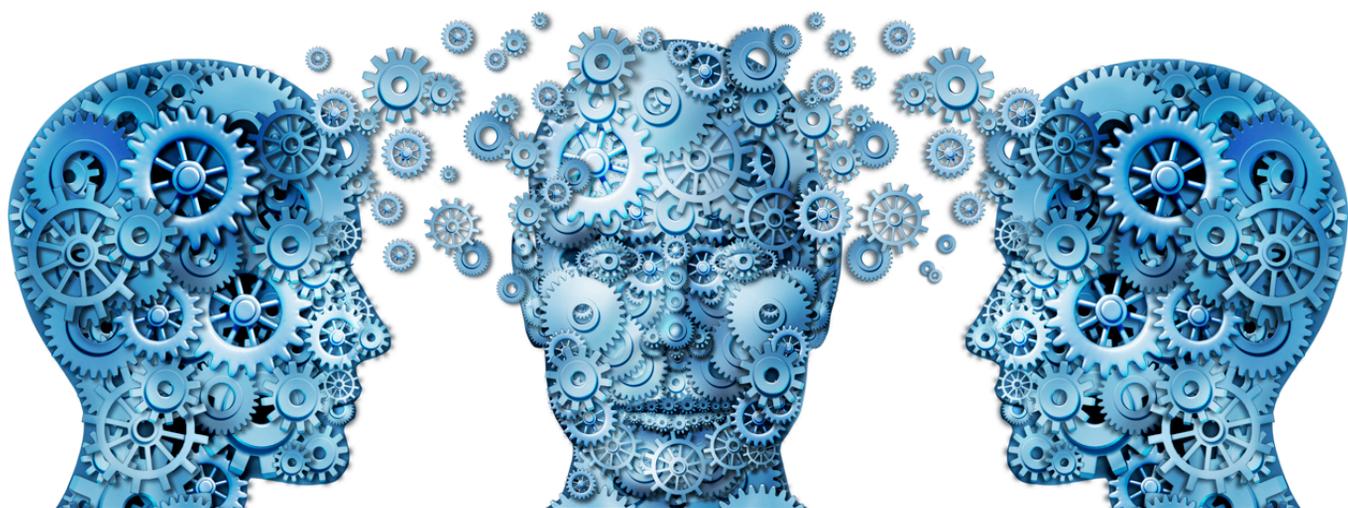


Cross-School Professional Learning Prospectus 2017-2018



'Students become strong learners when they are in the classes of teachers who are themselves strong learners'

Andy Hargreaves



Training partners within the Sheffield Professional Learning Project for 2016-2018





Foreword

Professional Learning, commonly known as CPD, is one of the most powerful whole-school, departmental and individual teaching improvement tools that we have at our disposal and is fundamental to the development and evolution of any school. The importance of professional learning is so pivotal that OFSTED recognises the need to assess the quality of the school's capacity for professional growth, during inspections.

Collaboration is at the very heart of effective professional learning. Over the past 22 months, a group of senior leaders from 5 secondary schools (All Saints Catholic School, Ecclesfield School, Fir Vale School, Silverdale School and Westfield School) have come together to answer one question: *Can we provide a more diverse range of professional learning opportunities and enhance the opportunity for networking and collaboration, through the creation of a cross-school professional learning package?* This Professional Learning Prospectus, is the second annual incarnation of our cross-school partnership, after what has been a successful pilot year in 2016-2017, with over 400 colleagues from these 5 schools involved.

This professional learning prospectus intends to provide you with a wide range of opportunities that can hopefully provide you with a pathway of individual development that is closely personalised to what you need at your specific stage in your career, teaching experience and pedagogical interests. Many of these have been available over the past few years, some as cross-school programmes and others within individual schools. These have been integrated into one comprehensive cross-school prospectus for professional learning.

As professional individuals we continue to grow and develop as teachers and as leaders of teaching and learning. In the same vein, we hope that this provision for diverse and high quality professional learning can evolve and grow, to encompass more and more schools, enabling the network to offer a wider range of professional learning opportunities and allow us the opportunity to not only work together within schools but also between a growing network of schools. We, as a group of schools, are also repeating the overwhelmingly successful synchronised training day again in January 2018 to enable subject-level networking and, for the first time this year, a full range of support staff network sessions to also take place.

If you are in a school not yet involved in this cross-school professional learning project and are interested in being part of future incarnations, please contact us. This, we hope, becomes a rich, high quality and sustainable approach to staff development across Sheffield.

Andy James

Professional Learning Lead for the STSA Network of Schools /
Assistant Head Teacher, Ecclesfield School
ajames@eccoschool.com



How do I apply?

Once you have had the opportunity to read the professional learning opportunities available in this prospectus, considered what is most appropriate for you and your next step and discussed this with your appraiser/reviewer, please secure a place by undertaking the following:

- Contacting your senior leader responsible for professional learning/CPD (if you are in the partnership of schools indicated on the front cover).
- Emailing the Sheffield Teaching School Alliance julie.garrow@sheffieldsa.org (if you are from a school outside of this pilot partnership and wish to join in).

Partnership Key Contributors

The creation of this diverse cross-school professional learning provision and this prospectus would not be possible without the combined vision, time, efforts and immense contributions made by the other key contributors:

Gaynor Jones (Deputy Head Teacher, Silverdale School / Strategic Manager of STSA)

Matt Lambourne (Deputy Head Teacher, Westfield School)

Dougal Partington (Assistant Head Teacher, Fir Vale School)

Carolyn Siddall (Deputy Head Teacher, All Saints Catholic School)

In addition, **Julie Garrow** (School-to-School Support, Sheffield Teaching School Alliance) has been instrumental with helping to compile and create this year's prospectus.

In addition, we would all like to give our gratitude to all of those programme facilitators that enable this provision to be of such quality and diversity. We greatly thank you for your efforts.

Let this be the bedrock for future collaboration between these schools and a widening of this net over time, to include more and more schools and other institutions.



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...or something completely different

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**Section 1:
Teaching and Learning at the Classroom-scale**



The Inspiring Teacher Programme (ITP) & The Outstanding Teacher Programme (OTP)

Outline of the programme:

The ITP and OTP programmes are unique and stimulating professional development opportunities for all teachers who are keen to reflect on their practice and further develop the quality of their teaching. Starting with looking at what makes good and outstanding lessons, the ITP programme gives participants the opportunity to observe a wide range of lessons and work together on extending their range of strategies for use in the classroom. Each of the sessions focuses on a different concept of learning and teaching. The programme is designed as a process rather than a one off event and to be sustainable after the life of the course. The benefit and impact for the teachers, the pupils and the schools last well beyond the scope of the usual C.P.D.

Expected outcomes:

To improve day to day teaching through DRICE methodology and reflection. OTP will help participants to develop coaching skills as well as securing outstanding teaching.

Our last participants say:

“The programme enabled me to sharpen and develop my strategies both in the classroom and through my lesson planning”

“I enjoyed collaborating with colleagues from other departments and schools”

“It allowed me the space to put good theory into practices over a period of time”

“It had an immediate impact on the quality of my teaching”

What will the programme involve?

The ITP runs over a six week period where participants attend Silverdale School for one full day each week. In this time they observe lessons and reflect on their own practice. There is the opportunity to plan collaboratively and it is expected that participants will teach lessons and be observed in their own setting between sessions.



The Inspiring Teacher Programme (ITP) & The Outstanding Teacher Programme (OTP)

OTP Dates

21st May 2018 – 1:30pm to 5pm
25th May 2018 – 9am to 3:30pm
7th June 2018 – 9am to 12:30pm
In-school practice – week commencing 11th June 2018
18th June 2018 9am to 12:30pm
20th June 2018 – 9am to 3:30pm
In-school practice – week commencing 25th June 2018
2nd July 2018 – 9am to 12:30pm
6th July 2018 – 9am to 12:30pm

ITP Dates

24th November 2017
27th November 2017
8th December 2017
13th December 2017
21st December 2017
10th January 2018
All these sessions are full days

Commitment from the participating member of staff:

Attend Silverdale School for the appropriate sessions. Resources in school to plan lessons and school-based mentor to discuss ideas.

The cost of this professional learning/CPD can be seen as £96 per day for ITP and £150 per day for OTP. This is for a nationally recognised and proven programme.

Possible next progression step:

ITP leads naturally to OTP after a suitable period of time. OTP leads to further coaching qualifications and to Outstanding Facilitators Programme. OTP will help secure outstanding teaching and learning and therefore prepares participants for leadership of T&L

Designed to support: Classroom teachers and those wishing to develop coaching skills (OTP).

Programme facilitators and their background:

Katie McCabe and Dominic Murphy

The programmes are based in school and facilitated by middle and senior leaders, who are also practising and reflective teachers, with nationally recognised accreditation to deliver the programmes.

Cost: £575 for OTP and £675 for ITP (delivery costs and license fee need to be covered by course fees. There will be a discount for members of the partnership once these costs are covered)



Becoming an Action Researcher

Outline of the programme:

Action research may take several forms, and this programme synthesises and presents a range of approaches to research in a school setting. The session is particularly suited to investigations in the field of teaching and learning, however the action research cycle and its application in a wide variety contexts will be discussed and encouraged. Through the programme participants will identify an area of possible research, and be assisted in the design of a project to carry out within their school and its dissemination school-wide.

