculum		Mercure Hotel, Norwich NR3 2BA	All day	ALL	28 September <i>All names + dietary reqs to be with DNEAT central office</i>
INSET Day	19 October 2018 <i>INSET day for academies</i>								INSET Day
Autumn half term	Autumn half term <i>22-26 October 2018</i>								Autumn half term
Core	Autumn 1	30 October 2018	Understanding Christianity Review <i>(All RE leads whose academies doing UC since Sept 2016)</i>	This session will enable colleagues to review the implementation of Understanding Christianity over the last 12-18 months. We will consider its impact on teaching and learning, pupil outcomes and teacher confidence. We will discuss JPD needs and further support which may be needed to ensure the resource is used effectively across all academies.	Kathryn Wright	South Green Park, Mattishall	4-5.30pm (Twilight)	SM	
Optional	Autumn 2	1 November 2018	Maths Network/ambassadors		Sarah Jay	South Green Park, Mattishall	4-6pm	SM	
Optional	Autumn 2	5 November 2018	Deputies Network (South West)			Mundford Academy	4-6pm	SM/KG	
Optional	Autumn 2	6 November 2018	PE Network/Ambassadors	Discuss Pupil Asset input for subsequent session		Diocesan House	4-6pm	SiMo	
Optional	Autumn 2	7 November 2018	High Level Data Analysis for English & Maths Subject Leaders	<ul style="list-style-type: none"> Strategically analyse and report on their historic published data including – Key Data, Analysing 	Simon Davis	South Green Park, Mattishall	4-6pm	KG	

Core/ Optional	Term	Date	Event Name	Focus	Lead/ Contributor(s)	Venue	Time	For Office use only	RSVPs inc dietary reqs DUE
								DNEAT Officer/ Planning session	
				School Performance ASP and the Inspection Data Summary Report IDSR <ul style="list-style-type: none"> Pupil Asset Support with writing a data narrative for their subject to present and report to heads, governors and AGEPS. 					
Core	Autumn 2	12 November 2018	Y6 Maths Moderation		Sarah Jay	South Green Park, Mattishall	9.30am-12.30pm	SM	
Core	Autumn 2	12 November 2018	Y2 Maths Moderation		Sarah Jay	South Green Park, Mattishall	1.30-4.30pm	SM	
Optional	Autumn 2	13 November 2018	Science Network/Ambassadors	<ul style="list-style-type: none"> Humanities moderation materials Ogden trust science comp use of developing experts curriculum curriculum maps-consider how to refine further identify support for identifying and understanding what GD is from STEM and The Ogden Trust Gap task – to research and then use tasks which give pupils opportunity to show GD Discuss Pupil Asset input for subsequent session 	Sharon Brett Oliver Burwood	Diocesan House or Moorlands tbc	4-6pm	OB	
Core	Autumn 2	14 November 2018	Teaching Assistant JPD (South West)	South West Region		Swaffham Junior Academy	3.45-5.45pm		
Optional	Autumn 2	15 November 2018	English Network/Ambassadors		Jon Nice	Academy venue tbc	4-6pm	OB	
Optional *Diocesan run event*	See notes for booking	15 November 2018	Better Together: Becoming an outstanding subject leader of RE	<i>See notes for booking details A £275 charge will apply (for academies per person) for all sessions, including school visits</i>	Kathryn Wright	Diocesan House	9.30am-3.30pm	N/A	See notes for booking
Optional	Autumn 2	20 November 2018	EYFS Network/Ambassadors	<ul style="list-style-type: none"> Review termly reviews Review Pupil Asset reports Challenges/strengths going forwards Discuss Pupil Asset input for subsequent session 	Alison Norman	Diocesan House	4-6pm	KG	
Core	Autumn 2	22 November 2018	Y6 English Moderation		Jon Nice	South Green Park, Mattishall	9.30am-12.30pm	OB	
Core	Autumn 2	22 November 2018	Y2 English Moderation		Jon Nice	South Green Park, Mattishall	1.30-4.30pm	OB	
Optional *Diocesan run event*	See notes for booking	27 November 2018	Improving writing through RE	<i>See notes/legend for booking details (not booked through DNEAT central office) A £100 charge will apply (for academies per person)</i>	Kathryn Wright	Diocesan House	9.30am-12.30pm	N/A	See notes for booking

