

TTA Newsletter April 2019

Wow, wow, wowwhat a brilliant TTA Conference. Thank you to all of you for making it such a successful event. Thank you, if you have taken the time to write to us with your thanks, thoughts and feedback; it is greatly appreciated. If you have feedback that you would like to pass forward to me, please can you email me? We were very lucky this year to still have a very small amount of funding available from TEP to help with the cost of the Conference. So it was made all the sweeter to be able to have, as our key note speaker and facilitator, the fantastic Professor Guy Claxton. He has already contacted me to say how much he enjoyed the day and working with you all. I have included within this newsletter any paperwork, follow up work and notes as requested.



Training Requests

Following on from the Conference and your requests for more training locally provided I have attached a request form for you to complete. I do have forms from schools who completed theirs at the Conference. If you didn't submit a form please put your name, school, required training and ideal time (all day, half day,) if you can offer a venue please put this down as well. We will then get working on your behalf! Please also include any requested Governor training so please share this with your Governing Bodies. They can contact me at any time.

ALLIANCE DAY

Please remember that **ALLIANCE DAY** is **Monday 4th November 2019**. Offer to be confirmed. I am sure we will have so much more on offer. If you would like to see a session offered please contact me. If you would like to host, please contact me. All sessions will be £20.00 pp unless advised.

<p>Alliance Day Monday 4th November Various Host Schools (tbc)</p>	<p>Safeguarding First Aid (possible additional cost to cover administration) Talk for Writing (selected schools) FULL Head Space/good mental health (Stuart Lane) <i>Science offer tbc</i> Maths Movement and Mastery taster session <i>Literacy offer tbc</i></p>
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Network Meetings REMINDER

We will always support our subject networks to ensure we can run them locally. Our last network meeting will be as below. The cost will £25.00 per session and will have as always the bonus of involving all schools in our locality in Tandridge, so more opportunities for linked and shared learning and support. Please book your place(s) by email at info@ttatraining.co.uk

Literacy Venue: St Mary's Primary School, Oxted. Tuesday, 25.06.2019, 2.45pm PLEASE SIGN UP NOW IF INTERESTED	Maths Venue: Lingfeld School, Lingfield. Tuesday, 11.06.2019, 2.45pm PLEASE SIGN UP NOW IF INTERESTED
SEND Venue: St Mary's Primary School, Oxted Day, date, time venue to follow PLEASE SIGN UP NOW IF INTERESTED	Science Venue: Limpsfield Infant School, Oxted Thursday 04.07.2019 2.45pm PLEASE SIGN UP NOW IF INTERESTED

We will be sending out to you dates for the 2019-20 Network Meetings. Please let us know if you would like to host, can facilitate or offer a session? **The very best training is the training that comes from you, your good practice, your master classes, sharing your experience.**

LITERACY SUPPORT AND DEVELOPMENT PROGRAMMES 2019-20

	TTA SLE	Target audience												
Training £25 per person (unless advised)	Literacy Network Writing moderation 'Reading for Writing' – teaching Literacy around a key text Teaching vocabulary through key texts/guided reading Developing whole class guided reading Creating a love of literature and reading in your school Understanding grammar concepts Teaching in Mixed ability	Literacy Leaders Teachers/Year 2 teachers/Year 6 teachers Teachers Teachers Teachers Teachers Teaching Assistants Teachers												
Staff meeting @ your school £250 (equivalent of £25 per head for 10 teachers. Schools can share staff meetings OR have more staff there)	A paired down version of the above can be offered as staff meeting training	Teaching staff												
Bespoke support in your school <table border="1" data-bbox="108 1765 502 1915"> <thead> <tr> <th></th> <th>Day</th> <th>½ day</th> <th>hour</th> </tr> </thead> <tbody> <tr> <td>NLE</td> <td>£550</td> <td>£275</td> <td>£100</td> </tr> <tr> <td>SLE</td> <td>£350</td> <td>£175</td> <td>£60</td> </tr> </tbody> </table>		Day	½ day	hour	NLE	£550	£275	£100	SLE	£350	£175	£60	Planning support Supporting Literacy leaders to develop and improve Literacy New Literacy Leader training Analysing Data	Literacy leaders
	Day	½ day	hour											
NLE	£550	£275	£100											
SLE	£350	£175	£60											