Expected outcomes:

The programme aims to develop understanding of educational research, the use of research to promote innovation in classrooms, and to encourage a culture of enquiry and reflection within schools.

What will the programme involve?

Two, two-hour sessions focusing on:

- The rationale of action research and its key principles
- How to design and carry out action research projects
- Examples of action research projects and their impact
- Ideas to embed research cycles in teaching practices and promote research-led decision making

Feedback from previous cohorts / evidence of impact:

Participants in the previous course cited an increase in confidence, particularly around using the project as an opportunity to trialing new ideas in their classrooms and departments that they may not have otherwise. An increase in criticality and self-review was also highlighted, and that it assisted in making participants that they were more reflective of their teaching practice.



Becoming an Action Researcher

Commitment from the participating member of staff:

Attendance at two by two-hour sessions, conduction of an action research project within school, follow-up questionnaires and feedback

Possible next progression step:

Masters level research

Course Venue, dates and times:

All Saints Catholic High School – 4pm to 6pm

27th November 2017

23rd March 2018

Designed to support: Teachers of all subjects and at all levels

Programme facilitators and their background:

Christopher Ince is the Curriculum Leader for Physics at All Saints Catholic High School. He is an experienced teacher, educational researcher and lead teacher for teaching and learning at All Saints.

Cost: £50 (to staff outside of the partnership)



Behaviour Management Positive Handling and De-escalating Situations

Outline of the programme:

The programme is designed to engage teaching staff in the creation of a positive learning environment in their day to day teaching. It will deal with the setting up of a classroom management plan and dealing with disruptive behaviours.

It will be split into 4 sections

- 1- Assertive Classroom management- What is it?
- 2- The Classroom Management Plan
- 3- Maintaining the plan
- 4- Negative sanctions/limit setting.

Expected outcomes:

The programme aims to develop your ability to develop your classroom management abilities. Dealing with disruptive students is a concern to all teachers. This course is designed to encourage teachers to create a positive learning environment based on positive interactions, structure and consistency.

The course will help you implement your classroom management plan and teach you to acknowledge your instinctive reactions to poor behaviour, circumventing them and use a more effective approach. We will help you create a positive learning environment in your classroom making rewards and sanctions work.

What will the programme involve?

The first two hour twilight plus application within your own school context session focusing on:

- The rationale behind the classroom management plan
- Role play and practical examples of classroom management
- Examples of effective handling of off-task and disruptive behavior.
- Discussion of day to day classroom management
- Embedding good practice in your own teaching and empowering you to have the classroom you want.

The second session will focus on the reflection of these strategies that have been trialed in school and planning for how to refine them further. Participants will have the opportunity to share strategies and modifications they have made with others.



Behaviour Management Positive Handling and De-escalating Situations

Feedback from previous cohorts / evidence of impact:

A version of this training session has been tailored to colleagues who are new to the profession as well as those more established, both at various schools within Kirklees and Sheffield.

Commitment from the participating member of staff:

- Attendance at the two-hour twilight session
- Positive approach to the role playing and discussion work.
- Implementation into your own school setting
- Undertaking action research into an area of behaviour management back in the participants own school context.

Possible next progression step:

Further action research into another aspect of behaviour management in a subsequent year.

Course venue, dates and times:

2 twilight sessions at Ecclesfield School – 4pm to 6pm on 5th December 2017 and 24th January 2018, with time between the two to experiment and reflect upon the strategies discussed in the first session.

Designed to support: Teachers of all subjects and at all levels

Programme facilitators and their background:

Richard Walkden - Deputy Headteacher at Ecclesfield School

Richard has a vast experience in behaviour management in various school settings and has done external work for Kirklees and Sheffield local authorities in secondary schools and seconded work at local Pupil Referral Units.

Cost: £50 (to staff outside of the partnership)



Formative Assessment, Questioning and Feedback

Outline of the programme:

We all know what it feels like to think that we have taught a particular learning segment well but once we have assessed students' understanding, we realise that they have not done this as well as we had first thought. Formative assessment uses evidence of student progress to adapt what happens in our classrooms to better meet learner needs in the latter part of the same lesson as well as subsequent lessons.

The Education Endowment Foundation (EEF) cite improvements to formative assessment/feedback as the aspect of pedagogy that leads to the greatest impact on student learning and progress, based on both national and international research.

The programme is designed to be an initial stimulus prior to a period of classroom experimentation within a teacher's own school context.

Expected outcomes:

Colleagues undertake the formative assessment twilight are expected to have an opportunity to develop, refine and reflect upon a specific aspect of formative assessment, questioning and feedback, that has a lasting legacy within their teaching habits and ultimately aids both them and their students, with swifter steps forward with learning and progress.

What will the programme involve?

A 2-hour twilight session focusing on the 5 key aspects of formative assessment, questioning and feedback, as set out by Willan (2011):

- Clarifying, sharing and understanding the learning intentions
- Engineering effective discussions, task and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for each other
- Activating students as owners of their own learning

Following the 2-hour session on the 13th December 2017 (4-6pm), participating teachers will have the remainder of the year to undertake some action research on one of the 5 key aspects mentioned above, before a final celebration and sharing best practice event on 20th June 2018 (4-6pm), to share findings to each other before sharing them more widely back in your own school.



Formative Assessment, Questioning and Feedback

Feedback from previous cohorts / evidence of impact:

This twilight is the first to be held. However, the opportunity to reflect on formative assessment, both with colleagues from within the same school, as well as from other schools, will enable strong practice to be shared and provoke discussions and self-reflections on how we teach, how effective it really is, and how we can continue more closely assess what learning is really happening at any given moment in our lessons. Consequently, lesson time can be more focused on what is needed and so more efficiently used, as well as time being saved with written feedback of common misconceptions between lessons.

Commitment from the participating member of staff:

- Attendance at the two, two-hour twilights
- In-class experimentation with an impact assessment of its success on learning and progress, ready to share at the second session

Possible next progression step:

Action research into a different area of formative assessment, questioning and feedback during year 2, moving to a different pedagogical focus for further action research or the ITP or OTP.

Course venue, dates and times:

Ecclesfield School – 4pm to 6pm

13th December 2017

Westfield School – 4pm to 6pm

15th March 2018

Designed to support: All teachers, regardless of level of experience or position.

Programme facilitators and their background:

Andy James (Assistant Head Teacher, Ecclesfield School)

Matt Lambourne (Deputy Head Teacher, Westfield School)

Cost: £50 (to staff outside of the partnership)



Thinking Hard

Outline of the programme:

Robert Coe when defining learning says it "... happens when people have to think hard". We instinctively know that if we had a classroom of students all thinking hard, they would be learning well. How can we increase the amount of thinking in our classrooms? The intention of this programme is that teachers build on a core of thinking hard strategies to develop approaches to teaching which maximize challenge for the learner.

Expected outcomes:

The programme aims to develop the following: reflective practice; and an understanding of simple classroom techniques and activities which encourage students to think actively and more deeply about key information.

What will the programme involve?

Implementation of strategies and techniques with key focus classes
Shared reflection on the success and impact of strategies
Paired observation to support reflection
Development of a model segment of teaching which can be shared with colleagues outside of the programme

Feedback from previous cohorts / evidence of impact:

This is the first cohort for the programme, however the content is derived from a PiXL Schools programme of research and classroom practice development.

Commitment from the participating member of staff:

After the initial face to face session, delegates will be expected to work reflectively on their own classroom practice incorporating strategies and resources from the session. This would therefore work best if done in conjunction with the action research session to enable an action research project in school.



Thinking Hard

Possible next progression step:

Action research or Masters level work on pedagogy and teaching and learning.

Course venue, dates and times:

Westfield School – 4pm to 6pm

5th February 2018

30th April 2018

Designed to support: Teachers interested in developing their own practice within a group of like-minded practitioners.

Programme facilitators and their background:

Rob Gardiner, Senior Faculty Leader and

Matt Lambourne, Deputy Headteacher

Cost: £50 (to staff outside of the partnership)



Unlocking Potential

Outline of the programme:

This will largely be a personal development programme although there will undoubtedly be some benefits to your professional role.

Expected outcomes:

The programme aims to help deepen self awareness and improve the development of student teacher relationships. The programme also aims to improve self awareness by answering the following questions:

- Where, primarily do you direct your energy?
- How do you prefer to process information?
- How do you prefer to make decisions?
- How do you prefer to organise your life?

The programme will also help you to identify how your personality type influences your interactions with others.

What will the programme involve?

A two hour twilight session focusing on: Producing a personality profile; Identifying how to 'be at your best more of the time'; Utilising the five wells for energy, perspective and balance; Reference to research from the chimp paradox; and Betari's Box and Positive Attention Pyramid.

Feedback from previous cohorts / evidence of impact:

A number of previous participants have cited this programme as improving their confidence in the classroom and encouraging them to be a reflective practitioner.

