



Continous professional development is at the core of our driving principle: *In Unity We Succeed*; Our commitment is simple: support, develop and retain the brilliant staff within our school.

Our CPD offer is ongoing and bespoke. We aim to provide teaching and associate staff with professional development opportunities at each stage of their career, informed by need and future aspirations.

Providing robust CPD opportunities is foundational to our continued journey of school improvement and securing successful outcomes for our students. With this in mind, the CPD offer at Unity operates on many levels including our Deliberate Practice model providing timetabled, weekly professional development; tailored school based CPD; Trust wide training; opportunities to engage with regional and national training and a range of online resources and platforms to support staff development.





Our commitment is simple: support, develop and retain the brilliant staff within our school.



## TRUST WIDE TRAINING AND DEVELOPMENT

Unity Academy is part of the **Fylde Coast Academy Trust (FCAT).** The Trust places a strong emphasis on continuous improvement and all schools striving to be "The Best We Can Be". FCAT offers a range of developmental opportunities, supporting staff to work together, raise standards and achieve the best possible outcomes for students.

#### **Quality Improvement Groups**

The Trust runs Quality Improvement Groups to provide networks where colleagues come together to collaborate and share best practice. These groups meet regularly throughout the year and provide a forum for high-quality professional discussion, as well as opportunities for colleagues to learn from each other. Each QIG is run by an experienced leader who then reports key findings back to SLT. The focus of the meeting is determined by trust and school priorities for the leads and may include: the sharing of best practice; continuous professional development; moderation activities; facilitation of trust drivers/messages; task and finish projects. The groups are reviewed every year and new groups are created to respond to needs and priorities.

#### **FCAT Identified Practitioners**

To enhance one of FCAT's guiding principles – positive relationships in work- the Trust supports professional development by identifying exceptional practitioners. These practitioners are drawn from all phases, are research informed and have experience of leading impactful change. Identified practitioners are provided with an opportunity to complete FCAT bespoke training and be sourced when necessary to support school improvement.

#### School-to-School Collaboration

Embracing one of FCAT's core memorable virtues – collaboration, the Trust provides opportunities to leaders and practitioners across the Trust to share best practice and support the school improvement objectives of individual schools. As part of our focus on school-to-school support, teachers and leaders are given opportunities to collaborate where strengths are identified and benefits can be drawn from school-to-school support. This may focus on supporting particular leaders or teachers with pedagogy and subject knowledge development, or heads of department and other teachers with curriculum design or development.





## STAFF INDUCTION

It is crucial to us that all new starters feel welcomed, supported and prepared. As such, every member of staff that joins our school is immersed in a comprehensive induction program. The program covers core induction, which

provides staff with a detailed understanding of our culture and core policies and procedures. Staff

will the receive role specific induction.

The aims of our induction program are:

- Communication Unity's core values and culture.
- Share key information linked to the day to day running of the school.
- Support new staff in integrating smoothly into the work place.
- Establish good rapport and communication between new and established staff members.

"The induction sessions were incredibly useful. Everyone I met was friendly and welcoming, which helped remove some of the nerves you get when starting a new role. We met colleagues who were responsible for different areas within the school, which meant I started on my first day knowing exactly who I could go to for support."

Y1 Teach First





## **APPRAISAL**

Our appraisal process is bespoke to staff need and role. The process is designed to ensure all staff, across every facet of the school, feel empowered to continually develop. As part of our robust process, staff are supported in identifying three targets. As a general principle, these targets focus on:

- -Development of core knowledge and skill linked to existing role
- -Development of core knowledge and skill linked to professional aspirations
- -Development of core knowledge and skill linked to school improvement

|                 | The Best We can be                | Student Progress (Academic Rigour and Equity) |                         |                                  |   | y)  | Quality of Teaching              |  |  |  |  |
|-----------------|-----------------------------------|---|-------------------------|----------------------------------|---|---|----------------------------------|--|--|--|--|
| Target<br>Focus | Subject Knowledge and Enhancement | SEND  | Personal<br>Development | Reading<br>and<br>Vocabular<br>y | Pupil<br>Charact<br>eristics<br>e.g. PP,<br>EAL, PP<br>boys | Core<br>Areas<br>Across a<br>Key<br>stage/<br>Phase | Culture, Mindset and<br>Routines | Curriculum<br>Pedagogy and<br>Practice | Curriculum<br>Leadership and<br>Management |  |  |

