



ILLUMINATE MINDS TRUST



Lighting the Fire: Professional Development in Illuminate Minds Trust

“Excellence Every Day”



Introduction

Illuminate Minds Trust is an organisation which recognises the importance of continuous professional development for all staff, whatever their role and at whatever stage they are in their career. Investing in our people is non-negotiable, because, without the access to the right training, experiences and support, the quality of our offer cannot be sufficiently high or deliver on our mission of **"Excellence Every Day"**.

"Effective development doesn't just help individuals. The research shows that whole schools, as well as trusts, stand to benefit from taking consistent and effective approaches to teaching and learning and staff development."

Ambition Institute



Our children and young people can only succeed if they are taught by staff who are well trained and experienced. It is equally important for our staff to be aspirational for themselves in order for this to set high standards for their pupils. It is a priority for our organisation and our whole community to commit to a culture of ambition for all.

We value our people as we know they are our most expensive and most impactful resource. People make the difference! Therefore, we encourage professionals who view themselves as lifelong learners to talk to us. Partners are an important asset and we are always seeking mutually beneficial collaborations both within and beyond our trust. If you are interested in working for us or with us, also read "Ambition for All: the Illuminate Minds Career Pathways" which outlines our approach to careers within our trust and succession planning.

Finally, if you are seeking a career in an organisation which, to quote our most recent Challenge Partners review, provides "an exceptional CPD offer to staff", or want to be part of our development programme, don't hesitate in making contact and let's begin the conversation....

At Illuminate Minds Trust, our school communities ignite the fire of learning and our pupils shine brightly. We share the desire to offer everyone the support and encouragement to flourish and embrace future opportunities, unafraid of new experiences and eager to expand their horizons. Our message is clear: everyone in our schools belongs to our family community and we are better together, united as one.



The Trust's unwavering commitment to professional development ensuring that employees have ample opportunities to enhance their skills and expertise, fostering a culture of continuous learning and growth. As a Trust, we are not afraid to try new things and this makes working here an absolute joy! Integral to the Trust's mission is the dedication to embedding equity and diversity within the curriculum, promoting inclusivity and representation in all aspects of the children's learning and education. Furthermore, the Trust's eagerness to provide enriching experiences for children through school trips, visits, science fairs, and careers days highlights its commitment to holistic development, offering students diverse opportunities for exploration and learning beyond the classroom.

Who are we

Illuminate Minds Trust is more than a family of likeminded schools – we are an organisation committed to innovation and professional development. Our foundations are built on academic research and development alongside a willingness to “test” and pilot new initiatives. We actively encourage our staff to come forward with ideas they are interested in piloting. All we ask is that they provide us with their rationale and the measures by which they will measure success and impact. We welcome innovation and, since our message is consistently to be a participant not a bystander, we want our staff to bring their creativity into the classroom and beyond that into the strategic development of our trust!



What does professional development look like for our staff?

Our Trust offers an annual schedule of universal training for all staff on a weekly basis. This includes half termly safeguarding and SEND sessions as well as pedagogical-based sessions and training on our curriculum offer and its delivery. Our training is delivered both in-house and through external providers. We also run termly Team Teach training for new staff and annual refreshers as part of our upskilling of our staff team in de-escalation and conflict resolution techniques. We invest heavily in our staff resource as we recognise the importance of building the best team in order to create the highest quality of provision.



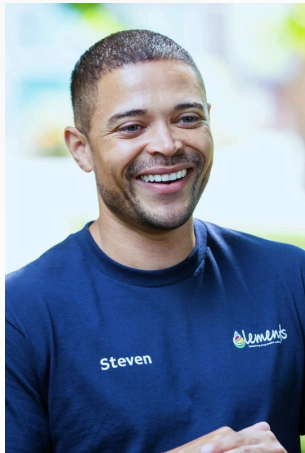
Alongside this, every member of staff follows their own training / career pathway linked to the appraisal process and our school improvement planning. Staff have been sponsored to undertake doctorates and masters qualifications as well as accredited courses in specialist interventions and National Professional Qualifications. We don't believe that there is a “one size fits all” attitude to staff development and work with staff as individuals to shape their pathways in line with the business needs of our trust and their own role and interests.