Commitment from the participating member of staff:

Attendance at a two hour twilight session and action research trial in school.



Unlocking Potential

Possible next progression step:

Moving towards outstanding programmes and in the future middle leader development programmes.

Course Venue and dates:

All Saints Catholic High School 4pm to 6pm
11th December 2017

Designed to support: Teachers aspiring to be outstanding

Programme facilitators and their background:

Rachel Connolly, Assistant Head Teacher, All Saints Catholic High School

Cost: £50 (to staff outside of the partnership)



Teacher Subject Specialism Training (TSST) - Physics

Outline of the programme:

The Sheffield Teaching School Alliance is pleased to offer a programme for non-specialist teachers who have the potential to teach physics, want to retrain as a Physics teacher or wish to return to the profession and teach physics. This high quality and high impact programme is in its second year and will be delivered in partnership with the Science Learning Network at Sheffield Hallam University. There is optional Master accreditation available.

Expected outcomes:

By engaging with this training programme you will be able to:

- Increase your understanding and confidence at KS3 and KS4 in Physics
- Develop an understanding of common misconceptions
- Employ the effective use of scientific models
- Rehearse opportunities for practical learning
- Draw on a wider range of techniques and pedagogies to improve your students' knowledge and understanding of Physics
- Understand more about the researched benefits of active learning approaches
- Teach the mathematical aspects of physics with greater confidence

Feedback from previous cohorts / evidence of impact:

"Excellent course. Provides lots of clear instructions around the delivery of GCSE and KS3."

Commitment from the participating member of staff:

Attendance at the 9 afternoon face-to-face workshops (1:30-5:30pm) held at Silverdale School, Sheffield. Workshop titles include:

- Introduction to the course and maths skills
- Forces and Motion
- Current and Static Electricity
- Electromagnetism, Pressure and Moments
- Thermal Physics
- Waves
- Earth and Space
- Radioactivity
- Wrap-up and Evaluation



Teacher Subject Specialism Training (TSST) - Physics

Possible next progression step:

Action research into an aspect of Physics teaching or the ITP or OTP.

Course venue and dates:

Silverdale School – 1:30pm to 5:30pm

- 22nd November 2017
- 20th December 2017
- 24th January 2018
- 7th February 2018
- 14th March 2018
- 25th April 2018
- 23rd May 2018
- 13th June 2018
- 4th July 2018

Designed to support: Teachers wishing to enhance their teaching of Physics. Teachers may be from within or outside the Science Department.

Course facilitators:

Martin Walsh and Roy Prestwich

Both of these facilitators have extensive experience teaching physics and Martin leads the highly successful Physics department in Silverdale School.

Cost: Free to all schools and with a contribution to cover costs due to the NCTL subsidy.



Working with very low ability groups

Outline of the programme:

This programme aims to help teachers and support staff, who have challenging, hard to reach, low ability groups, including students with additional needs. The programme aims to develop a teacher's practices and skills in order to better meet the needs of the learners and also to become a more confident teacher of these groups and thus improve learning and progress.

Expected outcomes:

By engaging with this training programme you will gain increased skill and confidence with very low ability groups in the following areas:

- Classroom routines
- Relationships with students
- De-escalation skills
- Teaching and learning, including differentiation
- Engaging less able learners
- You may become a happier and more confident teacher of low ability groups

What will the programme involve?

Two by two hour twilight sessions with time between these sessions to apply the new learning made to your teaching practice.

Feedback from previous cohorts / evidence of impact:

This programme was the highest attended from the 2016/17 brochure. It proved to be particularly well received and evaluated by staff who work with students with SEND and or Language development needs. A significant number of support staff attended these sessions. There is a strong emphasis on trying new ideas in the classroom, sharing our successes and failures and amending strategies to meet the needs of our own students.



Working with very low ability groups

Commitment from the participating member of staff:

Participating staff are required to attend both sessions, then following each session, to get stuck in and try out the strategies in their own schools. At the second session, staff will need to be ready to share ideas about what went well and what did not. The underlying commitment is to be willing to have a go.

Possible next progression step:

Upon completion of this programme, members of staff may wish to undertake deeper classroom-based action research into a specific aspect of teaching very low ability groups. Equally, there may be another key group of students that a given teacher wishes to look at in terms of improving the provision for them.

Course Venue, dates and times:

Fir Vale School – 4pm to 6pm
27th February 2018
26th March 2018

Designed to support: Support staff and teachers of any subject (particularly if literacy heavy), who teach groups of children with significant SEND and/or other additional needs, such as new to English or hard to reach.

Programme facilitators and their background:

Dougal Partington, Assistant Head Teacher/SENCO and Safeguarding Lead, Fir Vale School
Dougal has 6 years experience as a primary school teacher, 19 years as a SEND Teacher, teaching the neediest groups in 3 secondary schools, 11 years as an Advanced Skills Teacher specialising in SEND and the last 6 years as SENCO at Fir Vale School.
Dougal has now delivered this course to two staff cohorts.

Cost: £50 (to staff outside of the partnership)



Engaging Students with ADHD

Outline of the programme:

This programme aims to provide staff with ideas about what research has shown staff at Silverdale and Fir Vale School about strategies to engage boys in lessons. It will provide practical examples of strategies implemented across MFL, PE, Art, Technology, Business and Maths.

Expected outcomes:

By undertaking this programme, staff will have time to consider what research on engaging boys tells us as teachers and take time to think about practical strategies that could be used within their own subject areas based on practical examples of strategies used across the two schools in varied departments.

The programme will offer practical examples of:

- Adapting lessons to tune into boys' interests
- Technology and boys – (Instagram, Twitter and QR codes)
- Competition and Boys
- Rewards and Boys

What will the programme involve?

2, 2-hour twilight sessions (4-6pm) with time between these sessions to apply the new Learning made to your teaching practice. The first session will be looking at the research and different strategies and the second session will be feedback on strategies implemented and work that could be done to refine and embed these strategies to engage boys further.

Feedback from previous cohorts / evidence of impact:

This is the first time this CPD has offered but these strategies have been used with Fir Vale and Silverdale School. Research undertaken has suggested that boys' learning benefits largely from the use of competition, incentives and learning objectives which are relevant to real life situations. These have been implemented into Silverdale lesson plans and boys have responded positively and have stepped up to the 'challenge' of these techniques.



Engaging Students with ADHD

Commitment from the participating member of staff:

Participating staff are required to attend both sessions.

Possible next progression step:

Upon completion of this programme members of staff may share this with staff in their department and choose to pursue this at a deeper level in their classroom practice.

Course Venue, dates and times:

Silverdale School – 4pm to 6pm

16th January 2018

18th April 2018

Designed to support: Teachers with an interest in enhancing the quality of learning and progress for students with ADHD.

Programme facilitators and their background:

Lucy Trowbridge - Lucy has been teaching French and German at Silverdale since 2014 and has an MA in Applied Professional Studies in Education from the University of Sheffield

Alex Hylan – RQT in Maths at Silverdale School, CPD co-ordinator of Engaging Boys group at Silverdale for mini CPD projects in 2017

Joanne Charlesworth – Head of Business and Economics at Silverdale School for 13 years.

Cost: £50 (to staff outside of the partnership)



Provision in the Classroom for SEND

Outline of the programme:

Getting it right in the classroom is at the heart of the code of practice. There is an expectation that teachers will be able to respond to individual need through differentiation and in class intervention.

The session will focus on differentiation, exploring practical strategies that will work for busy classroom practitioners (even the ‘non believers!’). We will look at the quality of information and how we can make it useful, informative and practical for staff.

Moving on from the classroom to the bigger picture - how can we ensure schools are SEN friendly? We will explore the practical solutions to delivering ‘Inclusion’ in every secondary school. As part of the care study focus - we will be looking at how we can work collaboratively with colleagues in schools.

Expected outcomes: Practical strategies for differentiation:

A deeper understanding of SEND Code of Practice.

What will the programme involve?

A two hour session in Silverdale School followed by a two hour workshop where how strategies have been utilized will be discussed and further ideas on embedding will be explored.

Feedback from previous cohorts / evidence of impact:

Our facilitator has provided these sessions to Silverdale colleagues and received excellent feedback. Over the last three years Silverdale School have significantly closed the gap in attainment and achievement for our SEND cohorts in all year groups.



Provision in the Classroom for SEND

What will the programme involve?

A two hour session in Silverdale School followed by a two hour workshop where how strategies have been utilized will be discussed and further ideas on embedding will be explored.

Feedback from previous cohorts / evidence of impact:

Our facilitator has provided these sessions to Silverdale colleagues and received excellent feedback. Over the last three years Silverdale School have significantly closed the gap in attainment and achievement for our SEND cohorts in all year groups.

