

Session	Focus for training	Content of group sessions	Follow up sessions with individuals
1	<p>Persistent problems of school leadership</p> <p><b>What are the common issues in all schools that need regular attention?</b></p>	<p>All schools face <u>similar issues</u> which leaders need to pay attention to. What aspects of school life should we always remain focused on?</p> <ul style="list-style-type: none"> <li>• Setting direction and building alignment</li> <li>• Enlisting staff contribution and ensuring staff development</li> <li>• Organising and staffing the curriculum</li> <li>• Attending to pupil behaviour and wider circumstances</li> <li>• Diagnosing, prioritising and managing resources effectively to build and implement strategy</li> <li>• Managing an efficient and effective organisation</li> </ul>	<p>How does the training apply to your role? Ask first and add detail that they miss.</p> <p>What's on your mind at the moment?</p> <p>What kind of feedback works best for you?</p> <p>What can I do to help you to be as effective as possible?</p>
2	<p>Persistent problems in our context</p> <p><b>What are our strengths and areas for improvement within the persistent problems?</b></p>	<p>Talk from SLT about each persistent problem in turn and how it manifests in our context.</p> <p>How do we know?</p>	<p>How does the training apply to your role? Ask first and add details of strengths and areas for improvement in your subject / year group.</p> <p>What's on your mind at the moment?</p> <p>Are you getting enough feedback and is it useful?</p> <p>What can I do to help you to be as effective as possible?</p>
3	<p>Vision, values and strategy</p> <p><b>What are we trying to achieve and what are the active ingredients of our strategies to do so?</b></p>	<p>Talk from SLT on aim, values and vision for the future. Paint a clear picture of what we're trying to achieve.</p> <p>Name the strategies that are needed initial ideas on the active ingredients of those strategies.</p>	<p>How does the training apply to your role? Ask first and add details – define the active ingredients for the subject.</p> <p>What's on your mind at the moment?</p> <p>Are you getting enough feedback and is it useful?</p> <p>What can I do to help you be as effective as possible?</p>

4	<p>Impact</p> <p><b>What difference can we make as leaders and how can we measure it?</b></p>	<p>Explain the different ways that leaders can make a difference (and the order in which to pay attention to them). Explain the difference between actions and impact. List and explain the possible ways of measuring them</p>	<p>How does the training apply to your role? Ask first and add detail about what difference they are aiming to make and how they will measure it.</p>
5	<p>Quality assurance</p> <p><b>What do we need to find out and how do</b></p>	<p>List and explain the possible ways of finding out information about area of leadership:</p> <ul style="list-style-type: none"> <li>• Talking to teachers</li> <li>• Talking to children</li> <li>• Looking at children's work             <ul style="list-style-type: none"> <li>• Visiting lessons</li> </ul> </li> <li>• Looking at planning             <ul style="list-style-type: none"> <li>• Analysing data</li> </ul> </li> </ul>	<p>How does the training apply your role? Ask first and add detail to what they need to know the answer to and how they will find it out.</p>
6	<p>Prioritising</p> <p><b>How do we decide what to spend our time on?</b></p>	<p>Explain the prioritisation matrix and model categorising actions based on impact and ease. Possible implementation activities (EEF)</p>	<p>How does the training apply to your role? Ask first and add detail to what they will spend their time doing / not doing to achieve their goals.</p>