

PROFESSIONAL
DEVELOPMENT
OPPORTUNITIES
2019 - 2020



INSPIRING LEARNERS, CHANGING LIVES.

The Kemnal Academies Trust (TKAT) is one of the largest Multi-Academy Trusts in the South of England with over 40 Primary and Secondary Academies in the TKAT Family.

We aim to drive up educational standards through the provision of outstanding teaching, leadership and learning for all.



WELCOME

Welcome to the TKAT Teaching School Alliance (TSA).

At TKAT, we know what makes great teaching and leadership. Informed by latest research and professional insight from innovators in education, we align our programme content with what evidence tells us works in similar schools.

As more and more of our Academies get involved in Action Research and other forms of Joint Professional Development, we continue to discover what has a positive impact on our children and young people, in our schools, in our context.

Our programmes are continually evaluated and refined to ensure you always receive cutting edge teaching and learning practice, and leadership development. The DfE Standards for Teachers' Professional Development are embedded in all our programmes and workshops to ensure they have lasting impact and:

- have a focus on improving and evaluating pupil outcomes
- are underpinned by robust evidence and expertise
- include collaboration and expert challenge
- are sustained over time

We place a high value on collaboration; by giving teachers and leaders the opportunity to come together to learn, we ensure a shared sense of purpose across our Academies and by sharing excellence throughout the TKAT family, our students have the opportunity to shine.

This brochure gives an overview of our offer. We are pleased to be able to extend many of our programmes to external organisations; please ask us for costings for the course you are interested in – contact details and information on how to book can be found on page 6.

We very much look forward to continuing to work with our teachers, support staff and leaders, and to welcoming new partners to our CPD network.

Rachel Ward

Group Director of Learning and Personal Development

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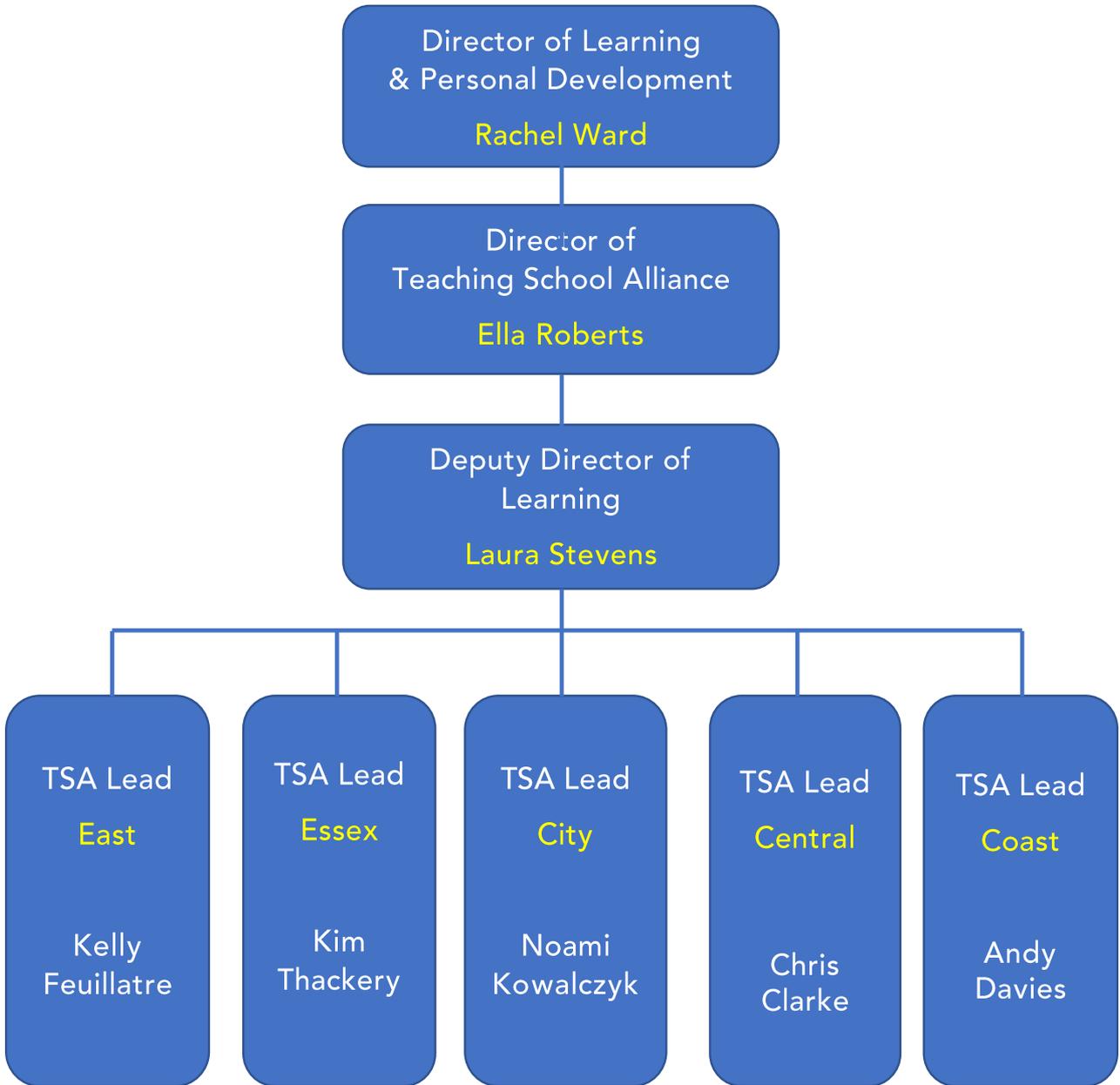
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TEACHING SCHOOL ALLIANCE: STAFF STRUCTURE



