

CHILDREN'S SERVICES PORTFOLIO

DECISION SCHEDULE



Tuesday, 1 December 2009

at 10.00 am

in Committee Room A, Civic Centre, Hartlepool

Councillor C Hill, Cabinet Member responsible for Children's Services will consider the following items.

1. **KEY DECISIONS**

No items

2. **OTHER ITEMS REQUIRING DECISION**

- 2.1 Aiming High For Disabled Children, – Provision Of A Toy/ Resource Library – *Director of Child and Adult Services*
- 2.2 Strategy And Action Plan For Children And Young People With Learning Difficulties And/Or Disabilities 2009/2012 – *Director of Child and Adult Services*
- 2.3 Family Group Conferences – *Director of Child and Adult Services*
- 2.4 Integrated Transport Joint Tender (Ref 431) – *Assistant Director of Child and Adult Services*
- 2.5 Changes In Pricing Policies – Chatham House Daycare And Bushbabies Daycare And Oscars Out Of School Service – *Director of Child and Adult Services*

3. **ITEMS FOR INFORMATION**

- 3.1 The Implementation and Development of The Common Assessment Framework (CAF) Within Hartlepool – *Director of Child and Adult Services*
- 3.2 Safeguarding Children in Hartlepool – *Director of Child and Adult Services*
- 3.3 Sure Start Children's Centres Progress Report – *Director of Child and Adult Services*
- 3.4 Children's Services Training Framework – *Director of Child and Adult Services*

4. **REPORTS FROM OVERVIEW OF SCRUTINY FORUMS**

No items

5. **LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) ORDER 2006**

EXEMPT ITEMS

Under Section 100(A)(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following items of business on the grounds that it involves the likely disclosure of exempt information as defined in the paragraphs referred to below of Part 1 of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) Order 2006

6. **KEY DECISION**

No items

7. **OTHER ITEMS REQUIRING DECISION**

No items

8. **ITEMS FOR INFORMATION**

8.1 Children's Homes: Regulation 33/34 Reports – *Director of Child and Adult Services*

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder
1 December 2009.



Report of: Director of Child and Adult Services

Subject: CHILDREN'S SERVICES TRAINING
FRAMEWORK

SUMMARY

1. PURPOSE OF REPORT

The purpose of the report is to inform the Children's Services Portfolio Holder of the main training activities which staff will be required to undertake in order to promote and further develop integrated working across children's services.

2. SUMMARY OF CONTENTS

The training framework contains those areas of work that are current priorities. The framework will be regularly updated to reflect changing needs and policies and will be further developed to include town-wide training and development on a multi agency basis across the Children's Trust in Hartlepool.

3. RELEVANCE TO PORTFOLIO MEMBER

The Portfolio Holder has responsibility for children's services issues.

4. TYPE OF DECISION

Non-key.

5. DECISION MAKING ROUTE

Via the Children's Services Portfolio Holder

6. DECISION(S) REQUIRED

The Portfolio Holder is asked to note the report.

Report of: Director of Child and Adult Services

Subject: CHILDREN'S SERVICES TRAINING
FRAMEWORK

1. PURPOSE OF REPORT

The purpose of the report is to inform the Children's Services Portfolio Holder of the main training activities which staff will be required to undertake in order to promote and further develop integrated working across children's services.

2. BACKGROUND

There are several documents that set out Government's vision for the children's workforce, for example:

- 2020 Children and Young People's Workforce Strategy (Department for Children, Schools and Families 2008).
- Building Brighter Futures: Next Steps for the Children's Workforce (Department for Children, Schools and Families 2008).
- Leading and Managing Children's Services in England: A National Professional Development Framework (Department for Children, Schools and Families 2008).

The training framework supports this vision, and the delivery of the Hartlepool Children's Workforce Strategy and the Hartlepool Children and Young People's Plan.

The training framework will be further developed under the Children's Trust to cover the needs of the wider children's workforce across Hartlepool and delivered on a multi agency basis.

3. RISK IMPLICATIONS

There are no risks associated with this report as it is providing information for the Portfolio Holder.

4. FINANCIAL CONSIDERATIONS

Funding of the training is dependent largely on grants for staff training and development from government departments (Department for Children, Schools and Families; Department of Health) and a grant for integrated working from the Children's Workforce Development Council.

5. RECOMMENDATIONS

That the Portfolio Holder notes the report.

7. BACKGROUND PAPERS

Papers attached to this report:

- Children's Services Training Framework 2009-2011
- Appendices to the training framework:
 - Divisional training programme for the children's safeguarding and specialist services division 2009/2010
 - Hartlepool Local Safeguarding Board Multi Agency training programme 2009/2010
 - Early years and schools Continuing Professional Development directory 2009/2010

8. CONTACT OFFICER

John Leach
Senior Adviser
Child and Adult Services Department
Hartlepool Borough Council
01429 523045
john.leach@hartlepool.gov.uk

Child and Adult Services Department

Children's Services Training Framework 2009–2011



This framework forms part of Hartlepool's Children's Workforce Strategy and supports the Hartlepool Children and Young People's Plan.

Background

1. The Children's Plan (DCSF 2007) sets out a powerful vision of children's services, with schools and early years settings working together and in effective partnership with children, their parents and young people, to give every child and young person the support they need, when they need it, to fulfil their potential across the five ECM outcomes.
2. Developing and supporting a vision for the children's workforce is being taken forward as part of the national "2020 Children and Young People's Workforce Strategy" (DCSF December 2008):

"... Children's Trusts should ensure that their children and young people's workforce have support and opportunities to:

- **Understand what it means to be part of the children and young people's workforce in their local area, including through induction when they first join;**
 - **Acquire a core of skills and knowledge that they share with others in the workforce;**
 - **Develop a shared approach to assessment, planning, intervention and review to meet children and young people's needs;**
 - **Learn from, and with, people from other professional and occupational backgrounds; and**
 - **Access – and to be supported to use – resources, tools and guidance that help them to work effectively together."**
3. The Children's Workforce means everyone who works with children and young people or their families (including volunteers), or who are responsible for their outcomes, as they all have a role to play in improving outcomes for children and young people.

Purpose and scope

This Training Framework:

1. Supports the development of integrated working practices and the common understanding of the shared processes and tools which support Integrated Working.
2. Builds on existing Training for Integrated Working and working practices in Hartlepool.
3. Is informed by national training materials and guidance provided by Children's Workforce Development Council (CWDC) and DCSF to support Workforce Reform and Integrated Working. Planning will be regularly reviewed and updated as required to take account of national developments and guidance.

4. Supports 'Common Core' skills and knowledge for the children's workforce. This sets out the basic skills, knowledge and understanding needed by people (including volunteers) whose work brings them into regular contact with children, young people and their families. (The 'Common Core' is currently subject to a review led by the CWDC).
5. Complements role and sector specific training and development, by supporting managers and practitioners in developing the skills, knowledge and understanding that are essential for their role in the wider children's workforce.
6. Addresses crucial safeguarding awareness and safer workforce (including safer recruitment) practices.
7. Prepares and supports staff to understand developments in the Children's Trust, and increase understanding of, and compliance with, commissioning and procurement requirements.
8. Supports the vision for the 2020 Children and Young People's Workforce Strategy, and delivery of Hartlepool's Children's Workforce Strategy and Hartlepool's Children and Young People's Plan.

The Local Authority is part of the wider children's workforce in Hartlepool under the Children's Trust which includes, for example, the voluntary sector, private sector employers and the health sector. This training framework will therefore lead to the development of a town-wide training framework, training and development programme and induction process that cover the needs of the wider children's workforce and which are delivered on a multi agency basis.

Benefits

1. This Framework:
 - Supports the aims of integrated Children's Services and Children's Trust arrangements.
 - Supports the development of integrated working and early intervention and prevention across the children's workforce in Hartlepool.
 - Supports the duty to safeguard children.
2. Planning and implementation will be coordinated by the workforce development team in the Child and Adult Services Department to ensure that dependencies and links between training and development for Integrated Working, Safeguarding, Commissioning and Procurement are effectively managed and coordinated, to avoid duplication, ensure consistency of key messages, and to maximise use of all available resources.

Process and Tools

1. The varied training programme uses a range of learning methods to develop knowledge, skills and understanding, for example e-learning, self-directed learning, face-to-face facilitation.
2. The framework will be regularly updated to continue to reflect and support current and developing practice across the children's workforce in Hartlepool.
3. The Children's Trust will:
 - support implementation and ongoing development of the framework and training programmes, and
 - monitor and evaluate impact and identify future development needs across the Children's Trust.

A range of support, networking and practice sharing opportunities will continue to be developed across the children's workforce to support, build on and embed learning provided through this training framework and its development town-wide, for example, briefings; support to managers and teams; web based advice and guidance; self assessment materials.

Programme Design and Delivery

Wherever practicable training and development activities will be designed and delivered in-house. Where external providers are needed they will be procured through the Hartlepool Borough Council Training Procurement Framework.

Professional and Occupational Development Activities

In addition to the priority areas identified in this framework it is the responsibility of managers to identify professional and occupational training and development activities relevant to their team(s) and work with occupational groups, teams and individuals, through team meetings, supervision and appraisal processes, to develop learning profiles for teams and/or individual posts. Training and development programmes for specialist professional and occupational areas are in development and an example of a completed programme (for the children's safeguarding and specialist services division) is at Appendix 1. There is also a multi-agency training programme on safeguarding, which is attached for information at Appendix 2. Also attached for information at Appendix 3 is the training programme for early years and schools.

The workforce development team in the Child and Adult Services Department will coordinate team training plans across the department.

Funding

Costs of the programme are met from grants for staff development from government departments (Department of Children, Schools and Families; Department of Health), a grant from the Children's Workforce Development Council, and the Child and Adult Services Department's budget.

Priority Areas

Integrated working

Integrated working has been identified as:

“... everyone supporting children and young people working together to put the child at the centre, meet their needs and improve their lives.” (Children's Workforce Development Council (CWDC).

“....providing the glue that binds together services and practitioners across agencies and professional groups, from leaders and managers, through middle managers, line managers and supervisors to practitioners, with families themselves.” (Building Brighter Futures: Next steps for the children's workforce, DCSF, April 2008),

and

“Integrated working is achieved through collaboration and co-ordination at all levels, across all services, in both single and multi-agency settings. It requires clear and ongoing leadership and management. At an operational level, it is facilitated by the adoption of common service delivery models, tools and processes.” (The Department for Children, Schools and Families (DCSF).

Training and development on integrated working helps to prepare the workforce for change and gain knowledge, understanding and skills that will make a significant contribution to improving outcomes for children and young people.

Integrated working is a large and complex agenda incorporating new ways of working and service delivery, a strong ethos of working together and collaboration in multi-agency settings, information sharing, and new processes and procedures. There is therefore a strong transformational element in integrated working that must be supported by a sustainable workforce for the future that is committed to continuing professional development.

The breadth of training and development activities required to promote and embed integrated working is significant and the training framework aims to meet the needs of a wide range of staff and volunteers, and achieve value for money.

Safeguarding

“All organisations that work with children share a commitment to safeguard and promote their welfare, and for many organisations that is underpinned by a statutory duty or duties. Local Authorities (LAs) that are children's services authorities have a number of specific duties to organise and plan services and to safeguard and promote the welfare of children.” (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, HM Government 2006).

Safeguarding is a shared responsibility and is, therefore, everyone's responsibility.

As a Local Authority we have particular statutory responsibilities for the safety and welfare of children and young people and **all** members of staff in Children's Services **must** undertake appropriate levels of training on safeguarding.

Children and young people have a right to be safe from harm and to be protected from those who seek to abuse or neglect them. If children and young people are to achieve the 'Every Child Matters' five outcomes it is essential that all practitioners who work with children and their families understand their responsibilities for safeguarding and promoting the welfare of children and carry these out effectively.

Participation in safeguarding training enables all staff who work with children and young people and their families to place their responsibilities for safeguarding in the context of work in promoting the welfare of children and young people and how this is an integral part of the wider range of support and services provided.

Effective joint working between agencies and professionals that have different roles and expertise is crucial, and this includes training in multi-agency settings where constructive relationships can be further developed and staff development issues shared.

Training will include: an awareness and appreciation of the role of others; emphasise shared responsibility for safeguarding and promoting the welfare of children and young people; being able to recognise when a child may require safeguarding; and knowing what to do in response to concerns about the welfare of a child. It will promote the ethos of working collaboratively with others, equality and respect diversity.

Children's Trust and Service Delivery

The term "Children's Trust" refers to:

"...the whole system of children's services, covering the work of partner agencies at every level, from the development of the overall strategy to the delivery of front-line services. But Children's Trusts are not separate organisations in their own right. Each partner retains its own responsibilities, while working together to join up services." (The Department for Children, Schools and Families DCSF)

Hartlepool Children's Trust works to keep children, young people and families at the centre of all the services that we provide and as such, it is important that the whole children's workforce have a level of understanding appropriate to their role.

Child Development

Many influences shape the developing child and the outcomes for the individual throughout and beyond childhood. Some are within the child, such as genetic factors. Others are from outside such as physical, psychological and family influences, as well as the wider neighbourhood and cultural influences.

Contemporary thinking about children's development acknowledges these different perspectives in what is called the *developmental-ecological* approach to child development.

The key factors in the *developmental-ecological* model are as follows:

- each child is an individual with individual potentialities;
- children develop along different dimensions simultaneously (biological, social, emotional and cognitive) and these areas are interlinked
- milestones are an important concept but should be used within a context that recognises each individual's potentialities;
- in relation to disabled children, milestones should be used not to emphasise difference but to identify strengths and facilitate access to services that will promote children's full potential;
- children themselves have a part in influencing their development through their behaviour and dynamic transactions with others;
- with help and support children can recover from abuse or other negative experiences but it is more difficult for those who have been seriously maltreated;
- cultural diversity is an important determinant in how individual children transact with the environment in which they live;
- children's development is influenced by many factors (including internal factors such as their temperament, and external factors such as relationships with parents) so that the circumstances in which children grow up will interact with their intrinsic capabilities.

Knowledge and understanding of the *developmental-ecological* approach to child development is vital for the children's workforce to enable practitioners to accurately assess children and young people's needs and determine appropriate intervention strategies. This is particularly important because traumatic events, such as abuse or separation, can lead to disruption or delay in the developmental processes which can be subsequently ameliorated or exacerbated the later experiences of the child.

Integrated Working

- Common Assessment Framework (CAF)
- eCAF
- ContactPoint
- Think Family
- Young People and Risky Behaviours
- Person Centred Planning

Common Assessment Framework (CAF)

Introduction

The Common Assessment Framework (CAF) is designed to provide practitioners with a standardised national approach to identifying the additional support needs of pre-birth, infants, children, and young people in relation to the 'Every Child Matters' outcomes. It is part of a process that supports early intervention, improves joint working, communication, supports the appropriate sharing of information and brings together different strands of assessment. It encourages agencies to work together in order to meet the needs of children and their families. CAF is part of a process that includes the role of a 'Lead Practitioner' and a 'Team Around The Child'.

MODULE

Introduction to CAF

Aim

To provide staff with an introduction to the role of Integrated Working, Information Sharing, CAF, Lead Practitioner, and Team Around The Child Meetings in relation to their work with the children and families of Hartlepool.

Learning Objectives

By the end of the course delegates should understand:-

- The concept and principles of integrated working and how this fits within CAF processes and supports Every Child Matters agenda.
- How to incorporate CAF within their day-to-day work
- The concept and principles of information sharing
- The need to ensure information is shared safely and legally by individuals or agencies, the legislation that supports this and the role this plays in relation to CAF.
- Where CAF sits in relation to the 'Continuum of Need' and the role it plays in supporting prevention lead services.
- How to undertake interviews and record assessments while encouraging the participation of children and parents in the process.
- How to develop strong action plans, evaluate progress and incorporate this within their work.
- The role of a Lead Practitioner / Team Around the Child, how this fits with CAF and services provision for children and families.

Target Audience

Children's Trust partners' staff

Max number of delegates - 30.

Session duration – 1 day

Programme timetable

January 2010 to December 2011

Procurement of training

In-house delivery

eCAF

Introduction

The National eCAF system allows practitioners to electronically create, store and share a CAF securely. It gives practitioners from different sectors, who are approved and trained to use the system, appropriate access to information on assessments. This allows them to participate in the delivery of the most appropriate services. In order to gain access to the CAF, practitioners need explicit consent from the young people who are the subject of the CAF and/or, where appropriate, their parents or carers.

MODULE

Using eCAF

Aim

To introduce staff to eCAF as an electronic data base and demonstrate the use of the system use in practice.

Learning Objectives

By the end of the course delegates will understand:

- What functions eCAF performs
- How eCAF promotes multi agency working
- How eCAF supports the Every Child Matters agenda
- How to use the eCAF system in practice.

Target Audience

Children's Trust partners' staff

Max numbers of delegates - 8

Session duration – 1 day

Programme timetable

March 2010 to December 2011

Procurement of training

Training will be procured under the Hartlepool Borough Council Training Procurement Framework.

ContactPoint

Introduction

ContactPoint is a list of contacts for professionals who work with children and young people. It will provide them with a quick way to find out who else is working with the same child, making it easier for them to work as a team and deliver more coordinated support. This means practitioners can spend more time delivering services to children and families. ContactPoint is part of the Department for Children, Schools and Families' Every Child Matters plan.

ContactPoint training is mandatory for ContactPoint system users and data administrators.

MODULE 1

'Using ContactPoint'

Aim

To introduce ContactPoint and explain the roles and responsibilities of those using and maintaining the system.

Learning Objectives

By the end of the course delegates should understand:

- What ContactPoint does
- How it will benefit children, young people, families and users
- The role of ContactPoint in supporting the broader aims of helping children's services work together to meet the needs of individual children and young people
- How ContactPoint manages data
- The role of users in using and maintaining the system

Target Audience

All authorised ContactPoint users in the Children's Trust

Max number of delegates per session – 8

Session duration – ½ day

Programme timetable

November 2009 – December 2010

Procurement of training

The training has been procured under the Hartlepool Borough Council Training Procurement Framework and the contract awarded to Helen Gordon Associates.

3.4 - Ch Svcs PF - 09.12.01 - Children's Services Training Framework append a

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MODULE 2

'ContactPoint User Managers'

Aim

To explore how user user managers/administrators will access and use ContactPoint to support users.

Learning Objectives

By the end of the course delegates should understand the ContactPoint organisational structure and how to:

- Manage the 'User and System Management' planned structure in ContactPoint
- Register new users
- Plan for and provide user administrative support for rollout of training
- Manage user accounts
- Carry out routine administrative functions
- Respond to user requests
- Generate reports to support audit functions
- Manage authentication tokens

Target Audience

ContactPoint user managers and administrators

Max number of delegates per session – 6

Session duration – ½ day

Programme timetable

November/December 2009

Procurement of training

In-house delivery by accredited Child and Adult Services Department staff.

MODULE 3

'ContactPoint Data Administrators'

Aim

To explore how data administrators will use ContactPoint functions and take reasonable steps to ensure records are as accurate and up to date as possible.

Learning Objectives

By the end of the course delegates should be able to:

- Interpret what is meant by data quality and its importance to the ContactPoint project
- Run standard cleaning tests to create cleaning sets
- Match, split and merge child records
- Propose, accept and reject movement of child records between accountable bodies
- Archive child records, fragments and data groups and retrieve child records from pending archive
- Flag child records after their archive period
- Shield and unshield child records
- Respond to service requests and trump child records
- Add and close disputes concerning child records
- Manage local instance accreditation
- Plan and implement data quality campaigns

Target Audience

ContactPoint data administrators

Max number of delegates per session – 6

Session duration – ½ day

Programme timetable

November/December 2009

Procurement of training

In-house delivery by accredited Child and Adult Services Department staff.

Think Family

Introduction

Think family is a whole family approach to interventions that lead to each family member receiving an integrated service through a single referral process.

MODULE

Introduction to Think Family

Aim

To provide an introduction to the principles of the Think Family concept

Learning Objectives

By the end of the course delegates should:

- Be able to adopt a Think Family approach in practice
- Understand the role of the inquisitive professional
- Understand the pathways available for intervention and how they should be used
- Accept families as partners in developing services

Target Audience

Children's Trust partners' staff

Max number of delegates per session – 30

Session duration – 1 day

Programme timetable

April 2010 – March 2011

Procurement of training

In-house delivery

Young People and Risky Behaviours

Introduction

This is a sensitive area concerned with risk factors and behaviour that can lead young people into substance misuse, criminal activity and teenage pregnancy.

MODULE 1

Introduction to identifying Risky Behaviours

Aim

To enable delegates to identify and respond to risk factors.

Learning Objectives:

By the end of the course delegates should:

- Understand what can constitute risky behaviour
- Identify indicators that alert us to risky behaviours
- Understand what methods are available to divert young people from risky behaviour

Target Audience

Children's Trust partners' staff

Max number of delegates per session – 30

Session duration – ½ day

Programme timetable

April 2010 – March 2011

Procurement of training

In-house delivery

MODULE 2

Issues of Substance Misuse

Aim

To identify issues of substance misuse and handle disclosure by working with young people and parents/carers.

Learning Objectives:

By the end of the course delegates should:

- Understand core issues on substance misuse
- Know how to handle disclosure from young people on the issue
- Know which pathways should be taken in respect of particular issues

Target Audience

Children's Trust partners' staff

Max number of delegates per session – 30

Session duration – ½ day

Programme timetable

April 2010 – March 2011

Procurement of training

In-house delivery and procurement of training under the Hartlepool Borough Council Training Procurement Framework.

MODULE 3

Issues of Crime

Aim

To identify issues of crime and handle disclosure by working with young people and parents/carers.

Learning Objectives :

By the end of the course delegates should:

- Understand core issues on crime among young people
- Know how to handle disclosure from young people on the issue
- Know which pathways should be taken in respect of particular issues

Target Audience

Children's Trust partners' staff

Max number of delegates per session – 30

Session duration – ½ day

Programme timetable

April 2010 – March 2011

Procurement of training

In-house delivery and procurement of training under the Hartlepool Borough Council Training Procurement Framework.

MODULE 4

Issues of Teenage Pregnancy

Aim

To identify issues of Teenage Pregnancy and handle disclosure by working with young people and parents/carers.

Learning Objectives :

By the end of the course delegates should:

- Understand core issues on Teenage Pregnancy
- Know how to handle disclosure on the issue
- Know which pathways should be taken in respect of particular issues

Target Audience

Children's Trust partners' staff

Max number of delegates per session – 30

Session duration – ½ day

Programme timetable

April 2010 – March 2011

Procurement of training

In-house delivery and procurement of training under the Hartlepool Borough Council Training Procurement Framework.

Person Centered Planning

Introduction

Person Centered planning and approaches are usually associated with disabled young people making their transition from children's services to adult services. In Hartlepool, we promote a person centered approach to working with disabled children and their families from birth and throughout their childhood.

Person Centered planning and thinking skills give us a framework from which we can listen to people and learn about important aspects of the person's interests and needs. This is sometimes referred to as person-centeredness; it is about intentionally being with people that may or may not include planning.

MODULE

Introduction to Person Centered Thinking Skills: the foundation of Person Centered planning.

Aim

To create a learning environment in which delegates can examine and challenge their approaches to working with disabled children and young people, promoting a person centered approach.

Learning Objectives

By the end of the course delegates should:

- Have a greater understanding of the principles of Person Centered thinking and planning.
- Have a greater understanding of how the Person Centered approach can lead to more meaningful planning **with** the child, their family and the young person.
- Have had the opportunity to practice Person Centered thinking skills and think how they could be used in practice.
- Have had the opportunity to examine their own practice and considered how they could use Person Centered thinking in practice with young people.

Target Audience

All practitioners in Child and Adult services; partner agencies and practitioners from the voluntary and private sectors working with disabled children and young people in

Hartlepool. The training will be available to parents and for young people where appropriate.

Maximum number of delegates per session - 30

Session duration – 1 day

Programme Timetable

January 2010 to December 2010

Procurement of training

In-house delivery alongside a parent or young person

SAFEGUARDING

- Introduction to Child Protection
- Effective multi agency working in child protection
- Child Protection and Information Sharing
- Safer Workforce Recruitment and Selection
- Managing Allegations against Staff

Child Protection

Introduction

Safeguarding is a shared responsibility and is, therefore, everyone's responsibility. All members of staff must undertake appropriate levels of training on safeguarding.

There is a separate specialist training programme for safeguarding and specialist services staff (see Appendix 2) and there is also a Local Safeguarding Children Board training programme (see Appendix 3). The modules outlined below on child protection are drawn from those programmes and applied under this framework the children's services workforce in the Child and Adult Services Department. In addition, there are modules below on safer recruitment and safeguarding drawn from the corporate Leadership and Management Development Programme.

MODULE 1

Introduction to Child Protection

Aim

To gain a basic understanding of safeguarding children and what to do if you are worried about a child.

Learning Objectives

By the end of the course delegates should:

- Understand what is meant by safeguarding and promoting the welfare of children
- Have gained an awareness of statutory duties, including confidentiality and information sharing
- Understand roles and responsibilities
- Have gained awareness of how to deal with disclosures
- Have a basic understanding of monitoring and recordkeeping
- Have an understanding of statutory and local guidance in relation to child protection
- Have a basic understanding of the physical and emotional needs of children and young people
- Have an awareness of definitions and signs and symptoms of abuse
- Be fully aware of the multi-agency document "What to do if you are worried that a child is being abused."

Target Audience

This module is mandatory for all staff in children's services in the Child and Adult Services Department.

Max number of delegates per session – 25

Session duration – ½ day

Programme timetable

November 2009 to March 2010

Procurement of training

In-house delivery

MODULE 2

Effective Multi Agency Working in Child Protection

Aim

To enable multi agency practitioners to work effectively on the child protection area and strengthen multi agency collaboration and joint working.

Learning Objectives

By the end of the course delegates should:

- Have increased confidence in contributing to the child protection processes
- Have enhanced knowledge and understanding of effective safeguarding practice
- Know how to make meetings effective
- Have enhanced understanding and skills in partnership working

Target Audience

This module is mandatory for all staff in children's services in the Child and Adult Services Department who work in front-line child protection services and staff whose roles include an element of child protection.

Max number of delegates per session – 25

Session duration – ½ day

Programme timetable

November 2009 to March 2010

Procurement of training

In-house delivery

MODULE 3

Child Protection and Information Sharing

Aim

To promote and enhance effective information sharing within child and adult services.

Learning objectives

By the end of the course delegates should:

- Understand the key issues in relation to information sharing both nationally and in Hartlepool
- Understand the principles and processes of information sharing in a range of situations
- Understand the principles and processes associated with consent to share information
- Understand the legislation that governs information sharing
- Be able to apply the information sharing key principles to support decision making

Target Audience

All practitioners in Child and Adult Services.