|                 | The Best we can Be                           |  |                            | Student Progress (Equity)  |                               |            | Quality of Support                         |                   |                             |                 |                |                      |                |
|-----------------|--|--|----------------------------|----------------------------|-------------------------------|------------|--|-------------------|-----------------------------|-----------------|----------------|----------------------|----------------|
|                 | Specific need or area                        |  |                            |                            | Reading and                   | Core area  | Curriculum, Pedagogy and Adaptive Practice |                   |                             |                 | Leadership and |                      |                |
| Target<br>Focus | Speech,<br>Language and<br>Communicatio<br>n |  | Social<br>and<br>Emotional | Sensory<br>and<br>Physical | and Social<br>Developme<br>nt | Vocabulary | Across a Key<br>Stage or Year<br>Group     | Metaco<br>gnition | Explicit<br>Instructio<br>n | Scaffold<br>ing | Technolog<br>y | Flexible<br>Grouping | Manageme<br>nt |

## **ONLINE PLATFORMS**

In order to support their professional development, all staff have access to two nationally recognised, award winning, online CPD platforms: *Blue Sky Learning* and **The National College.** These platforms allow us to ensure all staff have access to flexible professional learning content, that is research based, interactive and led by experts. It also allows use to ensure that all staff have access to statutory and recommended training.

- Unlimited expert knowledge, through role-specific webinars and CPD videos.
- Personalised areas that allow you to plan, track and log CPD.
- Flexible learning that can be engaged with whenever suits you.
- Training that is up to date with current policy, practice and research.



The National College®

## SCHOOL IMPROVEMENT DASHBOARD

Via our school improvement dashboard, all our staff have access to a wide range of bespoke, in house, CPD resources and training materials. These resources are centred around school improvement, and created with staff and student need in mind.





#### SCHOOL IMPROVEMENT MODEL

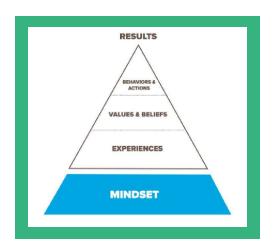
Getting better together. In Unity we succeed.

## **ARBINGER**

At Unity Academy we are committed to creating a 'people centred', outward facing culture. As part of this commitment, we adopt The Arbinger principles. The means striving to have an Outward Mindset in our day to day practice and policies, with both staff and students. When we have an inward mindset we see others in terms of their impact on us. With an outward mindset, we consider others' needs, challenges, and objectives, and we see our impact on them.

To put it simply, at Unity we believe all staff and students are people who matter. In working to avoid viewing each other as obstacles, at all levels of the running of the school, we are working towards building an even stronger sense of collaboration, rooted in mutual respect and strong relationships.

All staff at Unity Academy have the opportunity to engage with Arbinger Training, led by an expert practitioner. Staff are also supported in embedding Outward Mindset through our Deliberate Practice model.



'Improving mindset is not a self-focused act. It's an others-focused act.' (The Arbinger Institute)

## Trauma Informed Schools Training

As a school, we are committed to improving learning, mental health and quality of life for our children and young people. As part of this we receive whole staff training from TIS. The training is supported by over 1000 evidence-based research studies and is designed to empower staff to understand the needs of all children and teenagers, including those who have suffered a trauma or have a mental health issue. Opportunities to further develop Trauma Informed Practice are also carefully woven into our Deliberate Practice training model. Alongside whole school training and DP, individuals who express interest have the opportunity to complete the full diploma in Trauma and Mental Health Informed Practice.

As part of the training your will develop an understanding of:

- The neuroscience and psychology of child and adolescent mental health and mental ill-health
- ACE (Adverse Childhood Experience) study and Protective Factors in schools that change children's lives.
- Professor Jaak Panksepp's model of mental health, mental ill-health, and theory of change.
- PROTECT/RELATE/REGULATE/REFLECT and how this informs school policy, procedures and school culture and ethos.
- The role of emotionally available adults in schools
- Key skills in responding to and understanding challenging and/or trauma triggered behaviour.

"I can honestly say that it was, by far, the best, most insightful, profoundly moving, expertly evidenced, relevant and most useful training I have received in my teaching career."

"I am really enjoying the Diploma. It has really changed the way I talk to and support students. The course provides a wide ranges of resources, like the WINE statements, that you can pick up and use. The training really aligns with, and highlights the importance of, DP."