BOOKING AND CONTACT INFORMATION

For more information about our courses and how to book, please contact us in any of the following ways:

-  Web: www.tsa-tkat.org
-  Email: tsa@tkat.org
-  Telephone: 020 3740 1808
-  Twitter: @TKATTSA

If you are from an organisation outside of the TKAT family of Academies and require information on course availability or costs, please contact us and we will be pleased to advise you.



MAXIMISING CPD BENEFITS AND IMPROVEMENT OUTCOMES FOR YOUR ACADEMY

We want to ensure that CPD events and professional development sessions have maximum impact on improving teachers' practice. TKAT TSA can support schools to ensure they get the most from any CPD they participate in.

By working with your leaders before, during and after programmes, you can ensure teachers have opportunity for deliberate practice of new skills and the sessions result in real and sustained change.

When brokering our teaching and learning, coaching or leadership programmes, we recommend that we meet with the Headteacher/senior leader to discuss the content of the programme. We can make adaptations to suit your school's needs and context, and plan follow-up support after each session.

We will also support you to evaluate how the learning from our programme fits with your school's CPD, ensuring it can be woven into your whole school CPD or monitoring plans.

We offer example activities that teachers can do between sessions that will enhance the learning. Where possible we will also share with senior leaders the content of sessions, so that in-school work can continue.

NQT induction tutors can work with us to get the most from the NQT programme. The Joint Practice Development part will ensure follow-up on the areas covered in each session and result in a greater depth of learning.

Working with TKAT TSA gives you a unique opportunity for continued dialogue about the CPD being delivered to your staff. Leaders are fully informed and better equipped to support teachers to make changes in practice. Our programmes are most successful when schools take this approach.

Example of TSA support:

Pre-programme meeting	During programme dialogue/resources	After programme
Adapt sessions to ensure they are bespoke to your school	Adapt sessions during programme if need arises	Support leaders to plan future actions to embed changes
Plan follow up activities with leaders	Discuss findings from follow up activities to inform future actions/sessions	Discuss impact/share evaluations to inform future action
Look at how programme can fit into/inform your whole school CPD plan	Support with suggestions for follow up activities for teachers/leaders	Use feedback from schools to make any necessary changes to future programmes

NEWLY QUALIFIED TEACHER (NQT) INDUCTION PROGRAMME

This programme supports your daily practice and promotes networking within your region. Experienced colleagues will facilitate your professional development and discuss strategies relevant to your classroom practice.

After each session, you will select a short task to discuss with your mentor at school and feed back to your NQT colleagues. We will work closely with your mentors to ensure the programme has maximum impact in the classroom.

OVERVIEW OF SESSIONS:

Behaviour for Learning

To share and explore positive behaviour management techniques, whilst discussing strategies to resolve any specific behaviour management issues

Planning for Progress: Meeting learner needs

To develop new strategies to support planning to challenge all learners

Challenge, Expectations and SEND (one day conference)

To learn new strategies and techniques to support and challenge SEND students, reflecting on how we can develop our current practice

Making use of assessment and feedback

To consider the importance of learning intentions in effective assessment feedback and discuss how to make assessment more manageable

Metacognition and self-regulation

To consider and develop a greater understanding of why self-regulation and metacognition are important and how we can help pupils self-regulate

Next steps and planning - RQT Pathways

To reflect on, evaluate and celebrate the achievements of the NQT year, whilst looking at RQT pathways based on career aspirations

This programme is ideal for:

Teachers who are newly qualified

Duration and location:

This programme is delivered over 7 sessions at a variety of regional locations

Here's what previous participants said:

"Very informative, with lots of useful strategies"

"It was great to share information and take away new golden nuggets from the session"

NQT PROGRAMME: JOINT PRACTICE DEVELOPMENT COMPONENT

This aspect of the NQT programme ensures that a deep learning/research component is chosen to best fit the context of your Academy.

Working closely with induction tutors/mentors, we offer a planned programme of training and support for individual or groups of Academies to work with NQTs using one, or a combination of four models, as a method for reflection, evaluation and improvement.

OVERVIEW OF SESSIONS:

Delegates are required to choose one aspect from the following:

Lesson observation with in-depth post-lesson discussion

This happens at least 6 times annually and can be mentor observing NQT or NQT observing mentor or NQT and mentor observing a third party. Post-lesson discussions focus on impact on learners and implications for NQT teaching.