Course Venue, dates and times:

Silverdale School – 4pm to 6pm

27th November 2017

5th March 2018

Designed to support: Class teachers - anyone who wants to refresh their knowledge of SEND

Programme facilitators and their background:

Claire Bailey (Assistant Head Teacher, Silverdale School)

Claire has many years' experience working with children with SEND and leads inclusion in Silverdale School

Cost: £50 (to staff outside of the partnership)



Learning Gap Analysis

Outline of the programme:

This programme will introduce a range of analytical techniques for data collected from a range of assessment methods, both internal and external. These tools can be applied on an individual, departmental, and faculty level to identify areas of success and weakness, assist in the development of targeted improvement strategies, and develop professional discussions amongst staff. This work is then applied in classrooms and used to engage students with their feedback more successfully, increasing their confidence, resilience, and outcomes.

Expected outcomes:

Staff will gain a suite of strategies and tools that they can embed directly, with discussion of their relative merits, successes, and how they can be implemented. Development to suit specific purposes will be discussed and advised upon, with examples from the impact Learning Gap Analysis has had in many departments and a variety of subject areas.

Feedback from previous cohorts / evidence of impact:

Learning Gap Analysis has been used extensively at All Saints, and has been used to drive improvement following assessments both internal and external. It has been applied successfully in the sciences, mathematics, religious studies, modern foreign languages, English, history, geography, and many other departments and has directly led to improvements within subjects where it has been applied. Staff feel more confident analysing data, investigating trends, and applying their findings to their teaching practices, becoming more reflective practitioners.



Learning Gap Analysis

Commitment from the participating member of staff:

The application or adaptation of one of the provided analytical tools within one of their classes, their department, or faculty. Using this tool to develop intervention strategies and refine teaching and seeking improvement in a subsequent analysis.

Possible next progression step:

Provides evidence that could support future promotion and evidence professional development and leadership.

Course Venue, dates and times:

All Saints Catholic High School – 4pm to 6pm
5th February 2018

Designed to support: Subject Leaders, Key Stage coordinators, teachers seeking training in data analysis, those leading teaching and learning within their school

Programme facilitators and their background:

Rachel Connolly, Assistant Headteacher at All Saints Catholic High School and a teacher of Religious Education.

Christopher Ince, Curriculum Leader for Physics at All Saints Catholic High School

Both are experienced teachers leading on teaching and learning at All Saints and have researched, designed, and implemented a wide variety of teaching and learning initiatives.

Cost: £50 (to staff outside of the partnership)



Extending Writing in the Classroom

Outline of the programme:

The programme is designed to engage teaching staff in a variety of activities that will help motivate and support students in extended their writing.

Expected outcomes:

The programmes aims to further develop teachers' toolkit of strategies within the classroom by offering a scaffold of skills and activities for staff to use and embed into their practice to extend writing in and out of the classroom.

What will the programme involve?

A two hour twilight session focusing on:

- Reading strategies that help students unpack the text.
- Speaking and listening frames to encourage structured responses.
- Modelling of good practice to support weak answers
- Structures that help students make connections across text / topics and extend subsequent written responses.

The second session will be for sharing ideas that have been trialed in participating schools.

Feedback from previous cohorts / evidence of impact:

The programme is a culmination of shorter CPD sessions provided for teaching staff at All Saints Catholic High School; staff have taken these strategies forward by utilising resources and activities to create subject specific resources; sharing the outcomes as part of the All Saints Catholic High School inset where staff are given the opportunity to view and review best practice.



Extending Writing in the Classroom

Commitment from the participating member of staff:

Attendance at the two by two hour twilight sessions including the evaluation 'show and tell' session.

Course Venue, dates and times:

All Saints Catholic High School – 4pm to 6pm

12th December 2017

20th March 2018

Designed to support: All teachers KS3-KS5

Programme facilitators and their background:

Petrina Drury, English teacher at All Saints Catholic High School, SLE and AST

Petrina has completed Leadership Pathways and has been responsible for whole school literacy. Petrina now leads on KS3 transition, curriculum and literacy intervention.

Cost: £50 (to staff outside of the partnership)



Practical Advice on Engaging Boys

Outline of the programme:

This programme aims to provide staff with ideas about what research has shown staff at Silverdale and Fir Vale School about strategies to engage boys in lessons. It will provide practical examples of strategies implemented across MFL, PE, Art, Technology, Business and Mathematics.

Expected outcomes:

By undertaking this programme, staff will have time to consider what research on engaging boys tells us as teachers and take time to think about practical strategies that could be used within their own subject areas based on practical examples of strategies used across the two schools in varied departments.

The programme will offer practical examples of:

- Adapting lessons to tune into boys' interests
- Technology and boys – (Instagram, Twitter and QR codes)
- Competition and Boys
- Rewards and Boys
- Boys Targets – Engaging boys

What will the programme involve?

Two, two hour twilight sessions with time between these sessions to apply the new Learning made to your teaching practice. The first session will be looking at the research and different strategies and the second session will be feedback on strategies implemented and work that could be done to refine and embed these strategies to engage boys further.



Practical Advice on Engaging Boys

Feedback from previous cohorts / evidence of impact:

This is the first time this CPD has offered but these strategies have been used with Fir Vale and Silverdale School. Research undertaken has suggested that boys' learning benefits largely from the use of competition, incentives and learning objectives which are relevant to real life situations. These have been implemented into Silverdale lesson plans and boys have responded positively and have stepped up to the 'challenge' of these techniques.

Commitment from the participating member of staff:

Participating staff are required to attend both sessions.

Possible next progression step:

Upon completion of this programme members of staff may share this with staff in their department and choose to pursue this at a deeper level in their classroom practice.

Course Venue, dates and times:

Silverdale School – 4pm to 6pm
5th December 2017 and 20th March 2018

Designed to support: Teaching staff who are interested in using interventions to support the progress of boys in their subject.

Programme facilitators and their background:

Lucy Trowbridge, Lucy has been teaching French and German at Silverdale since 2014 and has an MA in Applied Professional Studies in Education from the University of Sheffield.

Alex Hylan, RQT in Maths at Silverdale School, CPD co-ordinator of Engaging Boys group at Silverdale for mini CPD projects in 2017

Joanne Charlesworth, Head of Business and Economics at Silverdale School for 13 years

Sam Collins, Teacher of PE

Steve Nixon, Director of learning for PE & SSAT Lead Practitioner

Cost: £50 (to staff outside of the partnership)



Lego Therapy

Outline of the programme:

This programme aims to provide staff with the knowledge and skills to undertake two interventions, LEGO® Therapy and Talk About, that will support the development of communication skills for students with ASD/Communication Difficulties. It will also provide staff with information on measuring the impact of these interventions.

Expected outcomes:

By undertaking this programme, staff will feel confident to run these interventions in their own school. They will learn:

- Which students are best suited for the programme
- Measuring impact
- Individual roles including the role of the staff member taking the intervention
- Feel empowered to support students to develop their communication skills
- Will have enjoyment themselves running these interventions

What will the programme involve?

To by 2 hour twilight sessions with time between these sessions to apply the new Learning made to your teaching practice.

Feedback from previous cohorts / evidence of impact:

Having undertaken training myself in these interventions and run these interventions with many students I have seen the impact it has had on their confidence and communication. Learning Support staff at Fir Vale and in the FOS have also enjoyed running the sessions and have noted the increased confidence and communication in students with ASD/Communication Difficulties.

Commitment from the participating member of staff:

Participating staff are required to attend both sessions. One set of paper resources will be provided for each participating member to take away and use in their own school.



Lego Therapy

Possible next progression step:

Upon completion of this programme members of staff may wish to undertake an intervention action research comparing the two communication programmes effectiveness.

Course Venue, dates and times:

Fir Vale School – 4pm to 6pm

4th December 2017

17th January 2017

Designed to support: Teaching and support staff who are interested in using interventions to support the development of communication skills.

Programme facilitators and their background:

Dawn Broom, Leader of SEND, Fir Vale School

Dawn has many years of experience working with young people with SEND.

Cost: £50 (to staff outside of the partnership)



Numeracy Across the Curriculum

Outline of the programme:

“Ofsted want to see numeracy evident across the board: whatever the lesson and whatever the teacher’s area of expertise. The new framework emphasises the importance of creating opportunities to practice numeracy skills within all areas of the curriculum”

We want to give you the knowledge, skills and tools needed to develop numeracy in your subject. There are good opportunities in every curriculum area which we can help you to discover.

Expected outcomes:

- Identify natural opportunities for students to practice numeracy skills in your subject.
- Give you the skills and methods you need to support student numeracy in your subject.
- Spotting and avoiding the common mistakes that students will make.
- Increase your enjoyment (and your students’ enjoyment) of numeracy!

What will the programme involve?

Two by two hour twilight sessions with time between these sessions to apply the new learning made to your teaching practice.

Commitment from the participating member of staff:

Two high quality sessions with support between the sessions to help you apply numeracy to your own teaching.

On going support after the final session.



Numeracy Across the Curriculum

Possible next progression step:

You could take the knowledge, skills and tools from the CPD and use them to support your own subject team. We will share all of our training resources with you to take away back to your own school.

Course Venue, dates and times:

Fir Vale School – 4pm to 6pm

4th December 2017

17th January 2018

Designed to support: Teachers or support staff from any subject area.