Core/ Optional	Term	Date	Event Name	Focus	Lead/ Contributor(s)	Venue	Time	For Office use only	RSVPs inc dietary reqs DUE
								DNEAT Officer/ Planning session	
Optional	Autumn 2	27 November 2018	Deputies Network (East)	Bring new/latest BIF & evidence to impact this subsequent meeting dates		Ditchingham CofE Primary Academy	1.30pm		
Core	Autumn 2	28 November 2018	REQM training	mentor and coach those who plan to go for the award in 2018-19. Gold/Silver award schools to discuss an aspect of action-based research or national issue relating to RE. opportunity to go through the REQM criteria with another colleague and create an action plan for success.	Kathryn Wright	South Green Park, Mattishall	9.30 (All day)	SM	
Core	Autumn 2	7 December 2018	NQT (Session 3)	Ethos, Values and Distinctiveness Principles into Practice	Wendy Garrard	Diocesan House	1.30pm for 1.45pm start – 4.30pm		
Core	Autumn 2	10 December 2018	NQT +1 (Session 1)		Wendy Garrard	Diocesan House	1.30 – 5pm		
Optional *Diocesan run event*	See notes for booking	13 December 2018	Understanding Christianity: Initial training	<i>See notes/legend for booking details (not booked through DNEAT central office)</i> A £195 charge (for academies per person) will apply (£130 pp to those already in receipt of the resource pack)	Kathryn Wright	Diocesan House	9.30am- 12.30pm	N/A	See notes for booking
Optional *Diocesan run event*	See notes for booking	13 December 2018	Curriculum design surgery	<i>See notes/legend for booking details (not booked through DNEAT central office)</i> A £50 charge (for academies per person) will apply	Kathryn Wright	Diocesan House	1.30pm – 4.30pm	N/A	See notes for booking
END OF TERM ACTIVITIES for academies									
No further session/event bookings for the week c/10 December (other than NQT/optional RE sessions) up to the end of term									
INSET Day	19 December 2018 <i>INSET day for academies</i>								INSET Day
Christmas Break	Christmas Break (from 19 Dec) <i>Diocesan Offices closed 24 Dec 2018 – 1 Jan 2019</i>								Christmas Break
INSET Day	2 January 2019 <i>INSET day for academies</i>								INSET Day
Core	Spring 1	9 January 2019	Senior Leadership Development (2)	Developing pedagogy, character and resilience to remove disadvantage – phase 2 <i>Input/feed into HRAs</i> <ul style="list-style-type: none"> DNEAT briefing – great stories from curriculum areas/Ofsted+SIAMS update/good practice sharing from HRAs Pupil Asset workshop Analysing your school summary in greater depth Attendance Setting up vulnerable groups 	Andy Wolfe Pupil Asset (Stella Mead)	South Green Park, Mattishall	All day	ALL	
Optional *Diocesan run event*	See notes for booking	10 January 2019	SIAMS schedule for school leaders	<i>See notes/legend for booking details (not booked through DNEAT central office)</i> A £85 charge (for academies per person) will apply	Kathryn Wright & Jon Moule	Diocesan House	9.30am- 3.30pm	N/A	See notes for booking

