



Promoting Excellence in **Subject** Leadership and **Curriculum** Leadership

A Promoting Excellence
Leadership Book.

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In this book, the following symbols are used to represent activities or other content:



Something upon which you are asked to reflect. Consider your own practice, here.



An activity to complete. Answer the questions and then reflect upon your answers.

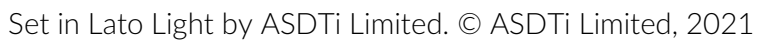


A case study to read. The story of another practitioner may have relevance for you.

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PREFACE

Curriculum intent, flexibility and implementation have come under a new and heightened focus in the new Education Inspection Framework [EIF]. Critical to this is the quality of subject and curriculum leadership.

A very broad cross section of staff undertake these roles in many different ways, for various reasons and via many different routes.

These include:

- “Passion for the subject”
- “Vast experience in the curriculum area”
- “High qualifications in that subject or subjects”
- “Management skills in leading non-specialist curriculum areas”

This booklet is aimed at colleagues with these leadership roles and responsibilities. It is hoped it will provide practical advice and guidance and also a source of inspiration.

It is intended to cover colleagues working in colleges, secondary and primary schools and the varied nature of the case studies will reflect this diversity.

In small primary schools, colleagues can have leadership responsibility for several subjects. Often these people have only recently qualified as a teacher and the burden of responsibility is considerable.



INTRODUCTION

The purpose of this booklet is to provide advice, guidance, and support for subject leaders. It is intended to act as a practical reference for current practitioners.

Many colleagues in our schools and colleges are subject leaders but are not subject specialists. Many are new to leadership roles, and it is hoped that this booklet will be both helpful and motivational.

It will highlight best practice and serve as a useful reference for staff with subject and curriculum leadership roles to reflect upon their current effectiveness. Best practice case studies are integrated throughout to stimulate new thinking and ideas.



A good teacher...

- 1 is kind
- 2 is generous
- 3 listens to you
- 4 encourages you
- 5 has faith in you
- 6 keeps confidences
- 7 likes teaching children
- 8 likes teaching their subject
- 9 takes time to explain things
- 10 helps you when you're stuck
- 11 tells you how you are doing
- 12 allows you to have your say
- 13 doesn't give up on you
- 14 cares for your opinion
- 15 makes you feel clever
- 16 treats people equally
- 17 stands up for you
- 18 makes allowances
- 19 tells the truth
- 20 is forgiving

Descriptions by Year 8 pupils

Research into Teacher Effectiveness

A Model of Teacher Effectiveness

DFEE (Hay McBer)

Glossary of Terms

Students	–	Pupils, learners, adult learners
Teachers	–	All classroom staff
Leaders	–	Subject and Curriculum Leaders, Heads of Departments, Heads of Faculty
Organisations	–	Primary schools, high schools, colleges



CHAPTER ONE: AIM FOR EXCELLENCE

The Importance of Good Senior Leadership

“A leader gives shape and a shared vision which gives a point to the work of others.”

Charles Handy 1989

In primary schools, senior leaders are responsible for **designing and implementation for a whole-school curriculum** which enables and empowers subject leaders to contribute. It is like an attractive jigsaw with individual and teams supplying the different pieces. [See Chapter 3.]

In secondary schools and colleges, the main responsibilities of senior leaders is **to set expectations and support their subject and curriculum leaders and Heads of Department.**

Senior Leaders should be explicit in granting the authority and freedom to innovate and think creatively with the constant focus being the quality of the students' learning experience.

The direction from leaders should also include guidance about subject enrichment and within the vision and mission a framework for curriculum design and curriculum mapping across subjects

Best Bosses

When asked the question – who is or was your best boss, many colleagues often say their current or a previous subject leader or Head of Department.