Programme facilitators and their background:

Liz Hanbury, Teacher of Maths, Whole School Numeracy Coordinator

Mike Kelly, Director of Learning for Maths, Advanced Skills Teacher

Cost: £50 (to staff outside of the partnership)



Reducing Gender Inequality in Schools

Outline of the programme:

The programme aims to increase awareness of gender inequalities in school and the reasons for these inequalities, and also to explore strategies to reduce them. We will look at the whole child, with particular emphasis on girls' confidence, subject choices, and communication and other key life skills. The need for whole school policies will also be addressed.

Expected outcomes:

A greater understanding of how girls (especially, but also looking at other groups) are affected by gender inequalities.

Better skills and confidence to try different approaches to reducing these inequalities in school, including in the classroom.

What will the programme involve?

Two by two hour twilight sessions with time between these sessions to apply the new learning to your teaching practice.

Commitment from the participating member of staff:

Participating staff are required to attend both sessions.

After each session, you're expected to try out one or more of the strategies in your own school. At the second session, you should be ready to share your experiences and ideas. If you're interested in this area and want to work collaboratively, this course is for you!

Possible next progression step:

There is a wealth of research and resources which can be explored before embarking on class based activities.

Your school can apply for the Gender Equality Charter Mark, with the opportunity to lead the drive on a whole school basis.



Reducing Gender Inequality in Schools

Course Venue, dates and times:

Fir Vale School – 4pm to 6pm
30th January 2018 and 19th March 2018

Designed to support: Any classroom teacher or senior leader with an interest in this very important area.

Programme facilitators and their background:

Paul Highfield, Leader of Learning for Global Education

Paul has over 20 years of classroom experience in the UK. Paul has recently been involved in helping develop a national Gender Equality Charter Mark framework for UK schools. Fir Vale is also one of 3 schools in England chosen to pilot this, and Paul is the lead on this. As Global Learning Programme Expert Centre leader he has given training on global issues of gender inequalities, and previously jointly led a programme at the Ministry of Education in Eritrea to promote girls' education.

Cost: £50 (to staff outside of the partnership)



Oracy

Outline of the programme:

Highly developed oracy is recognised as one of the most significant driving forces that facilitates and supports active engagement in learning and student progress. It is, however an element of teaching and learning that is often over looked. There is an accepted view that written work is ‘real work’ and talk is the supporting partner to reading and writing and talk is rarely "pursued as an educational goal in its own right“.

Talk has a central role to play in the curriculum. Students need support in developing a broad repertoire of talk. Students need support in developing talk for learning. They need opportunities to use talk effectively in diverse contexts and for a range of purposes and audiences and students should be equipped with skills to reflect, choose and refine their talk as appropriate to different contexts.

Expected outcomes:

This programme aims to develop the following:

- Explore the notion of teacher talk and what the expectations of this should be
- Explore and develop where the opportunities for strategic, planned talk are in the curriculum could be
- An understanding of simple classroom techniques and activities which encourage and support oracy in the classroom
- An understanding of how talk can be used an effective precursor to better writing

What will the programme involve?

This programme aims to explore the cognitive, pedagogical use of talk rather than the focus on social talk which often dominates in schools. The programme will explore the 4 main functions of talk: cognitive, physical, social and emotional and linguistic.



Oracy

Feedback from previous cohorts / evidence of impact:

This is the first year 1 of this programme.

Commitment from the participating member of staff:

Two by two face to face sessions (2 hours) plus a commitment to developing classroom practice between these sessions

Course Venue, dates and times:

Westfield School – 4pm to 6pm

16th January 2018

7th March 2018

Designed to support: Teachers and learning support staff

Programme facilitators and their background:

Katy Hodges, Westfield School

Katy is currently SENCO and a lead teacher for literacy within the school

Katy works extensively with Sheffield Hallam University on initial teacher education and is passionate about inclusion within the classroom.

Cost: £50 (to staff outside of the partnership)



Cultural Capital

Outline of the programme:

We all carry with us an understanding of the world, of our place within it and of our own potential within it based on our experiences of life so far and on the level of our exposure to 'culture' in all its forms. This concept is often referred to as cultural capital which can be defined in the following way:

*In sociology, the term **cultural capital** refers to the social assets of a person (education, intellect, style of speech and dress, etc.) that promote social mobility in a stratified society.*

In school, varying degrees of cultural capital amongst students can lead to varying levels of aspiration as well as a varied start point academically. This workshop will support the consideration of strategies to increase the cultural capital of all students (without turning us into finishing schools!).

Expected outcomes:

This workshop will support the introduction of new strategy within school through guided action planning done in the specific context of developing cultural capital.

Delegates will leave with a range of ideas and strategies and an action plan to close a specific identified gap within their own establishment.

Amongst the strategies discussed will be the 'Westfield 50 (50 things to do before you leave school)' and its introduction and impact.

What will the programme involve?

This is a one-off workshop session which will offer guided action planning and support to introduce change.

Sharing of ideas to raise cultural capital within a school or particular group of students.



Cultural Capital

Feedback from previous cohorts / evidence of impact:

This is the first year 1 of this programme.

Commitment from the participating member of staff:

Willingness to openly discuss and share potential strategy and work as a collective to develop ideas.

Course Venue, dates and times:

Westfield School 4pm to 6pm
11th December 2017

Designed to support:

Designed to support: Any member of staff seeking to introduce strategies in school which will improve cultural capital at whole school or group level

Programme facilitators and their background:

Gary Simmons, Deputy Headteacher, Westfield School

Gary has over 20 years experience of working in schools. He is passionate about inclusion and has a longstanding track record of delivering strategic change to improve the life chances of all young people.

Cost: £50 (to staff outside of the partnership)



Stretch and Challenge: Strategies for the Classroom

Outline of the programme:

The programme will focus on a variety of practical strategies for planning and facilitating learning experiences where all students feel they are sufficiently stretched and challenged. The workshops will focus predominantly on approaches that can ensure high attaining students (HAS) are held to the highest expectations and given the tools and opportunities to move further forward and deeper into our subjects, while remaining in a mixed ability setting, whether this be within the range of ability that exists within a particular set or a mixed class. For us, as teachers, the real challenge often involves releasing more control of the learning to students, questioning whether our expectations are high enough, giving students more of the larger-scale information they need and preparing for the unexpected answers and directions students may take. Although these strategies will focus on pushing the most able, they can equally be used for all students to have the freedom to learn with fewer limits, know what is expected of them personally and feel a greater sense of achievement when they are able to truly struggle but overcome it by being resourceful, resilient and showing true grit. *A rising tide lifts all ships* (Joseph Renzulli, 1998).

Expected outcomes:

The programme aims is designed to pull together ideas that can be adapted, experimented with and employed in both practical and academic subjects, catering for an audiences of teaches from across the wide curriculum. Participating teachers within these workshops will have the opportunity to:

- Engage with some effective strategies with a proven impact (and take examples away with them) collected by the 3 teachers facilitating the sessions. This will include the orchestration of discussion and planned questioning, hinge and diagnostic questions, use of high level vocabulary and pit learning
- Experiment with some of the strategies in the interval between the first and second session
- Reflect on these trials and refine them for future teaching

What will the programmes involve?

The programme will involve 2, 2-hour twilight sessions. Between the two sessions, participants are expected to adapt and trial some of the strategies they have engaged with during the first workshop. We believe the only way of changing habits is to try, determine the level of impact and continue to refine strategies and approaches to increase their impact.



Stretch and Challenge: Strategies for the Classroom

Commitment from the participating member of staff:

Attend and engage within both the twilight sessions and experiment with some of these strategies presented, discussed and shared, prior to the second session when reflection, refinements and further approaches will be shared.

Possible next progression step:

Participating in the OTP in a subsequent year may provide a valuable vehicle for developing strategies for stretching and challenging the most able (and everyone else!) more deeply within the habits of your teaching practice. Undertaking some action research or the lesson study approach would also be a valuable stepping stone.

Course Venue, dates and times:

Ecclesfield School – 4pm to 6pm
22nd November 2017
25th April 2018

Designed to support: Classroom teachers and those wishing to develop strategies for deeper and further learning for high attaining students and thus raise the extent of their progress across a curriculum area (e.g. subject leaders and deputy subject leaders)

Programme facilitators and their background:

Sarah Chamberlain, Curriculum Leader for History, Ecclesfield School
Adam Wood, Director of Mathematics, Ecclesfield School
Andy James, Assistant Head Teacher (Teaching and Learning), Ecclesfield School

Cost: £50 (to staff outside of the partnership)



Enhancing learning and progress for disadvantaged student in the classroom

Outline of the programme:

Nothing is more unequal than the equal treatment of unequal people – Thomas Jefferson. As teachers we strive to give all of our children opportunities that enable them to engage with, learn and make the progress that they deserve. A significant challenge (and thus a priority) for many schools is that of how to ensure that disadvantaged students make similar gains in their learning and progress as other students and the circumstances that they face do not create insurmountable barriers. This series of 2 workshops and intervening classroom experimentation will focus on identifying barriers to learning and planning and facilitating learning experiences that enhance the engagement and opportunities for disadvantaged students while ensuring that the learning of everyone moves forward accordingly.

