

Professional Development Centre

**Marjory
Kinnon
School**



In-School CPD

Induction

**Teaching Assistant
Apprenticeship**

Training to be a teacher

Early Career Teachers

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Testimonials

Welcome

At Marjory Kinnon we are serious about your professional development. With a blend of development opportunities you can be sure we can help you pursue excellence in the sphere of SEND education.

Kevin Smith



In School CPD

INSET Days

With 5 INSET days per year you can be sure you will meet all your statutory training needs.

We start the year with statutory updates in Keeping Children Safe in Education and then arrange bespoke sessions relating to School Development Plan.

In 2021-22 we have included in our programme :

- Team Teach training for all staff L1.
- Relationship & Sex Education for SEND pupils (Sex Education Forum).
- Training for transgender issues in schools (Mermaids).
- Quality of Education.
- PSHE in the Curriculum for SEND pupils.

Weekly Training

Each Tuesday after school we set aside dedicated training time that we use to explore different aspects of work.

This year we have been focusing on subject knowledge enhancement for staff.

Personalised CPD

Every year staff have a performance management conversation where school targets and personal targets are set. This is the time for staff to discuss with their Line Manager their personal CPD needs and aspirations.

At Marjory Kinnon we make every effort to honour those requests and have a dedicated budget for this.



Induction

What is induction?

All new staff receive a common Induction Programme consisting of an Induction Day and an (up to) 8-week programme of workshops. This covers main school policies, systems and expectations and some basic information about different aspects of SEND provision:

- All new staff will receive a Handbook to supplement this information.
- The induction is carried out on a Wednesday after school.
- It is the expectation that all staff complete this induction period.
- The induction period is different from the probationary period for new TAs but all new TAs do follow the induction period.

Mentoring

All new teachers may receive discretionary time in their timetable for induction activities and receive the support of a mentor. The mentor has day-to-day responsibility for monitoring, supporting and assessing the staff in training and their role is crucial to ensure the smooth integration of staff into school life.

Who carries out this role will vary according to the need of the school but they should be a member of the staff with the time and skills to carry out the role effectively, including the ability to contribute to making rigorous and fair judgments on progress towards meeting the Teachers', Teaching Assistant and Apprentice Standards.

My story :

Hi, my name is David and I am a Year 1 ECT. The support from my mentor has been fantastic. As an ECT, it can often be difficult to identify and articulate effective teaching practice. It has been great to have someone who can advise and support me where necessary. As well as being a great support, my mentor has a high level of subject knowledge that has inspired me and my teaching practice.



My mentor has been a great overall role model and having their continuous support throughout my career development has made a significant impact.

Teaching Assistant Apprenticeship

What is the apprenticeship?

The course we offer is a Level 3 'Supporting Teaching & Learning'. It is an accredited course. In our case the Awarding Body is TQUK and SERCO.

Our commitment to the Apprentice is to provide them with a structured learning experience that will last for the duration of the qualification.

This will allow the Apprentice to explore different aspects of the job, in different settings whilst providing formalised training with different members of the school community. The Awarding Body will provide as optional functional skills training and a job coach.

We use a combination of face-to-face training, tutorials, handbooks and practical tasks in their development.

Apprentices will be assessed in a number of ways, including observations, reflection journals and formalised written portfolios.

What' is it like being an apprentice?

A TA Apprentice is typically a person who wants to formalise their experience or begin their career working in a school.

Apprentices work much like any other TA in the school however the emphasis is on learning and developing the skills in order to become an outstanding classroom practitioner. The only tasks an Apprentice cannot do are those where you have not yet been trained.

You will have 20% of your week in 'off the job learning' where you will be taught and will have time to reflect on your experiences. You will also have time to complete your assignments for your portfolio and spend valuable 1:1 with your tutor.

Training to be a teacher

There are many different routes in training to be a teacher and Marjory Kinnon is proud to offer work based routes and support initial teacher trainees.

Option 1

School Direct (salaried): An employment-based route that allows you to earn a salary while you train. This route allows you to learn 'on the job' and earn a salary while you train towards Qualified Teacher Status (QTS). It's an employment-based route for high quality graduates, typically with at least 3-years' transferable work history. While the majority of School Direct training programmes include a PGCE qualification, not all do. If gaining a PGCE is important to you, check with your training provider before applying. You will receive an unqualified teacher's salary from school and you be charged fees for your training.

Option 2

Assessment Only route to Qualified Teacher Status (QTS): A graduate route for experienced unqualified teachers to achieve QTS. This programme is offered by a number of universities, colleges, SCITTs, and School Direct training providers in England. If you are working as an unqualified teacher, you could achieve QTS via the Assessment Only route. If you have a degree and substantial experience of working in a school, early years, or further education setting, this option allows you to gain QTS without undergoing a teacher training programme. This does not lead to a PGCE qualification. We use the TES Institute for this route.

Option 3

School Direct (tuition fee): A school-led teacher training programme leading to QTS. With this training route, you'll be based in a school, but will also be taught by the university, college, or SCITT that the school partners with. The school won't be your employer, and in many ways, your training will be similar to other programmes in universities, colleges, and SCITTs. School Direct courses lead to Qualified Teacher Status (QTS), and the majority of these training programmes also include a PGCE qualification, but not all do. If gaining a PGCE is important to you, check before applying.