Max number of delegates per session – 25

Session duration – 1 day

Programme timetable

November 2009 to March 2010

Procurement of training

In-house delivery

MODULES 4 AND 5

Safer Workforce Recruitment and Selection

These modules are part of the corporate Leadership and Management Development Programme, where they are described as follows:

“This course covers the Recruitment and Selection process and introduces delegates to safe-guarding which will reduce the risk of appointing someone who is un-suitable to work with children, young people and vulnerable adults thus reducing the risks of abuse taking place.

Target Audience

Module 1: Any Manager/Supervisor involved in the recruitment and selection of any staff

Module 2: Any Manager/Supervisor involved in the recruitment and selection of any post which meets the safeguarding Requirements.

Course Duration

Module 1: 9.30am-12.30pm

Module 2: 1.30pm-5.00pm

Delivered by: Members of the Human Resources Division & Children's Services Officers

This course is divided into two modules. All managers must complete the Module 1 before they can participate in the recruitment and selection process.

Managers involved in recruiting to posts that meet safeguarding requirements i.e. positions where the nature of the job and/or the setting in which they work provides access to young children, young people or vulnerable adults and/or sensitive information about these individuals must also complete Module 2.

If both modules are required it is essential that they are completed on the same day.

Module 1 – Recruitment & Selection: The Process

This module looks at best practice within recruitment and Selection and covers:

- Planning
- Job Descriptions
- Person Specifications
- Advertising
- Application Forms
- Short Listing
- References
- Interview Preparation
- Pre-Employment Checks
- Induction Arrangements

Module 2 – Safer Recruitment and Safeguarding

This module examines the need for ongoing awareness and vigilance and considers how to develop and maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.

This module will discuss topics of a sensitive nature and may have an emotional impact on delegates.

Note: This course does not include interview skills, this is available separately, please contact your Departmental Workforce Development Representative for further information.

Course dates:

13 October 2009	09 March 2010
08 December 2009	27 April 2010
19 January 2010	25 May 2010
23 February 2010	22 June 2010"

MODULE 6

Managing Allegations against Staff

Aim

To raise awareness of the Local Safeguarding Children Board procedure and arrangements for managing allegations against people who work with children.

Learning objectives

By the end of the course delegates should:

- Understand what the arrangements are for managing allegations against people who work with children.
- Be able to respond appropriately if an allegation is received
- Be familiar with the role of the Local Authority Designated Officer
- Be able to set arrangements for managing allegations against people who work with children in the context of child protection procedures and understand the differences between them.

Target Audience

Children's Trust partners' staff

Max number of delegates per session – 25

Session duration – ½ day

Programme timetable

November 2009 to March 2010

Procurement of training

In-house delivery

CHILDREN'S TRUST AND SERVICE DELIVERY

- Children's Trust
- Commissioning and Procurement

Children's Trust

Introduction

Hartlepool Children's Trust works to keep children, young people and families at the centre of all the services that we provide and as such, it is important that the whole children's workforce have a level of understanding appropriate to their role.

MODULE

'Introduction to the Hartlepool Children's Trust'

Aim

To give all staff an awareness of the purpose and remit of the Children's Trust and how it operates.

Learning Objectives

By the end of the course delegates should understand:

- Why we have a Children's Trust
- What the Children's Trust is responsible for
- How the Children's Trust is structured, how its membership is determined, and how it makes decisions

Target Audience

Children's Trust partners' staff

Max number of delegates per session – 40

Session duration – 1 hour

Programme timetable

January – December 2010

Procurement of training

In-house delivery

Commissioning and Procurement

Introduction

In a national context, commissioning lies at the heart of the *Every Child Matters* agenda. By commissioning effective services the local authority will better position itself to improve the life chances of young people.

Locally, the effective commissioning and procurement of services is integral to the Council's wider programme of reforming services. There is a need to ensure the delivery of high quality services that can also demonstrate value for money. There is an ongoing need to ensure that services provided by the department are commissioned in a way that is open, fair and equitable. This includes the ongoing monitoring of services to ensure that the department is getting the best possible deal.

Commissioning and procurement training is mandatory for all budget holders and those with responsibilities for procurement and purchasing.

MODULE

'Commissioning and procuring goods and services for children, young people and their families'

Aim

To introduce commissioning and the procurement processes and explain the roles and responsibilities of budget holders and those with responsibilities for procurement and purchasing.

Learning Objectives

By the end of the course delegates should understand:

- The importance of commissioning and procuring goods and services effectively to achieve maximum value for money and positive outcomes for children and young people;
- The requirement to adhere to Hartlepool Borough Council's contract procedure rules and the consequences of failing to do so;
- The important aspects of EU and UK procurement law;
- The business processes to be followed when commissioning and procuring goods and services; and
- The contribution commissioning and procurement can make to the business transformation programme and potential de-commissioning of services.

Target Audience

All children's services staff who are budget holders and those with responsibilities for procurement and purchasing goods and services for the provision of services to children, young people and their families.

Maximum of delegates per session – 20

Session duration – ½ day

Programme timetable

November 2009 – January 2010

Procurement of training

In-house delivery

CHILD DEVELOPMENT

- Early years 0 – 5
- Middle years 5 – 13
- Teenage years 13 – 19
- Understanding attachment and its significance in children's development

Child Development

Introduction

Many influences shape the developing child and the outcomes for the individual throughout and beyond childhood. Some are within the child, such as genetic factors. Others are from outside such as physical, psychological and family influences, as well as the wider neighbourhood and cultural influences.

Contemporary thinking about children's development acknowledges these different perspectives in what is called the *developmental-ecological* approach to child development.

Knowledge and understanding of the *developmental-ecological* approach to child development is vital for the children's workforce to enable practitioners to accurately assess children and young people's needs and determine appropriate intervention strategies. This is particularly important because traumatic events, such as abuse or separation, can lead to disruption or delay in the developmental processes which can be subsequently ameliorated or exacerbated in the later experiences of the child.

MODULE 1

Child Development - Early Years 0 – 5

Aim

To provide an overview of key child development theory in the early years and facilitate understanding of the inter-relationship between with-in child and external factors on a young child's development

Learning Objectives

By the end of the course delegates should:

- Have a theoretical understanding of the critical developmental dimensions (biological, social, emotional and cognitive) of human development during this period so that practitioners are supported in their assessment of children's needs.
- Recognise that genetics, maturation and the social environment are interrelated in influencing developmental outcomes
- Recognise the key vulnerabilities and adversities that can threaten healthy development during this period with a particular focus on attachment issues

Target Audience

Children's Trust partners' staff

Max number of delegates per session – 20

Session duration – 1 day

Programme timetable

April 2010 – March 2011

Procurement of training

Procurement of training under the Hartlepool Borough Council Training Procurement Framework

MODULE 2

Child Development – The Middle Years 5 -13yrs

Aim

To provide an overview of key child development theory in these middle years and facilitate understanding of the inter-relationship between with-in child and external factors on a child's development

Learning Objectives

By the end of the course delegates should:

- Have a theoretical understanding of the critical developmental dimensions (biological, social, emotional and cognitive) of human development during this period so that practitioners are supported in their assessment of children's needs.
- Recognise that genetics, maturation and the social environment are interrelated in influencing developmental outcomes
- Recognise the key vulnerabilities and adversities that can threaten healthy development during this period, in particular why some young people engage in risky behaviours.

Target Audience

Children's Trust partners' staff

Max number of delegates per session – 20

Session duration – 1 day

Programme timetable

April 2010 – March 2011

Procurement of training

Procurement of training under the Hartlepool Borough Council Training Procurement Framework

MODULE 3

Young People's Development – The Teenage Years 13 – 19yrs

Aim

To provide an overview of key developments in these teenage years, consider how physiological and psychological changes impact on behaviour and consider appropriate strategies to promote positive interaction.

Learning Objectives

By the end of the course delegates should:

- Understand theory so that practitioners are supported in their assessment of children's development
- Understand the critical developmental dimensions (biological, social, emotional and cognitive) in this period of human development
- Recognise that genetics, maturation and the social environment are interrelated in influencing developmental outcomes
- Recognise the key vulnerabilities and adversities that can threaten healthy development during this period, in particular why some young people engage in risky behaviours.
- Understand how self esteem changes during adolescence
- Understand how to promote positive interaction

Target Audience

Children's Trust partners' staff

Max number of delegates per session – 20

Session duration – 1 day

Programme timetable

April 2010 – March 2011

Procurement of training

Procurement of training under the Hartlepool Borough Council Training Procurement Framework

MODULE 4

Understanding attachment and its significance in children's development

Aim

To understand the impact of early experiences on children's development, with a particular focus on attachment and building resilience.

Learning Objectives

By the end of the course delegates should be able to:

- Outline the concept of attachment and its significance in children's development;
- Describe how children form attachments and how different attachment patterns develop;
- Consider and comment on the impact of abuse and neglect on children;
- Apply their knowledge of child development and attachment theory to assessing children's needs;
- Identify key factors that promote resilience and positive outcomes for children and young people.

Target Audience

Children's Trust partners' staff

Max number of delegates per session – 20

Session duration – 1 day

Programme timetable

April 2010 – March 2011

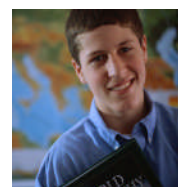
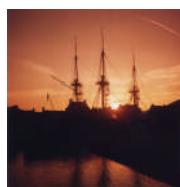
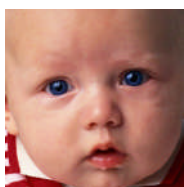
Procurement of training

Procurement of training under the Hartlepool Borough Council Training Procurement Framework

SAFEGUARDING AND SPECIALIST SERVICES



TRAINING DIRECTORY 2009/2010



CHILDREN'S SERVICES in Hartlepool

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INTRODUCTION

SAFEGUARDING AND SPECIALIST SERVICES TRAINING PROGRAMME 2009/10

Welcome to the Hartlepool Borough Council Safeguarding and Specialist Services Training Directory 2009/10. Our aim is, through the provision of suitable training, to ensure staff have the appropriate levels of skills and knowledge which will enable them to effectively carry out their role for children and young people.

- Applications for all courses must be on the form included in the back of the booklet.
- We cannot accept telephone bookings – please use the application form at the back of this brochure.
- Applications should be made **AT LEAST FOUR WEEKS BEFORE THE COURSE DATE.**
- Cancellations must also be in writing. A note, fax or email is sufficient.

Please send application forms as early as possible to:

Workforce Development
Children's Services Department
Level 4
Civic Centre, Victoria Road
Hartlepool
TS24 8AY
Fax: 01429 284235

Email address: **childrenservicestraining@hartlepool.gov.uk**

Please note that if a course is two/three/four etc, all dates must be attended.

For courses that are identified as mandatory, if this is specific to your role then attendance is compulsory. If you are unable to attend, notification in writing must be sent from your Business Unit Manager to Workforce Development.

Please note that a recharge policy now applies to any cancellations (£30 for no-shows and cancellations made less than one week before the course).

Workforce Development Team

Louise Wood, Workforce Development Officer - louise.wood@hartlepool.gov.uk

Maria Richardson, Training Co-ordinator - maria.richardson@hartlepool.gov.uk

Advanced Court Skills

Dates: 02.12.2009 and 03.12.2009 (2 Day Course) **or**
08.12.2009 and 09.12.2009 (2 Day Course)

Times: 9.00am – 5.00pm

Venue: Historic Quay

Who should attend: Social Workers / Team Managers

Trainer: Bond Solon

Course Aim:

This course aims to enhance experienced Social Workers competencies, confidence and effectiveness in Children's Act proceedings and other hearings. The course focuses on developing Social Workers knowledge of the legal system and how their roles operate within it.

Learning Outcomes:

By the end of the course delegates should:

- Understand the difference between different types of available evidence, including information and facts, and maintain best practice in recording and note taking to enhance the reliability and credibility of evidence.
- Understand the necessary knowledge and skills required to ensure they can conduct their professional role throughout the whole process.
- Develop knowledge of law, evidence and procedure to understand the way that the court and lawyers consider evidence and assess risk to children.
- Demonstrate skills in written evidence and in giving oral evidence effectively.
- Understand the management of information and analysis so as to determine what has been proved, how to prove it and explain decision making competently and confidently.

AIMS Comprehensive Assessment and Intervention Training for Adolescents who Display Sexually Harmful Behaviour

Dates: TBC

Times: TBC

Venue: TBC

Who should attend: Social Workers

Trainer: AIM Project

Course Aim:

This course aims to follow on from the Initial Assessment course. The content looks at a model of comprehensive assessment, outline techniques for exploring sensitive issues with young people and motivating them to work towards future safe behaviours, as well as identifying a young persons needs. The training will provide practitioners with a flexible modular programme of individual and direct work.

Learning Outcomes:

By the end of the course delegates should: TBC

AIM 2 Initial Assessment for Adolescents who Display Sexually Harmful Behaviour

Dates: 21.01.10 and 22.01.10 (2 Day Course)

Times: 9.00am – 5.00pm

Venue: Historic Quay

Who should attend: Social Workers

Trainer: AIM Project

Course Aim:

This course aims to identify current knowledge and research relating to sexually harmful adolescents and present the AIM 2 Initial Assessment Model for application.

Learning Outcomes:

By the end of the course delegates should: TBC

Assessing Children of Parents that Substance Misuse

Dates: 10.06.2009 and 23.06.2009 and 25.06.2009 (3 Day Course) **or**
02.02.2010 and 09.02.2010 and 23.02.2010 (3 Day Course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Social Workers / Principle Practitioners / Team Managers

Trainer: Ian Mitchell and Martin Fletcher

Course Information:

This course aims to enable participants to understand and identify the dangers and effect of 'Hidden Harm', along with engaging with families in identifying substance misuse. The course also aims to effectively assess and intervene with children and young people living with and suffering the effects of 'Hidden Harm'.

Learning Outcomes:

By the end of the course delegates should:

- Demonstrate appropriate and effective interventions.
- Have a working knowledge of commonly misused substances, their appearance and effects.
- Improve confidence in areas relating to parental substance misuse and the impact this has on children in families (while maintaining the focus on the child's needs).
- Investigated knowledge base in relation to substance misuse.
- Improve effective case planning.
- Have applied assessment models & tools using case studies, to assess the needs of children experiencing 'Hidden Harm'.

PLEASE NOTE THIS COURSE IS
MANDATORY FOR STAFF

Assessing Foster Carers and Adopters

Dates: 25.01.2010 and 26.01.2010 (2 Day Course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Social Workers / Team Managers

Trainer: Brenda Brodie from Jo Fox Associates

Course Aim:

This course aims to ensure that assessments of both stranger carers and family and friends carers are objective, analytical and evidenced.

Learning Outcomes:

By the end of the course delegates should:

- Demonstrated collective experience to advance assessment skills with emphasis on achieving safe and nurturing placements.
- Understand the importance of having to remain fresh and creative while undertaking this important task.

Assessing Parenting Skills

Dates: 29.09.2009 (1 Day Course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Social Workers

Trainer: BAAF

Course Aim:

To introduce and familiarise course participants to the concept of Assessing Parenting Skills and introduce participants to the Hartlepool Parenting Assessment model.

Learning Outcomes:

By the end of the course delegates should:

- Describe the role, responsibilities and tasks of parenting throughout the child's life.
- Identify factors that influence parenting and the impact these may have on outcomes for children.
- Demonstrate understanding of why we need to assess parenting skills and understanding of appropriate techniques used in assessing parenting skills.
- Describe the key elements of the parent practitioner's role, personal qualities required in this role and key elements of partnership working.
- Identify own attitudes and beliefs in work with parents. .

Best Practice

Dates: 19.10.2009 and 20.10.2009 (2 Day Course) **or**
18.01.2010 and 19.01.2010 (2 Day Course)

Times: 9.00am – 5.00pm

Venue: University of Teesside

Who should attend: Social Workers / Team Managers

Trainer: Neil Ventress, University of Teesside

Course Aim:

This two day course aims to introduce participants to the complexities of the safeguarding process and provide the knowledge that they need to keep children safe.

Learning Outcomes:

By the end of the course delegates should:

- Have an awareness of their own value base around issues of safeguarding children.
- Be able to recognise and assess the signs and symptoms of abuse.
- Be aware of the complexity of defining abuse, with particular reference to 'messages from research'.
- Be able to recognise those parental behaviours that are potentially harmful to children.
- Identify their legal and procedural responsibilities where there are concerns for a child.
- Understand the local safeguarding framework, the professionals involved and their responsibilities.
- Have an awareness of the specific needs of children who have disabilities.
- Be aware of the importance of working in partnership with parents and children.
- Be aware of best practice in safeguarding children.

Chairing Case Conferences and LAC Reviews

Dates: 29.06.2009 (1 Day Course)

Times: 9.30am – 4.30pm

Venue: Lynnfield Children's Centre

Who should attend: IRO's / Team Managers

Trainer: Maggie Sivitar from Jo Fox Associates

Course Aim:

This course aims to provide delegates with the skills needed to effectively chair Case Conferences, ensuring full participation from all involved.

Learning Outcomes:

By the end of the course delegates should:

- Describe the role of the chair.
- Understand the details of making a meeting work for children and participants drawing on the strengthening families model of empathically supporting families in crisis.
- Facilitate participation for children, young people, parents and families.
- Motivate participants and promote engagement with the plan after the meeting.
- Understand the role of conflict and how this can be managed / resolved to reach a consensus.
- Achieve the best outcomes for children.
- Identify the balance of power.

Communicating with Children & Life Story Work

Dates: 07.10.2009 (1 Day Course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Social Workers

Trainer: BAAF

Course Aim:

This course aims to provide an opportunity for participants to refresh and develop their understanding of the range of methods which can be used to facilitate communication with children and young people.

Learning Outcomes:

By the end of the course delegates should:

- Understand some of the frameworks for direct work with children, distinguishing between play related communications and play therapy.
- Explore the purposes of direct work.
- Understand the complexities in beginning work with a child.
- Identify a range of techniques for direct work, including aspect of Life Story Work.
- Identify the importance of 'good' goodbyes.

Developing your Confidence in Public Law

Dates: 20.04.2009 (1 Day course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Social Workers / Team Managers

Trainer: Paul Greenhalgh and Kathy Webb

Course Aim:

This course aims to identify good practice in preparing for contested or Final Hearings and improving the quality of your filed reports, chronologies and care plans. Participants will have increased confidence in the court room.

Learning Outcomes:

By the end of the course delegates should:

- Investigate statements and chronologies, including what to include and how long it should be.
- Demonstrate writing a care plan with clear and concise plans and clarity with regard to contact.
- Describe what to expect when attending a Court Hearing, along with briefing your solicitor, understanding the lawyers role, court etiquette and general tips on giving evidence.
- Details of examination in chief and cross examination.

Domestic Violence Awareness

Dates: 09.04.2009 (1 Day Course)

Times: 9.30am – 4.30pm

Venue: Borough Hall

Who should attend: All Social Care Staff

Trainer: Harbour, In conjunction with HBC Adult and Community Services

Course Information:

By the end of the session delegates will have an in depth knowledge of a range of issues surrounding Domestic Abuse. Delegates will have the knowledge and confidence to refer clients into Harbour support services.

Learning outcomes:

By the end of the course delegates should:

- Highlight what domestic abuse is.
- Highlight the dynamics of an abusive relationship.
- Provide information on power and control wheel.
- Provide information on the Stockholm model.
- Highlight the effect of Domestic Abuse on women, men and children.
- Highlight statistics surrounding Domestic Abuse.
- Highlight barriers to leaving an abusive relationship.
- Highlight best practice when working with survivors of Domestic Abuse.
- Provide information on services that support survivors of Domestic Abuse.
- Provide referral forms and protocols for referring clients to Harbour.

Enhanced Assessment Skills

Dates: 03.11.2009 (1 Day Course)

Times: 9.30am – 5.00pm

Venue: Historic Quay

Who should attend: Team Managers / Principal Practitioners

Trainer: Alison Burgess from Jo Fox Associates

Course Aim: TBC

Learning Outcomes:

By the end of the course delegates should: TBC

Essential Best Practice in Court Skills for Social Workers

Dates: 24.09.09 and 25.09.2009 (2 Day Course)

Times: 9.00am – 5.00pm

Venue: Historic Quay

Who should attend: Social Workers / Team Managers

Trainer: Bond Solon Legal Services

Course Aim:

This course aims to equip delegates without enforcement, prosecution or regularity responsibilities with essential knowledge of law, evidence and procedure for their day-to-day roles in conducting investigations.

Learning Outcomes:

By the end of the course delegates should:

- Understand relevant legislation, court processes and procedures.
- Recognise different types of evidence, including oral, documentary, hearsay, circumstantial and real.
- Collect reliable and admissible evidence.
- Distinguish between facts, inferences and opinions.
- Understand the difference between notes and reports.
- Create, maintain and enhance best practice standards in record keeping and note taking.
- Experience cross examination to reinforce the importance of record keeping

Family Group Conferences

Dates: 13.01.2010 and 15.01.2010 (2 Day Course)

Times: 9.30am – 5.00pm

Venue: Historic Quay

Who should attend: IRO's / Social Workers / Team Managers

Trainer: Maggie Sivitar from Jo Fox Associates

Course Aim: TBC

Learning Outcomes:

By the end of the course delegates should: TBC

Fire Safety

Date: Arranged on request

Time: Arranged on request

Venue: Arranged on request

Who should attend: All Residential Social Care Staff

Trainer: Frank Douglass from HBC Health and Safety

Course Aim:

This course aims to explain the causes of fire, the elements needed to start a fire, actions to take in the event of a fire and how to take precautions to minimise the risk of fire.

Learning Objectives:

By the end of the course delegates should:

- Identify the three elements required to create a fire.
- Identify the likely causes of fire.
- Identify what to do on discovering a fire and necessary evacuation or 'stay put' procedures in line with their organisation procedure.
- Identify assembly points and escape routes.
- Identify their responsibilities under relevant legislation.
- Identify precautions to take to minimise the risk to fire.

Food Hygiene Awareness

Dates: Arranged on request

Times: Arranged on request

Venue: Arranged on request

Who should attend: All Residential Social Care Staff

Trainer: TBC

Course Aim:

The aim of the course is for participants to be able to identify how to prepare, cook and store food safely following food safety legislation.

Learning Outcomes:

By the end of the course delegates should be aware of:

- Their responsibilities under the Food Safety Act and Food Safety Regulations.
- The requirements for the reporting of illness.
- How bacteria is spread.
- The importance of personal hygiene and hand washing and how to do this effectively.
- How good food hygiene contributes to the safety and well being of individuals.
- The effect food poisoning can have on individuals.
- How to prepare food safely and hygienically.
- How to ensure the area used for preparation of food is correctly cleaned.
- How to protect food from anything that can cause harm.
- The correct temperatures for refrigerated and frozen foods.
- Food safety hazards and the action needed to ensure that it causes no harm.
- The different methods for cleaning and sterilisation of food and sterilisation of food contact surfaces.

Framework for Assessment and Care Planning

Dates: 21.07.2009 and 22.07.2009 (2 Day Course) or
05.10.2009 and 06.10.2009 (2 Day Course)

Times: 9.30am – 4.30pm

Venue: Educational Development Centre
Lynnfield Children's Centre

Who should attend: Social Workers / Team Managers

Trainer: Maggie Sivitar and Jo Fox from Jo Fox Associates

Course Aim: TBC

Learning Outcomes:

By the end of the course delegates should: TBC

**PLEASE NOTE THIS COURSE IS
MANDATORY FOR STAFF**

Good Complaints Handling

Dates: 09.09.2009 (1 Day Course) **or**
25.11.2009 (1 Day Course)

Times: 10.00am – 4.00pm

Venue: Historic Quay

Who should attend: Social Workers / Team Managers

Trainer: Ombudsman from Office of Local Government

Course Aim:

This one day course aims to investigate complaints in Social Services developed and delivered by experienced Local Government Officers. Participants can draw on a fund of knowledge gained from our experience of over three decades of complaints investigation.

Learning Outcomes:

By the end of the course delegates should:

- Identify complaints.
- Evaluate information and make sound decisions.
- Understand how to communicate decisions effectively.
- Determine how to resolve and learn from complaints.
- Assess how to overcome common problems.

Hair Alcohol Testing

Dates: 30.11.2009 (1 Day Course)

Times: 11.30am – 1.00pm

Venue: Historic Quay

Who should attend: Social Workers / Team Managers

Trainer: Mr Rod de Albornoz

Course Aim:

This course is designed to provide an overview on the latest medical breakthrough used in numerous child protection hearings. Hair alcohol testing can now provide evidence of long term alcohol dependency in excess of 3 months.

Learning Outcomes:

By the end of the course delegates should:

- Understanding of background and evolution of alcohol testing.
- Understanding the technology.
- Demonstrate the testing process.
- Knowledge of hair alcohol testing limitations.
- Details of hair drug V's hair alcohol.
- Reflect on case studies.
- Consider objections and suggested responses.
- Understand statistics on hair alcohol testing.

Induction Standards

Dates: 27.03.09, 21.04.09, 06.05.09, 02.06.09, 30.06.09 (5 day course) **or**
28.10.09, 29.10.09, 18.11.09, 23.11.09, 16.12.09 (5 day course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Social Workers (NQSW)

Trainer: Ian Mitchell & Martin Fletcher

Course Aim:

This course aims to provide a social work induction package that incorporates a mix of approaches as set out in Children's Workforce Induction Standards and will explore, study, explain and ensure delegates understand how each standard is relevant to their work.

Learning Outcomes:

By the end of the course delegates should:

- Examined, discussed and mapped each standard to their own work experience.
- Explored, practised and understood key areas of law, policy and procedure relevant to the effective performance of each standard.
- Provide examples for their workbook for each standard.
- Participate in both a group and learning process.

Initial Enquiry

Dates: 06.04.2009 and 07.04.2009 and 08.04.2009 (3 Day Course) **or**
30.11.2009 and 01.12.2009 and 02.12.2009 (3 Day Course) **or**
29.04.2010 and 30.04.2010 and 31.04.2010 (3 Day Course)

Times: 9.30am – 5.00pm

Venue: University of Teesside

Who should attend: Social Workers / Team Managers

Trainer: Neil Ventress, University of Teesside

Course Aim:

The three day course explores communication with families, children and professional colleagues, prompting choice in our interventions, assessment of risk and networks, recording, working as part as a team, evaluating effectiveness and working in an ethically responsible manner. It is a key element of the training programme which enables social work staff to participate fully in responding to concerns about the welfare or safety of children.

Learning Outcomes:

By the end of the course delegates should:

- Understand the legal framework within which initial enquiries are carried out.
- Demonstrate a range of skills used in engaging with and supporting children and their families.
- Work as an effective member of the team, the Department and the inter-agency network.
- Understand the power dynamics of the working relationship.
- Consider the impact of social work intervention and how this can be made more positive for families.
- Understand and be able to carry out the initial enquiry process.
- Reflect on their practice around initial enquires and seek ways to improve it.

Joint Investigation

Dates: TBC

Times: 9.00am – 5.00pm

Venue: University of Teesside

Who should attend: Social Workers / Team Managers

Trainer: Neil Ventress, University of Teesside

Course Aim:

This course aims to prepare professionals in the fields of child protection, to undertake the demanding task of interviewing children in cases of suspected child abuse, in an appropriate, ethical and professional manner meeting all the statutory requirements.

