The Blue Tangerine Federation
Specialist and Special Educational Needs Schools

Staffing and Training

Who We Are and What We Stand For:
- Cross phase Hertfordshire specialist and special education schools,
- Keen to demonstrate that school to school collaborative practice can create exceptionally successful learning communities

Core Purpose:
- The creation of unique and remarkable schools that collaborate effectively
  - through an ambitious attitude to learning,
  - self- improvement and
  - high standards

Collaborative Practice:
- Equal partners who work collaboratively to establish the best ideas.
- We sow seeds by grouping people together,
- Establish multiple aspects of shared practices across our schools and
- Positively influence each other with what we learn

The Federation of Schools' Foci
- Understanding and defining the approach to school improvement
- Developing consistency whilst respecting uniqueness
- Knowing schools well and holding them to account
- Supporting succession planning through the identification of talent, deploying and developing leaders
- Developing a learning culture that permeates all that we do
- Celebrating achievements and progress
- Securing strong governance
- Creating strong and impactful local and national engagement
- To ensure learning for purpose – identifying individuals' needs, meeting these and expanding opportunities and personal growth with an eye towards success in adulthood
- Providing high quality provisions and value for money

The Type of person we want to recruit and retain: Our
People Recruitment Strategy

The recruitment of adults o the schools shall be determined by a number of factors, which may change in focus dependent on the context for employment/ volunteering needs. There are however, certain factors that are non-negotiable:

Non-negotiables*
- Full, enhanced DBS checks revealing no issues
- Satisfactory references from checked sources that detail the suitability of the applicant to work with children
- A compete application form with a full career and education history
- Evidence of qualifications
- Evidence of identity
- Evidence of legal work status in the UK
- Declaration of interest
- Declaration of working with children in school
- Declaration of cohabitation status

*Checked by the schools' admin team and further checked by the Executive head/ Head of School upon entry to the schools.

The behaviours of the adults in the schools demonstrate our ethos, values and expectations of our selves. These values are those we seek in applicants to work in the three schools:

- Ask for help and guidance where needed
- Are genuine
- Are trustworthy
- Are enthusiastic practitioners
- Are naturally curious
- Are passionate about pedagogy
- Are reflective on their own performance
- Are effective team players and leaders where appropriate
- Are appropriately qualified
- Believe in making a difference
- Champion the profession of SEND teaching
- Communicate well (necessary to support our pupils with complex speech and language needs)
- Communicate the value and worth of people with learning disabilities
- Demonstrate resilience
- Demonstrate a positive outlook
- Demonstrate positive interactions
- Demonstrate a keen interest in child development
- Demonstrate solution-seeking behaviours
- Demonstrate both pride and, humility
- Enjoy helping others to succeed
- Have the fitness and stamina required
- Seek job satisfaction
- Seek to inspire others
- Share and convey the values, ethos and culture of the schools
- Want to leave the school in a better place than whence they found it
- Work well to deadlines

Adults in the Federation:

Staff Embed and Espouse our Core Values:
- 'deep learning', 'worth', 'happiness', 'independence', 'respect' and 'resilience'

Leaders:
- Shape the culture, the strategic direction and the climate of our schools.
- They inspire colleagues.
- They are highly visible.
- They distribute leadership effectively and empower colleagues to innovate.
- They assess impact accurately and hold colleagues to account in an emotionally mature way.
- They are learners and seek regular feedback on the effectiveness of the leadership from pupils, staff and parents.

Curriculum:
- We create a fluid response to the changing needs of cohorts, transitioning seamlessly through key stages.
- We prepare learners to thrive in the mainstream adult world by effective teaching of appropriate knowledge and skills through diverse opportunities.

Quality Teaching:
- Our teachers design learning.
- Teachers are experts in planning lessons with clear purpose to ensure that every learner can problem solve, work independently and in teams, create new things, demonstrate what they have learnt, reflect on how to do even better.

Climate for learning:
- Adults create a climate to flourish in
- Adults ensure learners feel safe, are rewarded for effort, achievement, attendance and positive behaviours
- Adults and children respect and contribute to our communities positively
- Adults consistently reflect our schools' values and stimulate learning for all

Staff welfare & professional development:
- Is evident in our people feeling inspired by daily successes and experiences that are confirmed in the expression of job satisfaction and realisation that their work has life changing potential.
- Their work-life balance is improving with dedicated time to work collaboratively.
- Their professional development is paramount and stems from self-reflection, informed CPD and effective teamwork.
- We seek to identify talent and enrich this.