Coaching

This could be mentor-NQT, NQT-NQT, teacher-NQT, in school groups or across Academies within TKAT.

The use of IRIS and video technology

This could be mentor-NQT, NQT-NQT, teacher-NQT, in school groups or across schools within or outside of TKAT.

Research and Development

Lesson study with focus on pupil progress where schools are currently using lesson study as a whole school approach.

NQT peer support and sharing of best practice is important; we organise facilitated visits to other TKAT Academies - including cross-phase visits to focus on progression.

SUPPORT AND RESOURCES FOR MENTORS AND INDUCTION TUTORS:

- Mentor training including coaching and training to support NQTs wellbeing
- Network meetings
- Option of adding bespoke sessions where required by groups of Academies

This TKAT programme does NOT act as an appropriate body. Academies will need to sign up NQTs with an appropriate body alongside this programme of training and support. NQTs should follow a reduced timetable (10% reduction)

RECENTLY QUALIFIED TEACHER (RQT) PROGRAMME

TKAT TSA offers ongoing support to teachers moving beyond their NQT year, which presents new challenges such as less non-contact time, greater demands and subject leadership.

The RQT Programme aims to bring teachers together early on in their career, to enable them to develop their practice as well as provide a support network across the Trust.

OVERVIEW OF SESSIONS:

Time Management and Wellbeing

This session supports delegates to improve their work-life balance, reduce stress and use their time more efficiently.

Effective Communication

We reflect on the importance of good communication, the effect of non-intentional feedback and communicating effectively with a range of stakeholders.

Teacher Resilience

This session explores signs of stress in ourselves and others, factors that decrease our resilience and strategies to improve it.

Metacognition

In this session, delegates develop a greater understanding of metacognition and self-regulation in the classroom, and learn ways to develop self-regulated learners.

Innovative Teaching and Learning

We use the latest research to explore current evidence-based teaching strategies.

Subject Leadership

This session focuses on the role of a Subject Leader and gives strategies to raise and maintain standards within a subject.

This programme is ideal for:

Teachers who have completed their NQT year and are in their first 5 years of teaching

Duration and location:

This programme can be delivered as 2 whole days or 6 x 2-hour sessions throughout the year

Here's what previous participants said:

"Really enjoyed this, brilliantly delivered in a friendly atmosphere; I felt I could be honest without being judged"

"Gave me a reminder of things I can do to help myself when I'm feeling overwhelmed, and also how to make effective use of my time"

TEACHING AND LEARNING SUITE

“For effective teaching and learning, the thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.”

Extract from Teacher Development Trust’s introduction to DfE Standards for Teachers’ Professional Development, July 2016



TKAT DEVELOPING BEST PRACTICE

This TKAT programme will challenge teachers to reflect on their own practice and the impact they have on learners. Through classroom-based research, delegates will be encouraged to try new strategies or approaches and reflect on their success.

The programme is designed to allow teachers to apply their learning to their classrooms, subjects and school pedagogical models.

Content will be developed throughout the programme to match the needs of each delegate.

OVERVIEW OF SESSIONS:

Challenge and Engagement Strategies

- Plan challenging and engaging activities
- The impact of high challenge on learners and the difference between working hard and thinking hard
- Strategies to build students' ability to be challenged

Behaviour for Learning Strategies

- Best practice in behaviour management
- The role of language and tone
- Reflect on the impact of great teaching on behaviour and attitude to learning

Questioning Strategies

- The role and impact of questioning in effective teaching
- Skills for effective questioning
- Using questioning to deepen students' thinking

Assessment and Feedback Strategies

- Best practice in assessment and feedback strategies within teachers' context and school pedagogical models

Developing Independent Learning and Resilience Strategies for Learners

- The role of effective group and collaborative work in building independence
- The impact of self-regulated learners on great teaching
- Tools and techniques to develop students' resilience

Planning for Progress

- Develop new strategies to support planning
- Explore strategies to challenge all learners beyond minimum expectation
- Explore alternative lesson structures

This programme is ideal for:

Teachers who want to broaden and extend their current skills

Duration and location:

This programme can be delivered over 6 x 2-hour sessions, over 2-3 terms at your Academy or a regional location

Here's what a TKAT Headteacher said about the Developing Best Practice course:

"The programme has been good for NQTs and experienced teachers - providing the former with cutting edge research, ideas and challenging the latter to re-think their practice

"Teachers left each session with new ideas and practical strategies to try out in class"

TKAT BEYOND BEST PRACTICE

This course is designed to allow effective teachers to further develop the key aspects of the very best classroom practice for successful learning.

The areas of learning can be applied to all subjects and school pedagogical models.

Delegates will develop the skills and knowledge needed for effective research and carry out their own classroom-based research project.