Core/ Optional	Term	Date	Event Name	Focus	Lead/ Contributor(s)	Venue	Time	For Office use only	RSVPs inc dietary reqs DUE
								DNEAT Officer/ Planning session	
Core	Spring I	14 January 2019	NQT (Session 4)	Time Management Work Life Balance	Wendy Garrard	Diocesan House	1.30pm for 1.45pm start – 4.30pm		
Core	Spring I	Prior to 25 February 2019	Headteachers' Regional Alliance (HRA) - Spring	South West	All arrangements in liaison with AGEP	South West	16 January tbc	KG	
				West	All arrangements in liaison with AGEP	West		OB	
				East	All arrangements in liaison with AGEP	East			
Optional	Spring I	15 January 2019	EYFS Network/Ambassadors	Planning children based on baseline/EYFS assessment so far – action plan (in readiness for moderation)	Alison Norman Pupil Asset tbc	Diocesan House	4-6pm	KG	
Optional	Spring I	16 January 2019	Admin Officers/Business Managers network		David Fannon	Diocesan House	10am – 12pm		
			Finance Officers network		Finance team		Lunch 12 – 1pm		
Optional *Diocesan run event*	See notes for booking	22 January 2019	Developing philosophical knowledge, logic and reasoning through RE	<i>See notes/legend for booking details (not booked through DNEAT central office) A £100 charge (for academies per person) will apply</i>	Kathryn Wright	Diocesan House	9.30am- 12.30pm	N/A	See notes for booking
Optional *Diocesan run event*	See notes for booking	22 January 2019	Local leaders forum	<i>See notes for booking details</i>	Kathryn Wright	Diocesan House	1.30pm- 4.30pm	N/A	See notes for booking
Core	Spring I	24 January 2019	EYFS moderation	Bring action plans (from earlier Jan session) Moderation and progress against targets	Alison Norman	South Green Park, Mattishall	9am-12pm	KG	
Optional	Spring I	29 January 2019	Humanities Network/Ambassadors			St Michael's, Kings Lynn	4-6pm	OB	
Optional *Diocesan run event*	See notes for booking	30 January 2019	RE for NQTs	<i>See notes/legend for booking details (not booked through DNEAT central office) A £50 charge (for academies per person) will apply for that half day. If both sessions are booked together, a charge of £85 (for academies per person) will apply</i>	Kathryn Wright	Diocesan House	9.30am- 12.30pm	N/A	See notes for booking
Core	Spring I	30 January 2019	HMI Project: subject (1: initiation)	School chooses which subject (<i>other than Maths/English</i>)	Nick Butt	Academy venue tbc	1-4pm		
Optional *Diocesan run event*	See notes for booking	5 February 2019	Understanding Christianity: digging deeper	<i>See notes/legend for booking details (not booked through DNEAT central office) A £100 charge (for academies per person) will apply</i>	Kathryn Wright	Diocesan House	9.30am- 3.30pm	N/A	See notes for booking
Optional	Spring I	5 February 2019	SENDCO Network/Ambassadors		Judith Carter	Diocesan House	4-6pm	KG	
Core	Spring I	6 February 2019	Chairs of Governors and Headteachers' Forum	<ul style="list-style-type: none"> DNEAT update Developing Empathy Lab? Feedback from ambassadors – SENDCO/Computing/Humanities? 		South Green Park, Mattishall	09.00-17.00 Lunch included	ALL	

