The Auriga Academy Trust
Continuing Professional Development Policy

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1. Principles, Values & Entitlements

At The Auriga Academy Trust we value all our staff, Governors and Trustees and see them as education's best resource and we actively encourage their development. We recognise that Continuing Professional Development (CPD) promotes high morale, motivation, self-esteem and collegiality in the workforce.

The Trust gives a high priority to professional development and wants all staff to take ownership. Staff development is necessary to ensure that staff have the skills, knowledge and understanding to deliver the aims of the Trust. It is important that the schools within the Trust are seen as a learning organisation for the adults within them as well as for the pupils.

All staff members have an entitlement to high-quality induction and continuing professional development. All staff will have opportunities through appraisal and other mechanisms to discuss and make requests regarding their professional development needs. Equally, Governors and Trustees need to have appropriate induction and training in order to carry out their duties effectively.

There is a commitment to staff development that balances Trust, school and individual priorities. Improving standards and the quality of teaching and learning will be the main focus for CPD planning and provision. However, professional development needs and aspirations that individual staff members have identified also need to be considered. The ultimate aim is the improvement in the practice of individuals and teams in order to raise standards in teaching and learning. This will be

facilitated by creating professional learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

Professional development can take many forms and can be accessed:
- Externally, through training, further study or research, the Local Authority, Further and Higher Education Institutions, subject associations and commercial/voluntary sector providers.
- Through cross-school and virtual networks.
- Within school.

Examples of professional development include but are not limited to; induction, coaching and mentoring, lesson observation and feedback, observation and sharing of good practice, collaborative planning and teaching, shadowing, peer observations, whole school development events, attendance at courses, visits to other schools and distance learning.

Access to development opportunities must be available to all school staff regardless of race, age, gender, disability. Provision must conform to the requirements set out in the Trusts Equalities Policy.

2. Standard Operational Training

All schools are required to deliver standard training to all staff. This covers 5 key areas:

1. Safeguarding training
2. Operational Class training
3. HR training
4. GDPR and Cyber Security training
5. Health & Safety training

The level of training required is dependent on the individual's role within the school and is outlined in detail in **Appendix 1**. Appendix 2 also details where the training should be sourced from and which policies need to be read and signed.

Training is provided to new staff when they join a school. This is outlined in the Induction Policy.

3. Leadership and Management of CPD – By Trust

The Trust overview of CPD is monitored by the CEO and the Trust Finance and Resources Committee, and aims to
- identify shared areas of improvement across the Trust.
- identify areas of best practice that can be shared across all schools.
- encourage staff from different schools to attend the same training in order to encourage cross school synergies.
- manage the Trust's existing training offer to support other schools and institutions (e.g. Makaton and Team Teach)
- develop the training and support offered by the Trust to other schools and institutions in line with the Trust's aim to be recognised as a Centre of Excellence.

4. Leadership and Management of CPD – By School:

The school Senior Leadership Team within each school is responsible for monitoring the training needs of the staff within their school. The Senior Leadership Team of each school will inform staff of whole school training priorities linked to the school improvement targets at the beginning of each academic year with termly updates being provided.

The Headteacher for each school is responsibile for overseeing Professional Developmentand for ensuring that the school's CPD needs and those of the staff working within it are identified. The school CPD plan is contained within the School's Development Plan. This plan is updated annually following

the appraisal process in the Autumn term, after individual staff development needs have been identified and fed through to the Headteachers.

CPD planning will be informed by a range of sources:
- any Trust specific training identified on the Trust development plan;
- the needs of the school as identified through its self-evaluation (SEF) and outlined in the School Development Plan;
- outcomes from the staff appraisal (for teachers) and performance management (for all other staff);
- issues identified through other monitoring, e.g. OFSTED, external audit, School Improvement Partner visits, Healthy Schools;
- national and local priorities, e.g. national strategies, local authority strategies, local community priorities;
- feedback from staff and others including governors, pupils and parents/carers through consultations, surveys etc;
- individual requests for CPD made outside of the performance management process, or for further study leading to qualifications (e.g. MA or teacher training).

In order to demonstrate the impact of CPD on pupil outcomes, achieving school priorities, and value for money, the CPD should be evaluated and reviewed prior to the beginning of the new SDP & CPD planning cycle.

Each school within the Trust will ensure that it will use resources carefully to support CPD and that its budget is used to ensure best value by:

targeting the priorities identified by the school through the School Development Plan and those identified for professional development through the appraisal process.