OVERVIEW OF SESSIONS:

The Expert Teacher

- The impact and key elements of highly effective teaching
- An introduction to conducting classroom based research and setting effective research questions

Trust and Mutual Endeavour

- The importance of learning relationships in the classroom
- The concept of 'learned helplessness' and its impact on learning
- Strategies for building resilience

Mastering the Learning Process

- Evidence-based strategies to help students master the learning process including metacognition and self-regulation

Teachers as Master Learners & Developing Learning Partnerships

- How teachers and students respond to assessment
- Moving learning forward
- Activating students as instructional resources

Using evidence to inform practice

- Using evidence-based research to inform practice
- Evaluating current evidence and research in order to make decisions about pedagogy

Pushing the boundaries, exploring opportunities

- Developing ideas about classroom-based research to support teachers with their action research

What Lies Beyond

- Sharing research findings of the group; conditions of successful strategies
- Action-planning: the next steps for continued learning and development

This programme is ideal for:

Best practitioners wishing to engage in action research and support the development of colleagues.

Duration and location:

This programme can be delivered over 1 full day and 6 x 2.5 hour sessions, or 8 x 2.5 hour sessions over 3 terms at your school or regional location

A previous participant said:

"I've been buzzing since the first session! I thought I could only progress by going into leadership, but now I see I can stay in the classroom and have a big impact through research"

ADVANCED PEDAGOGY NETWORK MEETINGS

The Advance Pedagogy Network (PedNet) meetings are a series of facilitated sessions throughout the year, which explore some of the most up to date research in education. They draw on current effective practice and external expert opinion with an emphasis on developing high quality whole school pedagogy in order to drive up standards.

OVERVIEW OF SESSIONS:

Sessions 1, 3 and 5: TKAT-wide whole-day meeting

Key Focus: Neuroscience and the implications for schools.

Delegates will have the opportunity to explore new research; consider the impact/implications and audit their own schools pedagogy. With a large cohort in attendance it is an ideal forum for sharing and reflecting on effective practice, whilst having the opportunity to discuss how schools have driven new T&L strategies in their school.

Session 2, 4 and 6: Regional half day meeting

These sessions are designed with regional needs in mind. The sessions include ongoing dialogue from the TKAT wide sessions, action research projects, and high quality pedagogical thinking to support outstanding T&L within the region.

This programme is ideal for:

Teaching and Learning Leads,
Action Research Leads, SLT

Duration and location:

3 x 1-day sessions and 3 x 3-hour
sessions at various locations

Here's what a previous participant said:

"A great way to learn about the most up to date thinking in education, to compare new ideas to the school's current practice and plan the next steps for school development."

STRONG FOUNDATIONS PROGRAMME

This 3-day course which covers all aspects of the Early Years Foundation Stage.

OVERVIEW OF SESSIONS:

Child Development

- Theoretical perspectives and key factors affecting children's learning and development.

The theory of attachment

- Theoretical and practical perspectives on the theory of attachment
- Practical activities to enhance children's learning and development

Theory and Thesis

- Theoretical and practical research findings of child development, linked to education and social care

EYFS documents

Enhanced / Directed provision

Continuous provision - Continuous learning

- Visual and practical solutions to enhancing environments, planning and teaching

- Outdoor learning
- How outside space is a continued learning and development environment

Observation, Assessment Planning Cycle

- Key components of effective observations
- Effective planning for children's next steps

Statutory Requirements

- Ofsted inspections - processes and procedures.

This programme is ideal for:

EYFS teachers

Duration and location:

This programme is delivered over 3 x 6-hour sessions at your Academy or a regional location

Here's what a previous participant said:

"This course helped me to understand how the principles of EYFS can be applied. I feel confident that I can implement some real, positive change in my classroom"

COACHING AND MENTORING SUITE

“Not all professional development is equally effective. Helping teachers to improve their practice takes thought, planning and effort.”

Extract from Teacher Development Trust’s introduction to DfE Standards for Teachers’ Professional Development, July 2016



ONGOING COACHING AND MENTORING SUPPORT

As part of TKATs duty of care for all of our coaches we offer a range of opportunities to support ongoing development and to unpick challenges they may have come across either as a coach or within their school to ensure coaching continues to have impact.

Coaching Networking Meets:

These meetings provide opportunities for coaches to come together to:

- Review their schools practice
- Unpick and support challenges in a confidential environment
- Develop and share practice

In-school support:

- Senior Coach visits to support as 1-1 or as a team
- Review coaching practice
- Discuss challenges and next steps for coaching in the school

NQT MENTOR TRAINING

This TKAT programme is designed to build confidence and skills for teachers to become effective NQT mentors, and strengthen the support and development of NQTs. The course consists of training sessions and network meetings where mentors can work together to improve their practice.

OVERVIEW OF SESSIONS:

- Observing and giving feedback fo maximum impact
- Effective target setting against teacher standards
- Developing NQTs through joint practice development
- Structuring and leading NQT mentor meetings

During network meetings there are opportunities to share best practice in relation to evidence bundles and NQT report writing.

Network meeting topics are developed to suit the needs of the delegates and can include:

- Moderation of Assessment
- CPD opportunities for NQTS
- Managing difficult conversations
- Supporting NQTs as they progress to RQTs

This programme is ideal for:

NQT mentors who want to develop their confidence or skills or those about to take on an NQT mentor role.