Expected outcomes:

Colleagues undertake these sessions are expected to have an opportunity to develop, refine and reflect upon a variety of approaches and adjustments that teachers can use to enhance these opportunities that has the potential lasting legacy within their teaching habits and ultimately aids both them and their disadvantaged students, with swifter steps forward with learning and progress. The sessions will focus on evidence-informed practices that have had a noticeable impact on the learning and progress of these groups of students.

What will the programme involve?

A 2-hour twilight session on 27th February 2018 (4-6pm) will focus on evidence-informed classroom approaches that cover the following outcomes:

- Greater engagement in learning
- Increasing rates of progress
- Improving family engagement
- Developing skills and personal qualities
- Other opportunities

Following the 2-hour session in February 2018 there will be a final session on 2nd July 2018 (4-6pm).. Between these two sessions, participants are expected to adapt and trial some of the strategies they have engaged with during the first workshop. We believe the only way of changing habits is to try, determine the level of impact and continue to refine strategies and approaches to increase their impact.



Enhancing learning and progress for disadvantaged student in the classroom

Feedback from previous cohorts / evidence of impact:

This twilight is the first to be held as part of the cross-school professional learning prospectus of opportunities. However, both lead facilitators have experience of working effectively with disadvantaged students. There is also experiencing of leading whole-school professional learning on the personalisation of learning which encompasses the enhancement of opportunities for disadvantaged students. This training was well received by the staff of Ecclesfield School.

Commitment from the participating member of staff:

- Attendance at the two, two-hour twilights
- In-class experimentation with an impact assessment of its success on learning and progress, ready to share and reflect upon at the second session.

Possible next progression step:

Action research into a different area of opportunities for disadvantaged students during year 2, moving to a different pedagogical focus for further action research or the ITP or OTP.

Course Venue, dates and times:

Ecclesfield School – 4pm to 6pm

27th February 2018

2nd July 2018

Designed to support: All teachers, regardless of level of experience or position.

Programme facilitators and their background

Emmajane McNulty, Associate Senior Leader with a focus on disadvantaged students, Ecclesfield School

Arion Quaynor, Associate Senior Leader with a focus on disadvantaged students, Ecclesfield School

Cost: £50 (to staff outside of the partnership)



Developing Outstanding Newly Qualified Teachers (Secondary and Primary)

Outline of the programme:

It looks at key areas of classroom practice in greater depth and is updated annually to reflect the current needs and trends in education. The course will also provide information on the next steps after the NQT year. Our aim is to encourage newly qualified teachers to be responsible for their own development as a practitioner, share good practice between colleagues in their own school and beyond, and take a proactive approach to their induction year. The training will be delivered by SLE practitioners from STSA, who will be in regular contact with your NQTs to ensure they are getting the most out of their training and experiences. The course materials will also be made available after each session to all attending NQTs. The sessions will run on different days and vary between am and pm to avoid the same lessons being missed.

Expected outcomes:

NQTs will have a deeper understanding of the expectation of the NQT year and how to meet these expectations. They will also be able to demonstrate where they are able to meet and exceed The Teachers' Standards at career level expectations.

What will the programme involve?

| Secondary | Primary |
|--|--|
| <p>Session 1: How to survive the NQT year! – 11 October 2017 – 9am to 12 noon</p> <p>Session 2: Behaviour & Rewards – 20 November 2017 – 1pm to 4pm</p> <p>Session 3: Challenging the students – 30 January 2018 - 9am to 12 noon</p> <p>Session 4: Effective use of data & Enquiry-based learning - Thursday 1st March 2018 - 1pm to 4pm</p> <p>Session 5: School experience - Wednesday 18 April 2018 - 9am to 12 noon</p> <p>Session 6: Sharing of good practice - Monday 11 June 2018 - 1pm to 4pm</p> <p>Session 7: Life after NQT - Wednesday 11 July 2018 - 1pm to 4pm</p> | <p>Session 1: Introduction – Getting the most out of the NQT year - Tuesday 12th September 2017</p> <p>Session 2: Behaviour for learning - Tuesday 17th October 2017</p> <p>Session 3: EAL and SEND in the classroom Tuesday 21st November 2017 – (tbc based on the practitioners' availability)</p> <p>Session 4: Approaches to planning, feedback and marking - Tuesday 16th January 2018</p> <p>Session 5: Getting the most out of observations - Tuesday 6th March</p> <p>Session 6: Moving forward – becoming an RQT - Tuesday 22nd May 2018 – (tbc with schools/NQTs at the start of the course)</p> |



Developing Outstanding Newly Qualified Teachers (Secondary and Primary)

Feedback from previous cohorts / evidence of impact:

‘This term I have taken part in a lesson study with a colleague at XXXX Infants School, in another Year One class. It was a positive experience to observe another NQT teacher and see what techniques and strategies they use in their class for learning and behaviour and share ideas.’

Commitment from the participating member of staff:

Six sessions for three hours plus time. Resources will be made available.

Possible next progression step:

RQT course (planned to be ran in 2018-2019 or other academic study).

NQT Welcome Event - twilight session on held on 26th and repeated on 28th September 2017 – 4:15pm to 5:15pm and March 2018 (exact date TBC) (for mid-year starters) to welcome all registered NQTs – essential for an understanding of NQT rights, responsibilities and tools/documents to help track their progress.

Designed to support: Newly Qualified Teachers (NQTs)

Programme facilitators and their background:

Early Career Development SLE colleagues in primary phase
Senior leaders from both primary and secondary schools

Cost:

Primary NQTS only: £500 (includes Appropriate Body Services and CPD Programme) or £350 for training package only or £70 per session.

Secondary NQTs free within partnership and £350 outside partnership.

Appropriate Body Services:

£110 per term per NQT and includes full support for schools (includes all training for induction tutors, NQT Welcome Event, support plus QA and school visits).



Developing Outstanding Newly Qualified Teachers (Secondary and Primary)

Outline of the programme:

Colleagues will receive invaluable information regarding what to expect during their Induction year, what their responsibilities as a NQT are and their statutory obligations and responsibilities. As well as information on how to make best use of the NQT Toolkit. There will be an opportunity to meet colleagues from the Appropriate Body, other NQTs from across Sheffield, Rotherham and Derbyshire. As well as the opportunity to meet with some Trade Union Representatives.

Course Venue, dates and times:

Salvation Army, 12 Psalter Lane, S11 8YN – 4:15pm to 5:15pm
26th September 2017 repeated on
28th September 2017

Designed to support: Newly Qualified Teachers (NQTs)

Programme facilitators and their background:

Helen Duffy, Early Career Development SLE
Julie Garrow, NQT Statutory Induction Manager

Cost: Free to all schools who subscribe to Sheffield Teaching School Alliance Appropriate Body Services



Section 2: Leadership of Teaching and Learning



Developing Middle Leadership Programme (DMLP)

Outline of the programme:

The DMLP is designed by a group of Sheffield Senior Leaders, from 6 secondary schools, with a number of years of experience facilitating middle leadership professional learning. This was created to replace the NCSL MLDP and is a less intensive option compared with the new NCTL NPQML programme. The key difference between this programme and many others is that it has a real and sustained focus on the leadership of teaching and learning to close gaps, identified by participants and their schools, which is having an even greater emphasis under the new OFSTED framework (2016).

Expected outcomes:

The programme aims to develop the leadership skills and confidence of the aspiring or current middle leader to build sustained capacity within their teams. The programme also provides an opportunity for close working with other participating schools and their middle leaders. Participants work with school-based 'leadership coaches' between each group workshop.

What will the programme involve?

- 5 face-to-face sessions: 1 full day (9am-3pm on 15th January 2018) and 4 afternoons (2-5pm on 6th December 2017, 13th February 2018, 22nd March 2018 and 27th June 2018) over a 10-month period (November 2017-June 2018)
- A leadership challenge (action research project) which will be a development you would already have been undertaking but is researched, analysed and adapted through the lens of leadership theory and current research
- A final celebration and sharing best practice event (2-5pm) to allow participants to share their leadership projects with each other, before presenting their findings to line managers (including SLT) back in school.

The workshops will focus on the following aspects of middle leadership:

- Using data effectively to identify gaps in teaching and learning and monitor them
- Leading teaching and learning
- Leading people and continuous improvement
- Leading people and effective teams
- Leading and managing the organisation
- Developing your own leadership



Developing Middle Leadership Programme (DMLP)

Feedback from previous cohorts / evidence of impact:

“The middle leadership training has made me more confident in my leadership and allowed me to reflect on my priorities and my leadership approach”

“I have thoroughly enjoyed the course and would highly recommend it. It has made me more reflective, strategic and aspirational. It has helped me to think outside the box”.

A number of previous participants have cited this programme as a strong contributor to them being able to confidently apply for and achieve further promotions.

Commitment from the participating member of staff:

- Attendance to all group workshop sessions
- Meet with your designated leadership coach between workshop session and engage with the provoking questions they ask.
- Complete a leadership challenge presentation on an area of the department, pastoral or other team improvement plan, regarded as a priority.

Possible next progression step:

The National Professional Qualification for Middle Leadership (NPQML) a precursor to the NPQSL and NPQH.