Core/ Optional	Term	Date	Event Name	Focus	Lead/ Contributor(s)	Venue	Time	For Office use only	RSVPs inc dietary reqs DUE
								DNEAT Officer/ Planning session	
				<ul style="list-style-type: none"> EYFS policy? 					
Core	Spring 1	13 February 2019	NQT (Session 5)	Planning and Assessment Progress	Wendy Garrard	Diocesan House	1.30pm for 1.45pm start – 4.30pm		
Spring half term	Spring half term 18-22 February 2019								Spring half term
Core	Spring 2	26 February 2019	KS2 (Ys 3,4,5) Maths Moderation		Sarah Jay	South Green Park, Mattishall	9.30am-12.30pm	SM	
Core	Spring 2	26 February 2019	Y1 Maths Moderation		Sarah Jay	South Green Park, Mattishall	1.30-4.30pm	SM	
Optional *Diocesan run event*	See notes for booking	26 February 2019	Understanding Christianity: Initial training	<i>See notes/legend for booking details (not booked through DNEAT central office)</i> <i>A £195 charge (for academies per person) will apply (£130 pp to those already in receipt of the resource pack)</i>	Kathryn Wright	Diocesan House	9.30am-12.30pm	N/A	See notes for booking
Core	Spring 2	28 February 2019	KS2 (Ys 3,4,5) English Moderation		Jon Nice	South Green Park, Mattishall	9.30am-12.30pm	OB	
Core	Spring 2	28 February 2019	Y1 English Moderation	Opportunity to explore phonics evidence and judgements	Jon Nice	South Green Park, Mattishall	1.30-4.30pm	OB	
Optional	Spring 2	4 March 2019	Trust ICT strategy group meeting	We are keen that the strategy is shaped by those who will be using it; working collaboratively towards a plan that has the most positive impact Trust wide. RM Education will be attending the session.	RM Education	Diocesan House	4-6pm (Twilight)		
Optional *Diocesan run event*	See notes for booking	5 March 2019	Improving writing through RE	<i>See notes/legend for booking details (not booked through DNEAT central office)</i> <i>A £100 charge (for academies per person) will apply</i>	Kathryn Wright	Diocesan House	9.30am-12.30pm	N/A	See notes for booking
Optional *Diocesan run event*	See notes for booking	5 March 2019	Improving reading through RE	<i>See notes/legend for booking details (not booked through DNEAT central office)</i> <i>A £100 charge (for academies per person) will apply</i>	Kathryn Wright	Diocesan House	1.30pm-4.30pm	N/A	See notes for booking
Core	Spring 2	6 March 2019	HMI Project: subject (2: review plans)	School chooses which subject (<i>other than Maths/English</i>)	Denise Walker	Academy venue tbc	1-4pm		
Optional	Spring 2	6 March 2019	Maths Network/ambassadors		Sarah Jay	Diocesan House	4-6pm	SM	
Optional	Spring 2	11 March 2019	English Network/Ambassadors		Jon Nice	Diocesan House	4-6pm	OB	
Core	Spring 2	13 March 2019	NQT +1 (Session 2)		Wendy Garrard	Diocesan House	1.30 – 5pm		
Core	Spring 2	14 March 2019	Teaching Assistant JPD (South West)	South West Region		Swaffham Junior Academy	3.45-5.45pm		
Optional *Diocesan run event*	See notes for booking	19 March 2019	RE in the new SIAMS schedule	<i>See notes/legend for booking details (not booked through DNEAT central office)</i> <i>A £50 charge (for academies per person) will apply</i>	Kathryn Wright	Diocesan House	9.30am-12.30pm	N/A	See notes for booking

Core/ Optional	Term	Date	Event Name	Focus	Lead/ Contributor(s)	Venue	Time	For Office use only	RSVPs inc dietary reqs DUE
								DNEAT Officer/ Planning session	
Optional *Diocesan run event*	See notes for booking	19 March 2019	Developing philosophical knowledge, logic and reasoning through RE	<i>See notes/legend for booking details (not booked through DNEAT central office) A £100 charge (for academies per person) will apply</i>	Kathryn Wright	Diocesan House	1.30pm- 4.30pm	N/A	See notes for booking
Optional	Spring 2	26 March 2019	Science Network/Ambassadors		Sharon Brett Oliver Burwood	Diocesan House	4-6pm	OB	
Core	Spring 2	27 March 2019	NQT (Session 6)	Creating an inspiring Curriculum Motivating Learning	Wendy Garrard	Diocesan House	1.30pm for 1.45pm start – 4.30pm		
Optional	Spring 2	28 March 2019	PE Network/Ambassadors			Diocesan House	4-6pm	SiMo	
Core	Spring 2	3 April 2019	HMI Project: subject (3: present project)	School chooses which subject (other than Maths/English)	Nick Butt	Academy venue tbc	1-4pm		
Core	Spring 2	4 April 2019	EYFS Moderation		Alison Norman	South Green Park, Mattishall	9am-12pm	KG	
END OF TERM ACTIVITIES for academies No further session/event bookings for the week c/I April up to the end of term									
Easter Break	Easter Break 8-22 April 2019								Easter Break
Optional	Summer 1	24 April 2019	English Network/Ambassadors		Jon Nice	Diocesan House	4-6pm	OB	
Optional *Diocesan run event*	See notes for booking	25 April 2019	Understanding Christianity: Initial training	<i>See notes/legend for booking details (not booked through DNEAT central office) A £195 charge (for academies per person) will apply (£130 pp to those already in receipt of the resource pack)</i>	Kathryn Wright	Diocesan House	9.30am- 12.30pm	N/A	See notes for booking
Optional	Summer 1	30 April 2019	SENDCO Network/Ambassadors		Judith Carter	Diocesan House	4-6pm	KG	
Optional	Summer 1	1 May 2019	Admin Officers/Business Managers network		David Fannon	Diocesan House	10am – 12pm		
			Finance Officers network		Finance team		Lunch 12 – 1pm		
Core	Summer 1	2 May 2019	Senior Leadership Development (3)	Developing pedagogy, character and resilience to remove disadvantage – phase 3 <i>Input/feed into HRAs</i> <ul style="list-style-type: none"> DNEAT briefing – great stories from curriculum areas/Ofsted+SIAMS update/good practice sharing from HRAs Pupil Asset workshop Impact of interventions Analysing EYFS data 	Andy Wolfe Pupil Asset (Stella Mead)	South Green Park, Mattishall	All day	ALL	
BANK HOLIDAY	6 May 2019								BANK HOLIDAY
Core	Summer 1	8 May 2019	Y6 English Moderation		Jon Nice	South Green Park, Mattishall	9.30am- 12.30pm	OB	
Core	Summer 1	8 May 2019	Y2 English Moderation		Jon Nice	South Green Park, Mattishall	1.30-4.30pm	OB	