"I've never worked in a school or trust where there is so much focus on staff development. The Trust really invests in its people and there is so much support for staff to develop their careers." IMT Staff Member (2024)

Our schools work together and INSET Days are generally jointly organised to match the combined needs of the schools and the overarching strategic objectives of the trust. The Trust has an annual programme of training which runs across the year through a weekly training session and planned "twilights". Our schedule includes mandatory training, training which equips staff to deliver on our school development plans, provide our pupils with the highest quality educational offer and support staff in meeting the needs of all children. Although much of our training is delivered by our own experienced and accredited staff, we also invite partners to work with us. Over the last year, external experts and specialist organisations have provided training on Trauma Informed Schools, restorative practices and anti-racism, unconscious bias. Since our vision and values inform our culture, our training offer is underpinned by continual revisiting of personal experiences and alternative viewpoints on inclusion, belonging and relationships as the importance of confirming our approaches is always a high priority for us. We know that "winning hearts and minds" and providing evidence to support our approach is key which is why we embed this element throughout each year.

INSET

Key note speakers



Steven is a former care leaver who now dedicates his life to improving the lives of children in care. He's an inspirational speaker and project leader, founding Elements Support CIC, which focuses on mental, physical, environmental, and social well-being. His work, stemming from his own experiences and extensive experience in child support roles since 2007, aims to provide hope and transformative opportunities for vulnerable children

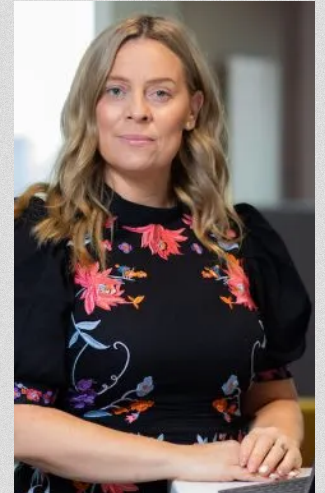
Steven Russell



Lisa is a global expert in trauma-informed practices, with over 30 years of experience in education and children's services. She's an author, researcher, trainer, and consultant who helps organizations implement systemic changes to support those affected by trauma. She has trained over 30,000 professionals worldwide, including social workers, educators, and probation workers, combining academic knowledge with practical experience.

Dr Lisa Cherry

Katriona overcame extreme poverty, parental heroin addiction, teenage pregnancy, and homelessness to earn a PhD from Trinity College Dublin. She's now an award-winning academic and author of the bestseller "Poor," using her experiences to inspire others and advocate for class inclusion and access to education, emphasizing the importance of resilience, support, and opportunity



Katriona O'Sullivan

Penny is an education expert with extensive experience in supporting education charities and social enterprises. Formerly a teacher, she now focuses on promoting equity and inclusion through her work as a PhD researcher, coach, and co-founder of the BAMEed Network. She advises schools on anti-racist practices and mental health, and holds various leadership roles in educational organizations.



Penny Rabiger

Annual Training Schedule

Date	Staff Development meeting focus	Location	Lead
Autumn 1			
Monday 2 nd September 2024 Tuesday 3 rd September 2024 INSET DAYS	KCSIE updates Safeguarding raining Teaching and Learning philosophy Fast Feedback Curriculum SEND Strategy Lyfta Launch Restorative Practices	Fairford	SLT
Monday 9 th September 2024	A Culture of Belonging- Relationships and Behaviour	Fairford	Jo Southby
Monday 16 th September 2024	Handwriting and Standards and Curriculum Sessions	Fairford	Sam Robinson Subject Leads
Thursday 19 th September 2024 Friday 20 th September 2024	Twilight (3.30pm-6pm) Team Teach- Level 1 Group A	Fairford	Sam Robinson and Aman Aujla
Monday 23 rd September 2024	'For those that attend: why pupil attendance matters most' Coaching Groups- Setting Personal Targets	Fairford	Lorraine Reynolds and EWO. School Coaches
Monday 30 th September 2024	KS1- Phonics, Early Reading and SEND (promoting achievement and removing barriers) KS2- Master Reader	Pelham Fairford	Jodie Cousins Josh Jones
Monday 7 th October 2024	A multi-sensory approach to reading, writing and spelling.	Fairford	Bev Evans and Aman Aujla
Wednesday 9 th October	From compliance to commitment (SLT training)	Fairford	Penny Rabiger
Monday 14 th October 2024	Safeguarding- Child-on-Child Abuse	Fairford	Bev Evans