## **DELIBERATE PRACTICE**

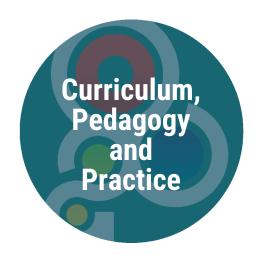
As part of our commitment to continuous professional development and school improvement, all staff at Unity Academy whose role means that they work directly with children will participate in deliberate practice and peer coaching. Through each session, together we will explore, examine and reflect on our practices whilst supporting each other in overcoming barriers to success.

Our deliberate practice model is designed to ensure that everybody, regardless of their experience or expertise, gets the opportunity to develop their practice through weekly coaching input and the deliberate practice of key areas of pedagogy. By focusing on deliberate practice at a granular level, we feel that our professional learning/ development becomes easier to manage, which in turn creates a real commitment to improvement from all involved. Our approach empowers staff to make positive change in their day-to-day practice and allows them to actively engage with their successes along the way.

Central to this approach to school improvement are our children. We are fully committed to ensuring that the experience of all our children of education is one of positivity and success. We aim to ensure that all our work around the quality of education we provide at Unity Academy ensures academic rigour and high expectations whilst taking into account issues around equity and potential childhood trauma

#### Deliberate Practice is broken down into two strands:





## **DELIBERATE PRACTICE**

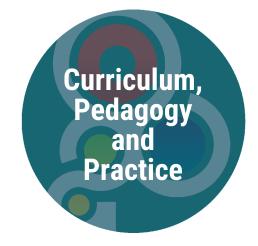
"As a member of the support team, being involved in DP has developed my ability to employ research based strategies in the classroom. After attending the DP sessions, I felt confident enough to play an active role in creating Do Now activities to support recall. I use CMR strategies when students are entering and exiting the classroom and model the routines I want them to follow; I really feel it has helped create a calmer environment for learning.

Support staff member

"I am really enjoying the work we are doing around deliberate practice. It has been useful to reflect on the areas of my practice that have become habit and think carefully about whether they are serving me - and the wider school - effectively. The opportunity to discuss ideas and approaches with other staff has been invaluable, and the culture that it has created, with staff encouraging each other towards best practice, has been genuinely beneficial to be part of."

Second in English







The Unity Way supports staff development through setting out clear evidence-based principles that drive excellent teaching and learning. It is a frame of reference for teachers, and those who provide learning support, to be able to reflect on and evaluate their practice, whilst ensuring that they embed the strategies that we have identified as being conducive to creating a positive climate for learning. Although the framework identifies a number of non-negotiables, it is flexible in a way that supports in developing a responsive approach to the needs of students.

#### The Unity Way is broken down into the following areas:

- 1. Preparation
- 2. Learning focused relationships
- 3. Learning objectives
- 4. Explanations and modelling
- 5. Feedback
- 6. Learning

Our aim at Unity Academy is to create a positive climate for learning that empowers all students to learn and be successful. It is an expectation that all our students receive high quality teaching practice in the optimum conditions for learning. This should equip them with the knowledge, skills and dispositions for lifelong learning and for making a positive contribution to the world around them