The most frequent and memorable responses are:

“They had faith in me and the team”

“They were a great role model”

“They were loyal, supportive and consistent”

“They took responsibility and listened to advice and involved everyone”

“They were enthusiastic and optimistic

Best Boss - A personal story

I began my teaching career in a challenging inner-city school in Manchester. The environment was changeable, at times chaotic, but always stimulating. The Head of English there had a significant impact on my teaching practice and educational philosophy at this stage. He took a personal interest in me as a new teacher. He was always available for mentoring, coaching and to offer some wider perspective when classroom teaching became a strain. Most noticeably this role was apparent with regards to my Year 10 lower-ability class. The difficult combination of low aspirations, general male disillusionment with school and a particular lack of engagement in English as a subject felt like a constant challenge.

He gave me some advice during the course of one of our after-school conversations that has shaped my approach to classroom management since, good advice that I have consequently shared with many of my colleagues. His suggestion was simple - to go and see my students in an area of school where they were both successful and confident. This may seem straightforward and common sense. However, in the midst of planning, delivering, coaxing, and applying rigorous and ineffective behaviour sanctions I had lost sense of what matters most in teaching – relationships and respect. The significant majority of my class played for the school football team. A successful football team. I attended training sessions and matches to show my support for an interest that they valued but it also gave me the opportunity to be able to praise them as individuals about their performance, their attitude, their positive behaviours.

The impact was not swift nor a panacea, but it did change our relationship in the classroom for the better because I had valued what they valued outside of it.

Curriculum Leader English



Reflect: What would colleagues say about you?



Here are 10 essential elements of an excellent leader:

1. Goes the 'extra mile' for students
2. Accepts and responds well to change
3. Knows all their students well
4. Undertakes regular and effective monitoring and evaluation
5. Ensures all staff understand expectations, are engaged, and take responsibility
6. Takes ownership and there are shared responsibilities
7. Support is available for both the leader and staff
8. Honest, accurate and objective self-assessment
9. Strong team spirit, humour and perspective
10. A passionate vision and determination to improve the student learning experience



	Self-reflection Activity	How do you and your leaders match up?

The Characteristics of an Excellent Leader

On the facing page (page 11) is a list of values and qualities as a motivational reference. Think and reflect on these and add evidence, impact and goals in the columns provided.

Whatever a leader's personal history, every successful subject, curriculum, and middle leader has an authentic set of personal values and a consistent skill set.

Think:

1. Read the list above and reflect how your practice fits with these values.
2. What do you want to achieve in the next twelve months, or two years?



	Values and qualities	Your evidence	Your impact	What more?
A determination to put the student experience at the heart of everything they do.				
A passion for teaching and learning.				
An enquiring and open attitude to any new ideas that might improve the learning experience of students.				
A relentless ambition to improve and/or maintain the highest standards in everything that they do.				
The ability to lead by example and demonstrate successes in their own performance.				
The ability to coach, mentor and inspire.				
An understanding that the route to excellence may require patience and that plans may often need to be amended.				

Best Practice Case Study: English Giving Life Skills in a High School



Vision

English is the key to opening up the whole educational landscape for young people. Success in English is a major determiner of success both academically and as individuals functioning in the world. English is thought-provoking, controversial and breeds creativity and imagination.

Critical Success Factors/Key Leadership Qualities

The most critical element of success is creating an effective climate of professional collaboration within a coaching-style environment. By basing department decisions and actions on a shared vision and set of values staff therefore feel comfortable to work alongside colleagues in sharing good practice and consequently improving outcomes for students. With a shared vision we are all aiming for the same outcome.

A coaching-style environment empowers staff to realise that they have the capacity to critically evaluate and resolve the vast majority of challenges that they face. This builds capacity within the department to allow all staff to take leadership roles and help to drive Teaching and Learning. A collaborative culture means all staff are striving for improvement and excellence for the benefit of their students but within a supportive and professional atmosphere.

Impact

A group of happy and committed professionals who enjoy their jobs and who are role-models for their students as advocates for the English language, the transformative power of literature and the empathy for others that literature instils. We want students who engage with English as teenagers to develop into empathetic and informed citizens of the world

Curriculum Leader English. High School





Best Practice Case Study: English giving life skills in a Primary

Vision

Proficiency in English allows children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. The skills of listening, speaking, reading and writing enable children to organise and express their own thoughts and to access the knowledge and ideas of others. An effective curriculum should be distinctive, innovative and planned well to meet the needs of all pupils in reading, writing, speaking and listening.