Core/ Optional	Term	Date	Event Name	Focus	Lead/ Contributor(s)	Venue	Time	For Office use only	RSVPs inc dietary reqs DUE	
								DNEAT Officer/ Planning session		
For info (no JPD events)	Summer 1	Week c/13 May 2019	SATs week							
Core	Summer 1	Week c/20 May 2019	DNEAT Assessment week <i>Test papers delivered week c/6 May 2019</i>							
Core	Summer 1	23 May 2019	Chairs of Governors and Headteachers' Forum	<ul style="list-style-type: none"> DNEAT update 		South Green Park, Mattishall	09.00-17.00 <i>Lunch included</i>	ALL		
Optional *Diocesan run event*	See notes for booking	23 May 2019	SIAMS schedule for school leaders	<i>See notes/legend for booking details (not booked through DNEAT central office) A £85 charge (for academies per person) will apply</i>	Kathryn Wright & Jon Moule	Diocesan House	9.30am-3.30pm	N/A	See notes for booking	
Summer half term	Summer half term <i>27-31 May 2019</i>								Summer half term	
Optional	Summer 2	3 June 2019	Maths Network/ambassadors		Sarah Jay	Diocesan House	4-6pm	SM		
Core	Summer 2	4 June 2019	Y6 Maths Moderation		Sarah Jay	South Green Park, Mattishall	9.30am-12.30pm	SM		
Core	Summer 2	4 June 2019	Y2 Maths Moderation		Sarah Jay	South Green Park, Mattishall	1.30-4.30pm	SM		
Optional *Diocesan run event*	See notes for booking	5 June 2019	Improving reading through RE	<i>See notes/legend for booking details (not booked through DNEAT central office) A £100 charge (for academies per person) will apply</i>	Kathryn Wright	Diocesan House	1.30pm-4.30pm	N/A	See notes for booking	
Optional	Summer 2	5 June 2019	Science Network/Ambassadors		Sharon Brett Oliver Burwood	Diocesan House	4-6pm	OB		
Core	Summer 2	6 June 2019	EYFS Moderation	Transition	Alison Norman	South Green Park, Mattishall	9am-12pm	KG		
Optional	Summer 2	10 June 2019	Humanities Network/Ambassadors			Diocesan House	4-6pm	OB		
Optional	Summer 2	13 June 2019	PE Network/Ambassadors			Diocesan House	4-6pm	SiMo		
Core	Summer 2	17 June 2019	KS2 (Ys 3,4,5) Maths Moderation		Sarah Jay	South Green Park, Mattishall	9.30am-12.30pm	SM		
Core	Summer 2	17 June 2019	Y1 Maths Moderation		Sarah Jay	South Green Park, Mattishall	1.30-4.30pm	SM		
Core	Summer 2	18 June 2019	KS2 (Ys 3,4,5) English Moderation		Jon Nice	South Green Park, Mattishall	9.30am-12.30pm	OB		
Core	Summer 2	18 June 2019	Y1 English Moderation	Opportunity to explore phonics evidence and judgements	Jon Nice	South Green Park, Mattishall	1.30-4.30pm	OB		
Optional *Diocesan run event*	See notes for booking	18 June 2019	Better Together: Becoming an outstanding subject leader of RE	<i>See notes/legend for booking details (not booked through DNEAT central office) A £275 charge will apply (for academies per person) for all sessions, including school visits</i>	Kathryn Wright	Diocesan House	9.30am-3.30pm	N/A	See notes for booking	
Optional *Diocesan run event*	See notes for booking	18 June 2019	Local leaders forum	<i>See notes/legend for booking details (not booked through DNEAT central office)</i>	Kathryn Wright	Diocesan House	1.30pm-4.30pm	N/A	See notes for booking	