SLE – Literacy Case Study: 1 days year 1 (£350) 1 ½ days year 2 (£525)

Preliminary visit (Autumn 2017) – I met with X for a morning visit to support him with subject leadership. X was new to middle management. He was enthusiastic about working as Literacy co-ordinator but had not yet got to grips with his action plan (inherited from the previous co-ordinator). He had some ideas about what he wanted to work on but was unsure how to implement what he wanted and needed support in creating relationships with colleagues in order to build on existing strengths rather than looking for weaknesses. The morning consisted of a learning walk around the school; a discussion/analysis of the Literacy action plan and some time spent sharing ideas to implement. By the end of the morning X had refined his action plan and was making changes to check with management that would limit the focus to developing guided reading and to supporting scaffolded learning with ‘non-negotiables’ across the school. The latter was highlighted as a quick impact change after noting that some success criteria being used in lessons were not actually linked to the learning focus but should be expected in every lesson. I supported X in modelling how to work with staff who are resistant to change – we discussed talking about what went well and how.

Follow up visit (Spring 2018) – X was excited and pleased to show me around. Our second learning walk showed evidence and impact from the previous visit. ‘Non-negotiables’ were evident in all classes and success criteria were more tightly linked to learning objectives. X had been successful in implementing some changes in guided reading and staff seemed more open to new ideas. He was aware of which classes or year groups still needed support in order to implement changes in their own classroom. On our second learning walk we took more time over observing lessons and saw great engagement from many pupils. We identified a few small areas for development focusing on loss of learning time (eg: when books are being handed out or at the start of lessons when children are coming in from break etc). Together we created a plan to support an improvement of this.

Autumn 2018 (post SLE training) – Following a drop in reading scores (KS2 SATS 2018) a return visit to Meath Green (with Sarah Lewis) was arranged. X and I met to discuss changes for the new year and what X was focusing on in light of the end of year data. X was more confident about his own action plan and how he was going to implement changes. We did a learning walk to look at the new guided reading scheme being used (Vipers). X was very enthusiastic about how this was running in his own year group but needed support around how he was going to monitor the success in other years. We noted some weaknesses observed in lessons and worked on strategies to support staff to ensure that the implementation of Vipers meant children were making progress. The focus for the afternoon was looking at children who were not predicted to make expected progress in year 6 (based on baseline data). We spoke to children about their tests and identified potential barriers to learning and gaps in knowledge.

Spring 2019 – X was more focused on spelling (part of his action plan) for this visit. He was secure in what he wanted to do with the morning: we did pupil interviews across all year groups. Children were articulate and generally positive about spelling. I supported X to see what the concerns were from the feedback from children and we identified together what his next steps would be: giving staff a voice, feeding back to them the positives from the children (and the possible areas of concern). We then spent the rest of the morning going through other aspects of X’s action plan and actions from the year so far. I supported him in articulating what the impact was of his actions (and of the actions of other members of staff). We looked at areas where he was unclear what the impact had been and created a plan for measuring this impact to have a clearer picture. We discussed possible focus for the next academic year (vocabulary) which linked well to current needs (reading comprehension, spelling) and also matched with what the children felt (many feedback that they were pleased to learn new spelling words for vocabulary reasons).