Learning Outcomes:

By the end of the course delegates should:

- Demonstrate a critical understanding in practice of the aetiology of child abuse.
- Demonstrate a comprehensive and detailed professional knowledge of the clinical effects of child abuse, physical, sexual and emotional, and the principles and practice of risk analysis and risk assessment, as applied to the field of child protection studies.
- Synthesis the range of knowledge relevant to the joint investigations, including the operational roles off all practice agencies.
- Describe and demonstrate detailed knowledge of the legal mandate for their interventions, including adherence to national guidance.
- Demonstrate an explicit and comprehensive understanding of research findings concerning the characteristics, behaviours and dangers posed by child abusers.
- Ensure the reflection is critical.
- Critically evaluate their value base in practice.
- Critically analyse and evaluate their interview intervention.
- Clearly identify and evaluate methods and theories used in practice.

Managing Effective Meetings

Dates: 30.06.2009 (1 Day Course)

Times: 9.30am – 5.00pm

Venue: Lynnfield Children's Centre

Who should attend: IRO's / Team Mangers / Social Workers

Trainer: Maggie Sivitar from Jo Fox Associates

Course Aim:

To provide participants with the skill to make their meetings productive and effective ensuring the full participation of all involved.

Learning Objectives:

By the end of the course delegates should:

- Identify what meetings are for.
- Understand how to make meetings work.
- Define SMART meeting outcomes.
- Identify how to reach consensus.
- Know how to facilitate.

Parenting the Public Child

Dates: 03.03.2009 and 17.03.2009 and 23.03.2009 (3 Day Course) **or**
5.10.2009 and 12.10.2009 and 19.10.2009 (3 Day Course)

Times: 9.30am – 5.00pm

Venue: Historic Quay

Who should attend: Social Workers / Team Managers

Trainer: Brenda Brodie from Jo Fox Associates

Course Aim:

This course aims to give participants an understanding of the importance of being a good 'corporate' parent.

Learning Outcomes:

By the end of the course delegates should:

- Examined legal and performance framework.
- Identify the legislation and policy framework developed to support children who are looked after.
- Understand the roles and responsibilities of all people involved with children looked after.
- Identify the additional needs of the child who is looked after and understand the concept of 'permanency'.
- Understand how to support placements of children looked after, including the use of disruption meetings.

PLEASE NOTE THIS COURSE IS
MANDATORY FOR STAFF

Performance Management and Quality Assurance

Dates: 26.11.2009 and 27.11.2009 (2 Day Course) **or**
07.01.2010 and 08.01.2010 (2 Day Course) **or**
18.02.2010 and 19.02.2010 (2 Day Course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Principal Practitioners / Team Managers

Trainer: Fareena Shaheed from Jo Fox Associates

Course Aim: TBC

Learning Outcomes:

By the end of the course delegates should: TBC

Preparing Child Permanence Reports

Dates: 16.07.2009 (1 Day Course) or
02.03.2010 (1 Day Course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Social Workers

Trainer: BAAF

Course Aim:

This course aims to give you knowledge of the purpose and function of child permanence report legislative framework along with your contribution towards it. It will explain the barriers to contributing effectively as well as preparing the child for permanence through the use of flow charts. This course will also explain the child's needs and identifying matching requirements.

Learning Outcomes:

By the end of the course delegates should:

- To be familiar with the legal framework for the Child's Permanence Report.
- To understand the purpose and function of the Child's Permanence Report.
- To have considered some of the barriers to preparing the report.
- To have identified the work that will need doing with the child in preparation for permanence.
- To be able to use the Child's Permanence Report to provide a full picture of the child's story, their needs and matching considerations.

**PLEASE NOTE THIS COURSE IS
MANDATORY FOR STAFF**

Professional Supervision and Case Management

Dates: 09.11.2009 and 10.11.2009 (2 Day Course) **or**
11.01.2009 and 12.01.2009 (2 Day Course) **or**
08.02.2010 and 9.02.2010 (2 Day Course)

Times: 9.30am – 5.00pm

Venue: Historic Quay

Who should attend: Principal Practitioners / Team Managers

Trainer: Jo Fox from Jo Fox Associates

Course Aim: TBC

Learning Outcomes:

By the end of the course delegates should: TBC

Promoting Child Well Being and the 5 ECM Outcomes

Dates: 20.10.2009 (1 Day Course) **or**
19.11.2009 (1 Day Course) **or**
14.01.2010 (1 Day Course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Social Workers / Team Managers

Trainer: Maggie Sivitar from Jo Fox Associates

Course Aim: TBC

Learning Outcomes:

By the end of the course delegates should: TBC

PLEASE NOTE THIS COURSE IS
MANDATORY FOR STAFF

Risk Assessment for Social Care Managers

Dates: 17.09.2009 (1 Day Course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Team Managers

Trainer: Ian Mitchell and Martin Fletcher

Course Aim:

This course aims to examine risk in the context of management in Social Work Practice with Children and their Families. Participants will use their own case examples to examine degrees of risk using available evidence.

Learning Outcomes:

By the end of the course delegates should:

- Demonstrate what the risks we manage are and how we focus on safety/change while managing danger/crisis.
- Describe how we currently manage risk and what we would like to do differently.
- Explore risk and project management.
- Investigate solution-orientated and appreciative inquiry models as a basis for managing risk and creating change.
- Investigate the concept of 'Danger and Safety' as a more effective model for 'Risk Assessment' and its application to a range of issues and problems.
- Demonstrate applied practice in managing risk.

Risk Assessment for Social Care Staff

Dates: 15.07.2009 (1 Day Course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: All Social Care Staff

Trainer: Ian Mitchell and Martin Fletcher

Course Aim:

This course aims to examine risk in the context of Social Work Practice with Children and Families. Participants will use case examples to examine degrees of risk using available evidence.

Learning Outcomes:

By the end of the course delegates should:

- Demonstrate what factors should be considered when analysing risk for/to children.
- Prioritise elements of risk in children's safety and welfare cases.
- Demonstrate the usefulness of models in risk analysis.
- Describe the difference between risk and danger/safety.
- Use threshold mapping as a tool for analysing risk using chronologies.
- Demonstrate solutions to issues around management of risk.
- Practical tools for measuring risk.
- How to link analysis to practical action.

Safeguarding and Specialist Services Staff Briefings

Dates: 18.11.08 **or** 20.11.08, 10.02.09 **or** 12.02.09, 19.05.09 **or** 21.05.09, 11.08.09 **or** 13.08.09, 17.11.09, 20.11.09 **or** 23.02.10, 25.02.10 (Staff must attend one of the two dates per quarter)

Times: 10.00am – 12.00 noon

Venue: Education Development Centre / Historic Quay

Who should attend: All Social Care Staff

Course Aim:

- Cascade information in relation to national research, publications and initiatives.
- Cascade information on local and regional developments in relation to the safeguarding agenda.
- Undertake consultation with staff.
- Provide opportunities for discussion and debate about strategic, policy, procedure and practice issues in relation to safeguarding children.

Learning Outcomes:

By the end of the course delegates should:

- Strengthened awareness and knowledge regarding national, regional and local developments in children's social care and the safeguarding agenda to inform practice.
- Familiarisation with new, revised or updated policies, procedures and practice guidance.
- An opportunity to shape and influence the local development of services.
- An opportunity for reflective learning by the service as a whole which challenges thinking and practice assumptions.

Areas to be covered:

November 2008 –

- Feedback from biennial review of cases
- Safeguarding 3rd joint chief inspectors report
- What is a strength, outcome, need?
- Care matters, critical issues
- Core assessments
- PLO

February 2009 –

- Mobile working
- File audits
- Needs/outcomes/services
- Biennial serious case reviews

May 2009 –

- Training
- Conference preparation and effective use of information in meetings
- Inspections
- Laming report and DCSF response
- Participation

August 2009 –

- Chronologies
- SDQ outcomes
- Quality standards
- Inspections
- Achievements over the last 12 months and work in progress

PLEASE NOTE THIS COURSE IS
MANDATORY FOR STAFF

Solution Focused Therapy

Dates: 30.04.2009 and 01.05.2009 and 04.06.2009 (3 Day Course)

Times: 09.30am – 4.30pm

Venue: Historic Quay

Who should attend: Social Workers

Trainer: Ian Mitchell and Martin Fletcher

Course Aim:

To give staff the opportunity to experience, learn and practice the engagement, communication and change orientated opportunities offered by using solution focused approaches in all areas of Children & Families Social Work.

Learning Outcomes:

By the end of the course delegates should:

- Explored basic philosophy and principles.
- Identify goals and 'miracles' in establishing preferred possible futures.
- Highlight the power of 'scaling'.
- Discussed the importance of 'coping' questions.
- Considered the construction and delivery of feedback at all stages of work.

PLEASE NOTE THIS COURSE IS
MANDATORY FOR STAFF

Supporting and Supervising Carers

Dates: 08.03.2010 and 09.03.2010 (2 Day Course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Social Workers

Trainer: Brenda Brodie from Jo Fox Associates

Course Aim:

This course aims to focus on how carers are enabled to provide care for traumatised children and the role of the fostering worker in ensuring placements are safe and offer opportunities for traumatised children to maximise their potential in life.

Learning Outcomes:

By the end of the course delegates should:

- Examined the important interface between support and supervision and considered how to ensure that there are constant development opportunities for carers.
- Explored the impact of secondary trauma on carers and the role of the worker to ensure placements remain safe over time.

Team Teach 12 Hour Basic

Dates: 18.05.2009 and 20.05.2009 (2 Day Course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Social Workers

Trainer: Team Teach Ltd

Course Aim:

To provide an accredited training framework designed to reduce risk and, through working together to help safeguard people and services.

Learning Outcomes:

By the end of the course delegates should:

- Ensuring services develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.
- Encourage a reduction in the amount of serious incidents involving physical controls in all settings and to emphasis the importance of exhausting behaviour management strategies in the first instance.
- Demonstrate the process of repair and reflection for both staff and children.

PLEASE NOTE THIS COURSE IS
MANDATORY FOR STAFF

Team Teach 6 Hour Refresher

Dates: 14.09.2009 and 15.09.2009 (2 Day Course)

Times: 9.30am – 4.30pm

Venue: Wynyard Golf Club

Who should attend: Social Workers

Trainer: Team Teach Ltd

Course Aim:

To provide an accredited training framework designed to reduce risk and, through working together to help safeguard people and services.

Learning Outcomes:

By the end of the course delegates should:

- Ensuring services develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.
- Encourage a reduction in the amount of serious incidents involving physical controls in all settings and to emphasis the importance of exhausting behaviour management strategies in the first instance.
- Demonstrate the process of repair and reflection for both staff and children.

PLEASE NOTE THIS COURSE IS
MANDATORY FOR STAFF

Understanding Child Development, Attachment and Resilience

Dates: 21.10.2009 (1 Day Course)

Times: 9.30am – 4.00pm

Venue: Historic Quay

Who should attend: Social Workers

Trainer: BAAF

Course Aim:

This course aims to give participants knowledge into understanding how children develop along with attachment and resilience theories.

Learning Objectives:

By the end of the course delegates should:

- Understand how children form attachments.
- Understand how different attachment patterns develop and the implications for children's behaviour and emotional development.
- Have considered the impact of poor attachment experiences and early care on the developing child.
- Have considered the role of resilience in child development and have identified ways of building resilience in the children and young people they care for.

Working with Adults to meet the Needs of Children

Dates: 19.01.2010 and 20.01.2010 (2 Day Course)

Times: 9.30am – 4.30pm

Venue: Historic Quay

Who should attend: Social Workers

Trainer: Jo Fox from Jo Fox Associates

Course Aim:

This course aims to give practitioners an overview of the principles of working with adults along with an understanding of the underpinning knowledge and skills required to work effectively with adults.

Learning Objectives:

By the end of the course delegates should:

- Understand the importance of completing a professional development journal.
- Relate to the current legislation, national guidance and local context to their day to day work with families.
- Identify the roles and tasks of an effective parent work practitioner in relation to measuring outcomes for children.
- Identify key skills, knowledge and qualities of an effective parent work practitioner in line with the common core of skills and knowledge.
- Identify issues in relation to diversity in families.
- Demonstrate an understanding of the helping role and 'partnership' working with parents.
- Describe the life cycle processes that impact upon parental roles, tasks and responsibilities.
- Demonstrate an understanding of the range of community support services/other services available to support parents and families.

Write Enough E-Learning

Dates: 21.05.2009, 03.06.2009, 18.06.2009, 01.07.2009, 16.07.2009, 19.07.2009
(Workshops)

Times: 1.00pm – 5.00pm

Venue: Dyke House CLC

Who should attend: Social Workers

Trainer: Sally Robinson, Maureen McEnaney, Jim Murdoch and Sheila O'Connor

Course Aim:

This E-learning course aims to participants training to support good practice in recording, as this is an essential service provided to children and families.

Learning Outcomes:

By the end of the course delegates should:

- Identify that the practitioner and agency have met the expected standards of Social Care.
- Understand how to provide evidence for planning and allocating resources at an individual and strategic level.
- Consider the details required when providing a documented account of the Department's involvement with an individual service user.
- Reflect on analysis and planning.
- Demonstrate flexibility in assisting continuity when workers are unavailable or change.

PLEASE NOTE THIS COURSE IS
MANDATORY FOR STAFF

HARTLEPOOL LOCAL SAFEGUARDING CHILDREN BOARD

Multi-Agency Training Schedule April 2009 – March 2010

TIER 1

Designed for: Staff from all settings who have contact /work with children & adult services working with families.

INTRODUCTION TO MULTI AGENCY CHILD PROTECTION

Duration: ½ day

Trainer Maureen McEnaney & other Practitioners

Learning Objectives:

To gain a basic understanding of safeguarding children and what to do if you are worried about a child.

Dates:

28th April 09

8th July 09

14th Sept 09

14th Jan 10

Time

9.30 to 12 pm

6 to 8.30 pm

1 to 3.30 pm

9:30 to 12 pm

E SAFETY AWARENESS

Duration ½ day

Trainer Simon Finch (Northern Grid)

Learning Objectives:

To gain an overview and understanding of the social and technical issues relating to all forms of communication devices and online interactions

Dates:

22nd April 09

6th July 09

9th Nov 09

15 March 10

Time

1 to 3.30 pm

1 to 3.30 pm

1 to 3:30pm

1 to 3:30pm

BULLYING AWARENESS

Duration: ½ day

Trainer Louise Allen (HBC)

Learning Objectives:

To increase participants knowledge and understanding of Bullying and the impact on children and young people.

Dates:

14th May 09

16th Nov 09

Time

9.30 to 12 pm

1.30 to 4 pm

TIER 2

Designed for: Staff from all settings who have contact with children and families: social workers, health visitors, school nurses, childcare providers, lead professionals and adult services working with families.

HUMAN RIGHTS - CHILDREN ACT

Duration ½ day

Trainer tbc

Learning Objectives:

Gain a basic understanding of the Human Rights and Children Act and the implications for working together in Child Protection.

Dates:

23rd March 10

Time

9:30 to 4:30 pm

EFFECTIVE MULTI AGENCY WORKING IN CHILD PROTECTION

Duration 1 day

Trainer S Robinson & other Practitioners

Learning Objectives:

To gain knowledge in respect of key changes in local and national practice issues.

Dates:

28th Sept 09

13th Jan 10

Time

9.30 to 4.30 pm

9:30 to 4:30 pm

PRIVATE FOSTERING

Duration 1 day

Trainer M McEnaney

Learning Objectives:

Raise awareness of legislation and guidance in relation to Private Fostering and enhance participants knowledge and ability in relation to the assessment and safeguarding procedures

Dates:

14th Sept 09

4th Feb 10

Time

9:30 to 11:30 am

1.30 to 3.30 pm

HSCB BRIEFING SESSIONS

Duration ½ day

Trainer Sally Robinson & other Practitioners

Learning Objectives:

To gain knowledge in respect of key changes in local, regional and national practice issues and research developments.

Dates:

30 Nov 09

24th Feb 10

Time

1:30 to 3:30 pm

2 pm to 4 pm

TIER 3

<p style="text-align: center;">CHILD PROTECTION FOR MANAGERS</p> <p>Duration ½ day Trainer M McEnaney & other Practitioners</p> <p>Designed for: Strategic managers and managers with responsibilities for safeguarding children and supervising front line staff.</p> <p>Learning Objectives:: Gain an insight into risk management, planning, commissioning, managing joint services and chairing multi-disciplinary meetings.</p> <p>Dates: Time 1st March 10 1 pm to 4:30 pm</p>	<p style="text-align: center;">SAFEGUARDING CHILDREN WITH DISABILITIES</p> <p>Duration 1 day Trainer M McEnaney & other Practitioners</p> <p>Designed for: Staff from all settings who work/have contact with children with disabilities.</p> <p>Learning Objectives: To raise awareness of the issues in relation to safeguarding children with disabilities and enable participants to respond appropriately to concerns about a child with disabilities' safety and wellbeing.</p> <p>Dates Time tbc 1 pm to 4:30 pm</p>	<p style="text-align: center;">CHILD SEXUAL EXPLOITATION AND SEXUALLY ACTIVE YOUNG PEOPLE</p> <p>Duration 1 day Trainer Sara Swann</p> <p>Designed for: Staff from all settings who have contact/work with older children.</p> <p>Learning Objectives: Raise awareness of issues around safeguarding children and young people from sexual exploitation and recognizing abusive, cohesive relationships (includes trafficking).</p> <p>Date Time 21st Sept 09 9.30 to 4.30 pm</p>	<p style="text-align: center;">PRACTICE ISSUES WHEN SAFEGUARDING TEENAGERS</p> <p>Duration 1 day Trainer Sara Swann</p> <p>Designed for: Staff from all settings who have contact/work with older children.</p> <p>Learning Objectives: Explores issues and professional dilemmas around the needs and safety of older children which focuses on children / young people aged 12 years plus.</p> <p>Date Time 25th March 09 9.30 to 4.30</p>
<p style="text-align: center;">LESSONS LEARNT FROM SERIOUS CASE REVIEWS</p> <p>Duration ½ day Trainer S Robinson & other Practitioners</p> <p>Designed for: Staff from all settings who have contact /work with children.</p> <p>Learning Objectives: To gain knowledge in respect of key changes in local regional and national practice issues.</p> <p>Dates: Time 6th July 09 9.30 to 12.30 pm 1st Feb 10 9.30 to 12.30 pm</p>	<p style="text-align: center;">INTERACTING RISK FACTORS - OUTCOMES FROM SERIOUS CASE REVIEWS</p> <p>Duration ½ day Trainer S Robinson & other Practitioners</p> <p>Designed for: Staff from all settings who have contact /work with children.</p> <p>Learning Objectives: To gain knowledge in respect of outcomes from serious case reviews.</p> <p>Dates: Time tbc 9.30 to 12.30 pm</p>	<p style="text-align: center;">NEGLECT</p> <p>Duration 1 day Trainer M McEnaney & other practitioners</p> <p>Designed for: Staff from all settings who have contact/work with children and/or families.</p> <p>Learning Objectives: Explore the concept of neglect and impact on children. Discuss links between neglect and other forms of maltreatment. Highlight the importance of focusing on outcomes for children rather than intentions of parents. Explore thresholds for effective interventions.</p> <p>Dates: Time tbc 9.30 to 12.30 pm</p>	<p style="text-align: center;">SAFEGUARDING CHILDREN IN WHOM ILLNESS IS FABRICATED OR INDUCED</p> <p>Duration ½ day Trainer Teesside Child Protection Training</p> <p>Designed for: Staff from all settings who have contact /work with children.</p> <p>Learning Objectives:: Raise awareness of potential indicators of illness being induced or fabricated in a child. Barriers to identification and the range of behaviours that can be presented by a perpetrator. Learning's from Serious Case Reviews.</p> <p>Dates: Time 28th Jan 10 9.30 am to 1 pm</p>
<p style="text-align: center;">DOMESTIC ABUSE – IMPACT ON THE CHILD</p> <p>Duration 1 day Trainer tbc</p> <p>Designed for: Staff with a high degree of role specialisation in Child Protection Staff working in front line Child Protection services.</p> <p>Learning Objectives: To understand the impact of domestic violence on children and the interface with the Child Protection system.</p> <p>Dates: Time tbc 9.30 am to 4.30 pm</p>	<p style="text-align: center;">WORKING WITH PARENTAL SUBSTANCE MISUSE – IMPACT ON THE CHILD</p> <p>Duration 2 days Trainer Ian Mitchell</p> <p>Designed for: Staff working with parents who misuse substances and their children and those within a safeguarding children role.</p> <p>Learning Objectives: Gain an understanding of the impact of substance misuse on children and families. To raise awareness of the Hidden Harm Assessment Tool and give participants an opportunity to explore practice issues.</p> <p>Dates: Time 15th & 16th Sept 09 9.30 am to 4.30 pm 8th & 9th Dec 09 9.30 am to 4.30 pm</p>	<p style="text-align: center;">WORKING WITH PARENTS WITH LEARNING DISABILITIES - IMPACT ON THE CHILD</p> <p>Duration 1 day Trainer tbc</p> <p>Designed for: Staff working with parents with learning difficulties and their children and those within a safeguarding children role.</p> <p>Learning Objectives: tbc</p> <p>Dates: Time tbc 9.30 am to 4.30 pm</p>	<p style="text-align: center;">WORKING WITH PARENTS WITH MENTAL HEALTH ISSUES - IMPACT ON THE CHILD</p> <p>Duration 1 day Trainer tbc</p> <p>Designed for: Staff working with parents with mental health issues and their children and those within a safeguarding children role.</p> <p>Learning Objectives: tbc</p> <p>Dates: Time tbc 9.30 am to 4.30 pm</p>

Children's Services Workforce Development

TRAINING AND CONFERENCE APPLICATION FORM – Part One

Level 4, Civic Centre,
Hartlepool, TS24 8AY

Tel: 01429 284235
Fax: 01429 271111
Email: childrenservicestraining@hartlepool.gov.uk
hartlepool.gov.uk



*This form is to be used for all in-house and external training course and conference applications.
If your application is for an in-house training course you only need to complete Part One.
Qualification based training applications need to be made on the separate QBT Application Form.*

APPLICANT DETAILS

Name in Full:	
Job Title:	
Team Name:	
Division:	
Workplace Address:	
Postcode:	
Workplace Tel No:	
Workplace Email:	
Special needs or requirements we need to be aware of to support your application:	

TRAINING DETAILS

Course/Conference Name:			
Date (1st & 2nd choice if applicable):			
Duration:			
Training Type:	a) In House Training -	Children's Services Training Course	<input type="checkbox"/>
		LSCB Multi Agency Training Course	<input type="checkbox"/>
		Youth Work Training Course	<input type="checkbox"/>
		Corporate Training Course	<input type="checkbox"/>
	b) External Training -	Training Course	<input type="checkbox"/>
		Conference	<input type="checkbox"/>
Training Priority:	Entry Requirement Training	<input type="checkbox"/>	
	Mandatory Training	<input type="checkbox"/>	
	Desirable Training	<input type="checkbox"/>	
	Not on Training Profile for Job Role	<input type="checkbox"/>	

LINE MANAGER ENDORSEMENT

Name		Signature		Date	
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TRAINING AND CONFERENCE APPLICATION FORM – Part Two

Level 4, Civic Centre,
Hartlepool, TS24 8AY

Tel: 01429 523 723

Fax: 01429 52 3750

Email: childrenservicestraining@hartlepool.gov.uk



Part Two of this form needs to be completed for external course or conference applications only.

If your application is for an in-house training course you only need to complete Part One. Qualification based training applications need to be made on the separate QBT Application Form.

ADDITIONAL TRAINING DETAILS

Course/Conference Provider:	
Address:	
Postcode:	
Tel No:	
Email:	
Course/Conference Venue:	
Course/Conference Cost:	
Please attach course/conference information (showing content & target audience) to your application.	

APPLICANT'S STATEMENT

Reasons for applying:	
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LINE MANAGER'S STATEMENT

How will this application support your service plan objectives?	
---	--

BUDGET CODE

Team Training Budget Code: (Details of this are available from your Finance Officer).
--

BUSINESS UNIT (SENIOR MANAGEMENT GROUP) MANAGER ENDORSEMENT

Do you endorse the application?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Name		Signature		Date	
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Hartlepool Safeguarding Children Board

Multi-Agency Training Programme

April 2009 – March 2010



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Introduction

In order to safeguard and promote the welfare of children and young people, all those working with children and with adults who are parents or carers must have knowledge and skills to carry out their own roles. This includes being able to recognise and raise safeguarding concerns. They must also be able to work effectively with others within their own agencies and across organisational boundaries.

All the training in this programme is aimed at supporting professionals at all levels to build and consolidate their knowledge of safeguarding issues, including the child protection process. Importantly, the training aims to:

- achieve a shared understanding of roles and responsibilities;
- improved communication between professionals and others working with children, young people and families;
- improve effective partnership working based on sound working relationships and effective decision making.

Hartlepool Safeguarding Children Board is committed to providing a comprehensive and effective training programme to agencies within Hartlepool, supporting professionals and volunteers in their work to safeguard and promote the welfare of children and young people.

If you have any queries about any of the courses please contact either:

HSCB Administrator

Tel: 01429 523825

Email: childrenservicetraining@hartlepool.gov.uk

Maria Richardson

HSCB Training Co-ordinator

Tel: 01429 523710

Email: childrenservicetraining@hartlepool.gov.uk



Training Principles

All elements of multi agency training and development to safeguard and promote the well-being of children and young people are based on the following principles:

Child Centred

Incorporating and promoting children's rights and needs and ensuring their welfare is paramount.

Partnership with Parents and Carers

Promoting partnership and meaningful relationships with parents and carers and recognising their strengths in responding to the needs of their child(ren).

Inclusion

Respecting the diversity and cultures of a range of individuals and organisations which have responsibility for safeguarding and promoting the well-being of all children and young people.

Inter - agency collaboration

Placing high regard on partnership working, and bringing people together in ways that mirror the diversity of practice networks engaged with children, young people and their families.

Course Fees and Allocation

Course Fees

All courses are provided free of charge to attend, however, delegates are expected to actively contribute to the evaluation process, including the completion of impact evaluations. A cancellation charge will be implemented in line with the HSCB Cancellation Policy.

Refreshments are provided on all courses, however, lunch is not provided on any courses, unless otherwise stated.

Course Allocation

Due to the inter-agency nature of HSCB courses, the aim is to obtain an optimum mix of professionals or volunteers from a number of different agencies on each course. Therefore places are not allocated on a first come first served basis.



Application Process

In order to be considered for one of the training courses in this programme you must complete a Training Application Form (page 31).

Applications should be made at least six weeks before the course date.

Ensure your line manager knows you are applying and can release you on the relevant date. Your manager's signature is needed to process the nomination. Please reserve the course date in your diary.

Once we have received your application form we will note your interest in the relevant course. Places will be allocated approximately five weeks before the date of the course. If a course is oversubscribed a reserve list is maintained.