- Recognising that the training needs of Newly Qualified Teachers (NQTs) are a priority.
- Ensuring staff and Governors undertake joint training when and if appropriate.
- The Headteacher reporting annually to Governors to inform the Governing Body of the ongoing professional development of staff.

5. CPD and the Appraisal Process

The CPD programme will be informed by staff training and development needs identified by the reviewer and reviewee at the appraisal meeting. At this meeting staff have an opportunity to discuss individual professional development needs with their line manager. However this does not preclude a staff member requesting training at any other times.

The governing body will ensure in budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees. If there are competing demands on the school budget between CPD identified for a reviewee and the training and support which helps the school achieve its priorities, the school's priorities will have precedence; however the aim will be to meet as many requests for CPD as the budget allows. Teachers cannot be held accountable for failing to make good progress towards meeting their performance criteria where the agreed CPD recorded has not been provided. Although appraisal procedures are statutory only for teaching staff, the school has chosen to address the CPD needs of support staff by ensuring a performance management procedure is also used for every member of support.

6. Implementation of CPD

CPD can be delivered in a number of formats. The Trust and school will support a wide portfolio of CPD approaches in an effort to match interests, career development and preferred learning styles of staff and to maximise the impact on improving teaching and learning within the Trust and school. CPD opportunities can be internal or external to the Trust and school and can involve courses, in-

school training days, observation of best practice, visits to other schools, distance learning, team teaching, coaching and mentoring, secondment, research opportunities, shadowing etc.

Training can be delivered at INSET days and / or Twilights. It is at the discretion of each school within the Trust to set their own methods of implementation.

Applications for day courses must be discussed with the staff members line managers/CPD Leads as these may involve funding for supply cover and will need to match SDP priorities, or professional development needs indicated by appraisal or other reviews.

All staff who undertake training beneficial to whole school development are expected to feedback at either department or whole school level. Priority is given to staff with qualifications that are statutory and need to be regularly updated e.g. Health & Safety qualifications such as First Aid certification.

7. INSET Days

All schools within the Trust provide training opportunities for all staff on INSET days. Provision is made for 5 such days during each academic year, though individual Trust schools may choose to use up to two of these flexibly (eg, through providing longer twilight sessions instead). At least one INSET day annually will be used for whole Trust training, to be planned collaboratively by senior leaders from the schools to deliver agreed Trust training objectives.

8. Leadership and Management Development

Individual school Senior Leadership Teams meet regularly to discuss issues relating to the organisation, progress, management and smooth running of the school.

Staff development for Senior Leadership Teams includes:
   a) opportunity to plan, develop, monitor and evaluate school improvement initiatives.
   b) discuss and resolve issues relating to the school curriculum, ethos, personnel and community.
   c) respond to Local Authority and national initiatives at a school level.
   d) encouragement to participate in the Local Authority & National College CPD opportunities for career progression e.g. NPQH, Leading from the Middle, Leadership Pathways, Aspiring Leaders.
   e) opportunity for succession planning e.g. shadowing, 'acting up' and mentoring / being mentored.

9. Teacher Development

All teaching staff in each school have weekly staff meetings which are focussed on school improvement through continuing professional development. Heads of Centre, working with the CPD lead, publish a half termly schedule for these meetings in advance.

Staff development for Teachers may include:
   • An induction programme on appointment with a named mentor;
   • Internally provided training during staff meeting time or on INSET days;
   • Externally provided training during staff meeting time or on INSET days;
   • Specific training in courses required by the schools (e.g. Safeguarding, Makaton or Team Teach);
   • Access to training provided by other Trust schools;
   • Access to external courses (e.g. AfC or other providers) by arrangement with the CPD lead;
   • Opportunities for observation of or team-teaching with colleagues;
   • Opportunities for moderation of work;
   • Opportunities for shared planning or curriculum development;

- Opportunities to develop their roles further within the school or more broadly across the Trust;
- Appraisal meetings at least twice annually;
- Coaching conversation;
- Informal or formal improvement plans;

10. Support Staff Development

All support staff in each school have weekly staff meetings which are focused on school improvement through continuing professional development. Heads of Centre, working with the CPD lead, publish a half termly schedule for these meetings in advance.