Who can do this?

We actively encourage those who wish to become a teacher to explore their ambitions with us. Our support is dependent on a number of factors such as you meeting the entry requirements, your length of service in the school but above all it is your capacity to learn with us and your drive to work with SEND students.

The journey

From apprentice to teacher

For someone with the drive and stamina it is perfectly possible and realistic to train with us from being an Apprentice (or even Volunteer) to a teacher. It is a long journey and possibly the longest job interview you will ever have but at the end you will be well schooled in the art of being an outstanding practitioner.

The route

You will need to have the equivalent of good GCSE's to start. You would start at an entry level role such as an apprentice or TA. After a period of time you can apply to be a higher grade TA and start covering for your class teacher. This is an important stage where you learn if leading a class is for you.

If you want to progress further then you would need to become an even higher grade TA where you can gain experience of planning and teaching your own small timetable or covering longer term for colleagues.

If at this stage you want to progress into training to become a teacher and you have the right qualifications you can choose one of the routes to train to be a teacher.

If you choose to stay with the school and we agree we employ you as an Unqualified teacher. This is so you can gain the number of hours experience necessary for you to gain QTS.

You would during this time be expected to gather a portfolio of evidence and arrange a second teaching placement in a mainstream school. If, after this we feel you are at a suitable level to gain QTS we will support you to meet that goal. This route can take 5 years or longer.



My story

Hi my name is Steve. I started my career as a Volunteer at Marjory Kinnon School before being offered a role in becoming a Teaching Assistant for PE. I gained not just practical experience but an understanding of a PE teacher's work planning and assessment of the children as well. I learned so much and was offered the role as an unqualified PE teacher when the post became available.

For the past 3 years I have been doing a degree in Physical Education, Sport & Activity whilst working full-time at Marjory Kinnon School. With support I will gain my QTS in a years time. I am proud of what I have achieved and the journey I have been on. I enjoy learning and teaching at Marjory Kinnon School.

ECTs

What is an ECT?

Once you have successfully gained QTS you will need to complete an Induction Programme as an Early Career Teacher (ECT). Successful completion of an Induction Programme is a statutory requirement for teachers with Qualified Teacher Status (QTS) commencing their careers in a maintained school.

The induction period has a statutory training programme that lasts 2-years. Our programme is developed by University College London and is facilitated by Teach West London. The induction period also has a monitoring and assessment element quality assured by the awarding body (AB). The awarding body (AB) for Marjory Kinnon School is the Local Authority.

How do you help?

We provide you with:

- A personalised programme of professional development activities including regular observations and feedback against the Teachers' Standards.
- Regular reviews of progress towards meeting the Teachers' Standards.
- At least a 10% reduced timetable (in addition to statutory 10% PPA time) in Year 1.
- At least a 5% reduced timetable (in addition to statutory 10% PPA time) in Year 2.
- A designated Mentor.



Hi, My name is Rubinder. I feel very lucky to have had the opportunity to develop my teaching career at Marjory Kinnon. I came here as a TA expressing my desire to become a teacher. I was encouraged and supported to then apply for TES Institute's 'Straight to Teaching' Programme and gained my teacher qualification.

My story:

Being an ECT at MKS is great as the school has such a strong, supportive system in place, enabling me to gain and develop the skills I need to become a great teacher. The school provides great teaching with regards to learning and behaviour management strategies and I have learnt so much already! Marjory Kinnon School has also provided me with training and mentoring from a subject specialist therefore I know I am always fully supported and given great advice and guidance. I love being an ECT here as there is such a positive working atmosphere alongside wonderful staff members!

Outreach Work

What do we offer?

With increasing and changing populations of SEND in the general population there is an even greater need for specialist provision for main stream colleagues to support inclusion. Our staff offer support in a number of areas outlined below.

Training at MKS or in your school

- Speech, language and communication development and delay
- The use of symbols to facilitate communication
- Intensive interaction in action
- Using attention grabbers
- ASD - the importance of stripping language back
- Communication and behaviour
- Setting up a visual timetable and structured activities
- How can you support with objects of reference, buzzers and bells
- Finding motivators and setting up a "I am working for boards"
- Practical applications of an EHCP in the classroom
- Practical applications of SCERTs in a classroom
- The structured classroom to support ASD
- Teaching Science to SEND pupils
- Teaching Food Technology to SEND pupils
- Supporting literacy and SEND pupils
- Teaching English to SEND pupils
- The Power of Reading for SEND pupils
- Positive behaviour management
- Teaching Music to SEND pupils
- Teaching Art to SEND pupils
- Engaging SEND students with PE
- Supporting students with ADHD
- Maths Mastery for children with SEND

Outreach & in-reach

We can observe pupils you have concerns about, identify needs, make suggestions.

We can support staff to implement suggestions.

You can send staff here to see our work in action with our pupils (in-reach).

Support packages

Bronze:	1-day outreach support
Silver:	2-days outreach + 1-day in-reach
Gold:	3-days outreach + 1-day in-reach (flexible)
Platinum:	5-days outreach + 2-days in-reach (flexible)

For more information please email PDC@marjorykinnon.Hounslow.sch.uk or telephone Kevin Smith on 020 8890 2032.