MATHS SUPPORT AND DEVELOPMENT PROGRAMMES 2019-20

	TTA SLE	Target audience												
Training £25 per person (unless advised)	Maths Network Bar model from concrete to pictorial Teaching in Mixed ability Challenging the more able mathematicians Mathematics and Mastery Methods in Maths	Maths Leaders Teachers Teachers Teachers NQT & Trainee teachers Teaching Assistants												
Staff meeting @ your school £250 (equivalent of £25 per head for 10 teachers. Schools can share staff meetings OR have more staff there)	A paired down version of the above can be offered as staff meeting training	Teaching staff												
Bespoke support in your school <table border="1" data-bbox="108 815 504 965"> <thead> <tr> <th></th> <th>Day</th> <th>½ day</th> <th>hour</th> </tr> </thead> <tbody> <tr> <td>NLE</td> <td>£550</td> <td>£275</td> <td>£100</td> </tr> <tr> <td>SLE</td> <td>£350</td> <td>£175</td> <td>£60</td> </tr> </tbody> </table>		Day	½ day	hour	NLE	£550	£275	£100	SLE	£350	£175	£60	Planning support Supporting Maths leaders to develop and improve maths New Maths Leader training Supporting maths leaders changing from Sets to mixed ability Analysing Data	Maths leaders
	Day	½ day	hour											
NLE	£550	£275	£100											
SLE	£350	£175	£60											
Maths Hub Support	DfE Funded training – to be hosted in Tandridge <i>details tbc</i>	All teachers and schools												

SLE – Maths Case Study 1: daily cost £350

Preliminary visit (July 2018)

I met with the head and maths lead to discuss the support that would be in place from September 2018. Following this discussion, I had an informal chat with the Maths leader, who was 6 months into her role as Maths Lead and although a very experienced KS1 and EYFS practitioner, had very little experience in KS2. She moved into Year 3 at the end of 2017-2018.

Weekly visits – Autumn Term to present

The most important aspect of the early visits was to build good working relationships in order to ensure my role was seen to be supportive and not judgemental. For this to happen I took a 'critical friend' approach which helped to ensure that the Maths leader saw the support as a positive CPD opportunity for her, whilst also having an impact on school improvement.

I began by carrying out a learning walk with the Maths lead to gain a clear picture of maths across the school. The maths lead found this useful as she gained a deeper understanding of maths across the school and was more aware of how progression through the curriculum was taking place. We also spent time looking in books and at planning. This enabled me to use a coaching approach to the discussions about what we were seeing. We also discussed ways of supporting teachers where necessary and looked at working together to improve practice where there were gaps. This took place over a few weeks and by the end of the first half term she was much more comfortable when talking to colleagues with a view to offering them CPD and support with planning and delivery of Maths.

During a subsequent visit following the first half term data drop, we began to look at data. Initially, the Maths leader was uncertain about how to interrogate data and how to use it to ensure teaching and learning was good across the school. The school track progress through Pupil Asset and we worked together to extract the most useful data.

Together, we decided that Analysing data was a development point for the Maths lead and she has worked hard to develop this over the course of the year. She is now much more confident to question progress and attainment of children with particular view to developing quality first teaching and therefore secure improvement in both attainment and progress.

At this point, we both recognised that tracking progress was an area of assessment that was not being looked at in detail and so we created a plan together for how we could support this following the Mock SATs in December. Following a discussion with the Maths Lead and the Head teacher, it was agreed that the raw scores would be sent through to me and I would create the progress data.

The data I produced highlighted the number of children with negative progress scores. The percentages of children who were on track for progress since KS1 was low. I discussed ways of making a difference to this with the maths lead and together we created a plan for improvement in arithmetic with daily practise. We subsequently looked at arithmetic data for the whole school and identified this as an area for improvement. With my support, the maths lead implemented daily arithmetic practise across the school, which would begin at the beginning of the spring term. Subsequent to this, assessments are already showing an improvement in calculation skills and this is something that the Maths Lead has taken pride in and has been congratulated on by the SLT and Assessment lead.

Overall, the Maths lead has already shown greater depth of passion and commitment to her role. She has a deeper understanding of being a maths leader and is able to use her skills to support colleagues and to develop their practice. She is more able to see the overall picture clearly and is now more confident to analyse data effectively. She has an increasing sense of security in her role and has a definite vision for her subject and its delivery in her school.