You will receive confirmation of your place and joining details, or notification if no places are available, four weeks before the start of the course or as soon as possible if after the four week period.

Cancellation Process

If you are unable to attend a course, it is important that you cancel your place giving as much notice as possible so that somebody else can take the place.

Cancellations must be made in writing, using the Training Cancellation Form (page 32), at least 1 week prior to the course date.

If a cancellation is made up to one week before the start of the course a charge of £30 will be levied. A £30 charge will also be applied to any cases of non attendance. An invoice will be raised by the HSCB Administrator and sent to the appropriate organisation. The fees collected will be used for future training needs.

Evaluation Process

By attending a course you are agreeing to undertake the course evaluation.

Delegates are requested to complete a training and development evaluation form during the course session. Delegates are also requested to complete an impact evaluation form which will be sent to their workforce development representative approximately two months after the course.



Candidate Expectations

- Check the course level and learning outcomes are relevant to your responsibilities for safeguarding children and young people, and will meet your own learning needs.
- Some courses have pre-course preparation. Please read your confirmation letter carefully for details and complete as appropriate.
- All courses start promptly so please note the start time and ensure that you allow adequate time for parking etc.
- It is expected that you commit to attend the full course, arriving and leaving at the times specified. Course certificates are only given for full attendance.
- If in exceptional circumstances you are unable to attend a course it is important that you cancel your place giving as much notice as possible (see cancellation process - page 5).

Line Manager Expectations

- Spend time with your employee before a nomination form is completed to ensure that the course is at an appropriate level for their role and that learning needs have been identified and are consistent with the aims and learning outcomes of the course.
- By signing the nomination form you are committing the candidate to attend the whole course.
- If in exceptional circumstances the employee is unable to attend you must ensure that the place is cancelled as soon as possible (see cancellation process - page 5).
- Spend time with the employee following the course to ensure that learning is transferred into practice.



The Training Year in Order of Date

April 2009

22 nd April	E Safety Awareness	pg 11
28 th April	Introduction to Multi Agency Safeguarding Children and Child Protection	pg 10

May 2009

14 th May	Bullying Awareness	pg 12
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July 2009

6 th July	Lessons Learnt form Serious Case Reviews	pg 19
8 th July	Introduction to Multi Agency Safeguarding Children and Child Protection	pg 10

September 2009

14 th September	Private Fostering	pg 15
14 th September	Introduction to Multi Agency Safeguarding Children and Child Protection	pg 10
15 th & 16 th September	Working with Parental Substance Misuse – Impact on the Child	pg 23
21 st September	Child Sexual Exploitation and Sexually Active Young People	pg 21
28 th September	Effective Multi Agency Working in Safeguarding and Child Protection	pg 17

November 2009

16 th November	Bullying Awareness	pg 12
30 th November	HSCB Briefing Session	pg 16

December 2009

8 th and 9 th December	Working with Parental Substance Misuse – Impact on the Child	pg 23
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January 2010

13 th January	Effective Multi Agency Working in Safeguarding and Child Protection	pg 17
14 th January	Introduction to Multi Agency Safeguarding Children and Child Protection	pg 10
28 th January	Safeguarding Children in Whom Illness is Fabricated or Induced	pg 22

February 2010

1 st February	Lessons Learnt From Serious Case Reviews	pg 19
4 th February	Private Fostering	pg 15
24 th February	HSCB Briefing Sessions	pg 16

March 2010

1 st March	Safeguarding and Child Protection for Managers	pg 24
15 th March	E Safety Awareness	pg 11
23 rd March	Children Act - Human Rights	pg 14
25 th March	Practice Issues when Safeguarding Teenagers	pg 20

Other dates:

To be confirmed	Domestic Abuse – Impact on the Child	pg 25
To be confirmed	Neglect Conference	pg 26
To be confirmed	Safeguarding Children with Disabilities	pg 27
To be confirmed	Working with Parents with Learning Disabilities – Impact on the Child	pg 28
To be confirmed	Working with Parents Mental Health Issues – Impact on the Child	pg 29
To be confirmed	Interacting Risk Factors – Outcomes from Serious Case Reviews	

Tier 1 Courses

The training courses in this programme are divided into three distinct tiers. These can help determine the appropriate level at which an individual needs training, in order to fulfil their level of responsibility for safeguarding and promoting the welfare of children and in meeting their individual development needs.

Tier 1 courses are for those in regular contact with children and young people and with adults who are parents and/or carers.

These are people who are in a position to identify concerns about maltreatment, including those which may arise from use of the Common Assessment Framework, and who as a minimum need introductory training on how to work together to safeguard and promote the welfare of children.

Audience

For all who come into contact with children and families in their working role, e.g. health and social care employees, youth workers, childcare providers, foster carers, those working with children in educational, residential and day care settings and those working in sport and leisure settings, etc in both paid and unpaid capacity GP's, health and social care employees, youth workers, childcare providers, foster carers, family centre workers, mental health and learning disability employees, probation officers, police officers and those working with children in educational, residential and day care settings and those working in sport and leisure settings, etc in both paid and unpaid capacity, including adult services employees working with families.



Introduction to Multi Agency Safeguarding Children and Child Protection

Aim

To gain a basic understanding of safeguarding children and what to do if you are worried about a child.

Learning Objectives

- To understand what is meant by safeguarding and promoting the welfare of children.
- To gain awareness of statutory duties, including confidentiality and information sharing.
- To understand roles and responsibilities.
- To gain knowledge of how to deal with disclosures.
- To gain knowledge of monitoring and record keeping.
- To gain knowledge of statutory and local guidance in relation to Child Protection.
- To recognise the physical and emotional needs of children and young people.
- To gain awareness of the definitions and signs and symptoms of abuse.
- To be fully aware of the multi-agency document 'What to do if you are worried that a child is being abused'.

Course Level

Tier 1

Designed For

All workers who work with children and families or in a child related field.

Trainer

Maureen McEnaney and other Practitioners

Number of Participants

Minimum 15 - Maximum 30

Dates, Times and Venues

28 th April 2009	09:30 – 12:00	Education Development Centre
8 th July 2009	09:30 – 12:00	Education Development Centre
14 th September 2009	18:00 – 20:30	Belle Vue Centre
14 th January 2010	09:30 – 12:00	Hartlepool Fire Brigade HQ



E Safety Awareness

Aim

To raise awareness of E-Safety and how it relates to safeguarding children and young people

Learning Objectives

- To promote safe and responsible use of the internet and other digital technologies.
- To gain an overview and understanding of the social issues relating to all forms of communication devices and online interactions.
- To gain an overview and understanding of the technical issues relating to all forms of communication devices and online interactions.

Course Level

Tier 1

Designed For

All workers who work with children and families or in a child related field.

Trainer

Simon Finch (Northern Grid)

Number of Participants

Minimum 15 - Maximum 40

Dates, Times and Venues

22 nd April 2009	13:00 – 15:30	Education Development Centre
15 th March 2010	13:00 – 15:30	Hartlepool Fire Brigade HQ



Bullying Awareness

Aim

To increase participants knowledge and understanding of Bullying and the impact on children and young people.

Learning Objectives

- To understand the definition of bullying.
- To learn the main categories of bullying.
- To gain awareness of the indicators of bullying.
- To gain awareness of the strategies for supporting children and young people.
- To understand why children and young people bully and are bullied.
- To gain an insight into the local and national picture.
- To gain an understanding of cyber bullying.

Course Level

Tier 1

Designed For

All workers who work with children and families or in a child related field.

Trainer

Louise Allen

Number of Participants

Minimum 15 - Maximum 25

Dates, Times and Venues

14 th May 2009	09:30 – 12:00	Education Development Centre
16 th November 2009	13:30 - 16:00	Hartlepool Fire Brigade HQ

Tier 2 Courses

The training courses in this programme are divided into three distinct tiers. These can help determine the appropriate level at which an individual needs training, in order to fulfil their level of responsibility for safeguarding and promoting the welfare of children and in meeting their individual development needs.

Tier 2 courses are for those who work regularly with children and young people, and with adults who are carers, and who may be asked to contribute to assessments of children in need. Applicants must have completed the Introduction to Multi Agency Safeguarding Children and Child Protection course prior to this course.

This group need to have a higher minimum level of expertise and a fuller understanding of working together to identify and assess concerns, and to plan, undertake and review interventions.

Audience

For all who come into contact with children and families in their working role, e.g. GP's, health and social care employees, youth workers, childcare providers, foster carers, family centre workers, mental health and learning disability employees, probation officers, police officers and those working with children in educational, residential and day care settings and those working in sport and leisure settings, etc in both paid and unpaid capacity, including adult services employees working with families.



Children Act – Human Rights Act

Aim

To give participants a basic understanding of the Children Act and Human Rights Act

Learning Objectives

To gain a basic understanding of the Acts and implications for working together in Child Protection.

Course Level

Tier 2

Designed For

Employees who come into contact with children and families where a basic knowledge of Children Act – Human Rights Act is required.

Trainer

tbc

Number of Participants

Minimum 15 - Maximum 25

Dates, Times and Venues

23rd March 2009

9.30 am to 4.30 pm

Belle Vue Centre



Private Fostering

Aim

To raise awareness of legislation and guidance in relation to Private Fostering and enhance participants knowledge and ability in relation to the assessment and safeguarding process.

Learning Objectives

- Identify legislation and guidance in relation to Private Fostering.
- Respond to notifications in respect of Private Fostering arrangements.
- Recognise the need to safeguard children in Private Fostering arrangements.
- Understand the process of assessment in relation to Private Fostering.
- Understand the process of review in relation to Private Fostering.
- Consider practice issues for the Hartlepool locality.

Course Level

Tier 2

Designed For

Employees working in front line Child Protection services

Trainer

Maureen McEnaney

Number of Participants

Minimum 15 - Maximum 30

Dates, Times and Venues

14 th September 2009	09:30 – 11:30	Belle Vue Centre
4 th February 2010	13:30 – 15:30	Hartlepool Fire Brigade HQ



HSCB Briefing Sessions

Aim

To gain knowledge in respect of key changes in local, regional and national practice issues.

Learning Objectives

- To gain an overview of the content of the Hartlepool HSCB Safeguarding Children Procedures.
- To gain an understanding and knowledge in respect of key changes in local, regional and national practice issues and research developments.

Please note each session will have a different agenda.

Course Level

Tier 2

Designed For

Employees working in front line Safeguarding and Child Protection services

Trainer

Sally Robinson and other Practitioners

Number of Participants

Minimum 15 - Maximum 30

Dates, Times and Venues

30 th November 2009	13:30 – 15:30	Hartlepool Fire Brigade HQ
24 th February 2010	14:00 – 16:00	Hartlepool Fire Brigade HQ



Effective Multi Agency Working in Safeguarding and Child Protection

Aim

To enable multi agency Practitioners to work effectively in the Child Protection area and strengthen multi agency collaboration and joint working

Learning Objectives

- To strengthen multi agency engagement in Child Protection.
- To gain confidence in contributing to the Child Protection process.
- To enhance knowledge and understanding of effective safeguarding practice and what makes a successful meeting.
- To enhance skills in partnership working.

Course Level

Tier 3

Designed For

Employees working in Safeguarding and Child Protection services

Trainers

Sally Robinson, Maureen McEnaney, Linda Watson, Ann Brock

Number of Participants

Minimum 15 - Maximum 30

Dates, Times and Venues

28 th September 2009	09:30 – 16:30	Hartlepool Historic Quay
13 th January 2010	09:30 – 16:30	Belle Vue Centre

Tier 3 Courses

The training courses in this programme are divided into three distinct tiers. These can help determine the appropriate level at which an individual needs training, in order to fulfil their level of responsibility for safeguarding and promoting the welfare of children and in meeting their individual development needs.

Tier 3 courses are for those with a particular responsibility for safeguarding children, such as professionals undertaking Section 47 enquiries or working with complex cases, including fabricated or induced illness.

Those in this group need to have a thorough understanding of working together to safeguard and promote the welfare of children, including in complex and/or serious cases.

Audience

For all designated or named health and education professionals, police, social workers and other professionals undertaking a high degree of role specialisation in Safeguarding and Child Protection services.



Lessons Learnt From Serious Case Reviews

Aim

To gain knowledge and understanding of key lessons to be learned from Local and National Serious Case Reviews

Learning Objectives

- To enhance knowledge and understanding of learning and key practice issues emerging from Serious Case Reviews
- To enhance knowledge and understanding of findings from research into local, regional and national Serious Case Reviews.
- To consider how these findings can be applied to practice to safeguard children in Hartlepool.

Course Level

Tier 3

Designed For

Employees working in Safeguarding and Child Protection services

Trainer

Sally Robinson and other Practitioners

Number of Participants

Minimum 15 - Maximum 30

Dates, Times and Venues

6 th July 2009	09:30 – 12:30	Educational Development Centre
1 st February 2010	09:30 – 12:30	Hartlepool Fire Brigade Headquarters



Practice Issues when Safeguarding Teenagers

Aim

To explore issues and professional dilemmas around the need and safety of older children and young people (which focuses on children and young people aged 12 years plus).

Learning Objectives

- To identify risk that requires safeguards for young people.
- To consider the limits of the professional role – exploring appropriate responses and reactions to young people.
- To explore confidentiality (to include Fraser Guidelines) and unravel some myths around confidentiality versus protection.
- To recognise the strengths on inter-agency working.
- To understand young people's expectations from services.
- To assess, share and manage risk of harm to older children – to include 'new social issues' i.e. forced marriage, sexually active young people, impact of domestic violence, sexual exploitation.
- To understand the importance of older children's participation; how to involve young people in any decisions effecting their own safety and why this is a necessity for their future safety.
- To appreciate how workers own moral code and personal experiences impact on practice.

Course Level

Tier 3

Designed For

Employees who assess, share and manage risk of harm to teenagers

Trainer

Sara Swann

Number of Participants

Minimum 15 - Maximum 25

Dates, Times and Venues

25th March 2009

9.30 am to 4.30 pm

Belle Vue Centre



Child Sexual Exploitation and Sexually Active Young People

Aim

To raise awareness of the issues around safeguarding children and young people from sexual exploitation and recognition of abusive, cohesive relationships (includes trafficking)

Learning Objectives

- To confirm the level of abuse involved in the sexual exploitation of children.
- To understand the different areas which include abuse through the Internet, abusive images (pornography), trafficking and prostitution, with particular reference to the grooming model.
- To be updated on the new Sex Offences Legislation (SOA 2003)
- To understand the importance of sharing information as highlighted on the Richard report – particularly concerning sexually active young people.
- To confirm the importance of young people's participation in decisions affecting their own safety and the level of abuse involved in sexual exploitation.
- To explain national and local policies and procedures.
- To recognise vulnerability and warning signs of young people's involvement.

Course Level

Tier 3

Designed For

Employees working in Safeguarding and Child Protection services

Trainer

Sara Swann

Number of Participants

Minimum 15 - Maximum 25

Dates, Times and Venues

21st September 2009

09:30 – 16:30

Hartlepool Historic Quay



Safeguarding Children in Whom Illness is Fabricated or Induced

Aim

To increase participants knowledge and understanding of Induced and Fabricated Illness and their roles and responsibilities when dealing with this form of child

Learning Objectives

- To raise awareness of potential indicators of illness being induced or fabricated in a child.
- To raise awareness of the range of behaviours that can be presented by a perpetrator.
- To identify the barriers of identification of Fabricated or Induced Illness.
- To enable participants to contribute to actions and services required to safeguard the child and promote his/her welfare.
- To enable participants to understand the importance of constructing a chronology.
- To ensure learning from serious case reviews.

Course Level

Tier 3

Designed For

Employees working in Safeguarding and Child Protection services

Trainer

Teesside CP Training

Number of Participants

Minimum 15 - Maximum 25

Dates, Times and Venues

28th January 2010

09:30 – 13:00

Hartlepool Fire Brigade HQ

Working with Parental Substance Misuse – Impact on the Child

Aim

To cover a wide array of issues in the field of substance misuse and parenting and to raise awareness of the Hidden Harm Assessment Tool and give participants an opportunity to explore practice issues.

Learning Objectives

- To gain an understanding of how drug usage impacts upon parenting capacity.
- To gain a clear understanding of how parents who engage in substance misuse can impact upon children.
- To gain more confidence in working with substance misuse issues.
- To raise awareness of the Hidden Harm Assessment Tool and give participants an opportunity to explore practice issues.

Course Level

Tier 3

Designed For

Staff working with parents who misuse substances and their children and those within a safeguarding children role.

Trainer

Ian Mitchell

Number of Participants

Minimum 15 - Maximum 25

Dates, Times and Venues

15 th & 16 th September 2009	09:30 – 16:30	Hartlepool Historic Quay
8 th & 9 th December 2009	09:30 – 16:30	Belle Vue Centre



Safeguarding and Child Protection for Managers

Aim

To provide an insight into risk management, planning, commissioning, managing joint services and chairing multi-disciplinary meetings.

Learning Objectives

- To enhance knowledge and skills in the management and supervision of employees engaged in safeguarding activities.
- To provide an opportunity for Managers from different agencies to explore Safeguarding Children practices.
- To demonstrate an increased understanding in relation to thresholds for accessing services including Section 47 enquiries.
- To raise awareness of current and past serious case review findings and apply lessons to current practice.
- To demonstrate an increased understanding in relation to multiple abuse situations; specifically domestic violence, paternal mental illness and substance misuse.

Course Level

Tier 3

Designed For

Strategic managers and managers with responsibilities for safeguarding children and supervising front line employees.

Trainers

Maureen McEnaney and other Practitioners

Number of Participants

Minimum 15 - Maximum 25

Dates, Times and Venues

1st March 2010

13:00 – 16:30

Hartlepool Fire Brigade HQ



Domestic Abuse – Impact on the Child

Aim

To understand the impact of domestic violence on children and the interface with the Child Protection system

Learning Objectives

- To gain awareness of the local and national guidance in relation to Domestic Violence
- To gain awareness of the links of Domestic Violence within the Safeguarding Procedures
- To gain awareness of the activities within the Borough and nationally in respect of innovative methods of dealing with Domestic Violence.
- To become familiar with the tools of risk assessment.
- To recognise concerning factors when cases are discussed within Supervision.

Course Level

Tier 3

Designed For

Employees working in Safeguarding and Child Protection services and/or with a high degree of role specialisation in Safeguarding and Child Protection

Trainers

tbc

Number of Participants

Minimum 15 - Maximum 25

Dates, Times and Venues

tbc

Neglect

Aim

To increase participants knowledge and understanding of Neglect and their roles and responsibilities when dealing with children who have been neglected.

Learning Objectives

- To explore the concept of neglect and the impact on children.
- To discuss the links between neglect and other forms of maltreatment.
- To highlight the importance of focusing on outcomes for children rather than intentions of parents.
- To explore the thresholds for effective interventions.
- To consider messages from both local and national serious case reviews.

Course Level

Tier 3

Designed For

Employees from all settings who have contact/work with children

Trainer

tbc

Number of Participants

Minimum 15 - Maximum 25

Dates, Times and Venues

tbc



Safeguarding Children with Disabilities

Aim

To raise awareness of the issues in relation to safeguarding children with disabilities and enable participants to respond appropriately to concerns about a child with disabilities safety and wellbeing.

Learning Objectives

- To understand the myths and stereotypes which often obstruct effective safeguarding of children with disabilities.
- To understand the nature and prevalence of the abuse of children with disabilities
- To identify the blocks and barriers to safeguarding children with disabilities.
- To identify good practice to inform disabled children's experiences of safeguarding services and processes.

Course Level

Tier 3

Designed For

Employees responsible for safeguarding children with disabilities.

Trainer

Maureen McEnaney and other Practitioners

Number of Participants

Minimum 15 - Maximum 25

Dates, Times and Venues

tbc



Working with Parents with Learning Disabilities – Impact on the Child

Aim

tbc

Learning Objectives

tbc

Course Level

Tier 3

Designed For

Staff working with parents with learning difficulties and their children and those within a safeguarding children role

Trainer

tbc

Number of Participants

Minimum 15 - Maximum 25

Dates, Times and Venues

tbc



Working with Parents Mental Health Issues – Impact on the Child

Aim

tbc

Learning Objectives

tbc

Course Level

Tier 3

Designed For

Staff working with parents with mental health issues and their children and those within a safeguarding children role

Trainer

tbc

Number of Participants

Minimum 15 - Maximum 25

Dates, Times and Venues

tbc

Appendices



HSCB Training Co-ordination, Child & Adult Services, Civic Centre, Hartlepool, TS24 8AY
 Tel: 01429 523825, Fax: 01429 523750, Email: childrenservicetraining@hartlepool.gov.uk

TRAINING APPLICATION FORM

APPLICANT DETAILS

Name in Full:	
Job Title:	
Team/Service:	
Organisation:	
Workplace Address:	
Postcode:	
Workplace Tel No:	
Workplace Email:	
Special requirements we need to be aware of (eg. access, learning support, communication, etc):	
Line Manager's Name:	
Line Manager's Tel No:	
Line Manager's Email:	

COURSE DETAILS

Course Name:	
Date:	
Duration:	

SIGNATURES

Data Protection Act 1998 - I hereby give my consent for information provided on this form to be held on computer and other relevant filing systems and to be shared with my employer and accredited organisations and agencies in accordance with the Data Protection Act 1998. I understand that the data will be used for the purposes of administration and monitoring of training provision and for statistical purposes only.

Signature of Applicant:		Date:	
Signature of Line Manager:		Date:	

Please email to childrenservicetraining@hartlepool.gov.uk if application is completed electronically (including electronic signatures) or send to HSCB Training Co-ordination, Children's Services Department, Level 4, Civic Centre, Hartlepool, TS24 8AY if completed by hand.

Applicants will be notified in due course if their application has been successful or not.
 Please note that a recharge policy is in place for course cancellations and no-shows
 (£30 for no-shows and cancellations made less than one week before a course).



HSCB Training Co-ordination, Child & Adult Services, Civic Centre, Hartlepool, TS24 8AY
 Tel: 01429 523825, Fax: 01429 523750, Email: childrenservicestraining@hartlepool.gov.uk

TRAINING CANCELLATION FORM

INDIVIDUAL'S DETAILS

Name in Full:	
Job Title:	
Team/Service:	
Organisation:	
Workplace Address:	
Postcode:	
Workplace Tel No:	
Workplace Email:	

COURSE DETAILS

Course Name:	
Date:	
Duration:	

CANCELLATION DETAILS

Reason:

SIGNATURES

Signature of Applicant		Date:	
Signature of Line Manager:		Date:	

Please email to childrenservicestraining@hartlepool.gov.uk if completed electronically (including electronic signatures) or send to HSCB Training Co-ordinator, Child & Adult Services, Civic Centre, Hartlepool, TS24 8AY if complete by hand.

Please note that a new recharge is in place of £30 for no shows and cancellations made up to one week before a course.

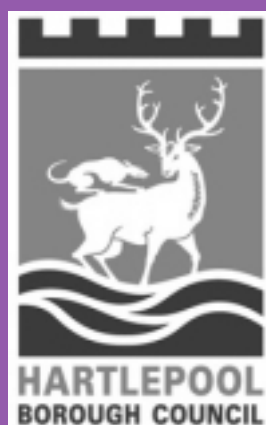


NOTES

CONTINUING PROFESSIONAL DEVELOPMENT

DIRECTORY

2009/2010



CHILDREN'S SERVICES in Hartlepool



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YOU MUST ENSURE THAT YOU HAVE PRE-BOOKED YOUR PLACE.
IF YOU HAVE NOT PRE-BOOKED YOU CANNOT ATTEND THE
COURSE – THANK YOU

INTRODUCTION

CONTINUING PROFESSIONAL DEVELOPMENT

1. The courses in this booklet are prepared and designed by Hartlepool Children's Services Department.
2. Each course has been specifically designed for an appropriate target group. There is open access for all teachers although the target group will be given first priority. This understanding is particularly important for literacy and numeracy courses where KS3 teachers have attended regularly and who will continue to be welcomed. Similarly this year's KS3 courses will be available to KS2 staff, should spaces permit.
3. All courses support the targets and activities in schools' own development plans, and governors' action plans as well as the general aims of the LA's Education Department Plan.

The cost for each course are described in the course details.

Hartlepool Education Development Centre (HEDC) is a centre in its own right. All funds to support the centre are devolved to schools. Costs depend on the nature of the activity such as whether it is included in local or national initiatives. Billing and recharge arrangements will continue as before. However, the following points should be noted:

- Applications for all courses must be on the form included in the back of the booklet or via e-mail to cpd-education@hartlepool.gov.uk
 - **Please follow instructions in red to book a place on Early Years and the LSCB Anti-Bullying Courses – please do not book onto these courses via the normal cpd route.**
 - We cannot accept telephone bookings – please use e-mail address or booking proforma.
 - Applications should be made **AT LEAST THREE WEEKS BEFORE THE COURSE DATE.**
 - Cancellations must also be in writing. A note, fax or email is sufficient.
 - **PLACES NOT CANCELLED WITHIN 1 WEEK WILL BE CHARGED AT THE FULL RATE.**
 - A confirmation attendance sheet will be sent to Hset Co-ordinators on a weekly basis, who then should inform appropriate delegates of courses they are attending.
4. Please send application forms as early as possible to:

CPD, Central Admin.
Children's Services Department
Level 4
Civic Centre, Victoria Road
Hartlepool
Fax: 01429 523750

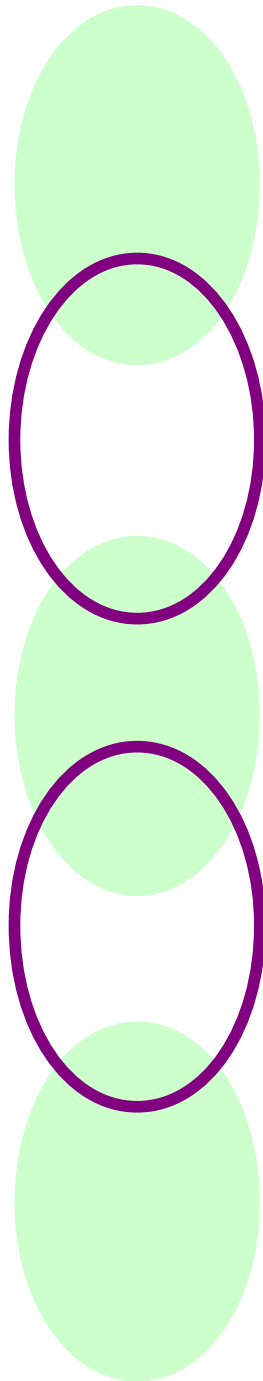
e-mail address: cpd-education@hartlepool.gov.uk

**YOU MUST ENSURE THAT YOU HAVE PRE-BOOKED YOUR PLACE
AS OUTLINED ABOVE. IF YOU HAVE NOT PRE-BOOKED YOU
CANNOT ATTEND THE COURSE. ALSO IF YOU DO NOT CANCEL A
PLACE YOU WILL BE CHARGED. THANK YOU**

(APPLICATION FORM AT BACK OF BOOKLET TO PHOTOCOPY)

**YOU NEED TO BOOK EARLY YEARS TRAINING
THROUGH lisa.mcdonald@hartlepool.gov.uk (telephone
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL
- Thank you**

EARLY YEARS



EARLY YEARS

**YOU NEED TO BOOK EARLY YEARS TRAINING
THROUGH lisa.mcdonald@hartlepool.gov.uk (telephone
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL
- Thank you**

**YOU NEED TO BOOK EARLY YEARS TRAINING
THROUGH lisa.mcdonald@hartlepool.gov.uk (telephone
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL
- Thank you**

COURSE TITLE: NEW TO EARLY YEARS FOUNDATION STAGE

To develop an understanding of the principles and practice of the Early Years Foundation Stage for practitioners new to Early Years.