Duration and location:

This programme is usually delivered in 1x half-day and 2 x 2-hour sessions.

Here's what a previous participant said:

"Fantastic training, I am now very clear of the requirements and have a much greater understanding of the mentor role"

PRINCIPLES OF COACHING PROGRAMME

Whatever the role, experience, or need is, developing a coaching culture within your Academy can bring huge benefits for both coaches and coachees. With the aim to create healthy challenge at all levels to unlock people's potential and to maximise their success.

The TKAT Coaching Programme is a 1.5 day coaching skills programme designed to introduce the fundamentals of coaching coaching to those who may be new to it, or to provide a refresher course for those who have had some experience already.

OVERVIEW OF SESSIONS:

Session 1:

- Understand and experience the benefits of coaching
- Understand the differences between coaching and mentoring strategies
- Develop skills of active listening and deeper questioning

Session 2:

- Understand the impact of body language and tone of voice when coaching
- Coach to support colleagues to commit to action and reflect on their impact
- Introduce variations in coaching models for different purposes

Session 3: Either

- A Explore and trial a range of coaching models to help you choose a model to adopt as your school approach
- B Customise training centred around an agreed approach you wish to launch in your school setting

This programme is ideal for:

teachers, leaders, and support staff who are new or relatively new to coaching.

Duration and location:

This programme is delivered over 9 hours (either 3 x 3 hours or 1.5 days) from your school or a regional location.

Here's what previous participants said:

'Really clear on theory of coaching and practical coaching tools, with strategies to challenge and question coachees to help them reach their next steps'

"I have coached in the past, but this approach is much more theoretically sound and positive"

SCHOOL-BASED COACHING MODULES

The aim of TKAT coaching modules is to build on the Principles of Coaching Programme to ensure ongoing professional coaching development.

There is a range of pre-set modules to choose from, and customised sessions can be tailored to suit specific requirements.

OVERVIEW OF MODULES:

1: Developing Coaching Skills

- Strategies for holding difficult conversations and dealing with blocking
- Developing emotional intelligence
- Importance of your own wellbeing and strategies to offload without compromising confidentiality

2: Middle Leadership Coach Skills - team focussed

- Using coaching to develop a reflective culture in your team
- Secure improved performance and increased levels of accountability, including more effective line management
- Effective use of skills/motivation matrix to develop individuals within your team

3: Senior Leadership Coaching Skills - whole school focussed

- Planning whole school coaching by identifying team dysfunctions to build high-performing teams
- Analyse the impact of the current coaching culture and identify actions

Duration and location:

Each module is delivered as a 3-hour session from your school or regional location

ONLINE COACHING MODULES: (PUTTING THE LEARNING INTO PRACTICE)

OVERVIEW OF MODULES:

4: Refresher Coaching Skills

- This module revisits the key areas from the 'Principles of Coaching' Programme
- Remind and refresh coaches of key concepts, skills and question

5: Coaching to develop Teachers - Incremental ASAP Method

- Understanding the ASAP approach for coaching teachers
- Explore and develop skills to ensure ASAP coaching has impact over time
- Develop skills of converting long term T&L targets into short focussed incremental targets

6: Coaching to develop Middle Leaders - MAPS Method

- Understanding the MAPS approach for coaching middle leaders
- Identifying clear and personalised developmental targets for the coachee

7: Coaching for wellbeing

- Developing coaching practice to initiate proactive wellbeing conversations
- Support coaches to reframe pressure or stressful situations into goals and positive outcomes

Duration and location:

The learning modules are completed online and can take up to 1.5 hours.

TKAT LEADERSHIP SUITE

“Effective professional development should be seen as a key driver not only of staff development, but also of recruitment, retention, wellbeing and school improvement”

Extract from Teacher Development Trust’s introduction to DfE Standards for Teachers’ Professional Development, July 2016



TKAT ASPIRING LEADERS PROGRAMME

This course focuses on both the practicalities and theories of leadership, whilst working collaboratively with others. The sessions are designed around the skills and qualities essential for a middle leadership role.

Each session includes a guided learning walk in a local school.

OVERVIEW OF SESSIONS:

What makes an effective leader?

Identifies the key skills and characteristics of effective leaders and leadership. It considers different personality traits and how relationships with colleagues may change when taking on a middle leadership role.

Developing a vision

How to develop a clear vision for an area of responsibility and how to communicate this vision effectively. This session also includes a brief introduction to Lesson Study.

Making an impact on Teaching & Learning

How to effectively monitor an area of responsibility, including the use of data in to improve teaching and learning. There is also a focus on communication, including how to manage difficult conversations.

Changes to the educational climate

This session will help participants understand how changes affect education locally and nationally. It aims to support participants in managing change and how to develop a culture where change is embraced. The session also includes an overview of how different leadership styles can be used in different contexts.

Moving Forward

This session supports middle leaders to develop a strategic plan for their area of responsibility. It draws together learning from sessions 1- 4 to create an action plan to be further developed in school.