SLE – Maths Case Study 2: daily cost £350

Preliminary visit (July 2018)

This visit was arranged in order to meet the maths leader, headteacher and the rest of the leadership team to get to know the school and background information. It was useful to find out about the journey the school had recently been on and the impact and outcomes this had had on where the school currently was. It was key, at this stage, to build good relationships with the staff members and for them to be honest about where they currently were as a school. We completed an informal learning walk to gauge the level of teaching and learning and to identify any concerns that might have an impact in the following academic year. We also analysed the current year 5 maths data, looked at the school development plan from 2017-18 and the targets going forward for 2018-19 and created a maths action plan tying all of this information together. By the end of this visit, we had got to know each other well, built trusting relationships and knew what the plan of action would be for September.

Autumn 1 (2018)

Weekly morning visits were scheduled, which enabled us to continuously monitor and evaluate the teaching and learning, and the impact of our actions, while thinking about next steps. After another initial learning walk and book look, inconsistencies were found and we identified which year groups would benefit from further support. However, it was clear that written reasoning was securely embedded and children were able to eloquently explain what they were doing and why. We then met with two year groups to discuss planning and, in turn, received valuable feedback with how White Rose was being used and the issues this was causing. After discussing possible ways forward, we decided to visit another school, who were using White Rose, to gain more advice and research how it was being used to suit the needs of their pupils. These ideas were then tweaked to suit this particular school. We decided that one year group, who were very enthusiastic about the mastery approach to maths teaching and learning, could change their planning to suit the needs of their year group and that another year group could start trialling a whole class teaching approach with mixed-ability pairs. This was instead of using White Rose to differentiate activities. During this term, we identified which year six children would benefit from further intervention and booster groups to enable them to meet age-related expectations. Looking at these groups alongside the data, I realised that the school were focussing too much on attainment and not enough on the progress. We had to ensure that all children were making the expected progress from KS1, whether they were low prior attainers or high prior attainers. This was then addressed which ensured all year 6 teachers had a good understanding of where their children needed to get to.

By November, we had seen positive results from the whole-class teaching of maths and the year 6 booster groups were now in place. The maths lead and I continued to monitor the teaching and learning of maths through regular learning walks, planning scrutiny, book looks and pupil conferencing. By this point, the maths lead was more confident in identifying areas of need. Book looks highlighted inconsistencies between one year group which was addressed by the maths lead and while looking at planning, we realised that one year group was using the previous year's planning and not tweaking it to their current year group. The maths lead spent time coaching this year group, with my support, and discussing planning using the new small steps White Rose materials. We also spent a lot of time in year 6 during these mornings to support where we could. This involved working with key groups of children and identifying strengths and areas for development in the teaching.

Spring (2019)

Weekly visits continued in this term and by now, all actions were implemented and being monitored. During this term, while the teaching and learning of maths was being monitored by the maths leader on a regular basis, we began working closely with the year 6 teachers and taking out small groups to focus on the arithmetic papers and identify gaps in learning. We met with the headteacher to analyse the impact so far and discuss possible next steps as a school. After the impact of whole class teaching in one year group, this was cascaded to another year group to ensure consistency. We worked closely with the teachers to ensure this was having an impact on progress. We decided that the next steps would be to implement team teaching and ensure quality CPD was given to ensure all teachers were strong with their subject knowledge. This was through staff meetings and planning sessions. A need was also identified for LSAs and this was taken into account when planning future CPD sessions.