The training is aimed at:

- Teachers and Teaching Assistants new to EYFS.
- Practitioners to PVI sector new to EYFS.

The learning objectives of the training are:

- To understand how the EYFS works: key principles and themes.
- To understand how to embed the EYFS to ensure quality provision and practice

Trainers:

Val Green and Early Years Team

Dates: 9.00 am. 12 noon - 22nd September, 2009 and 1.00 p.m. – 4.00 pm/5.00 p.m. – 8.00 p.m.
20th January, 2010 (repeat) - Education Development Centre

To book a place: lisa.mcdonald@hartlepool.gov.uk

COURSE TITLE: A STEP BY STEP GUIDE TO UNDERSTANDING PRE-PHONICS AND THE IMPORTANCE OF RHYTHM, TIMING AND PITCH PERCEPTION

This session has had outstanding reviews from across the Tees Valley. It promises to be a most inspiring day focusing on the vital skills of phonological development, reading, writing and communication.

The training is aimed at:

- Early Years Advisers, Consultants
- Practitioners from the maintained and PVI settings

The learning objectives of the training are:

- To prepare children for phonics.
- To develop children's auditory processing skills.
- To learn techniques to develop listening skills.
- To develop techniques to assess and develop phonological skills

Trainers:

Alan Heath from Learning Solutions

Dates: 9.00 a.m. – 3.00 p.m. 29th September, 2009 – Education Development Centre

To book a place: lisa.mcdonald@hartlepool.gov.uk

**YOU NEED TO BOOK EARLY YEARS TRAINING
THROUGH lisa.mcdonald@hartlepool.gov.uk (telephone
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL
- Thank you**

COURSE TITLE: EARLY YEARS CONFERENCE: QUALITY LEARNING OUTDOORS

The conference will focus on developing quality outdoors with particular emphasis on creative learning. There will be lots of inspiring and challenging ideas to take back to your schools and settings. The conference will begin with an inspirational speaker talking about quality learning outdoors including forest schools. The rest of the day will take the form of a workshop organisation which will include: Den building, Willow Weaving and Textiles, Story Telling Outdoors, Transient Art.

The training is aimed at:

- Foundation Stage Managers.
- Practitioners from the maintained and PVI settings.

The learning objectives of the training are:

- To understand the value of a forest school and how to develop this provision.
- To improve quality outdoor provision.
- To develop creativity outdoors.

Trainers: Mindstretchers

Mindstretchers is a dynamic company of people dedicated to providing children with multi sensory and real-world educational environments through training and consultancy. Founder, Claire Warden, formerly a school teacher and lecturer in Primary Education at Strathclyde University, developed an underlying philosophy for re-connecting children to nature. Claire is also a published author and an internationally acclaimed speaker on matters of early childhood development.

Date: 9.00 a.m. – 4.00 p.m. 9th October, 2009, Education Development Centre

To book a place: lisa.mcdonald@hartlepool.gov.uk

COURSE TITLE: NEW TO THE EARLY YEARS FOUNDATION STAGE PROFILE

To develop an understanding of the Early Years Foundation Stage Profile and how to build the profile for practitioners new to Early Years.

The training is aimed at:

- Teachers and Teaching Assistants new to EYFS.
- Practitioners in PVI sector new to EYFS.

The Learning objectives of the training are:

- To understand how the EYFSP works: key principles and themes.
- To understanding how to gather quality observations to build evidence for the profile.
- To understand how to make quality judgements for the profile points.

Trainers:

Val Green and Early Years Team

Date: 13th October, 2009 – 9.00 a.m. – 12.00 noon – EDC, Bailey Room

To book a place: lisa.mcdonald@hartlepool.gov.uk

**YOU NEED TO BOOK EARLY YEARS TRAINING
THROUGH lisa.mcdonald@hartlepool.gov.uk (telephone
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL
- Thank you**

COURSE TITLE: EFFECTIVE USE OF DATA ANALYSIS

This session focuses on the EYFS profile data. Participants will develop an understanding of how to evaluate the EYFS Profile data, exploring what the data is currently and historically highlighting about different groups of learners and comparison with local, regional and national. The session will explore how to use the analysis effectively to set priorities for improvement.

The training is aimed at:

- EYFS Teachers and Foundation Stage Managers.
- Subject Leaders in Primary Schools

The learning objectives of the training are:

- To understand how to evaluate EYFS data.
- To use the data effectively to set improvement targets for children's learning and development.

Trainers:

Val Green and Early Years Team

Date: 3.45 p.m. – 5.30 p.m. 21st October, 2009 – EDC – Bailey Room

To Book: lisa.mcdonald@hartlepool.gov.uk

COURSE TITLE: DEVELOPING A QUALITY BOOK AREA

This session will focus on quality provision to support learning in the Book Area for 3-5 year olds. Each delegate will be given a selection of books for their school/setting.

The training is aimed at:

- Foundation Stage Managers.
- Practitioners from the maintained and PVI settings.

The training objectives of the training are:

- To improve practitioners understanding of how to enable effective engagement in the Book Area.
- To develop a love of books for every child.

Trainers:

Val Green, School Improvement Adviser (Early Years and Settings) and Early Years Team

Date: 3.45 p.m. – 5.30 p.m. – 17th November, 2009 – EDC, Hall

To Book: lisa.mcdonald@hartlepool.gov.uk

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THROUGH lisa.mcdonald@hartlepool.gov.uk (telephone
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL
- Thank you**

COURSE TITLE: PSED: THE IMPORTANCE OF DEVELOPING POSITIVE RELATIONSHIPS WITHIN THE EYFS

The training is aimed at:
Foundation Stage Practitioners

The Learning objectives of the training are:
To explore the role of the key person and the benefits of young children, parents and setting.

Trainers:
Eileen Skirving and Carole Lister

Date: 18th November, 2009 – 9.00 a.m. – 12 noon – EDC Hall

To Book: lisa.mcdonald@hartlepool.gov.uk

COURSE TITLE: EARLY YEARS FOUNDATION STAGE: UPDATE MEETING FOR EARLY YEARS PRACTITIONERS

To update practitioners on current developments within the Early Years Foundation Stage.

The training is aimed at:
Co-ordinators from within the maintained settings and room-leaders/deputies from within the PVI sector.

The Learning objectives are:
To share current developments both nationally and locally.

Trainers:
Val Green and Early Years Team

Dates: 24th November, 2009 – 3.45 p.m. – 8.00 p.m. – EDC Hall
22nd June, 2010 – 3.00 p.m. – 8.00 p.m. – EDC Hall

To book: lisa.mcdonald@hartlepool.gov.uk

**YOU NEED TO BOOK EARLY YEARS TRAINING
THROUGH lisa.mcdonald@hartlepool.gov.uk (telephone
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL
- Thank you**

COURSE TITLE: EARLY YEARS FOUNDATION STAGE PROFILE: MODERATION MEETING

The training is aimed at:

- YR teachers and Assessment Managers from within the maintained sector.

The Learning objectives are:

- To understand how the moderation system works within the local authority.
- To develop a shared agreement of interpretation of the profile points
- To ensure consistency across the Local Authority.

Trainers:

Val Green and Early Years Team

Dates: 9th February, 2010 – 3.45 p.m. – 5.00 p.m. – EDC Hall
19th April, 2010 – 3.30 p.m. – 5.30 p.m. – EDC Hall.

To book: lisa.mcdonald@hartlepool.gov.uk

COURSE TITLE: EARLY YEARS FOUNDATION STAGE PROFILE: EFFECTIVE USE OF THE CREATIVE WORKSHOP AREA

The session will include many practical examples of how the workshop area has supported learning across the EYFS.

The training is aimed at:

Training for all Early Years Practitioners in the maintained and PVI sector.

The Learning objectives are:

To understand how to develop and resource an effective workshop area to maximise creativity.

Trainers:

Val Green and Early Years Team

Dates: 23rd February, 2010 – 3.45 p.m. – 5.30 p.m. and 6.15 p.m. – 7.30 p.m.

To book: lisa.mcdonald@hartlepool.gov.uk

**YOU NEED TO BOOK EARLY YEARS TRAINING
THROUGH lisa.mcdonald@hartlepool.gov.uk (telephone
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL
- Thank you**

COURSE TITLE: WORKING WITH PARENTS IN EYFS

The training is aimed at:

The course aims to help support practitioners working in schools and settings to involve parents in their children's learning.

Trainers:

Jill Hynd, School Improvement Co-ordinator (Family Learning)

Dates: 23rd March, 2010 Schools: 3.45 p.m. – 5.30 p.m. PVI's: 6.00 p.m. – 8.00 p.m. – E.D.C. Bailey Room

To book: lisa.mcdonald@hartlepool.gov.uk

**COURSE TITLE: EARLY YEARS FOUNDATION STAGE PROFILE: EFFECTIVE USE OF DRAMA AND
ROLE PLAY TO SUPPORT LEARNING ACROSS THE EYFS (3-5 YEARS)**

This training will cover how drama and role play can effectively support learning in all areas of EYFS.

The training is aimed at:

Practitioners within the maintained and private sector who work with children 3-5 years.

The Learning objectives are:

- To understand how exciting and inspirational drama techniques can support learning.
- To explore how role play indoors and outdoors can motivate learning across the EYFS.

Trainers:

Val Green and Early Years Team

Dates: 18th May 9.00 a.m. – 12 noon – EDC Bailey Room

To book: lisa.mcdonald@hartlepool.gov.uk

**YOU NEED TO BOOK EARLY YEARS TRAINING
THROUGH lisa.mcdonald@hartlepool.gov.uk (telephone
279980) – DO NOT BOOK THROUGH CPD FORM/E-MAIL
- Thank you**

COURSE TITLE: EARLY YEARS FOUNDATION STAGE PROFILE: DROP IN MODERATION SESSION
This session is aimed at support YR teachers to clarify profile point judgements.

The training is aimed at:
YR teachers, Foundation Stage managers

The Learning objectives are:

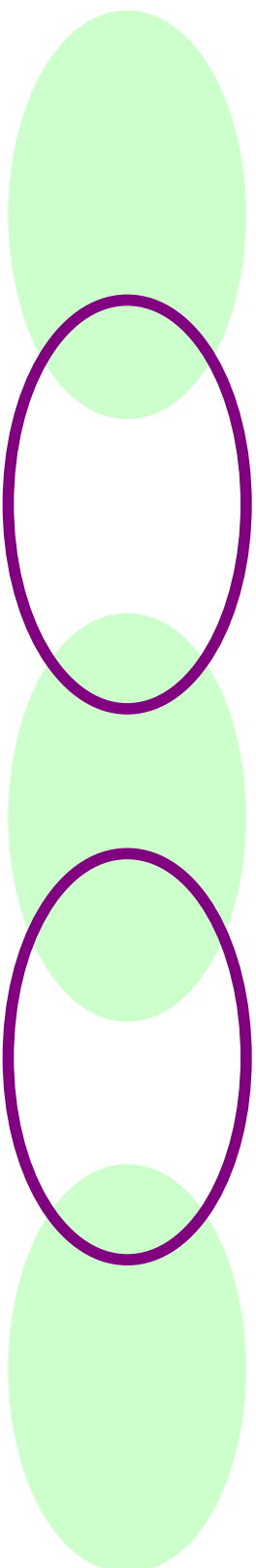
- For teachers to drop in' with queries about judgements of the Early Years Foundation Stage Profile Points to clarify their judgements in line with QCA.

Trainers:
Val Green and Early Years Team

Dates: 25th May, 2010 3.30 p.m. – 5.30 p.m. – EDC Hall

To book: lisa.mcdonald@hartlepool.gov.uk

PRIMARY COURSES



PRIMARY COURSES

PRIMARY COURSES

PRIMARY BEHAVIOUR SUPPORT:

COURSE REF: PBS1

DATES: 12th October, 2009

COURSE TITLE:
Positive Behaviour Management

DURATION: 9.00 a.m. – 3.00 p.m.

NO. OF PARTICIPANTS:
Minimum 10 – Maximum 28

TARGET GROUP: All support staff in primary Schools

- COURSE AIMS:**
- To develop awareness of schools' behaviour management system and their implementation.
 - To explain to staff how they can help and promote positive behaviour management in school

VENUE: Education Development Centre

COURSE LEADER:
Barbara Towler
School Improvement Co-ordinator (Behaviour)

COSTS: £10

Be Healthy		Stay Safe	
Make a Positive Contribution		Enjoy & Achieve	✓
Achieve Economic Well Being			

COURSE REF: PBS2a or PBS2b or PBS2c

DATES:
PBS2a – 6th Nov. 2009
PBS2b – 8th March, 2010
PBS2c – 8th July, 2010
(PBS2b and PBS2c are repeats of PBS2a – you only need to book onto one date – thank you)

COURSE TITLE:
Befriender, Listener, Mentor Training

DURATION: 9.00 a.m. – 3.00 p.m.

NO. OF PARTICIPANTS:
Minimum 10 – Maximum 28

TARGET GROUP:. All staff working in primary schools

COURSE AIMS:
To train staff in listening and problem solving skills which could enable them to provide a service to pupils experiencing emotional difficulties.

VENUE: Education Development Centre

COURSE LEADER:
Barbara Towler
Primary Behaviour Co-ordinator

COSTS: £10

Be Healthy		Stay Safe	
Make a Positive Contribution		Enjoy & Achieve	✓
Achieve Economic Well Being			

PRIMARY COURSES

PRIMARY BEHAVIOUR SUPPORT:

COURSE REF: PBS3

DATES: 11th February, 2010

COURSE TITLE:

Succeeding with Difficult Pupils

DURATION: 9.00 a.m. – 3.00 p.m.

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 28

TARGET GROUP: All staff in primary schools.

COURSE AIMS:

To focus on the interpersonal skills needed to deal with demanding and difficult pupils.

VENUE: Education Development Centre

COURSE LEADER:

Barbara Towler

School Improvement Co-ordinator (Behaviour)

COSTS: £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY ICT:

COURSE REF: PICT1

COURSE TITLE:

ICT Primary Subject Leaders' Update

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 36

COURSE AIMS:

Ongoing support and development for Primary ICT Subject Leaders.

COURSE LEADER:

Mark Hickson – Primary ICT Co-ordinator

DATES:

13th October, 2009
11th February, 2010
29th April, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION:

4.00 p.m. – 5.00 p.m.

TARGET GROUP:

Primary ICT Subject Leaders

VENUE: Pascal Suite, Manor E-Learning Centre

COSTS: Free to all Hartlepool schools purchasing ICT Hands On Support.

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PICT2a or PICT2b

COURSE TITLE:

Hands-on ICT for Primary School Teaching Assistants

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 30

COURSE AIMS:

This day is intended for primary school teaching assistants. With a significant hands-on element, it will raise awareness and increase understanding of a range of issues around supporting children using ICT in their learning.

COURSE LEADER:

Mark Hickson – Primary ICT Co-ordinator

DATES:

PICT2a - 15th October, 2009
PICT2b - 24th June, 2010
(*PICT2b is a repeat of PICT2a – you only need to book onto one date – thank you*)

DURATION:

9.00 a.m. – 3.00 p.m.

TARGET GROUP:

Primary ICT Teaching Assistants

VENUE: Manor E-Learning Centre

COSTS: Free to Hartlepool schools purchasing ICT Hands-on-Support.

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY ICT:

COURSE REF: PICT3

DATES: 11th November, 2009

COURSE TITLE:

Innovative approaches to Control Technology at Key Stage 2

DURATION: 9.00 a.m. – 3.30 p.m.

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 24

COURSE AIMS:

Going beyond the buffer box! Control technology is often seen, for a variety of reasons including lack of expertise and funds, as being one of the hardest areas of ICT entitlement to deliver. In fact, it need not be expensive and can be hugely enjoyable. Prepare for hands on day spent in the company of turtles, dancing robots and Wrex the scrapyard dog!

TARGET GROUP:

Primary Teachers

VENUE: Pascal Suite, Manor E-Learning Centre

COURSE LEADER:

Mark Hickson – Primary ICT Co-ordinator

COSTS: Free to all Hartlepool Schools purchasing ICT Hands on Support

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PICT4a or PICT4b or PICT4c

DATES: **PICT4a** - 3rd December, 2009

PICT4b - 24th March, 2010

PICT4c - 20th May, 2010

(*PICT4b and PICT4c are repeats of PICT4a – you only need to book onto one date – thank you*)

COURSE TITLE:

Comic Life in the Primary Classroom

DURATION: 4.00 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 30

COURSE AIMS:

All Hartlepool primary schools have a full licence for Comic Life. Comic Life makes easy the combination of text and graphics in a range of ways and is an excellent tool for encouraging all pupils from the gifted and talented to the most reluctant writers to communicate. Be aware that outbursts of spontaneous excitement might result from the use of Comic Life!

TARGET GROUP:

Primary teachers

VENUE: Pascal Suite, Manor E-Learning Centre.

COURSE LEADER:

Mark Hickson – Primary ICT Co-ordinator

COSTS: Free to Hartlepool schools purchasing ICT Hands on Support.

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY ICT:

COURSE REF: PICT5

COURSE TITLE:

Making Movies with the Digital Blue Movie Creator

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 24

COURSE AIMS:

Many schools have one or more Digital Blue cameras. Sometimes overlooked, they offer a cheap, easy-to-use introduction to film-making. This day will give you the skills you need to maximise their use. You'll learn how to capture, edit (including the application of awesome special effects) and publish video and also how to create stop-motion movies.

COURSE LEADER:

Mark Hickson – Primary ICT Co-ordinator

DATES:

27th January, 2010 and
10th March, 2010 (Twilight)

MODULAR COURSE – DELEGATES MUST ATTEND BOTH SESSIONS

DURATION:

27th January, 2010:
1.00 p.m. – 3.30 p.m.
10th March, 2010:
4.00 p.m. – 5.00 p.m.

TARGET GROUP:

Primary ICT staff

VENUE: Pascal Suite, Manor E-Learning Centre

COSTS: Free to Hartlepool schools purchasing Hands On Support.

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PICT6

COURSE TITLE:

ICT In Primary Science

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 24

COURSE AIMS:

ICT has huge potential to enhance and enrich learning and teaching in Science. Come and find out about a range of software and online resources. Be prepared to boldly go into dark places with the aid of computer-connected microscopes and use datalogging equipment to find out just whose class really is the noisiest!

COURSE LEADER:

Mark Hickson – Primary ICT Co-ordinator
Sian Lamplough – Science Co-ordinator

DATES:

2nd March, 2010

DURATION:

9.00 a.m. – 3.30 p.m.

TARGET GROUP:

All teaching staff.

VENUE: Pascal Suite, Manor E-Learning Centre

COSTS: Free to all Hartlepool schools purchasing ICT Hands On Support.

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY ICT:

COURSE REF: PICT7

COURSE TITLE:
I Can Animate

NO. OF PARTICIPANTS:
Minimum 5 – Maximum 30

COURSE AIMS:
All Hartlepool primary schools have a licence for I Can Animate (a wonderfully easy-to-use, stop-frame animation package) and suitable webcams to use with it. Learn how to create the next Wallace and Gromit blockbuster. Delegates should bring with them a laptop with the software installed and a webcam. Plasticine provided!

COURSE LEADER:
Mark Hickson – Primary ICT Co-ordinator

DATES: 12th May, 2010
30th June, 2010 (Twilight)

MODULAR COURSE – DELEGATES MUST ATTEND BOTH SESSIONS

DURATION: 12th May, 2010:
1.00 p.m. – 3.30 p.m.
30th June, 2010:
4.00 p.m. – 5.00 p.m.

TARGET GROUP:
Primary ICT staff.

VENUE: Pascal Suite, Manor E-Learning Centre

COSTS: Free to all Hartlepool schools purchasing ICT HandsOn Support

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PICT8

COURSE TITLE:
Primary ICT Subject Leaders Conference

NO. OF PARTICIPANTS:
Minimum 5 – Maximum 30

COURSE AIMS:
This day is intended as a professional update for all Hartlepool primary school ICT subject leaders.

COURSE LEADER:
Mark Hickson – Primary ICT Co-ordinator

DATES: 15th June, 2010

DURATION: 9.00 a.m. – 3.30 p.m.

TARGET GROUP:
Primary ICT Subject Leaders

VENUE: Pascal Suite, Manor E-Learning Centre

COSTS: Free to Hartlepool schools purchasing ICT Hands-on-Support

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY MATHS:

COURSE REF: PM1

COURSE TITLE:

Teaching and learning strategies to engage pupils in the mathematics classroom

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 30

COURSE AIMS:

To provide strategies and resources to be used in the primary or secondary mathematics classroom which will engage and motivate all learners.

COURSE LEADER:

Alison Smart – School Improvement Co-ordinator (Secondary Maths)
Debbie King – School Improvement Co-ordinator (Primary Maths)

DATES: 13th November, 2009

DURATION: 9.00 a.m. – 4.00 p.m.

TARGET GROUP:

All primary and secondary mathematics teachers, TAs and HLTAs

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

PRIMARY COURSES

PRIMARY MODERN FOREIGN LANGUAGES:

COURSE REF: MFL1

COURSE TITLE:
Primary French: "The Second Year"

NO. OF PARTICIPANTS:
Minimum 6 –Maximum 20

COURSE AIMS:
To explore activities from QCA units 7-12, and Framework Objectives for Y4. The QCA activities underpin most of the published courses, and the course will familiarise delegates with the vocabulary and structures needed to teach them. You will leave with lots of practical ideas for teaching French, and how to fit it into other areas of the curriculum.

It would be useful for delegates to have their own copy of the QCA units.

COURSE LEADER:
Christine Robertson – Primary Languages
Co-ordinator

DATES: 14th September, 2009
11th January, 2010
26th April, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL THREE SESSIONS

DURATION: 1.00 p.m. – 4.00 p.m.

TARGET GROUP:
Teachers who are moving on with French, or whose class is in its second year of primary French: probably, but not necessarily, Year 4 TAs who support them.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: MFL2

COURSE TITLE:
Primary French: "Year 6"

NO. OF PARTICIPANTS:
Minimum 4 –Maximum 20

COURSE AIMS:
To explore activities from QCA units 19.-24, and Framework Objectives for Y6. The QCA activities underpin most of the published courses, and the course will familiarise delegates with the vocabulary and structures needed to teach them. You will leave with lots of practical ideas for teaching French, and how to fit it in with other areas of the curriculum. Assessment will be an issue for Y6, and the course will consider how to assess children's work, ready for transition to secondary school.

It would be useful for delegates to have their own copy of the QCA units.

COURSE LEADER:
Christine Robertson – Primary Languages
Co-ordinator

DATES: 17th September, 2009
14th January, 2010
20th May, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION: 1.00 p.m. – 4.00 p.m.

TARGET GROUP:
Teachers whose class is in its fourth year of primary French: Year 6 TAs who support them.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY MODERN FOREIGN LANGUAGES:

COURSE REF: MFL3

COURSE TITLE:
Primary French "The Third Year"

NO. OF PARTICIPANTS:
Minimum 4 – Maximum 20

COURSE AIMS:
To explore activities for QCA units 13-18 and Framework Objectives for Y5. The QCA activities underpin most of the published courses, and the course will familiarise delegates with the vocabulary, structures and methodology needed to teach them. You will leave with lots of practical ideas for teaching French. As Reading and Writing take a greater part in the work of Y5, the course will consider how to bring them in and how to develop these aspects.
It would be useful for delegates to have their own copy of the QCA Units

COURSE LEADER:
Christine Robertson – Primary Languages
Co-ordinator

DATES: 21st September, 2009
18th January, 2010
22nd April, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL THREE SESSIONS

DURATION: 1.00 p.m. – 4.00 p.m.

TARGET GROUP:
Teachers who are moving on with teaching French, or whose class is in its third year of primary French, probably, but not necessarily, Year 5. TAs, who support them.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: MFL4

COURSE TITLE:
Primary Languages Network

Session 1: Intercultural Understanding
Session 2: Moving on With Assessment
Session 3: Play ground games/working in a cross curricular way

NO. OF PARTICIPANTS:
Minimum 6 – Maximum 25

COURSE AIMS:
To familiarise subject leaders and other interested teachers with developments in Languages, and to help them support colleagues in their schools.

COURSE LEADER:
Christine Robertson – Primary Languages
Co-ordinator

DATES: 24th September, 2009
4th February, 2010
27th May, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL THREE SESSIONS

DURATION: 1. 24th September, 2009:
3.45 p.m. – 5.30 p.m.
2. 4th February, 2010:
1.00 p.m. – 4.00 p.m.
3. 27th May, 2010
3.45 p.m. – 5.30 p.m.

TARGET GROUP:
Subject leaders and other primary/secondary teachers/TAs interested in supporting primary languages.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY MODERN FOREIGN LANGUAGES:

COURSE REF: MFL5

COURSE TITLE:

Primary French: "The First Year"

NO. OF PARTICIPANTS:

Minimum 6 – Maximum 20

COURSE AIMS:

To explore activities from QCA units 1-6, and Framework Objectives for Y3. The QCA activities underpin most of the published courses, and the course will familiarise delegates with the vocabulary, structures and methodology needed to teach them. You will leave with lots of practical ideas for teaching French, and how to fit it in with other areas of the curriculum.

COURSE LEADER:

Christine Robertson – Primary Languages
Co-ordinator.

DATES:

28th September, 2009
25th January, 2010
29th April, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL THREE SESSIONS

DURATION: 1.00 p.m. – 4.00 p.m.

TARGET GROUP:

Teachers whose class is in its first year in primary French: probably but not necessarily, Year 3. TAs who support them. Previous experience not needed!

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: MFL6

COURSE TITLE:

Singing, Dancing and Primary French

NO. OF PARTICIPANTS:

Minimum 12 – Maximum N/A

COURSE AIMS:

To work with musicians from The Sage/Singup on teaching the songs from the Primary French Roadshow "La Chanson Du Retour". To build confidence in French and in singing.

COURSE LEADER:

Singup

DATES:

20th November, 2009
(This date could change)

DURATION: 3.45 p.m. – 5.15 p.m.

TARGET GROUP:

Any/all teachers from the schools who sent children to the roadshow on 20th November, plus other KS2 teachers who wish to take advantage of this high quality training.

VENUE: To be confirmed.