Parents and Carers:
- Are actively involved in the school through effective communication of staff
- Parents and carers feel they are key partners in supporting their child's learning.
- Often they act as partners in their children learning through involvement in schools organized "support your child" educational events

School Career Ladder and Alternative Career Routes

Post	Possible Training Route	Other directions
Apprentice TA	Apprenticeship Qualification	Permanent post in a chosen field, or confidence gained to pursue something new
Teaching Assistant (TA)	GCSE, A'Levels, Degree, Professional quals	Retail Business administration Health & Care services
Administrator	GCSE, professional quals, degree	Business administration County SEND administrator
HLTA	HLTA qualification	Play scheme leadership Charity respite care Social Care administration
Bursar/ Office Manager	Finance and business qualifications	Business finance and admin
Unqualified Teacher	BTEC Level 3 Foundation Degree Degree	County SEND Officer Attendance Improvement Officer
Unqualified Teacher Department Coordinator	BTEC Level 3 Foundation Degree Degree	Professional career path in teaching open
Leadership of Business Operations	SBM Qualifications	Multi Academy Trust business management
Teacher: Band One (MPS 1-3)	PGCE QTS QTLS	Examinations marker Moderation for exam board Exam boards administration Publishers – academic Drama/arts/science programs in schools
Accomplished Teacher: Band Two (MPS 4-6)	Professional qualifications e.g. SENCO	County Special Needs Officer Union professional SEND leadership in mainstream
Expert Teacher: Band three (UPS1-3)	NPQML Masters Degree	College teaching and SEND Tertiary Education tutoring leadership of areas in college NAS accreditor
Leadership of teaching department	NPQSL NPQH Masters Degree	Leadership in Post-16 colleges Assistant Head in secondary mainstream/SEND Deputy Head primary mainstream/SEND
Leadership of an area of the school		
School Leader	NPQH NPQEL	Headteacher of mainstream/SEND sch Advisor to other schools County Advisor: SEND County SN Area Lead
Executive Leader	NPQEL	Advisor to other schools County Advisor: SEND Lecturer, author

Training and qualifications for Staff in the Federation –Requirement, Best practice, Role-Specific

Statutory (at appropriate level)	Pupils	Governors	Executive Leaders	School Leaders	Operational Leaders	Department Leaders	Teachers	Unqual Teachers	HLTA	TA	Admin	Premises Leaders	Premises	Volunteers	Student Teachers	Parents and Carers	Contractors
Prevent Training (on site/ online)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Safeguarding Induction and Quick Reference		■	■	■	■	■	■	■	■	■	■	■	■	■	■		
Safeguarding Level 1		■	■	■	■	■	■	■	■	■	■	■	■		■		
Safeguarding Updates Through the Year		■	■	■	■	■	■	■	■	■	■	■	■		■		
Safeguarding Level 1 Refresher Course Training		■	■	■	■	■	■	■	■	■	■	■	■		■		
Safeguarding DSL level 2			■	■	■	■											
Safeguarding DSL Level 3			■	■	■												
Safeguarding Awareness Group				■	■	■											
Safer Recruitment (on site/ online)		■	■	■	■	■					■						
Single Central Record Training		■	■	■	■	■					■						
First Aider (Minimum No. on site)							■	■	■	■	■						

Best Practice (at appropriate level)	Pupils	Governors	Executive Leaders	School Leaders	Operational Leaders	Department Leaders	Teachers	Unqual Teachers	HLTA	TA	Admin	Premises Leaders	Premises	Volunteers	Student Teachers	Parents and Carers	Contractors
Elklan	■		■	■	■	■	■	■	■	■							
Emergency First Aid at Work (Direct First Aid)				■	■	■	■	■	■	■	■	■	■	■	■		
First Aid Level 1 Training		■	■	■	■	■	■	■	■	■	■	■	■	■	■		
First Aid Level 2 Training						■	■	■	■	■	■	■	■				