The teaching of English should be sequential and progressive across school, with all teachers demonstrating a shared sense of direction and a systematic approach to teaching and assessment.

Subject Leader English, Primary School

Critical Success Factors/Key Leadership Qualities

The key purpose of the 'English Subject Leader' is to accelerate progress and raise standards through securing high-quality teaching. Subject leaders should inspire children and colleagues through a passionate commitment to the subject and very good subject knowledge. The English lead should encourage all staff to work collaboratively so that there is a strong shared purpose and commitment to the same goals. Specific aspects should be taken into consideration to ensure outstanding provision is taking place.

These include 1-8 in the picture overleaf.



- 1 A clear vision and sense of direction
- 2 Subject knowledge
- 3 Consistent monitoring and evaluation
- 4 A rich and engaging curriculum
- 5 Appropriate and rigorous assessment
- 6 A learning environment and effective resources
- 7 Promotion of the subject
- 8 Self-evaluation



The English Subject Lead should give thoughtful and thorough focus to each of the aspects to grasp the core purpose of the role.

Impact

Through the approaches of 'Quality First Teaching' and subsequent learning, we see the value of impact. Fundamentally, impact is measured by outcome, and it is always a priority to raise pupil attainment. However, for each child to reach their potential all the specific elements of the teaching of English must be considered as part of their learning journey. It should be noted that there are many different ways that we can monitor impact and it is important not to underestimate the usefulness of varying types of monitoring which can give an instant whole school or key stage snapshot. This could be done through lesson observations, assessment scrutiny, work sampling, moderation, learning environment/displays or data analysis. As a subject leader, use of an evidence trail or focused evaluation approach can be a really effective way to monitor impact, gain clarity and build a structured approach to what needs to be done.

Subject Leader English, Primary School

This exercise allows you to assess your performance management against best practice. For each statement above and overleaf, tick ✓ the box that best represents your views:

R = red - address urgently as a priority; **A = amber** - reflect and take action; **G = green** - build upon and share good practice

	Questions: A. The Learning Environment	R	A	G
	Is it welcoming?			
	Is it inspiring for students?			
	Is the subject identity clear?			
	Are resources well organised and accessible for staff and students?			
	Is it a place where students want to work?			
	Are there current displays of student work?			
	Are there up-to-date and wall displays of learning materials?			
	Do staff take pride and ownership of the learning environment?			
	Questions: B. High Standards and Expectations	R	A	G
	Are there high expectations of students?			
	Is there stimulus for students of all abilities?			
	Are non-subject specialists effectively supported?			
	Is there variety in teaching and learning?			
	Is there regular and rigorous monitoring and evaluation including marking and assessment? [See Chapter 5]			
	Is there pride and dedication in delivering the subject?			
	Does the subject/curriculum fit well with the vision and mission?			
	Is there honest and rigorous self-assessment?			
	Is there a clear, robust and regular updated improvement plan?			
	Are the assessment processes consistent and effective?			
	Are intervention strategies effective and backed up by evidence?			
	Does the subject create the best opportunities for students to learn?			
	Is there a common and clear approach to homework?			
	Are practices streamlined to effectively manage staff workload?			
	Is there mentoring support available for the students and the team?			
	Are there formal links with subject associations and exam boards?			
	Does the student experience create opportunities to reinforce learning?			
	Are achievement levels high in comparison to similar organisations?			
	Is there a positive and 'can do' spirit amongst staff and students?			

Is there an expectation of high standards including attendance, punctuality, attitude and classroom environment?			
Is there a culture of praise celebrating success?			
Does the curriculum allow for coherent links with enrichment opportunities?			
Are all the stakeholders and external partners aware of your subjects' successes and achievements?			
Is there an effective strategy to engage with parents and carers to support and encourage students?			
Is there a positive and open-minded approach to peer observations?			