This programme is ideal for:

Teachers considering a future leadership role, or with newly delegated leadership responsibilities

Duration and location:

Usually delivered over 5 x 2.5-hour sessions at your Academy or regional location

Here's what a previous participant said:

"This course has given me the knowledge and confidence I needed to pursue a leadership role"

TKAT LEADERSHIP IN ACTION

This programme enables middle leaders from primary and secondary schools to work together to enhance their leadership skills, creating a tier of middle leaders in schools that are inspirational, innovative and imaginative.

OVERVIEW OF SESSIONS:

Leadership vs Management

This session identifies the difference between leadership and management and aims to uncover what makes an effective leader. Participants will reflect on their current leadership experience and identify key strengths and areas for further development.

Leading a Team

This session identifies what makes an effective team. It aims to support participants with building positive working relationships and develops an understanding of leadership skills and tools needed to lead diverse groups of people. The session also includes a focus on how to manage change

The Power of Coaching

This session introduces participants to the power of coaching and how it can be used to support colleagues within their teams. The STRIDE model of coaching is explored and participants will have an opportunity to practice coaching skills.

Teaching & Learning

This session will support participants in understanding the elements of effective teaching and learning and the role of the middle leader in school improvement. During the session participants will also understand and practice the skills needed to manage difficult conversations and how to hold others to account

Continuous Improvement

This session supports middle leaders in understanding the importance of vision and how to communicate this. It identifies the key components of successful change and how middle leaders can manage change within their teams

Mapping the Future

This session aims to inspire participants and support them to understand the importance of middle leadership within the school structure. It draws together the learning from sessions 1-5 to develop an effective strategic plan around a clear area of focus, which can be used in the classroom.

This programme is ideal for:

Middle Leaders from primary and secondary schools

Duration and location:

6 x 2.5 hour sessions from your school or regional location

A previous participant said:

"This course helped me see the power of effective leadership and communication, and the correlation between middle leadership and school improvement"

STEPPING UP TO SENIOR LEADERSHIP

This programme is designed to bridge the gap between middle leadership and senior leadership – giving an insight into the wider knowledge, skills and experience needed to lead whole-school initiatives.

OVERVIEW OF SESSIONS:

Excellent Leaders:

Qualities of successful leaders

This session will consider the values and moral purpose of effective senior leaders. We will look at examples of outstanding leadership both within and beyond education. Participants will consider how to create a whole-school vision, ethos and culture, and undertake a practical activity designed to share ideas.

Excellent Leaders:

Planning for success

This session will look at the difference between strategic planning and action planning. It will consider how to communicate effectively to achieve your vision and how to successfully delegate to others.

Excellent Leaders: Developing people

This session will look at getting the best out of the people you work with. It will consider team development, coaching of individuals, and different strategies for holding staff to account including how to have difficult conversations when needed.

Excellent Leaders:

Leading into the future

This session will help prepare participants for senior leadership. It will include a gap analysis to support in planning for opportunities and experiences that will enable participants to close their knowledge gaps and prepare for their next steps.

This programme is ideal for:

Those aspiring to step up to a senior leadership role, or those new to senior leadership.

Duration and location:

This programme is usually delivered over 4 x half-day sessions over 2 terms from your school or a regional location.

Here's what a previous participant said:

"This course has taught me methods, techniques and lifted the curtain of SLT which gives confidence that I'm capable of it"

IMPROVING TEACHING AND LEARNING THROUGH PRINCIPLE LEADERSHIP

The two most important critical success factors for a school or college is the effectiveness of its teaching and how this is being led. Leaders and managers have powerful levers with which to improve their influence on staff motivation, commitment and wellbeing.

This 2-day programme is aimed at improving teaching and learning through Principle Leadership. It focusses on equipping leaders with practical tools within the following themes

OVERVIEW OF SESSIONS:

Day 1:

- Principle Leadership
- Keeping the focus on Teaching and leadership
- Professional Dialogue
- Adult Learning environment and school culture
- Responsive Professional Learning Communities
- Involving Pupils in improving teaching and learning

Day 2:

- Professional Development
- Monitoring for improvement
- Incremental Coaching
- Difficult conversations
- Informal and formal support

This programme is ideal for:
Middle leaders, Teaching and learning leaders and CPD leaders

Duration and location:

This programme is usually delivered over 2 full-day sessions from your school or a regional location.

Here's what previous participants said:

"A great opportunity to review and question the impact of current practice in school through research and sharing good practice."

"This course has injected new vigour and clarity of direction into my leadership of Teaching and Learning"

MONITORING AND EVALUATING EYFS FOR HEADTEACHERS AND SENIOR LEADERS

This 1 day programme is designed for Headteachers, Deputy Headteachers and Senior Leaders and will explore the key features of outstanding practice in EYFS, including:

- Safeguarding and Risk Assessment
- The quality of the environment and its impact on learning and outcomes for young children
- Understanding EYFS data
- How to effectively resource EYFS and financial implications

The day will include live observations in EYFS and an opportunity to look at books and observation records. By the end of the day delegates will be able to confidently monitor and evaluate the impact of EYFS and moderate the end of year EYFS data.