SCIENCE SUPPORT AND DEVELOPMENT PROGRAMMES 2019-20

				TTA SLE	Target audience	
Training						
£25 per person (unless advised)					Science Network Creating a love of science in your school Raising the profile of science at your school Science moderation (working scientifically and knowledge based) 'Skills based' science teaching Teaching Working Scientifically	Science Leaders Science Leaders Teachers/Year 2 teachers/Year 6 teachers Teachers Teachers/NQTs
Staff meeting @ your school						
£250 (equivalent of £25 per head for 10 teachers. Schools can share staff meetings OR have more staff there)					A paired down version of the above can be offered as staff meeting training	Teaching staff
Bespoke support in your school						
	Day	½ day	hour	Planning support Supporting science leaders to develop and improve science New Science Leader training Analysing Data	Science leaders	
NLE	£550	£275	£100			
SLE	£350	£175	£60			

SEND SUPPORT AND DEVELOPMENT PROGRAMMES 2019-20

	TTA SLE	Target audience												
Training £25 per person (unless advised)	Wave 1, 2 and 3 provision Childhood anxiety Supporting challenging behaviour linked to ASD SENCO network meetings	Teachers and TAs Teachers and TAs Teachers and TAS SENCO												
Staff meeting @ your school £250 (equivalent of £25 per head for 10 teachers. Schools can share staff meetings OR have more staff there)	Wave 2 provision Supporting challenging behaviour linked to ASD Differentiation	Teachers and TAs Teachers												
Bespoke support in your school <table border="1" data-bbox="113 891 507 1037"> <thead> <tr> <th></th> <th>Day</th> <th>½ day</th> <th>hour</th> </tr> </thead> <tbody> <tr> <td>NLE</td> <td>£550</td> <td>£275</td> <td>£100</td> </tr> <tr> <td>SLE</td> <td>£350</td> <td>£175</td> <td>£60</td> </tr> </tbody> </table>		Day	½ day	hour	NLE	£550	£275	£100	SLE	£350	£175	£60	Support with filling out SSA and EHCP process ASD support Progress tracking Support for new to role SENCOs Assessment informed planning (differentiation) Work related to an individual pupil – how to meet more complex needs in the mainstream school; transition	SENCOs SENCOs/class teachers/TAs SENCO SENCO Teachers SENCO/class teachers/TAs
	Day	½ day	hour											
NLE	£550	£275	£100											
SLE	£350	£175	£60											

TTA TRAINING

Identifying and supporting children with Developmental Language Disorder (DLD) and related difficulties

Date: 13th June 2019, 1.30-3pm

Venue: Moor House School & College, Mill Lane, Hurst Green, Surrey, RH8 9AQ

Free of Charge for TTA Member Schools.

Developmental Language Disorder (DLD) affects 7% of children; two in every classroom, but despite being a very common childhood disorder, the general public and perhaps also many education professionals know very little about it. Children with DLD are a subset of those with Speech Language and Communication Needs (SLCN) which affects more than 10% of children.

In this free session aimed at Head Teachers and SENCOs, the highly specialist and experienced multidisciplinary team of professionals from Moor House Research and Training Institute (part of Moor House School & College) will present tips for identifying and managing DLD and difficulties which may co-occur with DLD.

We will first present an overview of how DLD relates to other disorders and diagnoses and then we will look at typical developmental norms and how to spot difficulties in a range of areas. Our main focus will be on language (and the subskills involved in language), but we will also discuss attention, concentration, behaviour, regulating emotions, social skills, play, literacy, handwriting, gross and fine motor skills and sensory processing, as some children with DLD (and indeed other children) also have difficulties in these areas.

For each area we will also present strategies and/or signposting to useful resources which can be used in the classroom to support children with DLD. Small changes to teaching style/organisation may help all pupils, but can have a huge impact on pupils with DLD.

Please book your places as soon as possible through, info@ttatraining.co.uk.