Staff development for Support Staff may include:
- An induction programme on appointment with a named mentor
- Internally provided training during staff meeting time or on INSET days
- Externally provided training during staff meeting time or on INSET days
- Specific training in courses required by the schools (e.g. Safeguarding, Makaton or Team Teach)
- Access to training provided by other Trust schools
- Access to external courses (e.g. AfC or other providers) by arrangement with the CPD lead.
- Opportunities for observation of colleagues
- Performance management and review meetings at least annually
- Coaching conversations
- Informal or formal improvement plans

All support staff, class based, office and premises, are encouraged to participate in the CPD opportunities for career progression e.g. National Qualifications, Higher Level Teaching Assistant status (HLTA) etc..

11. Apprentices

The Trust actively supports the Gov.uk Apprenticeship Scheme. Apprenticeships are viewed as a steppingstone to full time employment within the Trust. For further information please contact the Trust Finance Director.

12. Governor and Trustee Development

Governors and Trustees receive an induction programme on appointment which includes an information pack, a tour of the school and a one to one meeting with an established governor. New appointees should also attend the LA's training for new governors, ideally within a term of their appointment. Governors are encouraged to develop their own knowledge and skills through AfC (SPARK) provided courses which each school buys into, and to make known any training needs they may have so these can be addressed as appropriate in order to ensure effectiveness in the role. Whole governing body training will be arranged periodically as needs arise or when particular issues are identified.

For further details of Trustee and Governor training, please contact the Trust Governance Professional.

13. Tuition Reimbursement

Where a staff member wishes to undertake CPD externally which will enhance their role within school, financial support may be available.

Staff who are permanent employees are eligible to apply for tuition reimbursement after one year of employment. Temporary and supply staff are ineligible for tuition benefit.

Each School will make available a sum of money for the purpose of granting reimbursement of, or contribution toward the tuition fees, for a course which will support the school's operations. The whole, or part of, the tuition fee element of the cost of the course may be reimbursed. Staff are responsible for paying registration, application fees and for books.

The total amount available and the amount, if any, to be reimbursed to any applicant, is subject to the available budgeted funds and the number of applications. The decision to make an award, and the amount awarded, in respect of any application is entirely at the discretion of the Trust CEO and Finance Director, and will be subject to the relevant levels of authorisation as per the Finance Policy.

To receive reimbursement, staff must:

1. File a **Request for Course Approval for Tuition Reimbursement Form** (**Appendix 2**) to their Headteacher, with proof of payment of any course fees, or evidence of the course fee if not yet paid.

2. Be certified as eligible by the Head Teacher, who will sign the **Request for Course Approval for Tuition Reimbursement Form**.

3. Be in active service as an employee of the school / Trust at the time of request and time of reimbursement.

4. The application form will include a signed statement acknowledging that the applicant has read the tuition reimbursement section of the CPD Policy and understands the circumstances under which they will be required to repay any monies received.

Employees will be required to repay the school tuition reimbursement received in the following circumstances:

- **Employees with less than three years of continuous service** receiving tuition reimbursement shall be required to remain an employee of the school for two complete school years following the year in which tuition reimbursement is received. Employees with less than three years of continuous service who leave their employment with the School within one year shall return 100% of all reimbursement monies paid by the school in the previous complete school year. Employees with less than three years of continuous service who leave their employment with the School within two years shall return 75% of all reimbursement monies paid by the school in the previous two complete school years.

- **Employees with three or more years of continuous service** shall be required to remain an employee of the school for one complete school year following the year in which tuition reimbursement is received. Employees with more than three years of continuous service who leave their employment with the Strathmore School shall return 100% of all tuition monies paid by the school in the previous complete school year.

Having received approval and confirmation of the school's contribution to tuition fees, a letter will be issued by Trust HR to the staff member confirming the amount of the contribution and repayment terms.

14. Review and Monitoring

The Trust evaluates the impact that CPD has on teaching and learning and raising standards through the Annual Report from the CEO.

Schools will monitor the effectiveness of CPD through monitoring (including observations, work scrutiny, pupil voice), data analysis and appraisal. Details of staff CPD will be reported annually to the Local Governing Body through:
- the Headteacher's Autumn term report to governors
- an annual report from the CPD lead to the Pay and Personnel sub-committee

Professional qualifications arising from training organised/paid by the school will be reported to the Local Governing Body Pay and Personnel Committee.

APPENDICES

APPENDIX 1: Standard Operational Training Requirements

4 areas are covered below

1. Safeguarding Training
2. Operational Class Training
3. HR Training
4. Health & Safety Training
5. GDPR and Cyber Security Training

Training will be provided in additional strategies appropriate to the needs of each school's pupils as required. For example, needs led training would include training in the use of PECS and communication aids.