OBJECTIVES OF THE WORKSHOP:

- To develop a thorough understanding of EYFS pedagogy
- To be confident monitoring EYFS
- To be able to confidently evaluate the impact of EYFS
- To be able to analyse EYFS data

This programme is ideal for:
Headteachers, Deputy Heads, Senior Leaders and Governors with a responsibility for monitoring EYFS

Duration and location:

This programme is usually delivered over 1 full-day session from your school or a regional location.

Here's what a previous participant said:

"Great mix of practical and theoretical learning, with really good takeaways, I feel much more confident about being able to challenge effectively in EYFS"

NATIONAL PROFESSIONAL QUALIFICATIONS (NPQs)

TKAT are proud to work in partnership with Ambition School Leadership.

We are a founding member of the NPQ Steering Group leading a national alliance that brings together over 50 multi-academy trusts, teaching school alliances and schools from across the UK.

We deliver the NPQs through our experienced facilitators, tailoring programme content to meet specific development needs of leaders in TKAT Academies and beyond.

We offer the following NPQs:

- National Professional Qualification for Middle Leadership (NPQML)
- National Professional Qualification for Senior Leadership (NPQSL)
- National Professional Qualification for Headship (NPQH)



NATIONAL PROFESSIONAL QUALIFICATION FOR MIDDLE LEADERSHIP (NPQML)

This programme is designed to increase the confidence, capability and impact of aspiring and serving middle leaders. The course will empower participants to proactively develop a strong network to support them in their first steps in leadership.

Participants will be assessed through a written assignment plus a viva interview to assess them against the more challenging Ambition bar.

Participants will be required to lead an improvement project in their team, lasting at least two terms, aimed at improving pupil progress and attainment and the capability of their team.

OVERVIEW OF SESSIONS:

Middle Leadership

Exploration of how a school's vision and priorities inform strategic direction set by the SLT.

Data Leadership

How to use data to develop a robust and accurate understanding of the strengths, weaknesses and priorities for specific areas of responsibility.

Impactful Leadership

Consideration of the dual importance of influence and motivation through the lens of enacting change as part of an improvement project.

Team Leadership

Participants will focus on building positive relationships to manage teams effectively, how to challenge directly and show they care.

Instructional Leadership

This session focuses on participants developing, designing and delivering effective and impactful professional development as an essential component of school improvement.

Reflective Leadership

Participants will use action research as a back-drop to reflect on their own leadership behaviours and identify a clear action plan for growth.

This programme is ideal for:

Those currently in middle leadership roles or teachers who have been given an area of responsibility within their school to lead on.

Duration and location:

This programme is usually delivered over 6x 3-hour sessions over the course of a school year. It can be delivered centrally or regionally, dependent on cohort sizes.

NATIONAL PROFESSIONAL QUALIFICATION FOR SENIOR LEADERSHIP (NPQSL)

The main focus of this programme is the participant's own leadership development, including how to make best use of tasks and tools to make the transition to senior leadership.

Participants will be assessed through a written assignment to ensure that they have reached the qualification requirements plus a viva interview to assess them against the more challenging Ambition bar.

The programme will consist of a series of training sessions, along with pre- and post-reading and an in-school impact project.

OVERVIEW OF SESSIONS:

- Self-development and stepping up into senior leadership
- Strategic leadership using data
- Leadership of whole-school CPD
- Teaching and learning improvements
- Horizon scanning and looking to the future

Participants will need to lead an improvement project across their school, lasting at least two terms, to reduce variation in progress and attainment and improve the efficiency and effectiveness of teaching.

This programme is ideal for:

- Middle leaders who are aspiring to senior leadership
- Those likely to be in a senior leadership role in the next 12-18 months
- Those who have completed one year at a middle leadership level
- Those who may have served on an extended SLT

Duration and location:

6 x full-day sessions (plus a celebration event) over a 12-18 month period.

Delivered centrally or regionally, dependent on cohort sizes.

NATIONAL PROFESSIONAL QUALIFICATION FOR HEADSHIP (NPQH)

This programme is designed to enable participants to increase their confidence and capability in the core skills and responsibilities of an effective school leader.

The course will empower participants to develop a strong network to support them as Headteachers. Participants will be assessed through a written assignment to ensure they have reached the qualification requirements, plus a viva interview to assess them against the more challenging Ambition bar.

The programme comprises a series of training sessions, along with pre and post-reading, a nine-day school placement and an in-school impact project.

OVERVIEW OF SESSIONS:

- School self-evaluation and school improvement planning
- School culture and vision
- Operational management of school including finance and HR
- Teaching, learning and curriculum
- Pastoral leadership

Sessions will include six core areas:

- Leadership skills for Headteachers
- School self-evaluation and school improvement planning
- School culture and vision
- Operational management of school including finance and HR
- Teaching, learning and curriculum
- Pastoral leadership

The project element is in two parts; delegates must:

- 1) Lead a change programme at whole-school level, lasting at least two terms, to improve pupil progress and attainment.
- 2) Undertake a placement in a contrasting school (for example, by performance, pupil profile, geography) lasting at least nine working days.