Autumn 2

Monday 4 th November 2024 INSET DAY	AM- Unconscious Bias/Cultural Capital PM-Curriculum Workshops PM- Safeguarding PREVENT	Fairford	Penny Rabiger Subject Leads Bev Evans
Monday 11 th November 2024	Parent Consultations	Both Schools	N/A
Monday 25 th November 2024	Representation- why role models are import.	Pelham	Louise Appiah and Chris Guildford
Monday 18 th November 2024	Speech and Language Support in the main stream classrooms	Fairford	Speech and Language Therapist
Friday 29 th November 2024 INSET DAY	Connection before Correction The Power of One Empty Cups	Fairford	Steven Russell
Monday 2 nd December 2024	Raising attainment: using data to inform interventions and practice.	Pelham	Sydnie Maldon and Sophie Robinson
Monday 9 th December 2024	Safeguarding- Domestic Violence	Fairford	Bev Evans
Monday 16 th December 2024	Coaching Groups	Both Schools	School Coaches

Spring 1

Monday 6 th January 2025	Emotional regulation and the five-point scale	Fairford	Aman Aujla
Monday 13 th January 2025	Autism and ADHD in girls	Fairford	
Monday 20 th January 2025	Safeguarding- Online Safety Coaching Groups	Fairford	Bev Evans School Coaches
Thursday 23 rd January 2025 Friday 24 th January 2025	Twilight (3.30pm-6pm) Team Teach- Level 1 Group B	Fairford	Sam Robinson and Aman Aujla
Monday 27 th January 2025	Practical Experiments- Hands on Science	Pelham	David Awofisan and Molly Jarman
Monday 3 rd February 2025	Dog Mentors in schools	Fairford	The Dog Mentor
Monday 10 th February 2025	Maths- using manipulatives to improve teaching and learning.	Pelham	Sam Lilley and Jacob Boulton

“Those people who develop the ability to continuously acquire new and better forms of knowledge that they can apply to their work and to their lives will be the movers and shakers in our society for the indefinite future.”
— Brian Tracy

Spring 2

Monday 24 th February 2025	Delivering Careers through the curriculum	Pelham	Louise Appiah and Chris Guildford
Monday 3 rd March 2025	Writing Social Stories	Fairford	Bev Evans
Monday 10 th March 2025	Safeguarding- CSE	Fairford	Bev Evans
Monday 17 th March 2025	Writing- Moderating our writing.	Fairford	Lottie Garrett,
Monday 24 th March 2025	Coaching Groups	Both Schools	School Coaches
Monday 31 st March 2025	Parent Consultations		

Summer 1

Tuesday 22 nd April 2025	INSET DAY		
Wednesday 23 rd April 2025	Safeguarding- Dealing with low-level concerns and allegations against Staff	Fairford	Bev Evans
Thursday 24 th April 2025 Friday 25 th April 2025	Twilight (3.30pm-6pm) Team Teach- Level 1 Group C	Fairford	Sam Robinson and Aman Aujla
Monday 28 th April 2025	Teaching sex and relationships to Primary pupils Coaching Groups	Fairford	Sam Robinson School Coaches
Tuesday 6 th May 2025	Raising attainment: using data to inform interventions and practice.	Fairford	Sydnie Maldon and Sophie Robinson
Monday 12 th May 2025	Diversity and Inclusion	Pelham	Louise Appiah, Chris Guildford
Monday 19 th May 2025	Unblind your mind		Darren Harris

Summer 2

Monday 2 nd June 2025	PE- Effective use of sports	Fairford	Sam Robinson
Monday 9 th June 2025	Cultural Capital	Pelham	Louise Appiah and Chris Guildford
Monday 16 th June 2025	Mental Health and Wellbeing	Fairford	Sam Robinson
Monday 23 rd June 2025	Safeguarding- FGM	Fairford	Bev Evans
Monday 30 th June 2025	Deaf Awareness and Total Communication	Pelham	
Monday 7 th July 2025	Transition	Both Schools	N/A
Monday 14 th July 2025	Parents Consultations	Both Schools	N/A
Monday 21 st July 2025 Tuesday 22 nd July 2025	INSET DAY TWILIGHTS		

Building Organisational Capacity: our approach to Succession Planning

Succession planning is key to our development journey: we welcome new staff to our schools but we also look to retain our best staff and work with them on their future career aspirations. We have established teacher training pathways through the National College and have also partnered with Goldsmiths University to enable us to grow our own teaching staff through the schools direct and apprenticeship routes. We equally invest in our support staff and have developed internally a number of staff who have gone on to leadership posts both within and outside of our trust or become specialists in their field. We welcome professionals who want to grow whether they are already established in their careers or new to working in schools and keen to learn. For us, it is all about finding people who share our vision and values and want to participate in our future journey.