APPENDIX 2: Tuition Reimbursement Form

1. SAFEGUARDING TRAINING

Training	Provider	SLT	Teacher	Support Staff	Admin	Premises
Safeguarding Training Level 1	Link below	✓	✓	✓	✓	✓
PREVENT Radicalisation *(every 2 years)*	Link below	✓	✓	✓	✓	✓
Policies to Read and Sign:						
Child Protection Policy	Sign on CPOMS	✓	✓	✓	✓	✓
Keeping Children Safe in Education 2022	Sign on CPOMS	✓	✓	✓	✓	✓

✓ required training for all staff within this category

✓CAP/CLA/STR not all staff within this category will be required to undertake this training. This will be at the discretion of SLT.

✓CAP/CLA/STR school specific training (CAP- Capella House / CLA – Clarendon / STR – Strathmore)

All staff must:
1. Read the school **Child Protection Policy** – located on CPOMS
2. Read **Keeping Children Safe in Education 2022 –** located on CPOMS
3. Complete **Safeguarding Training Level 1** . The link to complete the training is https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/training.php . Staff may be required to register to complete the training if they have not done so already.
4. Complete **Prevent Radicalisation Training** (every 2 years). The link to complete the training is https://www.elearning.prevent.homeoffice.gov.uk/la2/screen1.html

CPOMS is managed by [ ]. On joining a school a login is allocated by [ ].

2. OPERATIONAL CLASS TRAINING

Training	Provider	SLT	Teacher	Support Staff	Admin	Premises
Team Teach	In house	✓	✓	✓		✓CLA
Makaton		✓	✓	✓		
Manual Handling			✓CLA	✓STR ✓CLA	✓	✓
Administration of Medicines		✓	✓	✓		
Education Visits						

✓ required training for all staff within this category

✓CAP/CLA/STR not all staff within this category will be required to undertake this training. This will be at the discretion of SLT.

✓CAP/CLA/STR school specific training (CAP- Capella House / CLA – Clarendon / STR – Strathmore)

Team Teach training is provided in house by trained trainers.

3. HR TRAINING

Training	Provider	SLT	Teacher	Support Staff	Admin	Premises
Appraisal		✓	✓			
Equality and Diversity		✓			HR only	
Safer Recruitment		✓			HR only	

4. GDPR and CYBER SECURITY

Training	Provider	SLT	Teacher	Support Staff	Admin	Premises
GDPR Basics	AAT video presented at Sept inset					
Introduction to Data Protection	GDPR Sentry	✓	✓	✓	✓	✓
Data Protection for Teaching Staff	GDPR Sentry	✓	✓			
Data Protection for Senior Leaders	GDPR Sentry	✓	✓			
Data Protection for Administrators	GDPR Sentry				✓	
Cyber Security		✓	✓		✓	✓
Policies to Read and Sign:						
AAT Employee Confidentiality Agreement	Sign on GDPR Sentry	✓	✓	✓	✓	✓
AAT Data Protection Policy (including Appendices)	Sign on GDPR Sentry	✓	✓	✓	✓	✓
AAT ICT Usage Policy	Sign on GDPR Sentry	✓	✓	✓	✓	✓
AAT Staff Social Media Compliance Policy	Sign on GDPR Sentry	✓	✓	✓	✓	✓
AAT Privacy Notice	Sign on GDPR Sentry	✓	✓	✓	✓	✓

✓ required training for all staff within this category
✓CAP/CLA/STR not all staff within this category will be required to undertake this training. This will be at the discretion of SLT.
✓CAP/CLA/STR school specific training (CAP- Capella House / CLA – Clarendon / STR – Strathmore)

General Data Protection Regulation (GDPR) Training:

GDPR covers all processing of personal data. For a school, it applies to any personal data that is processed about pupils, staff members, or other interested parties such as governors. The Trust is responsible for ensuring that personal data is correctly collected, stored, used and securely destroyed once it is no longer needed. To do so the Trust needs to have robust procedures to deal with data protection breaches and subject access requests and uses GDPR Sentry to record these.