Positive Handling in Education (Book you interest email info@ttatraining.co.uk)

POSITIVE HANDLING COURSE DETAILS:

At the end of your Dynamis Positive Handling course, your staff will be able to:

- Understand the Context of Positive Handling in Schools
- Describe Difficult, Distressed and Dangerous Behaviour with clarity
- Understand the legal principles regarding physical interventions
- Understand when physical interventions may be required (Duty of Care)
- Explain what the DfE guidance states about using reasonable force
- Understand how to minimise the risks when/if physical interventions are used.
- Carry out safer holding and physical intervention procedures

ACCREDITED TRAINERS:

Dynamis trainers are all full-time, qualified and insured professionals. The team all hold Ofqual-recognised BTEC Level 4 qualifications in Education and the BTEC Level 3 Advanced Award in Physical Restraint, offering you peace of mind that you are getting the best possible advice and training. They teach a blended approach of behaviour management skills backed with effective but non-harmful physical alternatives which are practical and appropriate. Our goal is to "treat every person/ child with dignity and show them respect, even in the most challenging of moments". At the end of your Dynamis Positive Handling course, your staff will be able to Understand the Context of Positive Handling in Schools, Describe Difficult, Distressed and Dangerous Behaviour with clarity, Understand the legal principles regarding physical interventions, Understand when physical interventions may be required (Duty of Care), Explain what the DfE guidance states about using reasonable force, Understand how to minimise the risks when/if physical interventions are used. Carry out safer holding and physical intervention procedures."

Initial Teacher Training

Our new website is up and running filled with loads of information, dates and support offers. We still have availability for September. If you should have any other enquiries. www.ttatraining.co.uk

The **Tandridge Teaching Alliance** strives to deliver outstanding initial teacher training. Our vision is to enable local schools to recruit NQTs of the highest calibre who have a solid foundation for their practice because of the quality of training and mentoring we provide.

The **Lead school for School Direct** is **St Mary's** who work in partnership with Canterbury Christchurch University, and Brighton University on recruitment, and selection of candidates for training.

Our three current School Direct trainees have secured posts in their host schools for next year.

To work in partnership with us and to have a chance of placing any trainees we recruit, we would really like you to be able to commit to the following:



Promoting our TTA 'Get into Teaching' events and materials

- Advertise in your newsletters
- Link to the TTA ITT page from your school website
- Have our materials available for your parents and staff
- Send people in our direction who express an interest
- Offer to host an event in your own school

Pre training experiences

- Provide pre-training experience to potential trainees which could be either as a series of days or in a block of one or two weeks – this can be agreed directly with the potential trainee or arranged collaboratively and brokered by TTA.

School placements

- Identify teachers who are successful classroom practitioners willing to act as **Mentors** and
- Release Mentors for sufficient time in order to attend appropriate training and undertake their tasks in supporting the student
 - Mentors will need to carry out observations and mentor meetings weekly
 - Mentors will liaise with link tutors
- Identify **class teachers** who are successful classroom practitioners and would be willing to support a trainee in the class (this can be additional to the mentor)
- Liaise with the lead school in order to arrange second placements

Schools can of course host initial trainees through various other routes:

- SCITT salaried placements
- SCITT non-salaried placements
- PGCE via universities

These trainees can access the additional training we provide for our School Direct trainees

Initial Trainee Support

To supplement the support that Initial Teacher Trainees (School Direct, SCITT, PGCE) have from their institutions we are offering some additional local training. This is open to ANY trainee in TTA schools on any placement. If you have a trainee that you feel would benefit from this please book a place by email at info@ttatraining.co.uk All sessions are 1.30-3.30pm and are at St Marys Primary School in Oxted. More information about the sessions will follow.

Wednesday, 8th May 2019

Wednesday, 12th June 2019

NPQML LOCAL OPPORTUNITY

Please be aware to those schools who have a member of staff participating that the date remaining is:

Thursday 27th June

Timing 9.00am – 12.30pm

The venue is St Mary's Primary School in Oxted.

Please contact us if you have teachers who are interested in any of the NPQ qualifications. If we can demonstrate local demand we may be able to negotiate the cut-price local offer again.