| Preparation                               | Learning-Focused Relationships    | Learning<br>Objectives       | Explanations & Modelling           | Feedback                         | Learning                         |
|---|-----------------------------------|------------------------------|------------------------------------|----------------------------------|----------------------------------|
| 1.1: Key Knowledge &<br>Skills            | 2.1: Meet & Greet                 | 3.1: Explicit & Direct       | 4.1: Clear & Concise               | 5.1: Verbal Feedback             | 6.1: Do Now                      |
| 1.2: High Challenge                       | 2.2: Y7-9 Silent<br>Classrooms    | 3.2: Demanding               | 4.2: Small Steps                   | 5.2: Whole Class<br>Feedback     | 6.2: Building Schema             |
| 1.3: Sequencing &<br>Progression          | 2.3: Be Assertive                 | 3.3: The Learning<br>Journey | 4.3: Language Rich                 | 5.3: Re-Teaching a<br>Concept    | 6.3: Intervening Early           |
| 1.4: Application                          | 2.4: Communication                | 3.4: Repetition              | 4.4: Student<br>Explanations       | 5.4: Literacy                    | 6.4: Interleaving                |
| 1.5: The Expert                           | 2.5: Presentation of Work         |                              | 4.5: I Do/ We Do/ You<br>Do        | 5.5: Grade/ Score/ RAG<br>Rating | 6.5: Guided Practice             |
| 1.6: Q&A                                  | 2.6: One Language                 |                              | 4.6: Examples of Good<br>Practice  | 5.6: Live Marking                | 6.6: Independent<br>Practice     |
| 1.7: Learning Links &<br>Consolidation    | 2.7: Positive Body<br>Language    |                              | 4.7: Live Modelling                | 5.7: Written Feedback            | 6.7: Consolidation               |
| 1.8: Knowledge Fluency                    | 2.8: Traffic Lights               |                              | 4.8: Assessment<br>Framework Links | 5.8: Self/ Peer<br>Assessment    | 6.8: Y7-11 Daily<br>Reflection   |
| 1.9: Reading &<br>Vocabulary              | 2.9: Make Positive<br>Assumptions |                              |                                    | 5.9: Corrections                 | 6.9: Y7-11 Knowledge<br>Quizzing |
| 1.10: Formative &<br>Summative Assessment | 2.10: Student<br>Responsibility   |                              |                                    | 5.10: Developmental<br>Responses | 6.10: Home Study                 |
| 1.11: Differentiation                     | 2.11: Modelled<br>Responsibility  |                              |                                    |                                  |                                  |
| 1.12: Pace of Learning                    | 2.12: Care &<br>Consideration     |                              |                                    |                                  |                                  |
|   | 2.13: Student Safety              |                              |                                    |                                  |                                  |

# THE UNITY WAY



## **CURRICULUM DEVELOPMENT**

All teaching, and where relevant non-teaching staff, have access to departmental, curriculum development meetings. These meetings are conducted by middle leaders and focus on areas integral to the teams' development.

Curriculum development meetings focus on:

- · Development of staff subject knowledge
- Development of staff pedagogical subject knowledge
- Curriculum development
- Responsive and adaptive teaching strategies
- Strategies to meet need and ensure high expectations
- Improving outcomes for students
- School improvement priorities

Curriculum development meetings also offer the opportunity to work across phases, to develop skill and expertise. As an all through school, we are afforded the advantage of working together to create curriculum building blocks that support our students in retaining essential curriculum knowledge.



# CURRICULUM, LEADERSHIP & MANAGEMENT

At Unity, we offer a programme of support, training and resources to support leadership development. We strive for a leadership team that is highly proficient in its ability to strategically develop all aspects of our formal and informal curriculum. We want leaders to feel valued and empowered to be autonomous in their approach to drive change. Through our leadership program, staff are supported in ensuring that change is managed effectively with clear accountability at all levels. We are committed to ensuring that Arbinger principles are utilised effectively in daily practice with a focus on outward mindset. We strive to ensure that leadership impact on others is evident in the day to day running of the academy and that barriers to change and development are effectively mitigated.

#### As part of our programme, leaders have access to:

- Leadership diagnostic tool supports leaders in better understanding their strengths and areas for development against a range of leadership competencies.
- Bespoke in house training opportunities to support their development
- School Improvement dashboard with a range of training resources and materials
- School improvement led leadership conferences
- Trust level training

# Curriculum, Leadership & Management

#### **MANAGING OTHERS**

Building Evidence & Arriving at Suitable Judgements (QA) Effective Monitoring & Support (QA)

Line-Management (QA)

3A+ Line-Management Model

**Appraisa** 

#### **LEADING PEDAGOGY & PRACTICE**

Developing the Team
Developing the Individual
Research & Evidence

**Deliberate Practice** 

#### **LEADING CULTURE & CURRICULUM**

Curriculum Design

**Embedding Subject Pedagogy** 

**Embedding Responsive Practice** 

Embedding a Culture of Accountability to Each Other

# LEADERSHIP DEVELOPMENT MEETINGS

At Unity, we are committed to developing and supporting our leaders; we want leaders to feel empowered to make informed and strategic choices. Through existing line management structures, all leaders receive a minimum of 2 leadership development meetings per half term.

These meetings support leaders in:

- Identifying strengths and areas for development.
- Thinking strategically about their goals and school improvement.
- Utilising quality assurance to inform next steps.
- Developing the individuals within their teams.
- Thinking outwardly about improvement.

"The leadership meetings have been instrumental in my own development, as someone new to senior leadership. They offer the space to debate and discuss ideas and have encouraged me to think more strategically about the things I implement. The coaching offered to me through these meetings has helped me to align my operational day to day activities with my strategic priorities, massively reducing my workload."