All staff require training on the implications of data breaches and how to use the GDPR Sentry system. The administration of GDPR Sentry is managed by Trust HR. On joining a school, a log in is allocated by Trust HR. The log in gives access to an Introduction to Data Protection. All staff who have already logged in will have been allocated this course. The course cannot be allocated if a member of staff has not logged in. The Introduction to Data Protection course covers the essential detail regards data protection after the introduction of the 2018 Data Protection Act. It includes the definition of personal data, the principles of data protection, recognising subject access requests, recognising breaches and what staff need to do. The training takes 15 minutes. This basic training must be completed annually by all staff. Teachers and Senior Leaders are required to complete additional training.

Cyber Security Training:

The risk protection arrangement (RPA) was first introduced in 2014 to provide an alternative to commercial insurance for schools and academies. The RPA has included cover for Cyber Incidents as standard from 2022/23 membership years.

A Cyber Incident is defined in the RPA Membership Rules as: "Any actual or suspected unauthorised access to any computer, other computing and electronic equipment linked to computer hardware, electronic data processing equipment, microchips or computer installation that processes, stores, transmits, retrieves or receives data."

To be eligible for RPA Cyber cover, there are 4 conditions that members must meet:

1. Have offline backups.

2. All Employees or Governors who have access to the Member's information technology system must undertake NCSC Cyber Security Training by 1 September 2022 for academy members.
3. Register with Police CyberAlarm.
4. Have a Cyber Response Plan in place.

In order to meet the terms of the insurance all employees are required to watch the NCSC Cyber Security training video by 1 September each year, and will sign a confirmation statement in order to evidence that they have undertaken the training. The link to the training is:

https://www.ncsc.gov.uk/information/cyber-security-training-schools

The training video forms part of the induction schedule for all new starters.

5. HEALTH & SAFETY

Training	Provider	SLT	Teacher	Support Staff	Admin	Premises
Site Safety	AAT video presented at Sept inset	✓	✓	✓	✓	✓
Health & Safety at Work	Smartlog					
Premise Management	External					✓
COSHH	External					✓
Legionella	External					
Ladder	External					
Electrical	External					
Playground Inspections	External					
Working at Heights	External					
Fire Awareness	Smartlog	✓	✓	✓	✓	✓
Fire Extinguishers	Smartlog	✓	✓			
Fire Wardens	Smartlog	✓	✓		✓	✓
Fire Management	External					
Evacuation Chairs						
Personal Emergency Evacuation Plans (PEEPS)	External					
Display Screen Equipment (DSE)	Smartlog	✓	✓	✓	✓	✓
Accident Management System (AMS)	AAT Video / Log in Details below	✓	✓	✓	✓	✓
Risk Assessments	Smartlog					
First Aid at Work	AfC (SPARK)					
Paediatric First Aid at Work	AfC (SPARK)					
Emergency First Aid at Work	External					
MIDAS (Minibus training)	RAKAT					
Working at Heights						

✓ required training for all staff within this category
✓CAP/CLA/STR not all staff within this category will be required to undertake this training. This will be at the discretion of SLT.
✓CAP/CLA/STR school specific training (CAP- Capella House / CLA – Clarendon / STR – Strathmore)

First Aid Training
Paediatric First Aid training was developed to meet the needs of the Early Years Foundation Stage Statutory framework (EYFS) and includes training in a host of injuries and illnesses that child carers may be faced with when caring for young children. The framework is focussed on children aged 5

and under, but the first aid skills are appropriate for all children. The EYFS paediatric first aid requirements for all childcare settings are:

- At least one person who has a full current Paediatric First Aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings.
- Training must be renewed every three years.
- Training should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.
- Childcare providers should ensure parents know who holds a current Paediatric First Aid certificate either by displaying the information or making it available on request.
- It is recommended that you consider annual refresher training to help maintain basic skills and keep up to date with any changes to first aid advice.

In addition to the EYFS paediatric first aid requirements we also need to meet the needs of the Health and Safety (first aid) regulations 1981 (HSFAR). Unlike the EYFS statutory framework, these regulations put the responsibility on the employer (school) by asking them to assess the first aid needs of their individual workplace and determine the level of first aid personnel and equipment is required to ensure the safety of **staff**. HSFAR states that you are required to provide adequate and appropriate first-aid equipment, facilities and people so employees can be given immediate help if they are injured to taken ill at work. Currently, within the Trust, it is at the discretion of the Headteacher to make an assessment of what is 'adequate', hence Sarah should be able to advise for each site. And the booking can be made accordingly.