Course Venue, dates and times:

Ecclesfield School – 6th December 2017 – 2pm to 5pm

Fir Vale School – 15th January 2018 – 9am to 3pm

All Saints Catholic High School – 13th February 2018 – 2pm to 5pm

Ecclesfield School – 22nd March 2018 – 2pm to 5pm

Westfield School – 27th June 2018 – 2pm to 5pm

Designed to support: Middle Leaders (curriculum and pastoral focus)

Programme facilitators and their background:

Andy James, Assistant Head Teacher, Ecclesfield School;

Su Burnside, Assistant Head Teacher, Fir Vale School;

Rachel Connolly, Assistant Head Teacher, All Saints Catholic School; and

Matt Lambourne, Deputy Head teacher, Westfield School

Cost: £350 (to staff outside of the partnership)



National Professional Qualification for Middle Leadership (NPQML)

Outline of the programme

This is, as the title suggests, a nationally recognised qualification suited to any teacher who is a middle leader responsible for leading a team (e.g. a TLR post holder). It is a programme run by licensed teaching schools across the region and has a normal duration of 12-18 months. It is seen as almost expected qualification before moving into senior leadership.

You will need to complete 2 essential modules and 1 further module of your choice, as well as a final assessment. Each module requires up to **50 hours of learning**, including: around 20 hours of practical learning in school; face-to-face peer and facilitated learning; reading and reflection; and online learning. Clearly, the notional 10 hours of professional learning time can only be a partial contribution towards this time commitment

The two essential modules are:

Essential module (1) - Leading teaching

Learn how to develop, improve and sustain high-quality teaching within a team and identify strategies to help close gaps in attainment. As part of this module, you'll learn:

- The principles, models and practice of effective teaching and learning
- How to identify outstanding teaching and learning
- Leadership strategies to influence and improve the quality of teaching
- Leadership and management strategies for achieving high standards of pupil behaviour
- How to analyse and use performance data
- How to achieve and maintain high-quality subject specialisms within the team

Essential module (2) - Managing systems and processes

Learn how to implement whole-school policies with your team in a systematic and consistent way. As part of this module, you'll learn about:

- The principles, theories and models of leadership
- Effective management structures, systems and processes
- Managing resources, including financial management
- How to manage teacher appraisals and staff performance
- Behaviour management and pupil attendance
- Health and safety legislation, including child protection.



National Professional Qualification for Middle Leadership (NPQML)

In addition to the 2 core modules, participants must take one more further module (choose one from):

- Effective leadership of special educational needs provision
- Leading and developing staff
- Leading an effective team
- Leading change for improvement
- Succeeding in middle leadership

Final assessment

The final assessment is a task drawn from work on a school improvement priority where you lead at team level for an extended period. You'll need to show that you can:

Make successful and sustainable improvement in your school

Use the experience to reflect upon and improve your own leadership skills

Pre-requisite: All applicants must have first completed the DMLP (see section above) or its predecessors, the NCSL *Middle Leadership Development Programme* or NCSL *Leading from the Middle Programme*, or an equivalent nationally recognised middle leadership programme. As this qualification costs over £1000 per teacher, the school can only justify funding this cost if the teacher agrees to remain at the school for at least 2 further years, beyond the completion point. The teacher would be charged this sum if this obligation cannot be met.

Masters accreditation: You can use your NPQML qualification to contribute towards a Master's degree.

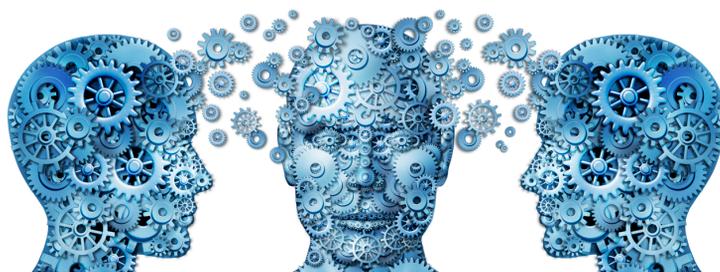
Further information:

DfE: <https://www.gov.uk/national-professional-qualification-for-middle-leadership-npqml>

There are NPQ licensees in the region who can be found here by region:

<https://www.gov.uk/government/publications/licensees-national-qualifications-and-study-modules-for-school-leaders/licensees-national-qualifications-and-study-modules-for-school-leaders>

Cost: £1000 (to staff outside of the partnership)



National Professional Qualification for Senior Leadership (NPQSL)

Outline of the programme:

The NPQSL is another nationally recognised qualification, applicable for any teacher in a leadership role with cross-curricular responsibilities, with a desire to be a senior leader, for example:

- An experienced and highly effective (upper) middle leader (e.g. Head of House or Curriculum Leader) with a desire to lead on a whole-school project
- An existing senior leader who has not already undertaken this qualification

It is a programme run by licensed teaching schools across the region and has a normal duration of 12-18 months. It is seen as almost expected qualification before moving into deputy headship.

You will need to complete 2 essential modules and 2 further modules of your choice, as well as a final assessment. Each module requires up to **50 hours of learning**, including: around 20 hours of practical learning in school; face-to-face peer and facilitated learning; reading and reflection; and online learning. Clearly, the notional 10 hours of professional learning time can only be a partial contribution towards this time commitment.

The two essential modules are:

Essential module (1): Closing the gap

As part of this module, you'll learn about:

- Data collection, analysis and interpretation to identify attainment gaps and diagnose causes
- Improving teaching to narrow pupil attainment gaps
- Raising expectations and achieving high standards of behaviour
- The use of best practice to address within-school variation

Collaboration between teams both within school and across schools

Essential module (2): Succeeding in senior leadership

Explore the style of your leadership and find out how you can apply it to your workplace to address school improvements. As part of this module, you'll learn about: Leadership in different contexts and professions, particularly in relation to senior leadership; The characteristics of highly effective leadership and the importance of emotional intelligence How adults learn and the use of diagnostic tools; Your own leadership, including strengths and areas for development; Strategies for effective professional development; and How to create and sustain a positive working culture.



National Professional Qualification for Senior Leadership (NPQSL)

Further study modules (choose 2 from): Effective partnership working; Effective whole-school management; Improving the quality of teaching; Leading change for improvement
Leading professional development; Research and development in teaching; and School self-evaluation.

Final assessment

The final assessment comprises 2 assessed tasks from the work you lead across your school. You'll need to show that you can:

- Make successful and sustainable improvements in your own school
- Use the experience to reflect on and improve your own leadership skills

Pre-requisite: All applicants must be an experienced and effective (upper) middle leader and have first completed the NPQML (see section above), an equivalent nationally recognised middle leadership programme or already be in a senior leadership role. As this qualification costs over £1500 per teacher, the school can only justify funding this cost if the teacher agrees to remain at the school for at least 2 further years, beyond the completion point. The teacher would be charged this sum if this obligation cannot be met.

Masters accreditation: You can use your NPQSL qualification to contribute towards a Master's degree.

Further information: Please visit the DfE website, for more details:

<https://www.gov.uk/national-professional-qualification-for-senior-leadership-npqs/>

There are NPQ licensees in the region who can be found here by region:

<https://www.gov.uk/government/publications/licensees-national-qualifications-and-study-modules-for-school-leaders/licensees-national-qualifications-and-study-modules-for-school-leaders>

Cost: £1500 (to staff outside of the partnership)



High Reliability Organisation (HRO)

Outline of the programme:

The HRO programme is a bespoke training program aimed at Middle Leaders. It is delivered by Senior Leaders based in Sheffield who each have an understanding of the unique contexts of our schools and network. The principle behind it is to establish common strategies across departments and schools which ensure that high quality teaching and learning takes place and is disseminated and where necessary, areas for development are identified and addressed with appropriate training and support. This consistency will therefore ensure that gaps are closing.

Expected outcomes:

We aim to provide training which will streamline many of the Quality Assurance processes that take place within departments allowing the findings to directly inform the Action Planning that takes place to develop the best practice and to address areas for development. By establishing simple, focused and recognisable processes the programme will enable leaders to build sustained capacity within their teams and it affords those taking part an opportunity to build a network with other participants across the city.

What will the programme involve?

- Two, two hour face to face sessions across the year focusing on three key areas.
- Building a professional network with colleagues in other schools where best practice can be shared and development opportunities utilized.
- Action Planning which will be reviewed periodically over the year and will form the basis of Improvement Plans for 2017-18.

The workshops will focus on the following aspects of middle leadership:

- Identifying the next steps following different aspects of quality assurance.
- Leading and managing change.
- Action planning for the future.
- Developing a high performing team.



High Reliability Organisation (HRO)

Feedback from previous cohorts / evidence of impact

“I have found the HRO programme massively useful this year.”

“Being part of the HRO programme this year has been beneficial in two ways: ability to compare and discuss with other middle leaders, who are all doing the same thing; having the regular meetings with time frames that we all stick to.”

Commitment from the participating member of staff:

- Attendance to all group workshops
- Completion of commonly agreed quality assurance processes
- Calendared review points monitoring the impact of each ‘round’ of training

Possible next progression step:

- The Lead Practitioner programme
- The National professional Qualification for Middle Leadership (NPQML) a precursor to the NPQSL and NPQH.