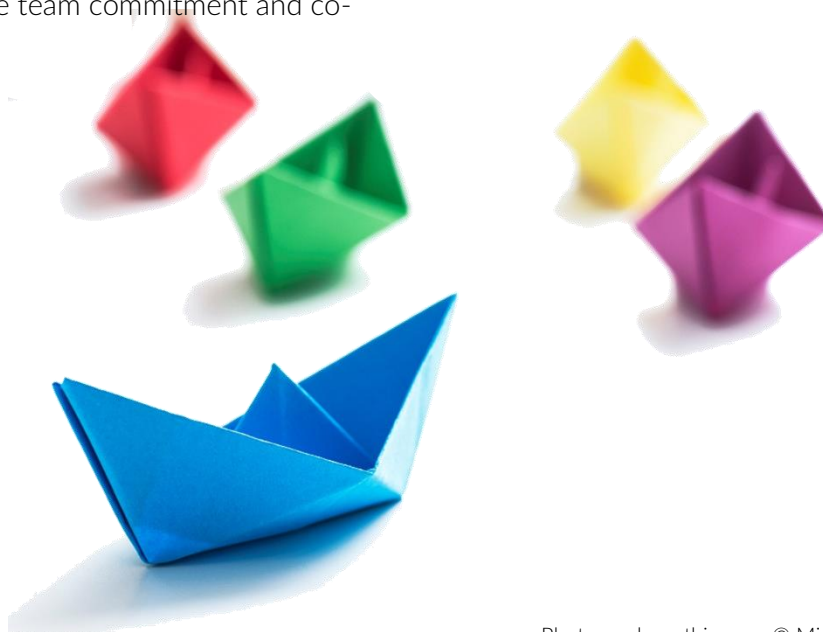
In Summary – what can leaders expect?

- They should be nurtured and challenged constructively by senior leaders
- They should be as free as possible from unnecessary administrative burdens
- They should be encouraged to take risks
- They should be empowered but accountable
- They should be clear about the significance of their roles and how they contribute to the organisation's main priorities
- They should personally:
 - Promote and exemplify excellence [doing things exceptionally well]
 - Be prepared to tackle poor and mediocre performance
 - Encourage team commitment and co-operation

Ideal Aims and Qualities for a Subject or Curriculum Leader

Ideal aims should be to:

- Promote development in the Subject or Curriculum Area
- Ensure that learning is the core purpose of the Subject or Curriculum Area
- Foster high achievement, impact and excellence within the Subject or Curriculum Area so that students are motivated, encouraged and supported to aspire beyond their personal best
- Support the regular professional and personal development of staff



Ideal Qualities

If your organisation wants the best for your students, your leaders must have **strong personal values and a passion for their role**. They should be able to articulate their vision and values and be very good team leaders, taking an active interest in their colleague's concerns. It is great if they are 'a people person' and want to develop your social skills as mentors and leaders.

Best Practice Case Study: Encouraging curiosity and questioning in Maths



Vision

Our maths lessons are a place where curiosity and questioning are encouraged; a place where mistakes are embraced and discussion about our mistakes is rewarded. We aim for children to take risks; to follow a line of thinking or explore a conjecture and see where it takes them. The focus is not on 'finding the right answer' but on the strategies and methods the children choose to get them there.

We aim to teach children a range of strategies to apply to a wide range of objectives so that they can critically assess the best strategy to use, and if it doesn't work, they can explore and explain why, before choosing an alternative.

We aim to create an environment where children are seen as creative and curious individuals who explore and develop their mathematical understanding with energy and passion. The children are encouraged to dive deep into each concept with a range of problem solving that will challenge them to broaden their understanding. They are taught using a range of concrete, pictorial and abstract representations and children are expected to understand the why and how by using concrete resources and pictorial models before they apply the abstract. We never teach tricks or shortcuts to help children memorise strategies. They understand how the symbolic or abstract representations work, because they have a solid foundation through the prerequisite use of models and

images before being taught the equations.