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY MODERN FOREIGN LANGUAGES:

COURSE REF: MFL7

COURSE TITLE:

Literacy and Phonics: Joint English and
Primary Languages Day

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 30

COURSE AIMS:

- To make the links between Literacy and Languages and to explore how they can be reinforced in schools.
- To look at phonics teaching in English and French.

COURSE LEADER:

Christine Robertson – Primary Languages
Co-ordinator
Debbie Brown – School Improvement Adviser
Dorolyn Parker – AST, Hull LA

DATES: 18th March, 2010

DURATION: 9.00 a.m. – 3.30 p.m.

TARGET GROUP:

Literacy Leaders and Languages Leaders

For the afternoon session, any languages teachers would be welcome to join.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY PHYSICAL EDUCATION:

COURSE REF: PE1

DATES: 24th September, 2009

COURSE TITLE:
PLT Module A and B

DURATION: 9.00 a.m. – 4.00 p.m.

NO. OF PARTICIPANTS:
Minimum 6 – Maximum 24

TARGET GROUP:
Newly appointed Primary Link Teachers

COURSE AIMS:
An introduction to PESSYP strategy and the role of the PLT as subject leader of PESS.

VENUE: Manor College E-Learning Centre

COSTS: Free – covered by National CPD Programme (there may be supply funding available, schools to contact Paul Jackson)

COURSE LEADER:
Local Tutors

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

COURSE REF: PE2

DATES: 18th November, 2009

COURSE TITLE:
NQT Support – Planning For PE

DURATION: 1.00 p.m. – 4.00 p.m.

NO. OF PARTICIPANTS:
Minimum 12 – Maximum 25

TARGET GROUP:
Primary NQTs.

COURSE AIMS:
Support for NQTs in the planning and preparation of High Quality PE lessons.

VENUE: Manor College E-Learning Centre

COSTS: Free – covered by National CPD Programme (there may be supply funding available, schools to contact Paul Jackson)

COURSE LEADER:
Local Tutors

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

PRIMARY COURSES

PRIMARY PHYSICAL EDUCATION:

PAUL JACKSON, HARTLEPOOL SCHOOL SPORT PARTNERSHIP MANAGER, OFFERS DISCRETE “IN-HOUSE” WHOLE SCHOOL CPD TO SUIT INDIVIDUAL SCHOOL NEEDS.

PLEASE CONTACT PAUL USING ANY OF THE FOLLOWING METHODS TO ARRANGE TRAINING.

01429 287506

Mobile : 07917277061

Office Fax: 01429 272780

E-mail: p.jackson@hartlepool.gov.uk

THANK YOU

PRIMARY COURSES

PRIMARY RELIGIOUS EDUCATION:

COURSE REF: PRE1

DATES: 1st October, 2009

COURSE TITLE:

Primary RE Network Meeting

DURATION: 3.45 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:

Minimum 15 – Maximum 30

TARGET GROUP: Primary R.E. Co-ordinators

COURSE AIMS:

To update Primary RE Co-ordinators and help support their work in schools.

VENUE: Education Development Centre

COURSE LEADER:

Sharon Artley – RE Consultant

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY SCIENCE:

COURSE REF: PSC1

COURSE TITLE:

Primary Science Network Meetings

NO. OF PARTICIPANTS:

Minimum 6 – Maximum 25

COURSE AIMS:

Science updates, support, teaching and learning of science in the primary school.

COURSE LEADER:

Sian Lamplough – Secondary Science Co-ordinator
Rosemary Feasey

DATES: 21st October, 2009
20th January, 2010
19th May, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION: 3.45 p.m. – 5.00 p.m.

TARGET GROUP:

Primary science subject leaders, primary teachers with an interest in science

VENUE: High Tunstall College of Science

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS1

DATES: 16th September, 2009
3rd February, 2010

COURSE TITLE:

Developing Mathematics Subject Knowledge for Teaching Assistants

MODULAR COURSE – DELEGATES MUST ATTEND BOTH SESSIONS

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 20

DURATION: 12.45 p.m. – 2.45 p.m.

COURSE AIMS:

- To develop awareness of the Mathematics curriculum and associated subject knowledge.
- To enable Teaching Assistants to contribute more effectively to the whole class mathematics lesson.

TARGET GROUP:

Teaching assistants (this is not the New TA training which runs annually but for all teaching assistants)

VENUE: Education Development Centre

COURSE LEADER:

Debbie King – Primary Strategy Consultant (Numeracy)

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PS2

DATES: 17th September, 2009

COURSE TITLE:

Phase 1: Letters and Sounds

DURATION: 3.45 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 25

TARGET GROUP:

Foundation stage and key stage 1 practitioners

COURSE AIMS:

This training will develop practitioners' knowledge and skills in delivering phase 1 of Letters and Sounds.

VENUE: Education Development Centre

COURSE LEADER:

Linda McGlasham – CLLD Consultant
Jill Hynd – Family Learning Consultant

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS3

DATES: 22nd September, 2009

COURSE TITLE:
1 to 1 Tutor Briefing

DURATION: 3.45 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:
Minimum 10 – Maximum 60

TARGET GROUP:
1 to 1 tutors.

COURSE AIMS:
To facilitate tutors to be able to deliver appropriately engaging intervention.

VENUE: Education Development Centre

COURSE LEADER:
Debbie Brown – School Improvement Adviser

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PS4

DATES: 24th September, 2009

COURSE TITLE:
Continuing the Learning Journey

DURATION: 3.45 p.m. – 5.30 p.m.

NO. OF PARTICIPANTS:
Minimum 10 – Maximum 60

TARGET GROUP:
Y1 teachers and TAs that are working in the same class and their reception colleagues.

COURSE AIMS:
This course will help schools give children a positive experience of transition from EYFS to KS1.

VENUE: Education Development Centre

COURSE LEADER:
Debbie Brown – School Improvement Adviser

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS5

COURSE TITLE:

Investing in Leadership of core subject leaders
(Literacy and Mathematics)

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 60

COURSE AIMS:

This training will help English and Mathematics subject leaders develop their role in school whilst keeping abreast of current national initiatives including subject specific information and generic issues.

COURSE LEADER:

Debbie Brown – School Improvement Adviser

DATES:

30th September, 2009
27th January, 2010
30th June, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION:

30th September, 2009:
9.15 a.m. – 3.00 p.m.
27th January, 2010:
9.15 a.m. – 3.00 p.m.
30th June, 2010:
3.45 p.m. – 5.00 p.m.

TARGET GROUP:

Subject Leaders

VENUE: Education Development Centre

COSTS: £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PS6

COURSE TITLE:

Talking, Thinking, ICT to raise standards in Mathematics for KS2

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 36

COURSE AIMS:

To develop classroom practice to ensure quality first teaching.

COURSE LEADER:

Debbie King – Primary Strategy Consultant
(Numeracy)

DATES:

7th October, 2009
8th March, 2010
7th July, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION:

7th October, 2009:
9.15 a.m. – 3.00 p.m.
8th March, 2010:
9.15 a.m. – 3.00 p.m.
7th July, 2010:
3.45 p.m. – 5.00 p.m.

TARGET GROUP:

KS2 teachers NOT Y6.

VENUE: ManorE Learning Centre

COSTS: £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS7

DATES: 8th October, 2009

COURSE TITLE:

Letters and Sounds in FS and KS1 (Phases 2 – 4)

DURATION: 1.00 p.m. – 3.00 p.m.

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 40

TARGET GROUP:

Foundation stage and key stage 1 practitioners.

COURSE AIMS:

This training will develop practitioners' knowledge and skills in delivering Letters and Sounds phases 2, 3 and 4.

VENUE: Education Development Centre

COURSE LEADER:

Linda McGlasham – CLLD Consultant
Jill Hynd – Family Learning Consultant

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PS8

DATES: 14th October, 2009
24th March, 2010
23rd June, 2010

COURSE TITLE:

Talking, Thinking, ICT to raise standards in Literacy for KS2.

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION: 14th October, 2009:
9.15 a.m. – 3.00 p.m.
24th March, 2010:
9.15 a.m. – 3.00 p.m.
23rd June, 2010:
3.45 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 36

TARGET GROUP:

KS2 teachers NOT Y6.

COURSE AIMS:

To develop classroom practice to ensure quality first teaching.

VENUE: ManorE-Learning Centre

COURSE LEADER:

Debbie Brown – School Improvement Adviser

COSTS: £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS9

DATES: 15th October, 2009

COURSE TITLE:

Letters and Sounds in KS1 (Phases 5 & 6)

DURATION: 1.00 p.m. – 3.00 p.m.

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 40

TARGET GROUP:

Key stage 1 practitioners.

COURSE AIMS:

This training will develop practitioners' knowledge and skills in delivering Letters and Sounds Phases 5 and 6.

VENUE: Education Development Centre

COURSE LEADER:

Linda McGlasham – CLLD Consultant
Jill Hynd – Family Learning Consultant

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PS10

DATES: 20th October, 2009
10th March, 2010
16th June, 2010

COURSE TITLE:

Talking, Thinking, ICT to raise standards in Literacy for KS1

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION: 20th October, 2009:
9.15 a.m. – 3.00 p.m.
10th March, 2010:
9.15 a.m. – 3.00 p.m.
16th June, 2010:
3.45 p.m. – 5.00 p.m.

COURSE AIMS:

To develop classroom practice to ensure quality first teaching.

TARGET GROUP:

KS1 teachers.

VENUE: ManorE Learning Centre

COURSE LEADER:

Debbie Brown – School Improvement Adviser

COSTS: £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS11

DATES: 22nd October, 2009
15th January, 2010
11th June, 2010

COURSE TITLE:

Investing in Leadership of Assessment

**MODULAR COURSE – DELEGATES MUST
ATTEND ALL 3 SESSIONS**

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 60

DURATION: 22nd October, 2009:
9.15 a.m. – 3.00 p.m.
15th January, 2010:
1.00 p.m. – 3.00 p.m.
11th June, 2010:
1.00 p.m. – 3.00 p.m.

COURSE AIMS:

This training will help assessment leaders with their role in school and support them in embedding APP across school.

TARGET GROUP:

Assessment leaders in school.

VENUE: Education Development Centre

COURSE LEADER:

Debbie Brown – School Improvement Adviser

COSTS: £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PS12

DATES: 3rd November, 2009

COURSE TITLE:

Starting the Moderation Process in Y2

DURATION: 3.45 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 30

TARGET GROUP:

Y2 teachers.

COURSE AIMS:

To support teachers in planning for the moderation of end of KS1 assessments.

VENUE: Education Development Centre

COURSE LEADER:

Debbie Brown – School Improvement Adviser

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS13

COURSE TITLE:

Talking, thinking, ICT to raise standards in Mathematics for KS1

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 36

COURSE AIMS:

To develop classroom practice to ensure quality first teaching.

COURSE LEADER:

Debbie King – Primary Strategy Consultant (Numeracy)

DATES:

4th November, 2009
22nd March, 2010
9th June, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION:

4th November, 2009:
9.15 a.m. – 3.00 p.m.
22nd March, 2010:
9.15 a.m. – 3.00 p.m.
9th June, 2010:
3.45 p.m. – 5.00 p.m.

TARGET GROUP:

KS1 teachers

VENUE: ManorE Learning Centre

COSTS: £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PS14

COURSE TITLE:

Involving Parents in Supporting their Child's Communication, Language and Literacy Development

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 25

COURSE AIMS:

This course will help teachers and practitioners in developing strategies and approaches to engage parents in supporting their child's communication, language and literacy development.

COURSE LEADER:

Jill Hynd – Learning Consultant
Linda McGlashan – CLLD Consultant

DATES:

10th November, 2009

DURATION:

3.45 p.m. – 5.00 p.m.

TARGET GROUP:

Foundation stage and KS1 practitioners.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS15

COURSE TITLE:
Building a Community of Readers

NO. OF PARTICIPANTS:
Minimum 6 – Maximum 25

- COURSE AIMS:**
- This course will provide teachers with a range of ideas on how to develop reading in their school including reading for pleasure and reading to the class.
 - Teachers will hear from schools which have begun this work already and share ideas.
 - They will develop plans to implement in school.
 - Through the process they will identify and share quality texts to use with children.

COURSE LEADER:
Debbie Brown – School Improvement Adviser

DATES: 12th November, 2009 and
3rd March, 2010

MODULAR COURSE – DELEGATES MUST ATTEND BOTH SESSIONS

DURATION: 1.15 p.m. – 3.00 p.m.

TARGET GROUP:
All Primary Teachers interested in developing reading across the school including reading for pleasure and reading to the class.

VENUE: Education Development Centre

COSTS: Free

Be Healthy		Stay Safe	
Make a Positive Contribution		Enjoy & Achieve	✓
Achieve Economic Well Being			

COURSE REF: PS16

COURSE TITLE:
Early identification of, and support for, children with speech, language and communication difficulties including dyslexia

NO. OF PARTICIPANTS:
Minimum 10 – Maximum 36

- COURSE AIMS:**
- During the day practitioners will be given confidence to make early identification of children with speech, language and communication difficulties.
 - They will consider appropriate practice and environments to support this group of children.
 - There will be opportunity to review web-based materials, including the Inclusion Development Programme, that will support them with early identification.

COURSE LEADER:
Debbie Brown – School Improvement Adviser
Linda McGlasham – CLLD Consultant

DATES: 17th November, 2009

DURATION: 9.15 a.m. – 3.00 p.m.

TARGET GROUP:
CLLD Lead and Foundation Stage Practitioners

VENUE: Manor E-Learning Centre

COSTS: £10

Be Healthy		Stay Safe	
Make a Positive Contribution		Enjoy & Achieve	✓
Achieve Economic Well Being			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS17

COURSE TITLE:

Developing Literacy Subject Knowledge for Teaching Assistants

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 60

COURSE AIMS:

- To develop awareness of the Literacy curriculum and associated subject knowledge.
- To enable Teaching Assistants to contribute more effectively to the whole class Literacy lesson.

COURSE LEADER:

Debbie Brown – School Improvement Adviser

DATES:

19th November, 2009 and
26th May, 2010

MODULAR COURSE – DELEGATES MUST ATTEND BOTH SESSIONS

DURATION:

12.45 p.m. – 2.45 p.m.

TARGET GROUP:

Teaching assistants (this is not the new TA training which runs annually but for all TAs)

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PS18

COURSE TITLE:

EYFS and Primary Strategy Headteacher Briefing

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 60

COURSE AIMS:

This information giving session will provide headteachers with a summary of recent and relevant information about EYFS and Primary Strategy.

COURSE LEADER:

Debbie Brown – School Improvement Adviser
Val Green – School Improvement Adviser (Early Years)

DATES:

25th November, 2009 and
15th June, 2010

MODULAR COURSE – DELEGATES MUST ATTEND BOTH SESSIONS

DURATION:

1.15 p.m. – 3.00 p.m.

TARGET GROUP:

Headteachers.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS19

DATES: 2nd December, 2009

COURSE TITLE:

Getting it Right for Y6 pupils in English and Mathematics

DURATION: 9.00 p.m. – 3.30 p.m.

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 60

TARGET GROUP:

Y6 teachers.

COURSE AIMS:

Sharing good practice and reviewing materials to support securing two level gains.

VENUE: Education Development Centre

COURSE LEADER:

Debbie Brown – School Improvement Adviser

COSTS: £10

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PS20

DATES: 8th December, 2009
9th March, 2010
22nd June, 2010

COURSE TITLE:

CLLD Cluster Meetings

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

NO. OF PARTICIPANTS:

Minimum 6 – Maximum 24

DURATION: 3.45 p.m. – 5.00 p.m.

COURSE AIMS:

- To monitor progress in CLLD target schools update lead practitioners with information from National Strategies.
- To share aspects of good practice.

TARGET GROUP:

CLLD Lead Practitioners, teachers and TAs in original CLLD target schools (Brougham, Clavering, Eldon Grove, Golden Flatts, Grange, Jesmond Road, Lynnfield, Owton Manor, Rift House, St. Aidan's, Ward Jackson and West View Primary Schools)

COURSE LEADER:

Linda McGlasham – CLLD Consultant/EYC
Jill Hynd – Family Learning Consultant/CLLD Cons. KS1.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS21

DATES: 19th January, 2010

COURSE TITLE:
1 to 1 Tutor Briefing

DURATION: 3.45 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:
Minimum 10 – Maximum 60

TARGET GROUP:
1 to 1 tutors

COURSE AIMS:
To facilitate new tutors to be able to deliver appropriately engaging intervention.

VENUE: Education Development Centre

COURSE LEADER:
Debbie Brown – School Improvement Adviser

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PS22

DATES: 3rd February, 2010

COURSE TITLE:
Meet the Moderator for Y2 teachers

DURATION: 3.45 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:
Minimum 10 – Maximum 30

TARGET GROUP:
Y2 teachers.

COURSE AIMS:
To enable teachers being moderated to review their preparation and meet their allocated moderators.

VENUE: Education Development Centre

COURSE LEADER:
Debbie Brown – School Improvement Adviser

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS23

DATES: 20th May, 2010

COURSE TITLE:
Engaging Parents in Your School Community

DURATION: 3.45 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:
Minimum 8 – Maximum 25

TARGET GROUP:
All Practitioners

COURSE AIMS:
The course aims to support schools in involving parents in their children's learning.

VENUE: Education Development Centre

COURSE LEADER:
Jill Hynd – School Improvement Consultant
(Family Learning)

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PS24

DATES: 8th June, 2010

COURSE TITLE:
Application of Phonics in the Reading and Writing Curriculum

DURATION: 9.00 a.m. – 12 noon

NO. OF PARTICIPANTS:
Minimum 10 – Maximum 40

TARGET GROUP:
Foundation Stage and KS1 practitioners

COURSE AIMS:
This course will develop practitioners knowledge and skills in providing opportunities for children to apply their phonic knowledge and skills across the curriculum, including guided reading and writing.

VENUE: Education Development Centre

COURSE LEADER:
Linda McGlasham – CLLD Consultant
Jill Hynd – Family Learning Consultant

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: PS25

DATES: 2nd February, 2010

COURSE TITLE:

Communication, Language and Literacy
Development: Essential Knowledge

DURATION: 1.00 p.m. – 3.00 p.m.

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 40

COURSE AIMS:

This course aims to develop practitioners' subject knowledge of the processes involved in early reading and language development, in order to enhance the quality of learning and teaching of communication, language and literacy.

TARGET GROUP:

Foundation Stage and KS1 practitioners

COURSE LEADER:

Linda McGlasham – CLLD Consultant
Jill Hynd – School Improvement Consultant
(Family Learning)

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PS26

DATES: 9th February, 2010

COURSE TITLE:

Developing Numbers and Patterns in
Foundation Stage

DURATION: 1.00 p.m. – 3.00 p.m.

NO. OF PARTICIPANTS:

Minimum 6 – Maximum 60

COURSE AIMS:

- This session will provide EYFS Practitioners with an overview of resources available from National Strategy.
- They will also be equipped with ideas for practical application in the setting.

TARGET GROUP:

Early Years Foundation Stage Practitioners
(Nursery/Reception)

COURSE LEADER:

Debbie King – Numeracy Consultant
Linda McGlasham – CLLD Consultant

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY STRATEGY:

COURSE REF: MFL7

DATES: 18th March, 2010

COURSE TITLE:

Literacy and Phonics: Joint English and
Primary Languages Day

DURATION: 9.00 a.m. – 3.30 p.m.

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 30

TARGET GROUP:

Literacy Leaders and Languages Leaders

COURSE AIMS:

- To make the links between Literacy and Languages and to explore how they can be reinforced in schools.
- To look at phonics teaching in English and French.

For the afternoon session, any languages teachers would be welcome to join.

VENUE: Education Development Centre

COURSE LEADER:

Christine Robertson – Primary Languages
Co-ordinator
Debbie Brown – School Improvement Adviser
Dorolyn Parker – AST, Hull LA

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

PRIMARY COURSES

PRIMARY SUPPORT STAFF:

COURSE REF: PSUP1

COURSE TITLE:

Induction Training for **NEW** TA's in Primary Schools.

NO. OF PARTICIPANTS:

Minimum 6 – Maximum 25

COURSE AIMS:

To Improve teaching assistant's knowledge, skills and understanding of:

- their role within the school context;
- understanding how children learn;
- literacy and numeracy;
- inclusion

COURSE LEADER:

Angela Makepeace – School Workforce Development Adviser

DATES:

18th January, 2010
26th January, 2010
11th March, 2010
26th March, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 4 SESSIONS

DURATION: 9.00 a.m. – 3.00 p.m.

TARGET GROUP:

Recently appointed Teaching Assistants in Primary Schools.

VENUE: Education Development Centre

COSTS: £40 for all four days.

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

COURSE REF: PSUP2

COURSE TITLE:

Strategies for the Effective Support of Learning in PSHE Education

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 20

COURSE AIMS:

- To explore the content of PSHE within schools.
- To provide a range of practical strategies for the effective support of PSHE.

COURSE LEADER:

Sandra Saint – PSHE/Healthy Schools
Simon Richardson – DET Co-ordinator

DATES:

19th January, 2010

DURATION: 8.45 a.m. – 4.00 p.m.

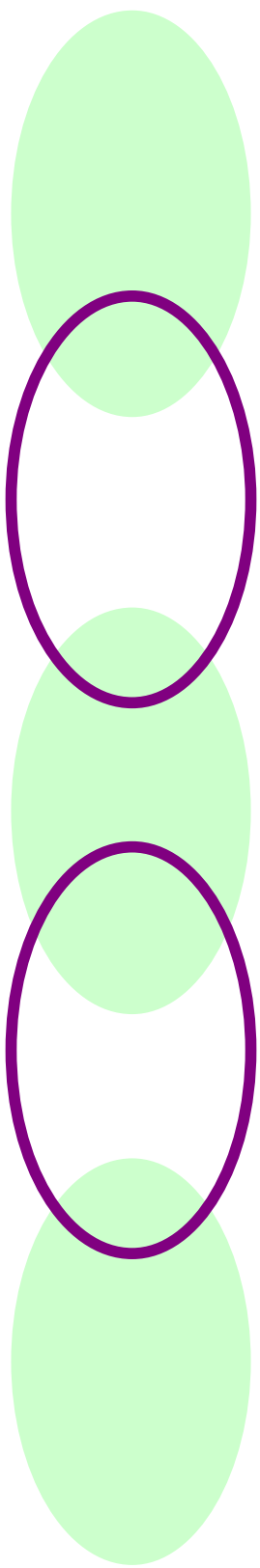
TARGET GROUP: Primary School Teaching Assistants

VENUE: To be confirmed

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

SECONDARY COURSES



SECONDARY COURSES

SECONDARY COURSES

SECONDARY ENGLISH:

COURSE REF: SE1

COURSE TITLE:

English Subject Leader Development Meeting

NO. OF PARTICIPANTS:

Minimum 6 – Maximum 18

COURSE AIMS:

To provide support for Subject Leaders from SNS, to develop Leadership skills, enabling sharing of good practice, focusing on teaching and learning.

COURSE LEADER:

Griff Hosker – School Improvement Consultant
(Secondary English)

DATES:

5th November, 2009
18th March, 2010
17th June, 2010

**MODULAR COURSE – DELEGATES MUST
ATTEND ALL 3 SESSIONS**

DURATION: 9.00 a.m. – 4.00 p.m.

TARGET GROUP:

English subject leaders, KS3 and KS4 English co-ordinators.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	
<i>Achieve Economic Well Being</i>			

SECONDARY COURSES

SECONDARY ICT:

**COURSE INFORMATION WILL BE SENT INTO SCHOOLS BY FLYER
FOR ALL SECONDARY ICT COURSES WHEN THEY HAVE BEEN
ARRANGED**

SECONDARY COURSES

SECONDARY MATHS:

COURSE REF: SM1

COURSE TITLE:

Secondary Mathematics: Subject Leader Development Meeting (SLDM)

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 20

COURSE AIMS:

To provide support to Heads of Mathematics from the Secondary National Strategy, to develop subject skills, enabling and sharing of effective practice, focusing on teaching and learning.

COURSE LEADER:

Alison Smart – School Improvement Co-ordinator (Secondary Maths)

DATES:

1st October, 2009
2nd February, 2010
29th June, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL THREE SESSIONS

DURATION: 9.00 a.m. – 4.00 p.m.

TARGET GROUP:

Mathematics Subject Leaders and KS3 and KS4 co-ordinators.

VENUE: To be confirmed.

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

COURSE REF: PM1

COURSE TITLE:

Teaching and learning strategies to engage pupils in the mathematics classroom

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 30

COURSE AIMS:

To provide strategies and resources to be used in the primary or secondary mathematics classroom which will engage and motivate all learners.

COURSE LEADER:

Alison Smart – School Improvement Co-ordinator (Secondary Maths)
Debbie King – School Improvement Co-ordinator (Primary Maths)

DATES:

13th November, 2009

DURATION: 9.00 a.m. – 4.00 p.m.

TARGET GROUP:

All primary and secondary mathematics teachers
TAs and HLTAs

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

SECONDARY COURSES

SECONDARY NATIONAL HEALTHY SCHOOLS:

COURSE REF: SNHS1

DATES: 23rd September, 2009

COURSE TITLE:
Towards Statutory PSHE Education

DURATION: 8.45 a.m. – 12 noon

NO. OF PARTICIPANTS:
Minimum 5 – Maximum 15

COURSE AIMS:

- Discuss the implications of statutory PSHEe (including financial capabilities).
- Explore the SRE and Drug Ed curricula.
- Become familiar with the new programme/Sow for Hartlepod and relevant resources.
- Plan your PSHEe curriculum for 2010/11

TARGET GROUP:

Secondary School PSHEe/Healthy Schools Co-ordinators/team members.

VENUE: To be confirmed.

COURSE LEADER:

Sandra Saint – PSHEe/Healthy Schools Co-ordinator

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

SECONDARY COURSES

SECONDARY SCIENCE:

COURSE REF: S1

DATES: 9th October, 2009

COURSE TITLE:
Tees Valley Heads of Science Conference

DURATION: 9.00 a.m. – 4.00 p.m.

NO. OF PARTICIPANTS:
Minimum ?? – Maximum ??

TARGET GROUP:
Science subject leaders (secondary schools)

COURSE AIMS:
National updates and sharing of good practice across the region, more details available nearer the time.

VENUE: To be confirmed (likely to be Middlesbrough)

COURSE LEADER:
Sian Lamplough – School Improvement Consultant (Secondary Science)

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

COURSE REF: S2

DATES: 12th November, 2009
11th March, 2010
24th June, 2010

COURSE TITLE:
Secondary Science Subject Leader Development Meeting

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

NO. OF PARTICIPANTS:
Minimum 6 – Maximum 18

DURATION: 9.00 a.m. – 4.00 p.m.

COURSE AIMS:
To provide support for Subject Leaders from SNS, to develop leadership skills, enabling sharing of good practice, focusing on teaching and learning.

