

Stage 1 – Knowledge and understanding of Initial Teacher Education (ITE) trainees – for trainee teachers and mentors

Delivered through taught content and experiential opportunities; within a practice and reflection cycle

Introduction to policy and legislation knowledge

Challenge negative perceptions and raise awareness of LAC eg areas such as achievement and behaviour

Training on emotional well-being and supportive strategies eg attachment and behaviour

Administrative knowledge eg PEP, IEP, Funding

Collaborative working/ Inter-agency – with carers, social workers, health professionals

Stage 2 – Continuing Professional Development (CPD) - Knowledge and understanding of Newly Qualified Teachers (NQTs) (year 1 of teaching), and teachers in early professional development (years 2-5 of teaching)

Delivered through taught content and experiential opportunities within a practice and reflection

Policy and legislation updates On-line delivery throughout CPD

*Challenge negative perceptions and raise awareness raise aspirations, motivate learning, importance of talents and skills outside and academic structure
Creating a bespoke curriculum*

*Supportive strategies Attachment, behaviour, reintegration, emotional loss (of birth family), coping with change, nurturing
Creating a bespoke curriculum*

Administrative knowledge updates PEP, funding, Updating and including birth family in progress (if appropriate)

*Collaborative working/ inter-agency Including links with paperwork such as the PEP
Creating a bespoke curriculum*

Stages 1 and 2 lead to competency

Prepared and competent teachers to work with Looked After Children (LAC)