Critical Success Factors/Key Leadership Qualities

An outstanding maths leader must inspire each and every teacher within the school to become a confident and competent maths teacher. Primary teachers often cite maths as their least preferred subject to teach and often this can come from a lack of self-belief in their own ability as mathematicians. In order to inspire children to believe in their ability as mathematicians, we as teachers must first of all see ourselves in that way. A key focus of the maths leader should be to inspire the staff and nurture their confidence alongside their subject knowledge so that they can exude a sense of excitement about the subject and show children that maths is exciting. Teachers need to bring a sense of fire and fury to the subject so that children see maths as a challenge to be grasped with both hands and not one to shy away from. If teachers model this attitude, children will soak it up by osmosis and in turn become enthused, excited and engaged learners. Maths leaders should use up to date research to inform practice but not follow things prescriptively. A good maths leader will know what is appropriate for their school and their children and will use the best, evidence informed practice to design their own maths curriculum.

Impact

We strive to be responsive teachers who use assessment for learning to inform our daily teaching practice. We see children's learning as fluid and flexible and recognise that children shift in their mathematical understanding. We avoid labelling and grouping children as this can lead to erroneous thinking about what children can and can't do which can in turn hinder children's progress.

We aim to provide support where and when it is needed, giving real time feedback to address misunderstandings before they develop into misconceptions. As a result, all children see themselves as developing mathematicians who recognise that it is a good thing to find the work challenging. They are supported to think carefully and 'have a go'. We promote a talk rich environment where children are taught how to articulate explanations using strong mathematical language and justify their thinking through process questions which constantly get the children to explain 'how they know' and 'how they got to that answer'. The children are rapidly developing these metacognitive skills and often will give a reasoned explanation when questioned rather than just offering the answer or if they are unsure of the final answer, they will reason out loud up to the point where they have become stuck and at this point can often work out the rest with the support from careful questioning.

Subject Leader Maths Primary School

"There was a noticeable level of discrimination in the selection of resources, an unwillingness to take 'off the shelf' products at face value. There was a strong drive to customise and constantly modify resources drawn from a variety of sources to enhance learning."

Dr. Ian Taylor

Some more tips:

Be relentlessly positive

Never allow negative approaches or sarcasm from staff

See everyone as a potential winner i.e., personal success and personal achievement = self-worth and self-confidence

Prioritise enthusiasm for the subject and convey this to the students

Monitor progress on a regular and individual basis [See Chapter 5]

Be prepared to challenge poor and mediocre performance – 'grasp the nettle'

Provide supportive and challenging feedback

Build upon what students already know

Identify and share best practice with other subject areas

Expect high standards

Develop and monitor the use of high-quality resources

Lead by example

Work towards a culture of learning diversity to get the best out of every student

Ensure clarity for ways to improve

"A great store was placed on establishing a high quality of relationships, such as that Subject/Curriculum Leaders were perceived as approachable and where much of the business could be undertaken through informal contact"

Dr. Ian Taylor, The Excellent Department
Department of Evaluation University of Liverpool

	Excellent leadership:	Types of Activity or Behaviour you undertake/exhibit
Positive and optimistic		
Focused on improvement		
Passionate about student achievement		
Leading by example		
Challenging mediocrity		
Showing pride		
Motivating others		
Developing and involving others		
Being a good leader and coach		

Finally - here is a well-known reflection. Use it to recognise the importance of your role.

Positivity

A child who lives with Criticism learns to condemn

A child who lives with Hostility learns to fight

A child who lives with Ridicule learns to be shy

A child who lives with Shame learns to feel guilt

Whereas:

A child who lives with Tolerance learns to be patient

A child who lives with Praise learns to appreciate

A child who lives with Encouragement learns confidence

A child who lives with Fairness learns justice

A child who lives with Security learns to have faith

A child who lives with Approval learns to love himself

A child who lives with Acceptance and Friendship learns to find Love in the world.

“Middle Leaders are the engine room of the school, and their excellence delivers change, enables consistently great teaching and ensures that progress is significant and development gaps are closed.”

NAHT – Authors emphasis added



Therefore, curriculum leaders need to focus on three key aspects:

“The first is that the curriculum is more than subjects on a timetable: the second is that the national curriculum is not a scheme of work and the third is that colleagues need time to plan, to collaborate and to reflect.”

The role of leaders — Mary Myatt Learning

Reflect:

Does your curriculum meet the National Standards? If not, change this first; if it does, start to look at which areas you want to prioritise.