Practice / Operational Practices (at appropriate level)	Pupils	Governors	Executive Leaders	School Leaders	Operational Leaders	Department Leaders	Teachers	Unqual Teachers	HLTA	TA	Admin	Premises Leaders	Premises	Volunteers	Student Teachers	Parents and Carers	Contractors
First Aid REFRESHER Training		X	X	X	X	X	X	X	X	X	X	X	X	X	X		
First Aid 2 day Paediatric Training							X	X	X	X							
First Aid for Forest School (Assoc of First Aiders)						X	X	X	X	X							
First Aid for Teachers (British Red Cross)			X	X	X	X	X	X	X	X							
Herts Steps Training (Bi-Annual)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Herts Steps REFRESHER Training (Annual)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Makaton	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Numicon	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
PECS training	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
SCERTS training	X		X	X	X	X	X	X	X	X	X	X	X	X	X		
Shape Coding	X		X	X	X	X	X	X	X	X	X	X	X	X	X		
CPOMS			X	X	X	X	X	X	X	X	X	X			X		
Class Dojo				X	X	X	X	X	X	X				X	X	X	
Duties – Break and Transport	X	X		X	X	X	X	X	X	X			X	X			
Evolve Programme Training				X	X	X	X	X	X	X					X		
Management of Offsite Visits				X		X											
Minibus Training (HCC)				X	X	X	X	X	X	X				X	X	X	
Ordering Resources; capital, resources and stock				X	X	X	X	X	X	X		X	X				
Arbor Training		X	X	X	X	X	X	X	X	X	X			X	X		
Arbor Primary users training			X	X	X	X					X						
Arbor Entering Data			X	X	X	X					X						
Arbor Running Reports			X	X	X	X					X						
Arbor Performance Appraisal			X	X	X	X	X	X	X	X	X	X	X				

Generic Training (at appropriate level)

	Pupils	Governors	Executive Leaders	School Leaders	Operational Leaders	Department Leaders	Teachers	Unqual Teachers	HLTA	TA	Admin	Premises Leaders	Premises	Volunteers	Student Teachers	Parents and Carers	Contractors
Health and Safety		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Fire Procedures	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lock Down Procedures	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resilience Training	X		X	X	X	X	X	X	X	X	X	X	X				

Role- Specific Training (at appropriate level)

	Pupils	Governors	Executive Leaders	School Leaders	Operational Leaders	Department Leaders	Teachers	Unqual Teachers	HLTA	TA	Admin	Premises Leaders	Premises	Volunteers	Student Teachers	Parents and Carers	Contractors
Anaphylaxis and Buccalan management training						X	X	X	X	X	X						
Assessment of pupils' learning	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	
Dispensing of Medication			X	X	X	X	X	X	X	X	X						
Asbestos Management		X	X	X	X							X	X				
COSHH		X	X	X	X							X	X				
Designated Teacher (CLA) Training				X	X												
Financial Services			X	X								X					
Fire Warden Training (Chubb)					X												
Food Hygiene	X				X		X	X	X	X		X	X				
GDPR	X	X	X	X	X	X	X	X	X	X	X			X	X	X	
Gastronomy						X	X	X	X	X							
HCSS Budgeting		X	X		X						X						
Health and Safety for Site Managers			X	X								X	X				
Healthy Minds Resilient Learners (HfL)	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	

Professional Development Qualifications	Pupils	Governors	Executive Leaders	School Leaders	Operational Leaders	Department Leaders	Teachers	Unqual Teachers	HLTA	TA	Admin	Premises Leaders	Premises	Volunteers	Student Teachers	Parents and Carers	Contractors
HR and Payroll Course (HfL)			X		X												
IR35			X		X												
Legal		X	X		X												
Legionella Testing		X	X		X							X	X				
Lifeguarding/ Swimming with pupils						X	X	X	X					X	X		
Medicines in School	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	
Mental Health Leads Training (Level 2)						X	X	X	X								
PASMA training					X							X	X				
PAT Testing		X	X	X								X	X				
Payroll		X	X	X							X						
Cognitive and Ability Tests			X	X	X	X											
Planning for learning	X		X	X	X	X	X	X	X		X	X	X	X	X	X	
Protective Behaviours Training Level 1			X	X	X	X	X	X	X	X	X	X	X	X	X		
Resilience Doughnut		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Risk Assessments of pupils			X	X	X	X	X	X	X	X		X	X	X			
Risk Assessments of premises			X	X	X	X	X	X	X	X	X	X	X				X
RM Finance			X	X	X						X						
RM Finance Purchase Orders			X	X	X						X						
RM Finance Online			X	X	X												
RMFO					X												
SAFC					X												
Working at Heights Training					X							X	X				
Teacher Training								X	X						X		
Masters Degree			X	X	X	X	X	X									
NPQH			X	X													

NPQEL			■	■											
NPQSL				■	■	■									
NPQML					■	■									
SENCO				■		■									