Thank you so much for the very positive feedback to the format started in my last newsletter. I have added funding information to this newsletter as well. If you have any flyers or bespoke offers out to other schools you would like me to include, do please send them through to me at any time.

Grants and Additional Funding Streams

05/04 - [Stephen Lloyd Awards](#)
05/04 - [Woodward Charitable Trust - Children's Summer Playscheme Grant](#)
05/04 - [Youth Music Programme](#)
08/04 - [British and Foreign School Society](#)
08/04 - [Heart Research UK and SUBWAY Healthy Heart Grants](#)
12/04 - [Curiosity Fund](#)
14/04 - [National Vegetarian Week - Event Grants](#)
15/04 - [Masonic Charitable Foundation – Early Years Opportunities Grants Programme](#)
15/04 - [Speaking Volumes - Grants for Christian Books in the Community](#)
17/04 - [UK Aid Direct](#)
18/04 - [National Express Foundation - Community Group Grants](#)
23/04 - [Let Teachers SHINE](#)
26/04 - [Co-op Community Dividend Fund](#)
26/04 - [Zurich Community Trust - Local Grants Programme](#)
30/04 - [Austin and Hope Pilkington Trust](#)
30/04 - [Armed Forces Day Grant](#)
30/04 - [Canoe Foundation](#)
30/04 - [Childwick Trust](#)
30/04 - [Concertina Charitable Trust](#)
30/04 - [Eranda Rothschild Foundation](#)
30/04 - [Feminist Review Trust](#)
30/04 - [Golsoncott Foundation](#)
30/04 - [Henry Smith Charity - Holiday Grants for Children](#)
30/04 - [Jewish Child's Day](#)
30/04 - [National Lottery Awards](#)
01/05 - [Jean Sainsbury Animal Welfare Trust](#)
03/05 - [Strategic Legal Fund for Vulnerable Young Migrants](#)
07/05 - [DM Thomas Foundation for Young People - Central Grants](#)
07/05 - [Wingate Foundation](#)

[Funding for International School Exchanges \(England\)](#)

Schools in England can apply for grants of up to £16,500 to take pupils aged 11 and above overseas. The funding is aimed at schools with a high proportion of pupils from disadvantaged backgrounds and with above-average numbers of pupil premium students. Young people are encouraged to stay with host families where possible, giving them the best opportunity to practise their language skills and be fully immersed in another culture. The funding is being made available through the British Council's International Exchanges programme and visit can take place any time up until 19th April 2020.

[Funding for Links with Japan \(UK\)](#)

Grants of £2,000 - £7,000 are available to promote and support interaction between the two countries. Daiwa Foundation Small Grants can cover all fields of activity, including educational and other projects and events. New initiatives are especially encouraged. Projects that have received funding in the past include Beckfoot School (Bingley) which received a grant of £3,000 to support a two-week curriculum-based school exchange visit by ten students and two teachers to Hiroshima Kokusai High School; and Dene Magna School which received a grant of £4,000 to support a school exchange visit by three teachers and nine pupils to enhance links established in 2002 with two partner schools in Okinawa and to consolidate Japanese as part of its curriculum. The next closing date for applications is the 30th September 2019

[Society for Microbiology – Science Education and Outreach Grants \(UK\)](#)

Members of the Microbiology Society, residing in the UK or Republic of Ireland, including those working in schools, can apply for a grant of up to £1,000 for innovative Outreach Activities that support relevant science teaching or promotion initiatives. Also funded are developments likely to lead to an improvement in the teaching of any aspect of microbiology. Grants can cover, for example, talks, workshops, demonstrations, posters, leaflets, broadcasts,

activities at science festivals and audio-visual or computer-based packages or activities that take place as part of a National Science and Engineering Week. Apply by the 1st October 2019.