A never-ending story

A leader's search for the right curriculum will take up most of their career. This is a positive. It is a constant opportunity to develop a critical asset and watch as it begins to impact the lives of your learners. A curriculum must adapt to the world in which it sits and the people that it serves. There is no quick fix, perfect scheme nor online membership to a 'curriculum club' where pre-made resources can be printed out and solve all your problems. The curriculum is pivotal, serving both as a guide and an anchor.

Starting points

For those who say that the curriculum must come from the learners there is a degree of truth in this, but it is important to be mindful of where this can lead. Learning requires knowledge. Deep understanding and mastery require expertise. Learners need an expert to deliver their curriculum. If we let our learners 'choose' their curriculum we are short-changing them of the literature, arts, and experiences that they would never select since they do not know of their existence.

Start with the National Curriculum. Carefully check what might be missing. Are the statutory requirements being taught? Many organisations can be caught up in a web of 'creative curriculum' approaches that shoehorn in activities that have no requirements to be taught and do not add value. Meanwhile, large sections of some areas may remain untaught.



What do students need to know?

Content and context are huge when looking at coverage. Your organisation's DNA must inform the decisions made by subject leaders regarding what is to be taught.

Consider the following

- Your community and reflect upon the needs of the individuals that your organisation serves.
- Deprivation, attainment upon entry, and numbers of SEND
- Asking your team about the challenges they face day today.
- Do your learners need a wider view of the world? Are they accepting of differences and outsiders?
- Does your school have a social media problem?

Answers to these questions can help sculpt a curriculum that is purposeful and provides your learners with a personalised experience.

Many students struggle with justification. Ensure that this a key concept so that in all taught session's guidance is given as to how to give detailed answers and constantly ask students to expand on their thoughts both in written and in verbal form. It is good practice to prioritise key concepts which can be revisited each year. They thread through the curriculum, so students are afforded opportunities to debate, justify, and reason (amongst others) in all subject areas. These concepts are in addition to the National Curriculum but by embedding them in everyday sessions they become the foundations of teaching and not simply a one-off lesson that no one remembers.

Best Practice Case Studies: Art



Vision

My vision for teaching art in primary schools is for every child to enjoy and achieve and to view themselves as an artist. Most children are filled with excitement when they are told they will be having an art lesson, but many children already have the perception that they "aren't very good at drawing". My aim would be for every child to find their "voice" as an artist and to do this they must first understand that being an artist is simply communicating in a different way, whether this is through line, texture, shape, colour or space and through many different mediums. Quite often a child will discover that their best medium for expression is clay or collage rather than drawing or painting.

To enable children to believe that they are an artist, teachers need to help them understand that not only is art about learning a wide range of skills and experimenting with a wide range of mediums, but art is also primarily about ideas and concepts. This can be discovered through students experiencing a wide range of art from experienced artists and crafts people, both, contemporary and historical and from different cultural backgrounds. When we ask the questions, What? Who? Why? And how? Children can begin to raise questions about existing artworks, explore for themselves and discover or realise their own ideas.

Impact

When children can raise questions about artworks and other inspiration in the world around them, develop ideas through sketch booking and experimenting, their resources are endless. Their naturally imaginative minds can be released to experiment. If children are then allowed to experiment within a given range and encouraged to succeed, they will have more choices to use to realise their ideas.

As children discover and are inspired by artists and makers in the world around them, they will grow in confidence and in the knowledge that they can communicate their ideas in a way that is their fit. Further impact is that these transferrable thinking skills will cross over into other areas of the curriculum and maybe even more importantly create ideas about their future.

Critical Success Factors

We are still on a learning and discovering journey as a staff. But to implement this vision in our school, we ensure that a clear scheme of work is set out from the early years and regular teaching insets are provided for teachers to feel empowered. Regular input is also given and support where necessary by the subject specialist. Our schemes of work not only cover the range of practical skills that need to be taught but also the range of artists and cultures, questions and sketchbook ideas that should be explored. We also encourage children to be reflective on their own practice and that of their peers to encourage quality as well as freedom of expression.