Course Venue, dates and times:

Fir Vale School – 4pm to 6pm

11th December 2017

12th March 2018

Designed to support: Middle Leaders (teaching and learning focus) and Senior Leaders as line managers.

Programme facilitators and their background:

Su Burnside, Assistant Head Teacher, Fir Vale School

Sue has 8 years experience as a Senior leader in challenging schools.

Cost: £50 (to staff outside of the partnership)



NQT Statutory Appropriate Body Services including Induction Tutor Training

Outline of the programme:

NQT Appropriate Body Services - Includes telephone support 52 weeks per year. Registration with NCTL and monitoring of Induction length, type and progress. Advice on report writing and calendared reports. QA of assessment forms and help to improve these. A formal process for NQTs who are not meeting teachers' standards. Monitoring of school provision in partnership with schools. SLE time to observe and advise on NQT progress.

Induction Tutor Training (Part 1) – half day training sessions are held throughout the year to upskill new Induction Tutors or refresh existing Induction Tutors. Essential for understanding the nitty-gritty of NQT statutory induction for schools.

NQT Welcome Event - twilight session on held on 26th and repeated on 28th September 2017 – 4:15pm to 5:15pm and March 2018 (exact date TBC) (for mid-year starters) to welcome all registered NQTs – essential for an understanding of NQT rights, responsibilities and tools/documents to help track their progress.

C4C and Assessment Report Writing - Induction Tutor Training (Part 2) to explain the 'Cause for Concern' Process and procedure. As well as looking at good practice when completing assessment reports, including Areas for Development and SMART Targets. Essential for new induction tutors and existing ones who need a refresher. Don't wait until you have an NQT who isn't meeting the standards – act early.

Headteacher Recruitment – twilight session during Spring Term to look at the considerations when offering an NQT inductable post.

Expected outcomes:

A full and working understanding of NQT statutory induction from a NQT and school perspective. Induction tutors will know how to complete NQT assessment forms, meet their statutory obligations and how to manage underperforming NQTs through the process.

What will the programme involve:

Listening to our experienced and expert NQT Induction Manager who will explain the statutory regulations in lay-man's terms including the implications for schools. The chance to talk to other NQTs and Induction Tutors about induction.



NQT Statutory Appropriate Body Services including Induction Tutor Training

Feedback from previous cohorts / evidence of impact:

Headteacher XXXX School: “Thanks ever so much for all your help with this”. NQT coordinator XXXXX School: “I would like to take the opportunity to thank you for all the support you have offered me over the recent period.”

Commitment from the participating member of staff:

Attendance at each session, reading relevant materials. New Induction Tutors should attend in order to fulfil a school’s statutory obligations.

Possible next progression step:

Whole school responsibility for CPD/Early Career Development/ITT Development. Becoming a Specialist Leader in Education (SLE) to support early career development.

Course dates and times:

Part 1 - 21st September 2017 – 1:15pm to 4:15pm (venue TBC)
Part 2 - 14th November 2017 – 1:15pm to 4:15pm (venue TBC)

Designed to support: NQT Induction tutors, NQT mentors and NQTs

Programme facilitators and their background:

Helen Duffy, Early Career Development SLE
Julie Garrow, Statutory NQT Induction Manager

Cost:

Primary NQTs only: £500 (includes Appropriate Body Services and CPD Programme) or £350 for training package only or £70 per session.

Secondary NQTs free within partnership and £350 outside partnership.

Appropriate Body Services:

£110 per term per NQT and includes full support for schools (includes all training for induction tutors, NQT Welcome Event, support plus QA and school visits).



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Section 3
Pastoral Care of Our Students and Miscellaneous



Student Anger Management

Outline of the programme and what it will involve:

Session 1:

Understanding where anger comes from, how it is caused, and why in schools we are required to manage and work through issues related to anger in order to help our students become better learners. Displaced anger is a particular focus of this session, we will also look at de-escalation techniques as well as generic causes.

Session 2:

This involves working through a structure programme of anger management sessions that can be delivered in Primary and secondary schools, the programme can be taken away to use in your own setting. This is based on the Cognitive Behaviour Therapy model where students develop new thinking skills to help conquer their anger and demonstrate improved control and awareness. This supports students managing their feelings in the classroom and their responses to staff, thus improving their behaviours and readiness for learning.

Expected outcomes:

Participants will acquire the skills and resources to plan and deliver an anger management intervention programme with targeted students within their own school.

Participants will gain an understanding of the emotional needs of students, the different stages of anger and crisis and de-escalation techniques.

Sessions will also include strategies to support pupils who display unpredictable or volatile behaviour, and whole school strategies and communication methods linked to this

Feedback from previous cohorts / evidence of impact:

Feedback from previous rounds of training has been very positive and attendees have commented that they have a greater understanding of how to meet the needs of challenging students as well as being empowered to deliver structured anger management sessions in their own settings.



Student Anger Management

Commitment from the participating member of staff:

Attendance to planned sessions and participation in discussion, there is an expectation that attendees will take away resources linked to the programme to deliver in their own organisation.

Possible next progression step:

Whole school approaches to student anger management
Implementing Anger Management interventions in work place
Disseminate to colleagues

Course Venue, dates and times:

Fir Vale School – 4pm to 6pm
4th December 2017
22nd January 2018

Designed to support: Staff with a pastoral focus

Programme facilitators and their background:

Dominic Dawkins, Pastoral Intervention Manager, Fir Vale School

Cost: £50 (to staff outside of the partnership)



Vulnerable Students – Meeting Social & Emotional Needs through Nurture

Outline of the programme:

This programme will provide staff with ideas and techniques to encourage engagement of the most vulnerable students in school.

We will look at:

- How to set up and run a nurture group
- How to encourage positive well-being and attachment through play
- How to support students suffering from a loss or bereavement.

There will be an opportunity to practice basic counselling skills that can be used with students that may be experiencing difficulties.

Expected outcomes:

The programme aims to develop skills and techniques that staff can use with students in small groups or on a 1:1 basis. Participants will gain a deeper understanding of loss, change and bereavement and the impact this can have during different developmental stages of childhood. The programme will also provide an opportunity to share and collect ideas and strategies for supporting the hardest to reach and challenging students.

What will the programme involve?

The programme will share the work that we deliver at Fir Vale School within the established nurture area. The creation of a mock nurture group with an opportunity to practice techniques. There will be hands on experience with therapeutic play and games to encourage attachment and positive touch. There will be support with creating your own memorial garden and multi-sensory area within your school.



Vulnerable Students – Meeting Social & Emotional Needs through Nurture

Feedback from previous cohorts / evidence of impact:

Previous cohorts of staff have acknowledged an increase in attendance rates, improvement in coping with bereaved students, greater student access to mainstream learning and students developing their resilience.

Commitment from the participating member of staff:

- Attendance to all group sessions
- To actively participate in therapeutic games and role play
- To practice the skills learnt in own setting and feedback to the group

Possible next progression step:

Participating staff will find the programme valuable for developing their own roles within school and improve provision for these vulnerable students.

Course Venue, dates and times:

Fir Vale School – 4pm to 6pm

12th February 2018

21st March 2018

Designed to support: Pastoral and support staff, Learning Mentors

Programme facilitators and their background:

Rebecca Fennell (Learning Mentor and School Counsellor) Rebecca has 14 years experience at Fir Vale. She has a BA (Hons) in Communication Studies and is a volunteer for CRUSE Bereavement

Cost: £300 (to staff outside of the partnership)



...or something completely different

There is a diverse range of professional learning opportunities outlined above. However, if you feel that your specific developmental needs are not accommodated within any of these choices, you are welcome to propose an alternative approach that you wish to engage with. It is important that any suggestion continues to meet the same criteria for 'effective professional learning outlined at the beginning of this prospectus. Please refer to this before outlining what alternative opportunity you would like to propose for yourself. This will then be considered alongside the needs of your department, as well as the time and financial commitments involved.

If you a colleague who is employed at one of the 5 partner schools, the most appropriate person to speak to about an alternative, would be to discuss your proposal to your line manager and if mutual agreement can be reached, please proceed to speak to the senior leader responsible for whole-school professional learning/CPD.

If you are a member of staff from outside the partnership and wish to propose an additional strand of professional learning for next year's prospectus, please feel free to email the Sheffield Teaching School Alliance (enquiries@sheffielddtsa.org).



References

References

- Chutter, M. (2016). *A Culture of Development for Staff is Key to Success*. TESPro, January 2016)
- NFER (2014). *Creating a research-engaged school: A Guide for Senior Leaders*. National Foundation for Educational Research (NFER) – July 2014
- NFER (2014). *Teachers' Use of Research Evidence – A Case Study of United Learning Schools*. National Foundation for Educational Research (NFER) – July 2014
- Teacher Development Trust (TDT)
- TES (2013). *Seven Deadly Sins of CPD* – TESPro, April 2013
- Weston (2013). *The New Theory of Evolution*, TESPro, July 2013



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