

Focused Leadership Programme



This programme is designed to follow on from the 'Learning Leadership Programme'. The programme is designed for new leaders who are focusing in on a specific area of school leadership and aspiring to senior leadership in the next few years. Participants are encouraged to opt into one or more of the strands below according to their role, area of interest or development needs. Some areas are more focused on teachers as leaders and others will be valuable to both teaching and associate staff.

The training will involve expert input, discussions and reflection. We will ensure that the training is personalised to the needs of individuals and enable them to identify and then quickly address a key issue that is specific to their role or school needs.

Each strand will be led by a very experienced and successful senior leader. There will be the opportunity to interact with the course leader as part of continued communication and development in between the sessions.

Course venue: Durrington Research Centre
Duration: 3 x 2hr sessions after school (4pm-6pm)

One-to-one support via email/and direct conversations will be available to participants to ensure they gain the most from the course. It is anticipated that, as this is a leadership development course, candidates will commit to some work between sessions if they want to see maximum impact.

Strand I

Data and assessment

The publication and diverse array of school data, that appears to regularly change in format, means that it can be difficult to understand and work out how to use the information effectively.

The aim of this strand's three sessions is to provide clarity and help you to make sense of data, and how it will be useful and usable in your role. Initially focussing on an understanding of data, the sessions will quickly move on to discuss data, tracking and assessment as key themes. Finally we will focus on how to use the data, assessment and tracking to create positive changes in student and teacher performance

You are encouraged to bring and use your own school data sets and work on a key issue you wish to address during the course of the three sessions.

Session 1

What is data? What do you have access to? What do you need? What does your data highlight as a key issue in your area/school? What next?

Session 2

Are you using data to drive change? Internal data accuracy and the use of effective tracking system; What assessments/systems do you need going forward, and, most importantly, how will you use the data to improve student progress, teacher performance and departmental/whole school outcomes?

Session 3

Reviewing your progress to date: What have you changed, the impact this has had? How will you evaluate the impact? What are your planned next steps – are these the right ones?

Dates: 2nd November; 14th November; 1st March
Led by: Chris Woodcock (Deputy Headteacher)

Strand 2

Creating and embedding an effective approach to student well-being & support

It feels like there have never been so many complex and varied issues presented by young people with, at the same time, an increasing expectation being placed on schools to provide the care and support that may be lacking from external agencies and services. Key to getting this right in school is the presence of a strong and knowledgeable leader who can not only hold and support staff, but also be constantly looking forward to match the support available with the changes in student needs.

These three sessions will focus on a key issue you are currently seeing or facing within your setting and support you in developing a coherent, cost and time effective approach that has a positive impact..

Led by a range of extremely experienced and high-impact pastoral leaders, we can support you in tackling whatever issue you wish to address, from depression to anxiety and self-harm to triage systems.

Session 1

What are the current issues you are facing? What is the scale and impact of the problem? Resource identification and evaluation: Creating a workable solution in your context.

Session 2

Creating buy-in. Widening capacity and upskilling staff in the confines of a reduced budget and time. Effective engagement of stakeholders

Session 3

Reviewing impact, data sources and what they mean. Developing a wider but adaptive strategy across your team and school

Dates: 11th January; 1st February; 3rd May
Led by Chris Woodcock (Deputy Headteacher)

Strand 3

Improving whole school attendance/reducing persistent absenteeism

It is widely known that student attendance has a major impact on academic progress and outcomes. With increasingly detailed attendance data being measured and published about schools, the reduction in the persistent absence threshold and the complexities surrounding a large volume of attendance data, there is a need for a clear and direct in order to ensure a positive impact.

Led by highly experienced and effective senior leaders, participation in this course will enable you to identify new and impactful strategies to implement at a low cost leading to a real difference in attendance and persistent absence within your school.

Session 1

Establishing a clear picture of where you are at now,

Session 2

Creating change – what needs to change and how to move the

Session 3

Where are you now? Short and medium term goals to continue to

reviewing systems, staff structures and key trends.	systems onwards; new ideas or sharpening up practice? How you increase the effectiveness of attendance policies. New and innovative strategies taken from the non-education sector.	drive improvement? Adaptive strategies and approaches to maximise gains?
Date: 9th November; 7th December; 14th March Led by Sam Down (Assistant Headteacher)		

Strand 4 An evidence informed approach to improving teaching and learning <i>Developing great teaching in schools relies on a number of factors: Having a shared understanding, based on evidence about what great teaching looks like; using this understanding to design and implement a CPD programme around these principles and evaluating the impact of this work. This programme will guide you through these stages.</i>		
Session 1 <i>How can teachers effectively use research evidence to improve their practice? What does the evidence say great teaching looks like? What does effective CPD look like? How can we effectively evaluate teaching based interventions and developments?</i>	Session 2 <i>Action planning – how will you use this to plan and implement teaching and learning improvement plan in your school? How will you evaluate this?</i>	Session 3 <i>What changes have you implemented as a result of this programme? What has been the impact of these changes? How do you know? What are your next steps?</i>
Date: 21st November; 13th December; 19th March Led by Shaun Allison (Deputy Headteacher and Director of Research School)		