“OUR people will light the fire of ambition and create a safe, stimulating educational environment where talents grow and pupils thrive, developing a love of learning which will sustain them throughout their lives whereby everyone in our school communities gets better and better every day and in every way.”

From IMT Vision Statement



Teacher Training

Goldsmiths
UNIVERSITY OF LONDON

As a Goldsmiths Lead Delivery Partner, the Illuminate Minds Trust “Aspiring Teacher Pathways” gives graduates keen to teach access to a course which is designed around real life experiences working alongside professionals in the classroom whilst simultaneously accessing quality training through our partnership with Goldsmiths University. At the end of the year, successful trainee teachers will achieve Qualified Teacher Status (QTS) and gain a Post-Graduate Certificate in Education (PGCE) with the security of a job in one of our schools for their ECT period.

This is a unique opportunity for aspiring teachers: a combination of in-school learning on the job and teaching through Goldsmiths University. Attending Goldsmiths ensures our trainee teachers have the opportunity to network with aspiring teachers following the same pathway in other schools. Our trainee teachers, as well as being salaried and accessing high quality training either through our partnership with Goldsmiths’ or engagement in training as part of an apprenticeship route, are awarded a PGCE with a recommendation for the awarding of QTS and in most cases employment as an Early Careers Teacher in one of our schools.

Invest in our teachers, and our children will succeed. — Barack Obama

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Collaboration is a fundamental element of the programme which reflects the way in which we work as a trust and support each other as professionals in continually improving our practice. Participating in this programme offers aspiring teachers the chance to be part of our **“Excellence Every Day”** ambition for everyone in our community, both staff and pupils.

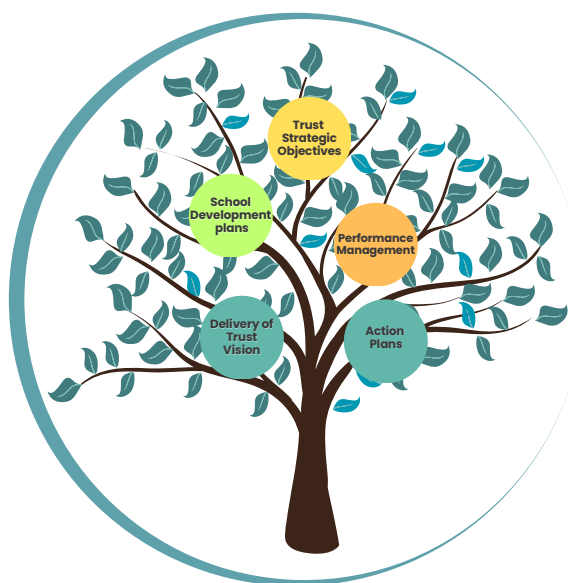
The Primary PGCE (QTS) Programme is taught and assessed at Masters Level. In addition to are commendation for QTS, if you pass all academic elements of the programme you will also leave with Level 7 credits, which is equivalent to one third of a master’s degree. Full academic support is provided to ensure you are fully prepared for assessment regardless of your prior experiences.

Specialist Training: equipping experts to support inclusion

Our strong values in relation to inclusion and commitment to raising attainment and reducing disadvantage for vulnerable pupils and those with SEND require investment in the training for staff who are employed as “specialists”. Additional to the universal training offer (our annual training schedule), we also identify specialist training for staff working with our pupils with SEND. Staff are trained to deliver specific interventions and to become the school or trust expert in an area eg. ELKAN trained Speech, Language and Communication Support Assistants; Team Teach accredited instructors for SEMH, risk management and de-escalation strategies; PECS / Makaton Support staff; etc.



Summary



Ambition sits at the heart of our trust. As a learning organisation, we know that learning never stops and continuous improvement is driven by a commitment to always strive to be better. We are not an organisation that accepts mediocrity or puts a ceiling on achievement or ambition for our people. Join us on our journey and be an active contributor in a growing trust which recognises the importance of investing in our people if we are to do the best by our learners.



We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own- Cesar Chavez





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