TARGET GROUP:
Science subject leaders, KS3 and KS4 Science Co-ordinators

VENUE: Education Development Centre

COURSE LEADER:
Sian Lamplough, School Improvement Consultant (Secondary Science)

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

SECONDARY COURSES

SECONDARY STRATEGY:

COURSE REF: SS1

COURSE TITLE:

Secondary School Strategy Manager Briefings

NO. OF PARTICIPANTS:

Minimum 6 – Maximum 20

COURSE AIMS:

To brief school Strategy Managers on national and local school improvement developments and share good practice across schools.

COURSE LEADER:

Geraldine Chapman – School Improvement Adviser (Secondary)/Secondary Strategy Manager (Performance and Achievement)

DATES:

11th September, 2009

15th October, 2009

3rd December, 2009

5th February, 2010 and

25th March, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 5 SESSIONS

DURATION:

9.15 p.m. – 3.30 p.m.

TARGET GROUP:

School Strategy Managers and appropriate key personnel from schools and LA.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

SECONDARY COURSES

SECONDARY PHASE TEACHING AND LEARNING SUPPORT

Aims:

To support schools in generic teaching and learning developments by tailor making appropriate CPD in the following:

Assessment for Learning
Behaviour for Learning
Climate for Learning
ICT Across the Curriculum
Literacy Across the Curriculum
Leading in Learning/Thinking Skills
Numeracy Across the Curriculum
Groupwork
Coaching and Mentoring (including follow up to CUREE C&M)
Inclusion Development Programme
Study Plus
School Self Evaluation
Support for Middle Leaders
Use of Individual Pupil Data to support pupil's progress and pupil tracking
Assessing Pupil Progress
Blended Learning

Please contact Geraldine Chapman for additional bespoke CPD

Target Group:

All people in school settings who work with children

Dates and Duration

These courses will be arranged with schools to best suit their needs.

Course Fees:

No cost to schools

Course Organiser:

Please contact the Course Organiser to discuss these courses including arrangements etc.

Geraldine Chapman, School Improvement Adviser (Secondary)/Secondary Strategy Manager.
(Performance and Achievement)
Tel. 01429 284250
E-mail: geraldine.chapman@hartlepool.gov.uk

SECONDARY COURSES

SECONDARY RENEWED INTERVENTION

Aims :

To support identified personnel in schools to design manageable and effective curriculum solutions for pupils attaining below expectations at all levels.

Target Group:

English, mathematics and science lead intervention teachers, G & T lead teachers, school strategy managers, line managers of core subjects and Headteachers and other key personnel identified by the secondary school.

Dates and Duration

These courses will be arranged with schools to best suit their needs.

Course Fees:

Secondary National Strategy funded.

Course Organiser:

Please contact the Course Organiser to discuss these courses including arrangements etc.

Geraldine Chapman, School Improvement Adviser (Secondary)/Secondary Strategy Manager
(Performance and Achievement)
Tel. 01429 284250
E-mail: geraldine.chapman@hartlepool.gov.uk

SECONDARY COURSES

SECONDARY SUBJECT LEADER NETWORKS

Subject Leader Networks have been in place for a number of years and have operated with varying degrees of success. In 2003 and 2004 they were given a significant boost with the introduction of the Key Stage 3 (Secondary) Strategy, the Leading Edge Partnership and the growth in the number of Advanced Skills Teachers.

These network meetings are an important delivery mechanism for the professional development of middle leaders and managers in schools as well as being opportunities for briefings, discussions and the sharing of good practice.

- In 2008/09 Subject Leader Network meetings for maths, English, science and ICT will be led by the Secondary School Improvement Co-ordinators. Key personnel from schools will be invited to attend. Agendas will focus on the roll out of the national strategy, the school improvement agenda and also on local issues for Hartlepool Schools. There will be one meeting for each strand each term.
- Subject Leader Network meetings for other subjects will follow a similar agenda but will be led by the subject AST and/or Lead Practitioners in conjunction with Leading Edge.

Headteachers have committed all schools to participate.

SECONDARY COURSES

SECONDARY WORK RELATED LEARNING:

COURSE REF: SWRL1

DATES: 21st September, 2009

COURSE TITLE:
Briefing on 14-19 Reforms

DURATION: 4.00 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:
Minimum 10 – Maximum 15

TARGET GROUP: Members of staff involved in 14-19.

COURSE AIMS:
A one off course to update people on the 14-19 Reform Programme.

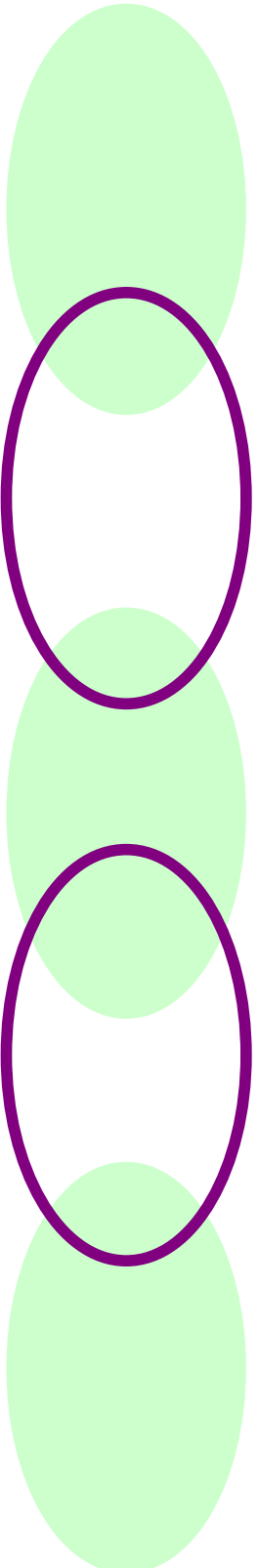
VENUE: Education Development Centre

COURSE LEADER:
Judy Williams
14-19 Co-ordinator

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	
<i>Achieve Economic Well Being</i>	✓		

ALL KEY STAGES



ALL KEY STAGES

OTHER COURSES (ALL KEY STAGES)

ANTI-BULLYING:

**YOU NEED TO BOOK THIS COURSE BY CONTACTING
RACHEL HOGG it is an LSCB course
Please do not book through CPD route – thank you**

(This course is administered by Rachel Hogg in the Safeguarding Unit and must NOT be booked through the usual CPD route – thank you)

COURSE TITLE:

Anti-Bullying Awareness

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 20

COURSE AIMS:

- To understand the definition of bullying.
- To explore the main categories of bullying.
- To gain an understanding of cyber bullying
- To gain an awareness of the indicators of bullying.
- To gain an awareness of strategies for supporting young people.
- To gain an insight into the local and national picture.

COURSE LEADER:

Louise Allen, Inclusion Co-ordinator (Anti-Bullying and LAC)

DATES: 16th November, 2009

DURATION: 1.00 p.m. – 4.00 p.m.

TARGET GROUP:

All professionals working with children and young people

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

DIVERSITY:

COURSE REF: D1a or D1b or D1c

COURSE TITLE:

Hartlepool Single Equality Scheme, includes distribution of Toolkit.

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 20

COURSE AIMS:

To distribute and explain the Hartlepool Schools Single Equality Toolkit:

- Template Single Equality Scheme including Gender, Disability and Race Equality Action Plans.
- Template for Equality Impact Assessment.
- Objectives for action plans for your consideration.

COURSE LEADER:

Kelly Moss - Children's Services Officer and Sue Everton – Inclusion Co-ordinator

DATES:

D1a – 23rd September, 2009 or
or **D1b**– 20th January, 2010
or **D1c** – 5th May, 2010
(D1b and D1c are repeats of D1a – you only need to book onto one date – thank you)

DURATION: 3.30 p.m. – 5.00 p.m.

TARGET GROUP:

Headteachers, Deputy Heads, members of SLT or staff responsible for diversity.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

OTHER COURSES (ALL KEY STAGES)

GIFTED AND TALENTED:

COURSE REF: GAT1

COURSE TITLE:

Classroom Quality Standards in Gifted and Talented Education: Effective Provision for All Pupils

NO. OF PARTICIPANTS:

Minimum 6 – Maximum 56

COURSE AIMS:

- To familiarise teachers with CQS in English, Mathematics, ICT, Science and other subjects.
- To explore the use of CQS and possible application.
- To share case studies of schools working collaboratively with Quality Standards.

This is a one-off course with the option to participate in collaborative learning group.

COURSE LEADER:

Karen Adams-Shearer – School Improvement Adviser, Curriculum Enrichment
Alison Cooper – Gifted and Talented Joint Cluster Co-ordinator

DATES: 15th September, 2009

DURATION: 3.30 p.m. – 5.00 p.m.

TARGET GROUP:

Primary and Secondary GAT co-ordinators/lead teachers, subject leaders.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

ICT:

COURSE REF: ICT 1

COURSE TITLE:

ICT for NQT's and Teachers New to Hartlepool

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 30

COURSE AIMS:

If you are new to Hartlepool, come along to this afternoon session to meet the ICT support team. You will hear about a range of matters including the ICT support available to you, exciting projects currently underway in the town and initiatives you may wish to get involved with.

COURSE LEADER:

Mark Hickson – Primary ICT Co-ordinator

DATES: 10th November, 2009

DURATION: 2.30 p.m. – 4.30 p.m.

TARGET GROUP:

New ICT NQT's and Teachers

VENUE: Pascal Suite, Manor E-Learning Centre

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

COURSE REF: ICT 2

COURSE TITLE:

The E-safe School

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 30

COURSE AIMS:

E-safety is one of the most important issues 21st century schools have to come to terms with. This day will explore the many facets of this area and offer guidance to schools on best practice.

COURSE LEADER:

Mark Hickson – Primary ICT Co-ordinator and
Vinay Thawait – Secondary ICT Co-ordinator

DATES: 28th January, 2010

DURATION: 9.00 a.m. – 3.30 p.m.

TARGET GROUP:

All teaching staff.

VENUE: Pascal Suite, Manor E-Learning Centre

COSTS: Free to all Hartlepool schools purchasing ICT Hands on Support

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

ICT:

COURSE REF: ICT3

COURSE TITLE:
Podcasting for Beginners

NO. OF PARTICIPANTS:
Minimum 5 – Maximum 30

COURSE AIMS:
Podcasting is easy, educational and fun!
What's more, it needn't cost the earth. Learn
how to use podcasting to encourage the
development of pupils' communication skills
and accelerate their progress in Literacy.

COURSE LEADER:
Mark Hickson – Primary ICT Co-ordinator

DATES: 2nd February, 2010 and
18th March, 2010 (twilight)

**THIS IS A MODULAR COURSE – DELEGATES
MUST ATTEND BOTH SESSIONS**

DURATION: 2nd February, 2010:
1.00 p.m. – 3.30 p.m.
18th March, 2010:
4.00 p.m. – 5.00 p.m.

TARGET GROUP:
All teaching staff

VENUE: Pascal Suite, Manor E-Learning Centre

COSTS: Free to all Hartlepool schools purchasing
ICT Hands On Support

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

OTHER COURSES (ALL KEY STAGES)

NATIONAL HEALTHY SCHOOLS:

COURSE REF: NHSS1

DATES: 1st October, 2009

COURSE TITLE:

Assessment in PSHE Education

DURATION: 8.45 a.m. – 4.00 p.m.

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 25

TARGET GROUP:

All co-ordinators/teachers of PSHEe.

COURSE AIMS:

- To explore effective ways to assess pupil's learning with PSHEe.
- To demonstrate how to use a range of practical assessment techniques.

VENUE: To be confirmed.

COURSE LEADER:

Sandra Saint – PSHEe/Healthy Schools

Co-ordinator

Simon Richardson – DET Co-ordinator

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

COURSE REF: NHSS2

DATES: 8th October, 2009

COURSE TITLE:

Medicine Matters – Drug Education for Years 1 and 3

DURATION: 2.00 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 15

TARGET GROUP:

Years 1 and 3 teachers, KS1/2 team leaders, PSHEe Healthy Schools co-ordinators.

COURSE AIMS:

- Explore an interactive curriculum for medicine education.
- Identify and be familiar with appropriate resources.
- Be aware of the key issues around medicine awareness.
- Advise on the involvement of parents.

VENUE: To be confirmed (a partnership between Hartlepool and Stockton)

COURSE LEADER:

Sandra Saint – PSHEe/Healthy Schools

Co-ordinator

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

NATIONAL HEALTHY SCHOOLS:

COURSE REF: NHSS3

DATES: 15th October, 2009

COURSE TITLE:
PRIDE – Year 2 Drug Education

DURATION: 2.00 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:
Minimum 5 – Maximum 15

COURSE AIMS:

- Explore an interactive curriculum for medicine education.
- Identify and be familiar with appropriate resources.
- Be aware of the key issues around medicine awareness.
- Advise on the involvement of parents.

TARGET GROUP:

Year 2 teachers, Key Stage 1 team leaders, PSHEe/Healthy Schools co-ordinators.

VENUE: To be confirmed (a partnership event between Hartlepool and Stockton)

COURSE LEADER:
Simon Richardson – DET Co-ordinator

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	
<i>Achieve Economic Well Being</i>			

COURSE REF: NHSS4

DATES: 22nd October, 2009

COURSE TITLE:
Finding Out About Tobacco – Year 4 Drug Education

DURATION: 2.00 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:
Minimum 5 – Maximum 15

COURSE AIMS:

- Explore an interactive curriculum for tobacco education.
- Identify and be familiar with appropriate resources.
- Be aware of the key issues around tobacco awareness.

TARGET GROUP:

Year 4 teachers, Key Stage 2 team leaders, PSHEe/Healthy Schools co-ordinators

VENUE: To be confirmed (a partnership between Hartlepool and Stockton)

COURSE LEADER:
Simon Richardson – DET Co-ordinator

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

NATIONAL HEALTHY SCHOOLS:

COURSE REF: NHSS5

DATES: 5th November, 2009

COURSE TITLE:

Drinkweiser – Year5 Drug Education

DURATION: 2.00 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 15

COURSE AIMS:

- Explore an interactive curriculum for alcohol education appropriate to Y5.
- Understand the risks and effects of alcohol.
- Identify and be familiar with appropriate resources.

TARGET GROUP:

Year 5 teachers/PSHEe/Healthy Schools Co-ordinators.

VENUE: To be confirmed (a partnership between Hartlepool and Stockton)

COURSE LEADER:

Simon Richardson – DET Co-ordinator

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

COURSE REF: NHSS6

DATES: 11th November, 2009

COURSE TITLE:

EASY 6 – Year 6 Drug Education

DURATION: 2.00 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 15

COURSE AIMS:

- Explore an interactive curriculum for drug education.
- Identify and be familiar with appropriate resources.
- Be aware of the key issues around drug awareness.

TARGET GROUP:

Year 6 teachers, Key Stage 2 team leaders and PSHEe/Healthy Schools co-ordinators

VENUE: To be confirmed (a partnership with Hartlepool and Stockton)

COURSE LEADER:

Simon Richardson – DET Co-ordinator

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

NATIONAL HEALTHY SCHOOLS:

COURSE REF: NHSS7a or NHSS7b or NHSS7c

COURSE TITLE:
Essential National Update – Healthy Schools

NO. OF PARTICIPANTS:
Minimum 5 – Maximum 15

- COURSE AIMS:**
- To update schools on the new requirements of the National Healthy Schools Programme.
 - To provide support to school co-ordinators with the process.
 - Provide the opportunity to use the national database and website.

COURSE LEADER:
Sandra Saint – PSHEe/Healthy Schools Co-ordinator

DATES: NHSS7a – 17th November, 2009
NHSS7b – 18th November, 2009
NHSS7c – 19th November, 2009
(NHSS7b and NHSS7c are repeats/duplicates of NHSS7a – please book one date only thank you)

DURATION: 2.00 p.m. – 5.00 p.m.

TARGET GROUP:
Healthy Schools Co-ordinators

VENUE: To be confirmed

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

COURSE REF: NHSS8

COURSE TITLE:
Healthy Schools & PSHE Education:
Implications for Teachers

NO. OF PARTICIPANTS:
Minimum 5 – Maximum 15

- COURSE AIMS:**
- To explore the underlying principles within the National Healthy Schools Programme and how it relates to classroom practice, with particular reference to the PSHE education curriculum.
 - To provide a range of practical classroom activities and strategies.

COURSE LEADER:
Sandra Saint – PSHEe/Healthy Schools Co-ordinator
Simon Richardson – DET Co-ordinator

DATES: 3rd February, 2010
(Will be repeated if demand is high)

DURATION: 8.45 a.m. – 4.00 p.m.

TARGET GROUP:
Primary and Secondary NQTs.

VENUE: To be confirmed

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

OTHER COURSES (ALL KEY STAGES)

NATIONAL HEALTHY SCHOOLS:

COURSE REF: NHSS9

DATES: 10th March, 2010

COURSE TITLE:
Healthy Food in Schools (3rd Conference)

DURATION: 8.45 a.m. – 3.30 p.m.

NO. OF PARTICIPANTS:
Minimum 20 – Maximum 50

TARGET GROUP:
All Schools – Food Lead

COURSE AIMS:

- To promote a town-wide and embedded healthy eating agenda.
- To share good practice.
- To provide national and regional updates.

VENUE: Education Development Centre - Hall

COURSE LEADER:

Jennifer McDermott – HBC Nutritionist
Sandra Saint – PSHEe/Healthy Schools
Co-ordinator

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

NQT TRAINING:

COURSE REF: NQT 1

DATES: 23rd September, 2009

COURSE TITLE:

NQT Welcome

DURATION: 3.30 p.m. – 6.00 p.m.

NO. OF PARTICIPANTS:

Minimum 6 – Maximum 75

TARGET GROUP:

All NQT's.

COURSE AIMS:

To welcome NQT's to Hartlepool Local Authority.

VENUE: Education Development Centre

COURSE LEADER:

Angela Makepeace, School Workforce Development Adviser

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

COURSE REF: NQT 2

DATES: 13th October, 2009

COURSE TITLE:

Professional Values and Practices (Primary)

DURATION: 9.00 a.m. – 3.30 p.m.

NO. OF PARTICIPANTS:

Minimum 2 – Maximum 20

TARGET GROUP:

Primary NQT's.

COURSE AIMS:

To examine and reflect upon the professional values and practices affecting NQT's during their induction.

VENUE: Education Development Centre

COURSE LEADER:

Angela Makepeace, School Workforce Development Adviser

COSTS: Through Service Level Agreement

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

OTHER COURSES (ALL KEY STAGES)

NQT TRAINING:

COURSE REF: NQT3

DATES: 21st October, 2009

COURSE TITLE:

Professional Values and Practices (Secondary)

DURATION: 9.00 a.m. – 3.30 p.m.

NO. OF PARTICIPANTS:

Minimum 2 – Maximum 20

TARGET GROUP:

Secondary NQT's.

COURSE AIMS:

To examine and reflect upon the professional values and practices affecting NQTs during their induction.

VENUE: Education Development Centre

COURSE LEADER:

Angela Makepeace, School Workforce Development Adviser

COSTS: Through Service Level Agreement

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

COURSE REF: ICT1

DATES: 10th November, 2009

COURSE TITLE:

ICT for NQT's and Teachers New to Hartlepool

DURATION: 2.30 p.m. – 4.30 p.m.

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 30

TARGET GROUP:

New ICT NQT's and Teachers

COURSE AIMS:

If you are new to Hartlepool, come along to this afternoon session to meet the ICT support team. You will hear about a range of matters including the ICT support available to you, exciting projects currently underway in the town and initiatives you may wish to get involved with.

VENUE: Pascal Suite, Manor E-Learning Centre

COURSE LEADER:

Mark Hickson – Primary ICT Co-ordinator

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

OTHER COURSES (ALL KEY STAGES)

NQT TRAINING:

COURSE REF: NQT 4

DATES: 11th November, 2009

COURSE TITLE:
Behaviour Management (Primary)

DURATION: 9.00 a.m. – 3.00 p.m.

NO. OF PARTICIPANTS:
Minimum 2 – Maximum 20

TARGET GROUP:
Primary NQTs.

COURSE AIMS:
To explore practical strategies to improve behaviour control and create teacher confidence using non-confrontational techniques and skills to motivate students.

VENUE: Education Development Centre

COURSE LEADER:
Angela Makepeace, School Workforce Development Adviser

COSTS: Through Service Level Agreement

<i>Be Healthy</i>		<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: NQT 5

DATES: 20th November, 2009

COURSE TITLE:
Behaviour Management (Secondary)

DURATION: 9.00 a.m. – 3.30 p.m.

NO. OF PARTICIPANTS:
Minimum 2 – Maximum 20

TARGET GROUP:
Secondary NQTs.

COURSE AIMS:
To explore practical strategies to improve behaviour control and create teacher confidence using non-confrontational techniques and skills to motivate students.

VENUE: Education Development Centre

COURSE LEADER:
Angela Makepeace, School Workforce Development Adviser

COSTS: Through Service Level Agreement

<i>Be Healthy</i>		<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

NQT TRAINING:

COURSE REF: NHSS8

COURSE TITLE:

Healthy Schools & PSHE Education: Implications for Teachers

NO. OF PARTICIPANTS:

Minimum 5 – Maximum 15

COURSE AIMS:

- To explore the underlying principles within the National Healthy Schools Programme and how it relates to classroom practice, with particular reference to the PSHE education curriculum.
- To provide a range of practical classroom activities and strategies

COURSE LEADER:

Sandra Saint – PSHE/Healthy Schools Co-ordinator
Simon Richardson – DET Co-ordinator

DATES: 3rd February, 2010

(Will be repeated if demand is high)

DURATION: 8.45 a.m. – 4.00 p.m.

TARGET GROUP:

Primary and Secondary NQTs.

VENUE: To be confirmed

COSTS: FREE

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

COURSE REF: NQT6

COURSE TITLE:

Continuous Professional Development (Primary)

NO. OF PARTICIPANTS:

Minimum 2 – Maximum 20

COURSE AIMS:

To encourage all NQTs to assume responsibility for their own CPD. Advice is given on Performance Management. The session also explores CV content, letter of application and interview techniques.

COURSE LEADER:

Angela Makepeace, School Workforce Development Adviser

DATES: 25th March, 2010

DURATION: 9.00 a.m. – 3.30 p.m.

TARGET GROUP:

Primary NQTs.

VENUE: Education Development Centre

COSTS: Through Service Level Agreement

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

OTHER COURSES (ALL KEY STAGES)

NQT TRAINING:

COURSE REF: NQT7

DATES: 29th March, 2010

COURSE TITLE:

Continuous Professional Development
(Secondary)

DURATION: 9.00 a.m. – 3.30 p.m.

NO. OF PARTICIPANTS:

Minimum 2 – Maximum 20

TARGET GROUP:

Secondary NQTs.

COURSE AIMS:

To encourage all NQTs to assume responsibility for their own CPD. Advice is given on Performance Management. The session also explores CV content, letter of application and interview techniques

VENUE: Education Development Centre

COURSE LEADER:

Angela Makepeace, School Workforce
Development Adviser

COSTS: Through Service Level Agreement

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

COURSE REF: NQT8

DATES: 17th June, 2010

COURSE TITLE:

NQT Celebration Event

DURATION: 3.00 p.m. – 6.00 p.m.

NO. OF PARTICIPANTS:

Minimum 2 – Maximum 20

TARGET GROUP:

All NQTs.

COURSE AIMS:

To recognise the contribution of NQTs to
Hartlepool Local Authority.

VENUE: Education Development Centre

COURSE LEADER:

Angela Makepeace, School Workforce
Development Adviser

COSTS: Through Service Level Agreement

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

OTHER COURSES (ALL KEY STAGES)

PHYSICAL EDUCATION:

PAUL JACKSON, HARTLEPOOL SCHOOL SPORT PARTNERSHIP MANAGER, OFFERS DISCRETE “IN-HOUSE” WHOLE SCHOOL CPD TO SUIT INDIVIDUAL SCHOOL NEEDS.

PLEASE CONTACT PAUL USING ANY OF THE FOLLOWING METHODS TO ARRANGE TRAINING.

01429 287506

Mobile : 07917277061

Office Fax: 01429 272780

E-mail: p.jackson@hartlepool.gov.uk

THANK YOU

OTHER COURSES (ALL KEY STAGES)

PSYCHOLOGY:

COURSE REF: PSY1

DATES: 30th September, 2009

COURSE TITLE:

An Introduction to Learning Difficulties

DURATION: 9.00 a.m. – 3.30 p.m.

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 20

COURSE AIMS:

- To provide an introduction to specific learning difficulties, including Dyslexia, DCD (Dyspraxia), ADHD, ASD and Medical and Physical Difficulties
- To provide understanding of the impact of these difficulties
- To discuss practical approaches to working with pupils who have learning difficulties in the mainstream classroom.

TARGET GROUP:

Teachers and teaching assistants who are interested in finding out about a range of learning difficulties. The course is not designed for staff who already have significant experience of SEN.

VENUE: Education Development Centre

COURSE LEADER:

Kathryn Crowder – Educational Psychologist

COSTS: £15

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PSY2

DATES: 1st October, 2009

COURSE TITLE:

Kids Skills – Solution Focused Psychology for Children

DURATION: 4.00 p.m. – 5.30 p.m.

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 20

COURSE AIMS:

To enable course participants to:

- Apply solution focused psychology in the classroom.
- Promote positive classroom behaviour through the Kids Skills approach.

TARGET GROUP:

KS1 and KS2 teachers and teaching assistants. Ideally the class teacher and assistant should attend together.

VENUE: Education Development Centre

COURSE LEADER:

Colette Shearer – Educational Psychologist

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

PSYCHOLOGY:

COURSE REF: PSY 3

COURSE TITLE:

Primary Boy zMIND: Understanding the Psychological needs of boys

NO. OF PARTICIPANTS:

Minimum 6 – Maximum 25

COURSE AIMS:

This modular course focuses on early childhood including issues of self-esteem, motivation and brain development. The session will include:

- Explanations of psychological theory.
- Provide opportunities to reflect on and share our practice.
- Consider practical approaches and this can be used in our work with boys.

COURSE LEADER:

Kathryn Crowder – Educational Psychologist
Ruth Chalkley – Teaching and Learning inc. Gender Consultant

DATES: 22nd October, 2009
4th March, 2010
3rd June, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION: 1.00 p.m. – 4.00 p.m.

TARGET GROUP:

Early Years and Primary Teachers and Teaching Assistants as well as parents, foster parents, carers and childminders of Early Years and primary aged boys.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: PSY 4

COURSE TITLE:

Secondary Boy zMIND: Understanding the Psychological needs of boys

NO. OF PARTICIPANTS:

Minimum 6 – Maximum 25

COURSE AIMS:

This modular course focuses on adolescence, including issues of self-esteem, motivation and brain development. The sessions will include:

- Explanations of psychological theory.
- Provide opportunities to reflect on and share our practice.
- Consider practical approaches and this can be used in our work with boys.

COURSE LEADER:

Kathryn Crowder – Educational Psychologist
Ruth Chalkley – Teaching and Learning inc. Gender Consultant

DATES: 12th November, 2009
18th March, 2010
17th June, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION: 1.00 p.m. – 4.00 p.m.