Core/ Optional	Term	Date	Event Name	Focus	Lead/ Contributor(s)	Venue	Time	For Office use only	RSVPs inc dietary reqs DUE	
								DNEAT Officer/ Planning session		
Core	Summer 2	19 June 2019	NQT (Session 7)	Team Building Career Progression Celebrating success	Wendy Garrard	Diocesan House	1.30pm for 1.45pm start – 4.30pm			
Core	Summer 2	20 June 2019	Curriculum Dev Day (2) – English	Mapping curriculum to adapt to new priorities	Jon Nice	South Green Park, Mattishall	09.30am- 4.30pm	ALL		
Core	Summer 2	21 June 2019 <i>Please hold date</i>	Trust Wide Y6/leavers celebration event			St Andrew's Hall, Norwich	All day	ALL		
Core	Summer 2	25 June 2019	RE Assessment Moderation	This session provides an opportunity for RE leads to moderate RE across the academy trust. It will enable colleagues to share experiences of assessing pupils using the new age-related expectations, support professional dialogue about learning in RE and provide ways of ensuring there is standardisation in terms of achievement in RE.	Kathryn Wright	South Green Park, Mattishall	9.30-12.30	SM		
For info	Summer 2	26/27 June 2019	Norfolk Show							
For info	Summer 2	9 July 2019 tbc	KS2 results							
Optional	Summer 2	11 July 2019	EYFS Network/Ambassadors	• DNEAT termly self review	Alison Norman	Diocesan House	4-6pm	KG		
Core	Summer 2	11 July 2019	Curriculum Dev Day (2) – Maths	Mapping curriculum to adapt to new priorities	Anna Hogg	South Green Park, Mattishall	09.30am- 4.30pm	ALL		
Core	Summer 2	Prior to 24 July 2019	Headteachers' Regional Alliance (HRA) - <i>Summer</i>	South West	All arrangements in liaison with AGEP	South West		KG		
				West	All arrangements in liaison with AGEP	West		OB		
				East	All arrangements in liaison with AGEP	East				
END OF TERM ACTIVITIES for academies No further session/event bookings for the week c/15 July up to the end of term (other than HRA)										
Summer break	Summer break <i>From 25 July 2019</i>								Summer break	

Revision tracking

Core/Optional	Term	Event Name	Date	Time	Venue	Original Date (noted to academies)
Core	Autumn 1	EYFS Baseline Moderation	Revised - 8 October 2018	9am-12pm	South Green Park, Mattishall	2 October 2018 (14.09.18)
Optional	Autumn 1	Trust ICT strategy group meeting	16 October 2018	4pm-6pm (Twilight)	Diocesan House	N/A (21.09.18)
Optional	Autumn 1	Trust ICT strategy group meeting	4 March 2018	4pm-6pm (Twilight)	Diocesan House	N/A (21.09.18)
Optional	Autumn 1	Finance officer network	1 October 2018	10am-12.30pm	Diocesan House	N/A (24.09.2018)
Optional	Autumn 1	Admin/business managers network	Cancelled Sessions will be planned for spring and summer terms	Cancelled	Cancelled	1 October 2018 (24.09.2018)
Core	Autumn 2	EYFS Network/Ambassadors	20 November 2018 (Date not revised)	4pm-6pm (Twilight)	Revised – Diocesan House	N/A (28.09.2018)
Core	Spring 1	EYFS Network/Ambassadors	15 January 2019 (Date not revised)	4pm-6pm (Twilight)	Revised – Diocesan House	N/A (28.09.2018)
Core	Summer 2	EYFS Network/Ambassadors	11 July 2019 (Date not revised)	4pm-6pm (Twilight)	Revised – Diocesan House	N/A (28.09.2018)
Optional	Spring 1	Humanities Network/Ambassadors	Revised - 29 January 2019	4pm-6pm (Twilight)	Revised – St Michael's, Kings Lynn	23 January 2019 (28.09.2018)