This programme is ideal for:

Deputy Heads aspiring to Headship, and Deputy, Assistant or Associate Headteachers

Duration and location:

6 full-day sessions over a 12-18 month period, from a central location.

ADDITIONAL PROFESSIONAL DEVELOPMENT

“CPD should complement a holistic learning approach. It should be more than a way of enabling an individual to maintain a professional registration and ideally should be used as one of the mechanisms for striving to become an ‘expert’ or ‘master’

Extract from Supporting CPD In The Workplace by Enterprise Study, Version 1, 2018.



TKAT PEOPLE AND HR WORKSHOPS

Interactive and engaging training to develop people management skills.

These workshops are delivered by experienced HR specialists using real scenarios to develop understanding and provide practical resolutions within an educational setting.

The workshops offer:

Increased knowledge and confidence to deal with HR issues that impact teaching and learning

Opportunities to share best practice and understand HR policies and the responsibilities of managers and employees.

Development of skills and strategies to manage challenging situations

OVERVIEW OF WORKSHOPS:

New and Aspiring Headteachers

Designed to provide delegates with an understanding of their legal responsibilities and the policies that they work in accordance with.

New to People Management? HR in Practice

Examines the key HR procedures, avoidance of common pitfalls, effectiveness in disciplinary procedures, managing absence, fairness at work and flexible working.

Safer Recruitment Training

Protecting children and young people through a safer recruitment process and ongoing culture of Safeguarding in schools

Recruitment, Selection and Induction

Examines the importance of best practice in recruitment; implementing selection criteria, interview questioning techniques and a well-planned and managed induction.

Promoting Wellbeing and Managing Absence

Strategies for improving wellbeing in the workplace, monitoring absence, supporting staff back to work, implementation of professional medical guidance and avoidance of potential pitfalls.

Performance Management, Capability and Pay

This workshop aims to increase confidence in fulfilling the appraiser role, by reviewing the process and skills required to drive high performance - from setting objectives to developmental feedback and addressing concerns.

Preventing Conflict & Dealing with Difficult Conversations

Gain confidence in managing difficult situations by identifying early warning signs, distinguishing between capability and conduct issues and implementing effective strategies to improve working relationships.

Conducting a Management Investigation From Allegation to Appeal

This workshop is ideal for those appointed to investigate an allegation made under a formal process. Examines the role and responsibilities of a Management Investigating Officer and the completion of an investigation report through to conclusion stage, including confidently presenting investigation findings at a disciplinary hearing.

Restructure, Redundancy and Change

Bespoke training for senior leaders covering redundancy, change and restructure themes, including working with trade unions, communicating change and the importance of ongoing support post-restructure.

Bespoke Training

TKAT HR Team can also support Academies with bespoke training to develop skills and capabilities of individuals and teams aligned to drive school improvement.

To discuss tailored training, contact your Regional HR Advisor or send an email to hr@tkat.org

These workshops are ideal for:

Headteachers
Senior Leadership Teams
Middle Leaders
People Managers

Duration and location:

These programmes are delivered as half day sessions from a central location.

Previous participants said:

"I now have a greater understanding of how to set objectives, the importance of preparation and keeping documentation during this process. Invaluable training!"

"Clarity around the processes was very helpful, really impactful training."

TKAT FACILITATION SKILLS WORKSHOPS

These practical and interactive workshops are designed to develop delegates' skills in effective facilitation of professional learning.

There is an option for further training and support materials to deliver TKAT's range of Pedagogy and Leadership programmes.

Participants will receive a toolkit of ideas to facilitate professional development at departmental or whole-school level.

The session content includes:

- What makes a great facilitator and enhanced understanding of how to effectively deliver CPD
- Identifying the difference between effective adult learning and lesson planning/delivery
- Take-away tools, techniques and competencies required for highly effective facilitation

Delegates can choose to specialise in either:

- The delivery of Teaching and Learning programmes

This programme is ideal for:

- Teachers and support staff
- Middle and Senior Leaders
- CPD leads and those delivering whole-school CPD

Duration and location:

This programme is usually delivered over 1 full-day session from your school or a regional location.

Here's what a previous participant said:

"An insightful session which increased my self-awareness as a leader and helped me reflect on the potential impact of my facilitation style on participants. Lots of practical activities and good resources to take away too."

TKAT CONFERENCES

In addition to the suite of training courses, programmes and workshops, TKAT also offers a series of 1-day conferences.

TKAT conferences provide unique learning and networking opportunities; there's nothing like being in a room of like-minded people who take time to learn something new and sharpen their skills.

You are likely to return from a conference with new ideas and approaches that will make you more effective and efficient.

TKAT conferences are held annually and could cover the following:

- Newly Qualified Teachers
- Deputy Headteachers
- Headteachers
- CPD Leaders
- EYFS
- Teaching and Learning / Pedagogy
- 6h Form Leaders
- SEND
- Student Voice and Leadership
- Assessment
- Safeguarding
- KS2/3 Transition





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