TARGET GROUP:

Secondary Teachers and Teaching Assistants Mentors, Youth Workers and other professionals as well as parents, foster parents and carers of secondary aged boys.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

PSYCHOLOGY:

COURSE REF: PSY5

DATES: 19th November, 2009

COURSE TITLE:
The Teenage Years

DURATION: 4.00 p.m. – 5.00 p.m.

NO. OF PARTICIPANTS:
Minimum 10 – Maximum 30

COURSE AIMS:

- To consider how physiological changes impact on behaviour.
- To consider how self-esteem changes during adolescence.
- To consider how to promote positive interaction.

TARGET GROUP:

Children's services staff involved with teenagers.

VENUE: Education Development Centre

COURSE LEADER:

Collette Shearer – Educational Psychologist

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

SAFER RECRUITMENT:

**Safer recruitment training can be arranged by contacting John Leach
– john.leach@hartlepool.gov.uk**

OTHER COURSES (ALL KEY STAGES)

SPECIAL EDUCATIONAL NEEDS (SEN):

**COURSE INFORMATION WILL BE SENT INTO SCHOOLS BY FLYER
FOR ALL SPECIAL EDUCATIONAL NEEDS COURSES WHEN THEY
HAVE BEEN ARRANGED**

OTHER COURSES (ALL KEY STAGES)

TEACHING AND LEARNING:

COURSE REF: TL1

COURSE TITLE:
Assessment for Learning

NO. OF PARTICIPANTS:
Minimum 6 – Maximum 20

COURSE AIMS:

- To develop Assessment for Learning strategies to use in the classroom.
- The course will cover day to day assessment; lesson objectives and outcomes, self and peer assessment, oral and written feedback, use of SNS (Secondary National Strategies) resources.

COURSE LEADER:

Sian Lamplough/A. Smart – School Improvement Consultants – Science & Mathematics)

DATES: 21st October, 2009

DURATION: 9.00 a.m. – 3.30 p.m.

TARGET GROUP:

Lead AFL teachers, teachers with an interest in developing AFL, TAs and HLTAs.

VENUE: Education Development Centre

COSTS: Free

Be Healthy	✓	Stay Safe	✓
Make a Positive Contribution	✓	Enjoy & Achieve	✓
Achieve Economic Well Being	✓		

COURSE REF: PSY3

COURSE TITLE:

Primary Boyz MIND: Understanding the Psychological needs of boys

NO. OF PARTICIPANTS:
Minimum 6 – Maximum 25

COURSE AIMS:

This modular course focuses on early childhood including issues of self-esteem, motivation and brain development. The session will include:

- Explanations of psychological theory.
- Provide opportunities to reflect on and share our practice.
- Consider practical approaches and this can be used in our work with boys.

COURSE LEADER:

Kathryn Crowder – Educational Psychologist
Ruth Chalkley – Teaching and Learning inc. Gender Consultant

DATES: 22nd October, 2009
4th March, 2010
3rd June, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION: 1.00 p.m. – 4.00 p.m.

TARGET GROUP:

Early Years and Primary Teachers and Teaching Assistants as well as parents, foster parents, carers and childminders of Early Years and primary aged boys.

VENUE: Education Development Centre

COSTS: Free

Be Healthy	✓	Stay Safe	
Make a Positive Contribution		Enjoy & Achieve	✓
Achieve Economic Well Being			

OTHER COURSES (ALL KEY STAGES)

TEACHING AND LEARNING:

COURSE REF: TL2

COURSE TITLE:
Primary BoyRIGHT Programme

NO. OF PARTICIPANTS:
Minimum 6 – Maximum 25

COURSE AIMS:
The BoyRIGHT programme builds on the findings and action research done by schools through the BoyWRITE programme and supports teachers in learning from the work done through this and applying it to their own classroom practice. It will explore how they can start action research projects and trial new approaches for boys (and girls) and work with others to do this. New resources, materials and approaches will be built in to the course to bring the latest thinking and research on 'what works' for boys to make teachers aware of these and to help them engage with the challenges these create for classroom practitioners to embed them effectively.

COURSE LEADER:
Ruth Chakley – Teaching and Learning inc. Gender Consultant

DATES: 5th November, 2009, 1st July, 2010 (half-days)
29th April, 2010 (full-day)

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION: 5th November 2009 and 1st July, 2010:
1.00 p.m. – 3.30 p.m.
29th April, 2010:
9.00 a.m. – 3.00 p.m.

TARGET GROUP:
All primary teachers who attended the first BoyWRITE sessions and any primary teachers who would like to join the 'follow on' from this as the new BoyRIGHT programme.

VENUE: Education Development Centre

COSTS: £10.00

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

COURSE REF: TL3

COURSE TITLE:
Secondary BoyRIGHT Programme

NO. OF PARTICIPANTS:
Minimum 6 – Maximum 25

COURSE AIMS:
The Secondary BoyRIGHT programme builds on the findings and action research done by schools through the BoyWRITE programme and supports teachers in learning from work done through this and applying it to their own classroom practice. It is designed to allow teachers access to the latest research into boys' achievement and to work together to explore how to teach boys better in the light of this knowledge.

COURSE LEADER:
Ruth Chakley – Teaching and Learning inc. Gender Consultant

DATES: 6th November, 2009 2nd July, 2010 (half days) and
22nd April, 2010 (full-day)

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION: 6th November 2009 and 2nd July, 2010:
1.00 p.m. – 3.30 p.m.
22nd April, 2010:
9.00 a.m. – 3.00 p.m.

TARGET GROUP:
All secondary teachers who attended the first BoyWRITE sessions and any secondary teachers who would like to join the 'follow on' from this, exploring how to develop their teaching and work with others to do so.

VENUE: Education Development Centre

COSTS: £10.00

<i>Be Healthy</i>		<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

TEACHING AND LEARNING:

COURSE REF: PSY 4

COURSE TITLE:

Secondary Boy zMIND: Understanding the Psychological needs of boys

NO. OF PARTICIPANTS:

Minimum 6 –Maximum 25

COURSE AIMS:

This modular course focuses on adolescence, including issues of self-esteem motivation and brain development. The sessions will include:

- Explanations of psychological theory.
- Provide opportunities to reflect on and share our practice.
- Consider practical approaches and this can be used in our work with boys.

COURSE LEADER:

Kathryn Crowder – Educational Psychologist
Ruth Chalkley – Teaching and Learning inc. Gender Consultant

DATES:

12th November, 2009

18th March, 2010

17th June, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION:

1.00 p.m. – 4.00 p.m.

TARGET GROUP:

Secondary Teachers and Teaching Assistants Mentors, Youth Workers and other professionals as well as parents, foster parents and carers of secondary aged boys.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	
<i>Make a Positive Contribution</i>		<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>			

OTHER COURSES (ALL KEY STAGES)

VULNERABLE PUPILS:

COURSE REF: VP1a or VP1b or VP1c

COURSE TITLE:

Designated Teacher Meeting – Looked After Children

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 40

COURSE AIMS:

- Each term there will be a meeting to update Designated Teacher for Looked After Children on developments linked to their role.
- The meetings will also be open to other Children's Services personnel working with Looked After Children.
- The meeting to be held 24th September will be dedicated to exploring the legalities regarding Looked After Children including Care Orders, Public Law Outline (PLO) Adoption.

COURSE LEADER:

Emma Rutherford – Social Inclusion Co-ordinator (Looked After Children/Young Offenders)

DATES:

or

or

VP1a - 24th September, 2009

VP1b – 11th March, 2010

VP1c – 17th June, 2010

(VP1b and VP1c are repeats/duplicates of VP1a – please only book on one date – thank you)

DURATION: 3.45 p.m. – 5.00 p.m.

TARGET GROUP:

Designated Teacher for Looked After Children. Anyone working directly with Looked After Children – Social Workers, Designated Teachers, NQTs, Youth Offending Service, Student Teachers, Student Social Workers, Teaching Assistants, Learning Mentors etc.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

OTHER COURSES (ALL KEY STAGES)

VULNERABLE PUPILS:

COURSE REF: VP2

COURSE TITLE:

Teenage Parents and Pregnant Teenagers
at School Pathway

NO. OF PARTICIPANTS:

Minimum 2 – Maximum 20

COURSE AIMS:

- To ensure that all school staff with responsibility for teenage pregnancy are aware of the updated care pathway and procedures and follow them.
- To receive updated information on numbers of care pathway plans per academic year in each school.
- To provide a platform for schools to come together and share information, ideas and best practice in the care of pregnant teenagers and parents, including the distribution and discussion of a draft risk assessment.
- To ensure school staff are provided with appropriate support e.g. from medical perspective/Connexions etc.

Briefing: staff are encouraged to attend all 3 sessions or to nominate a deputy.

COURSE LEADER:

Sue Everton, Education Support Team with partners from Teenage Pregnancy Support Service, Headland Future, Midwifery and Connexions

DATES: 30th September, 2009
27th January, 2010 and
28th April, 2010

MODULAR COURSE – DELEGATES MUST ATTEND ALL 3 SESSIONS

DURATION: 3.30 p.m. – 4.45 p.m.

TARGET GROUP:

School lead responsible for teenage pregnancy and support staff involved in teenage pregnancy work.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>	✓	<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

OTHER COURSES (ALL KEY STAGES)

VULNERABLE PUPILS:

COURSE REF: VP3a or
VP3b

COURSE TITLE:

Looked After Learners – Supporting Looked After Children in school, Writing and Implementing Effective Personal Education Plans

NO. OF PARTICIPANTS:

Minimum 10 – Maximum 40

COURSE AIMS:

- Understanding the roles and responsibilities in relation to Personal Education Plans (PEPs).
- Understand the features of Hartlepool PEPs and the procedures involved.
- Demonstrate good practice in relation to PEPs.
- Understand issues relating to Looked After Children in school and how to help and support Looked After Children and young people.

COURSE LEADER:

Emma Rutherford – Social Inclusion Co-ordinator (Looked After Children/Young Offenders)

DATES:

VP3a – 6th October, 2009 or
VP3b – 9th February, 2010
(VP3b is a repeat/duplicate of VP3a – please only book on one date – thank you)

DURATION:

1.00 p.m. – 3.00 p.m

TARGET GROUP:

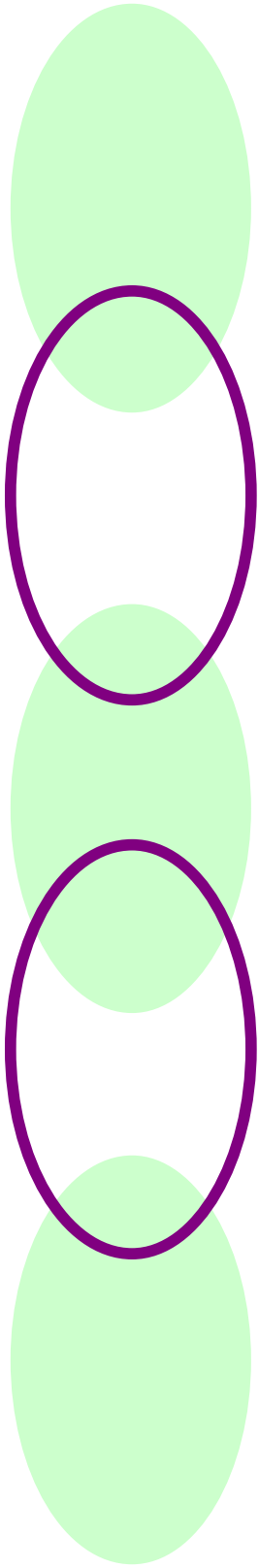
Anyone working directly with Looked After Children – Social Workers, Designated teachers, NQTs, Youth Offending Service, Student Teachers, Student Social Workers, Teaching Assistants, Learning Mentors etc.

VENUE: Education Development Centre

COSTS: Free

<i>Be Healthy</i>		<i>Stay Safe</i>	✓
<i>Make a Positive Contribution</i>	✓	<i>Enjoy & Achieve</i>	✓
<i>Achieve Economic Well Being</i>	✓		

USEFUL INFORMATION



USEFUL INFORMATION

USEFUL INFORMATION

BASIC SKILLS COURSES

In addition to the courses listed, the Hands on Support Team have commissioned basic skills training to address specific needs identified in skills audits completed in primary and secondary schools.

These courses will be advertised separately and are open to primary and secondary teaching and non-teaching staff. The focus of these courses is on the personal development of basic skills and consequently there is no curriculum focus. Curriculum support is available through the Hands on Support Team.

Currently basic skills training will be available in the following as identified by schools:

- Word processing;
- Spreadsheets;
- PowerPoint;
- Basic computer and file management;
- E-mail and internet use.

To ensure flexibility and enable maximum participation courses will run on an afternoon and be repeated as twilights. Courses will also be available online to enable staff who are unable to attend face-to-face sessions, or who would like to undertake further consolidation after attending face-to-face sessions.

There will be no cost to staff in schools currently buying back into Hands on Support. For all other organisations charges will be as follows:

- Half day courses £70 per person including materials.
- Twilight courses £50 per person including materials.
- Online courses £70 per person.

USEFUL INFORMATION

CHALLENGING BEHAVIOUR

TEAM TEACH POSITIVE HANDLING – PHYSICAL INTERVENTION TRAINING FOR PRIMARY SCHOOLS - PROVIDED BY SPRINGWELL SCHOOL

“All settings, including schools, should be aware of the need to develop preventive strategies to manage challenging behaviours for pupils with learning disabilities, autistic spectrum conditions, special educational needs or behavioural, emotional and social difficulties.”

This is recognised physical intervention training (British Institute of Learning Disabilities) and includes de-escalation strategies and physical restraint techniques.

There are two courses:

6 hour Foundation Course – for low risk settings where physical interventions are not normally required.

12 hour Basic Course for settings where physical interventions may be required.

In consultation with the course provider, training can take place on INSET days, Twilight Sessions or Staff Meetings.

Training should involve all staff in a school.

Course costs /Charges - in negotiation with provider (Springwell School).

Please contact the Headteacher, Mr Karl Telfer, direct, to apply for the above training, by telephoning 01429 280600.

USEFUL INFORMATION

CHILD PROTECTION

CHILD PROTECTION FOR TEACHERS WHO ARE TO UNDERTAKE THE ROLE OF DESIGNATED TEACHER (CHILD PROTECTION)

The aim of this course is to provide designated teachers with appropriate awareness and information to enable them to act appropriately when coping with cases of suspected or alleged child abuse.

The training will focus on raising awareness and understanding of the role and responsibility of a designated teacher, and examining the issues surrounding abuse and providing participants with a clear knowledge of relevant procedures.

There will be an opportunity to become aware of information regarding current issues which impact upon practice within Child Protection.

This course will run as necessary, and will be advertised to all Headteachers. It will normally be one full day training. All teachers undertaking this role must attend this basic training and attend refresher training every two years.

CHILD PROTECTION AWARENESS RAISING TRAINING

All school staff should attend child protection awareness raising training every three years.

There are a variety of awareness raising sessions which can be offered to schools in respect of whole school staff groups, and/or groups of Year Heads, Lunch Time Supervisors, Governors, Auxiliary Staff, Learning Mentors etc.

Child Protection Training can be arranged to meet the needs of school staff in a variety of ways. Any requests for specific training should be discussed with John Robinson, Senior Officer, Children's Services, e-mail john.robinson@hartlepool.gov.uk.

MULTI - AGENCY TRAINING

Hartlepool Safeguarding Children Board will be offering multi-agency training in respect of promoting the health and well-being of children and young people.

These courses will be circulated to all schools directly from the development unit of the Local Safeguarding Children Board.

USEFUL INFORMATION

CPD ACRONYMS

AST	Advanced Skills Teacher
BECTA	British Educational Communications & Technology Agency
CEA	Cambridge Education Associates
CEPD	Career Entry & Development Profile
CIPD	Chartered Institute of Personnel & Development
CPD	Continuing Professional Development
CWDC	Children's Workforce Development Council
DCSF	Department for Children, Schools and Families
DRB	Designated Recommending Bodies
EAL	English as an additional language
EPD	Early Professional Development
GTC	Graduate Teacher Programme
HEI	Higher education institution
HLTA	Higher Level Teaching Assistant
BSF	Building Schools for the Future
PCP	Primary Capital Programme
PPD	Post-graduate Professional Development
LSC	Learning & Skills Council
MPS	Main pay scale
NAGM	National Association of Governors and Managers
NARIC	National Academic Recognition Information Centre
NCSL	National College for School Leadership
NERF	National Education Research Forum
NFER	National Foundation for Education Research
NGC	National Governors' Council
NLC	Networked Learning Communities
NPQH	National Professional Qualification Headship
NVQ	National Vocational Qualification
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education
OTT	Overseas-trained teacher
PDC	Professional development centre
PGCE	Postgraduate Certificate in Education
PM	Performance management
PSLN	Primary School Learning Network
QTS	Qualified Teacher Status
SCITT	School Centred Initial Teacher Training
SDSA	School Development Support Agency
SMT	Senior Management Team
TA	Teaching Assistant
TDA	Training and Development Agency for Schools
TIPD	Teachers' International Professional Development

USEFUL INFORMATION

DRUGS EDUCATION

Drug Education (including Alcohol, Tobacco, Medicines and Volatile Substances)

The Drug Education Team (DET):

The Drug Education Team works with schools in Redcar and Cleveland, Stockton and Hartlepool, the DET acts in both an advisory and training role, promoting the DCSF Guidance and effective approaches to drug education (including alcohol, tobacco medicines and volatile substances) within the classroom. The DET endeavours to:

- Support all schools in the development of a comprehensive drug policy that includes outlining the school's approach to drug education and the school's responses to drug-related incidents.
- Support schools in the development of cross-curricular/PSHE education schemes of work that incorporate comprehensive approaches to drug education in the classroom.
- Provide training/advice and support to drug education/PSHE leaders within schools.
- Provide training and support to staff groups on managing sensitive issues in the classroom.
- Provide whole staff training on policy issues, schemes of work, the identification and use of appropriate resources and teaching approaches, this includes interactive teaching methods such as drama, storyboards and puppetry.
- Support all schools in work with parents through programmes such as Medicine Matters, PRIDE (Parents Role In Drug and safety Education) and EASY6 (Empowerment And Skills for Year 6).
- Provide drug awareness sessions to school staff, parents and governors.
- Support schools in the monitoring and evaluation of the school's approach to drug education in line with the DCSF guidance.

Contact the Drug Education Team on (01642) 527913 or email Simon.Richardson@stockton.gov.uk

USEFUL INFORMATION

EARLY YEARS

The Early Years training courses for Foundation Stage are also featured in the Childcare Training Programme Booklet. This brings together the childcare and education courses, which should make it easier for settings to plan, co-ordinate and book training.

Practitioners should use the booking form in the Childcare Training Programme Booklet and book all courses using the relevant forms and booking procedures detailed in that training booklet and NOT the booking form at the back of this Directory as a different team based in a separate building administers the early years training courses.

USEFUL INFORMATION

LEADING EDGE

The first cohort of 103 Leading Edge Partnerships has been underway since September 2003 and includes over 700 schools in England. The Hartlepool Partnership is part of cohort 2 which began in September 2004 with a further 101 partnerships, which include over 400 schools.

The DCSF recommends that all partnership activities should address two fundamental questions:

1. How does working in partnership increase pupil engagement and enhance levels of attainment?
2. How does working in partnership further advance teacher knowledge and expertise about how to raise standards of pupil attainment?

Leading Edge in Hartlepool

The Hartlepool Partnership includes all six secondary schools in the town and the LA. The Hartlepool plan, agreed and signed by all headteachers in Partnership schools and John Collings on behalf of the LA, was approved by the DCSF before the end of the summer term 2004. A full copy of the plan is available from Linda Ward at the English Martyrs School and Sixth Form College, phone 01429 273790 or e-mail lward@ems.hartlepool.sch.uk. For more information about Leading Edge visit www.standards.dfes.gov.uk/leadingedge.

Seminars and Courses

The skills, knowledge and expertise that exist in the partnership have been recognised by Headteachers and the LA. With this in mind, inset can be provided (as required) through the Partnership by colleagues in the town or by outside agencies. In 2006/07 a series of seminars have taken place including:

- Leadership
- Self evaluation
- Management of change
- Building schools for the future

In addition inset has been provided on:

- Use of performance data
- Preparation for OfSTED inspection
- English as an additional language
- Role of the cover supervisor
- Technology.

Leading Edge Subject Group Meetings

The following meetings are led by AST's/Co-ordinators:

Thursday 1st October, 2009
Wednesday 20th January, 2010 and
Thursday 10th June, 2010

*All Leading Edge Subject Group Meetings
4.00 p.m. – 5.00 p.m. (unless otherwise
arranged by AST/LA Co-ordinator).*

Venues arranged by AST/LA Co-ordinator

Leading Edge seminars and courses will be arranged as the need is identified throughout the year and schools will be informed by Leading Edge Co-ordinators as and when courses will be running.

USEFUL INFORMATION

POSTGRADUATE PROFESSIONAL DEVELOPMENT

Within our region a partnership has been formed between all twelve LAs and four Universities - Durham, Newcastle, Northumbria and Sunderland. This consortium was established to co-ordinate, organise and enhance post-graduate provision for all serving teachers within the region. The partnership has significant funding from the Training and Development Agency to support this work.

Working alongside colleagues from schools, subject associations, Diocesan representatives, The Teacher Learning Academy for the GTC, and other key groups, the NE consortium will ensure strategic leadership of post-graduate provision. Teachers can expect exciting new routes to accreditation and professional recognition **at a reduced cost as a result of TDA funding**. A catalogue of programmes available are listed below:

Language & Communication
Teaching & Learning with ICT
Behaviour & Motivation
Teaching & Learning in the Science Curriculum
Assessment
Drama and the Arts
Education Studies & Autism
Special Needs and Inclusive Education
Professional Learning & Guidance
Leading Continuing Professional Development
Mentoring
Educational Leadership & Management
Early Childhood Education
Early Years Education & Care

It is more important than ever for teachers and educators to attend to the powerful interaction between theory, practice and continuing inquiry. The new PPD partnership means greater flexibility than ever before for the region's teachers. As well as flexibility in the choice and delivery of programmes, there is flexibility in terms of assessment. In due course participants could work across more than one Higher Education Institution (HEI).

- Generic knowledge and skills about investigating teaching and learning are developed through individual inquiries that can link directly to personal or school development plans.
- Prior learning can be accredited enabling some participants to 'fast track' certain elements of the Master's programme.
- Assessed work is integral to teaching and learning activities and is related to professional practice: there are no examinations.
- You can register and/or progress onto a Post Graduate Certificate programme (60 credits), an MA Modular programme (180 credits) or an Ed. D programme (540 credits).

If you would like to find out more about the initiative please contact Angela Makepeace on angela.makepeace@hartlepool.gov.uk.

USEFUL INFORMATION

SAFER RECRUITMENT:

Modular safer recruitment training can be arranged by contacting John Leach – john.leach@hartlepool.gov.uk

USEFUL INFORMATION

SCHOOL IMPROVEMENT THROUGH: QUALITY CIRCLE TIME

Please contact Sandra Saint on 284256 to discuss and arrange bespoke

Quality Circle Time training to meet the needs of your whole school community.

Including links to:

- PSHEe.
- SEAL.
- Behaviour.
- Lunchtime and playground activity.
- Rewards and Sanctions.
- Golden Time.

USEFUL INFORMATION

CLASSROOM/BEHAVIOUR MANAGEMENT AND SOCIAL AND EMOTIONAL ASPECTS OF LEARNING (SEAL)

- CPD in the above is offered to all schools and can be bespoke to your requirements
- CPD can take place within your establishment or, alternatively, off-site
- CPD can be organised for:
 - Whole staff
 - SLT
 - Faculties
 - Departments
 - Individuals
 - Teaching & support staff
- CPD also offered to:
 - Newly Qualified Teachers (NQT's)
 - Graduate Teacher programme (GTP's)
 - Initial Teacher Training Students (ITT's)

Contact details:

Dave Jarvis
School Improvement Consultant (Secondary Behaviour)

Hartlepool Education Development Centre,
Seaton Lane,
Hartlepool.
TS25 1HN

Tel: 01429 284239
Fax: 01429 271111
e-mail: dave.jarvis@hartlepool.gov.uk

USEFUL INFORMATION

TEEP IN HARTLEPOOL

TEEP Level 1 courses will be run across the next academic year for teachers wanting to develop their classroom practice.

The training comprises 5 days in total. First is 3 days followed by 2 days later in the term. TEEP aims to bring together outcomes of research into effecting learning and research on effective teacher behaviours into a generic framework. The teaching and learning framework is underpinned by **Accelerated Learning, Thinking for Learning, Assessment for Learning, Collaborative Problem Solving Skills** and the **Effective Use of ICT** to enhance learning.

DETAILS OF COSTS, VENUE AND DATES TO BE RELEASED LATER NEXT TERM

For further details please contact Ruth Chalkley Teaching and learning inc. Gender Coordinator/Hartlepool TEEP Consultant

01429 284245 ruth.chalkley@hartlepool.gov.uk

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PROFORMA OF NEED

In order to identify training needs of the whole school workforce we have developed the following proforma as a mechanism for schools to highlight areas for development. To address these issues, the LA is willing to facilitate training sessions between schools/clusters of schools in an attempt to share resources and encourage networking opportunities.

Identified Training Need:	
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Target Audience:	
------------------	--

Number of Staff	
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Aims and objectives of training:

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Name of Consultant/Provider if known:	
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Preferred date of training delivery:	
--------------------------------------	--

Preferred session time:	
-------------------------	--

Length of session e.g. <i>full day, half day, twilight</i>	
--	--

Desired outcome(s):

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Please return this form to:

**Angela Makepeace, School Workforce Development Co-ordinator, Level 4,
Children's Services Department, Civic Centre, Victoria Road, Hartlepool.
TS24 8AY**

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APPLICATION FORM

APPLICATION FORM

To reserve a place on a course please photocopy this form as necessary and return it to:
Central Admin Team, Children's Services Department, Level 4, Civic Centre, Hartlepool.
Bookings may be made by Fax: 01429 523750 or e-mail to: cpd-education@hartlepool.gov.uk

N.B. APPLICATIONS MUST BE RECEIVED 3 WEEKS PRIOR TO THE EVENT

Course Title:

Course Reference Number and Date:

School:	<input type="text"/>	Tel. No:	<input type="text"/>
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Name(s) of applicants (in full please)	Job Title and Key Stage of Teacher	Vegetarian (<i>please tick</i>)	Costs (<i>if applicable</i>)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Signed: Headteacher/INSET Co-ordinator

Please identify any special requirements, dietary or otherwise:

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**CPD
CHILDREN'S SERVICES DEPARTMENT
HARTLEPOOL BOROUGH COUNCIL
CIVIC CENTRE
VICTORIA ROAD
HARTLEPOOL
TS24 8AY**

E-mail: cpd-education@hartlepool.gov.uk

Fax: 01429 523750

[www.hartlepool.gov.uk/children's services](http://www.hartlepool.gov.uk/children's%20services)

CHILDREN'S SERVICES in Hartlepool