	Autumn 2	Teaching Assistant JPD (South West)	14 November 2018	3.45-5.45pm (Twilight)	Swaffham Junior Academy	N/A (28.09.2018)
Optional	Autumn 2	Deputies Network (South West)	5 November 2018	4pm-6pm (Twilight)	Mundford Academy	N/A (28.09.2018)
Core	Spring 2	Teaching Assistant JPD (South West)	14 March 2019	3.45-5.45pm (Twilight)	Swaffham Junior Academy	N/A (28.09.2018)
Core	Summer 2	Curriculum Dev Day (2) – Maths	Revised – 11 July 2019	9.30am-4.30pm	South Green Park, Mattishall	4 July 2019 (28.09.2018)
Core	Summer 2	Y6 Maths Moderation	Revised – 4 June 2019	9.30am-12.30pm	South Green Park, Mattishall	11 June 2019 (5.10.2018)
Core	Summer 2	Y2 Maths Moderation	Revised – 4 June 2019	1.30pm-4.30pm	South Green Park, Mattishall	11 June 2019 (5.10.2018)
Optional	Autumn 2	High Level Data Analysis for English & Maths Subject Leaders	7 November 2018	4pm-6pm	South Green Park, Mattishall	N/A (12.10.2018) (19.10.2018)
Optional	Autumn 1	Deputies Network (East)	Revised - 27 November 2018	1.30pm	Ditchingham CofE Primary Academy	10 October 2018 (9.10.2018)

JPD Record proforma

Academy name: _____

NAME:	
COVERING THE PERIOD:	

Key Dates	What did you do?	Why?	What did you learn from this?	How have/will you use this? Any further action?

APPENDIX 5

Application procedure for time off for training / study and financial support

Application procedure for time off for training / study and financial support

- 1 We are committed to developing the skills and knowledge of our employees and will support training appropriate to job roles, subject to the needs of the Trust/Academy, and operational and budgetary considerations.
- 2 To be eligible to make a formal request under this procedure you must:
 - a) be an employee*;
 - b) have worked for us continuously for 26 weeks at the date your request is made;
 - c) have made no previous formal requests under this procedure in the last 12 months

**Some employees aged 18 or under are subject to special laws on education and training, and may not be covered by this procedure, depending on age and qualifications.*

- 3 To make a formal request under this procedure you should submit the form at the end of this Appendix to your Line Manager.
- 4 If your application for training is agreed without the need for a meeting, a copy of the signed form will be returned to you and the original will be retained on your personnel file.
- 5 Meeting

If necessary the application will be discussed with you, usually within 28 days of receiving your formal request. We will normally tell you the decision in writing within 14 days of the meeting.

- 6 We do not have to pay you while you are taking time off for study or training requested under this procedure. However, in some cases we may agree to pay you for some or all of the time off. We do not have to pay the costs of training or study requested under this procedure (including associated costs such as travel expenses). However, in some cases we may agree to meet some or all of those costs.

7 Where we reject all or part of your request, we will write to you with the following information:

- a) which part of your request is rejected;
- b) which of the grounds for rejection set out below applies and why; and
- c) the appeal procedure.