Grants for Families Facing Financial Hardship Whilst Caring for a Child with a Serious Illness (UK)

Families facing financial hardship whilst caring for a child with a serious illness can apply for grants of up to £1,000 per child to fund a variety of essential items and services including (but not limited to) specialist equipment, creative therapies, hospital travel expenses, everyday items to improve the child's quality of life, attending medical/support group conference, social activities and memberships. Applications must be completed by health or social care professionals on behalf the family and are considered at monthly meetings. The funding is being made available through the Roald Dahl Marvellous Family Grants scheme and the next application deadline is 5pm on the 30th April 2019.

Funding for Projects that Work with Disabled Children and their Families (UK)

Hallmoor Parents Teachers Friends Association and Mayfield School were amongst some of the Parent Teacher Associations and schools that have recently received funding through the True Colours Trust UK Small Grants Programme. Through the programme, charities and projects with a charitable purpose can apply for funding that supports disabled children and their families. Grants of up to £10,000 are usually available for hydrotherapy pools; multi-sensory rooms; mini buses; young carers projects; sibling projects; and bereavement support. Other projects supported in the past include Friends of Sherwood Park who received a grant of £5,000 towards the creation of the multi-sensory outdoor environment; and Roddensvale Parents & Friends Association who received a grant of £5,000 towards the costs of refurbishing its sensory room. Applications can be submitted at any time.

Funding for Projects that Support Disadvantaged Young People (UK)

Grants of over £10,000 per project are available to not for profit organisations and schools that work with young people who are experiencing disadvantage through illness, distress, abuse or neglect; any kind of disability; behavioural or psychological difficulties; and / or living in poverty or situations of deprivation. Schools can also apply for funding but the project must be additional to their statutory duties. The funding is being made available through the BBC Children in Need Main Grants programme. The next closing date for applications is the 19th May 2019.

Joseph Rowntree Charitable Trust Sustainable Futures Fund (UK)

Organisations, individuals and charities have until the 2nd September 2019 to apply for funding to support projects that develop and promote sustainable, low-carbon alternatives to the current consumerist and growth-based model. Through this round of the Joseph Rowntree Charitable grants are available for projects lasting up to three years. Previous projects have included grants ranging from a few hundred pounds to grants in excess of £100,000. The Joseph Rowntree Charitable Trust – Sustainable Futures programme will fund campaigns, initiatives and projects that promote alternatives to consumerism and give a voice to young activists and marginalised groups on issues of economic and environmental justice.

Funding Available to Increase Engineering Knowledge Among Young People (UK)

From the 22nd June 2019, schools and other organisations such as youth clubs, science festivals, museums, science centres; etc can apply for grants to develop and deliver UK-based educational projects that nurture and support the increase of engineering knowledge among young people between the ages of five to 19. Applications from teams with diverse expertise, a range of skills and from a variety of sectors are particularly welcomed. Grants will be awarded at two levels; up to £5,000 for standard applications and four larger grants of up to £15,000. The funding is being made available through the Engineering Education Grant Scheme and the deadline to apply will be the 14th October 2019 for projects taking place from 1st January 2020.

Grants of up to £5,000 Available for Projects Supporting Young Children (UK)

Registered and exempted Charities are able to apply for grants of up to £5,000 to help them to deliver projects aimed at young children that tackle child exploitation; provide mentoring and support and support children's clubs and activities. Priority is given to projects addressing mental health. Organisations eligible to apply will have an operating income of at least £1,000,000 and be submitting a bid for a project that relates to children aged between 0 and 11 years. The funding is being made available through the Austin and Hope Pilkington Trust and the closing date for applications is the 30th April 2019



TTA Training Requests

Name:

School:

	Expression of interest
Tandridge Teachers Together Curriculum Project	
ArtsMark opportunity	
Positive Handling Course	
Moor House support offer	
Maths Hub	
Maths network and support	
Science network and support	
EYFS offer	
Literacy network and support	
SEND network and support	
Alliance Day	

Any other training and development needs that you would like to have provided or brokered by TTA

www.ttatraining.co.uk info@ttatraining.co.uk 01883 712817

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