AMS training

The Reporting of Injuries, Disease and Dangerous Occurrences Regulation 2013 (RIDDOR) applies to all schools. Under this legislation, certain incidents may need to be reported to the Health and Safety Executive (HSE). As party of the service level agreement the Trust has with its Health and Safety Consultants (Action HR) the Trust uses Workrite, also known as Accident Management System (AMS), to record incidents. The system acts as a logbook for a variety of incidents including near misses and dangerous occurrences. AMS is monitored by an Action HR member of staff who uses the information provided by schools to decide if an incident is RIDDOR reportable, and if so, will submit a RIDDOR report on the school's behalf.

Schools are required to report all staff, student, agency, visitor and volunteer injuries or accidents
- The step-by-step guide to reporting an accident/injury in full can be found [HERE] and the guide to sign up is below.
- The link to the training video which staff MUST watch can be found [HERE].
- If you have trouble signing up or allocating incidents, please contact the Trust Estates Officer.

How to sign up for an AMS account:
1. Follow this link
   https://app.workrite.co.uk/SecureLogin/SelfSignUp.aspx?comp=c1CZAfONnyb+DN9qjxR7q MFPaFkDGPBM+NpPEnXWAZz1S/qzRe0pAg==
2. Fill in the information using your work email address and the school's main number. You do not need to input your employee ID.
3. Check your work emails for a verification link. The email should allow you to log in immediately by clicking the **here** button.
4. You will then be asked to set a password for your account. Please use something secure and memorable to you.
5. On the next page, select continue.
6. The below page should be visible meaning that you have sign up and in correctly. If you see different options on the page or more/less options please could you email the Trust Estates Officer immediately as your account will need to be amended in the background.
7. Use this link to access AMS in the future - https://app.workrite.co.uk/SecureLogin/SecureLogin.aspx

Display Screen Equipment (DSE) Training

Working with display screen equipment falls under the Health and Safety (Display Screen Equipment) Regulation 1992 as amended by the Health and Safety (Miscellaneous Amendments) Regulations 2002. As an employer, the Trust must protect its workers from the health risks of working with display screen equipment (DSE), such as PCs, laptops, tablets, and smartphones. The Health and Safety (Display Screen Equipment) Regulations apply to workers who use DSE daily, for continuous periods of an hour or more. The regulations do not apply to workers who use DSE infrequently or only use it for a short time.

DSE Training and the associated Risk Assessment can be accessed through SMARTLOG. It is the responsibility of each member of staff to complete their DSE training and the associated risk assessment (RA) on an annual basis, or in the event their circumstances change. If the change of circumstance is due to pregnancy or an injury, please contact Trust HR to discuss the matter further.

New starters will be allocated the DSE training module by Trust HR to complete. The system will send the prompt annually.

Staff with DSE related concerns will be requested to complete their training and risk assessment on SMARTLOG, in the first instance. Once completed, staff can discuss any potential identified needs with their line manager. In the event the line manager has significant concerns a DSE risk assessment can be requested from Trust HR.

A DSE risk assessment can also be requested for a member of staff returning to work, if relevant, after a prolonged period of absence.

All DSE users are entitled to an eye test at the cost of the Trust every two years if they require glasses for DSE use only - the cheapest pair available will be covered by the Trust. For further details of the scheme please contact Trust HR.

Driver eye test are also available as part of this scheme.

MIDAS Training
Richmond and Kingston Accessible Transport Charity (RAKAT) provides MIDAS training. Full accessibility training is £110 (*price Sept 22*) per candidate (this is the discounted price for SEN providers). Theory and practical can be booked over the phone. Both sessions must be booked, a simple 'refresher' is not an option.
Full day training runs from 8.45 am to 2.30pm (in class) and the practical test is either 9.30am or 1pm (for 3 hours). Please confirm on booking. Trainees are required to
- provide their driving license,
- Their NI number
- have their photo taken on the day and take their NI number so they can do a DVLA license check.

APPENDIX 2

Request for Course Approval for Tuition Reimbursement
Name: **Date of Claim:**
Position:
Course Title& Provider:
Duration of Course & Costs:
Nature of Course:
How this course will directly benefit your current role or future role(s) at the Trust / School:
I have read the TUITION REIMBURSEMENT section of the Trust CPD POLICY   and agree that they form the terms governing a legally binding agreement between the Trust / school and me. I understand that this agreement includes, without limitation, terms specifying circumstances in which I may be required to repay any monies granted under the terms of this agreement and I confirm my acceptance of those terms. **Applicant:**   **Date:** **Headteacher Authorisation:**   **Date:** **CEO / Finance Director:**   **Date:** **Amount to be awarded:**