8 We may reject your request for any of the following reasons:

- a) that the proposed study or training would not in our view improve your effectiveness at work and the performance of the Trust/Academy;
- b) the burden of additional costs;
- c) detrimental effect on ability to meet the demands of the school/Academy community;
- d) inability to reorganise work among existing staff;
- e) inability to recruit additional staff;
- f) detrimental impact on quality;
- g) detrimental impact on performance;
- h) insufficiency of work during the periods that you propose to work;
- i) planned structural changes

9 You may appeal if we reject all or part of your request. Your appeal, at which you may be accompanied, must:

- a) be in writing and dated;
- b) set out the grounds on which you are appealing; and
- c) be sent to [*insert job title eg headteacher/clerk to governors*] within 5 days of receipt of the written notice of our decision.

The appeal decision will be final and you will not be able to make another formal request until 12 months after the date of your original request.

10 You must tell us in writing immediately if:

- a) you do not start the approved course for any reason (for example if it is cancelled);
- b) you do not complete the approved course; or
- c) you undertake (or wish to undertake) a different course of study or training;
- d) there are changes to the approved course, including changes to the timing or content of the course.

11 This procedure does not form part of any employee's contract of employment and we may amend it or depart from it at any time.

APPENDIX A

**APPLICATION FOR FUNDING AND/OR TIME OFF FOR TRAINING OR TO UNDERTAKE STUDY
Part A**

Name:

Job Title:

Course Title
Course Provider
Course dates (approximate if necessary)
The subject matter of the study or training
Where and when it takes place
What qualification (if any) it would lead to
How you think the study or training would improve your effectiveness at work

How you think the study or training would improve the performance of the Trust/Academy
Date(s) of any previous applications

Please complete Part B overleaf

APPLICATION FOR FUNDING AND/OR TIME OFF FOR TRAINING OR TO UNDERTAKE STUDY
Part B

Name:

Job Title:

Please tick as applicable:

A I request that the Course fees are paid by the Local Governing Body of the Academy.

The total Course fees are £ _____.

Please attach a copy of the Course provider's information on fees

B In the event that the academy will not agree to pay the Course fees then I will be fully responsible for payment.

C I will be fully responsible for payment.

If you have ticked Option A then, in consideration of this, you agree that if your employment terminates after the Trust/Academy has incurred liability for the cost of the training you will be liable to repay some or all of the fees, expenses and other costs of the Course as set out below:

- (a) if you cease employment before you attend the Course but the Trust/Academy has already incurred liability for the Costs, 100% of the Costs that the Trust/Academy cannot recover from the learning provider shall be repaid;
- (b) if you cease employment during the training course or within 12 months of completing the Course, 100% of the Costs shall be repaid;
- (c) if you cease employment more than 12 months but no more than 24 months after completing the Course, 50% of the Costs shall be repaid; or
- (d) if you cease employment more than 24 months but no more than 36 months after the completion of the Course, 25% of the Costs shall be repaid.

Thereafter, no repayment shall be required. You agree to the Trust/Academy deducting the Costs from your final salary or any outstanding payments due to you and agree to be responsible for the repayment of any outstanding amount.

I, _____ (Name) understand and accept that I may in extreme circumstances be required to absent myself from the Course and attend Trust/Academy, if directed by the Headteacher (or delegate).

I, _____ (Name) confirm that there will be no other additional expenses that will be incurred by Trust/Academy as a result of me undertaking this Course e.g. travel, books, examination fees, etc

I, _____ (Name) understand and accept that:

- Any books or resources belonging to the Trust/Academy bought by the Trust/Academy remain the property of the Trust/Academy and must be returned on completion of the Course or earlier if required.
- The Headteacher/Principal may request an attendance report from the Course tutor. If I am unable to attend for any reason I will ensure that my Line Manager is notified.
- Consent for me to undertake the Course outlined by me in this agreement is dependent on my signed and dated acceptance of the terms of the agreement.

Signed Employee: _____

Date: _____

Print Name: _____

Part C overleaf **to be completed by management**

APPLICATION FOR FUNDING AND/OR TIME OFF FOR TRAINING OR TO UNDERTAKE STUDY

Part C to be completed by management

Please tick as appropriate:

- A The application is granted in full
- B The application is granted in part. Please see the accompanying letter which sets out the reasons why the application has been rejected, in full or in part, and which provides the opportunity of an appeal.

Signed Manager: _____ Date: _____

Print Name: _____