To raise the profile of a art in school, we encourage art to be produced for an exhibition area in school and we regularly look to collaborate with galleries and local exhibition spaces to display children's work.

We also feel that it is important for children to understand the career possibilities as an artist or creative practitioner, so we provide as many opportunities as possible for children to discover this. These range from working with a resident artist in school, visiting galleries and having visits from local practitioners to hosting a creative careers day in school.

Art and Artsmark Co-ordinator

Primary school

Pen to Paper

The next step is to map out the subjects. What will be taught when? The initial thought process behind this exercise is that subject leaders can see where learning can link. They can weave opportunities to build upon prior knowledge into their curriculum so that progress is built upon each year. The curriculum will constantly change. It must. Simply. Review the curriculum up year on year. Look at the objectives for subjects in Y7 alongside Y8 and see if being repeated. Pay a quick visit to the websites of All-through schools as these will teach children from 4 up to 18. These schools have to constantly look at what was taught before and what comes next.

What is being taught must be discussed regularly. Subject leaders must speak to teachers and students to understand what the area's strengths are, and weaknesses.

A typical feedback form from students might ask 'What went well?' 'What can be improved?', or for younger students might simply be presented as:



A happy or sad face to tick, as



appropriate.



Students will find the holes quickly. They are likely to unearth a lot of wasted lessons where the coverage is simply too vast, so knowledge is not being retained.

Once it is established the National Curriculum is being delivered, start to look at how you want to do this. Your approach to this will change a hundred times over according to current events or priorities as one of the aims of the national curriculum allows teachers to:

“go beyond that core, to allow teachers greater freedom to use their professionalism and expertise to help all children realise their potential.” (Oxford Owl website)

The one thing that won't change, too often, is your staff and this is how you get your curriculum right.

Better informed

Research dominates the education headlines now, and this is not necessarily a bad thing. However, not all the research comes from valid sources and staff simply don't have time to read detailed research papers. Choose wisely. Blogs are a great way of grasping the main ideas without having to sift through a very long PDF. The Education Endowment Federation (EEF - Education Endowment Foundation | EEF) has produced excellent papers on research ideas carried out in British schools. They also produce one-page reports which set out the main findings and rate the impact each strategy has had.

Here are 3 examples of the conclusions drawn from EEF research about closing the attainment gap:

Early years

- “Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.

Primary to Secondary

- “The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.”

Post 16

- “The challenge of improving post-16 attainment is a particular issue for students from disadvantaged backgrounds. A majority of students eligible for free school meals have not achieved a good standard in English and mathematics by age 19. More evidence is needed to identify the best ways to improve outcomes for these learners.”

[EEF Attainment Gap Report 2018]

It is good practice to share one piece of research a week for colleagues. Emailing a link and printing a copy and leaving it in the staff room can be very effective. By creating a culture of reading and research reading within your organisation, teachers become better informed, deepen their understanding, and begin to know why decisions or changes are being made within a particular context

See the curriculum through a sequence of lessons. Your curriculum will only be as strong as the teacher who understands it the least.

“What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.”

[EEF Attainment Gap Report 2018]

Everyone within your organisation must be fully in the know. Every adult regardless of experience - a year or twenty-five years should know; what they are teaching, where they are teaching, and how best to teach it.

When looking at how the curriculum is delivered it useful to look at the teams [see chapter 3] and what they will need to implement a curriculum that's right for the organisation.



Reflection

How can your team deliver this curriculum? And what will they need to do this better?

Reflect on these questions



- What would it be like for a learner to sit in that room?
- Is there a challenge?
- Is there depth?
- Are there opportunities to link prior learning? If not, is it because your curriculum is only accessible to some teachers?
- Does every member of your team know what they are teaching when and why? Recent Ofsted reports have focused upon the understanding of Early Career Teachers (NQTs). If there is a teacher new to the profession in the organisation, do they know where to access all they need to deliver the curriculum? Do they also understand the expectations so that regardless of experience your learners receive high-quality teaching every session?



What would you like a Geography lesson to look like for your child?

At first glance it seems like our students spend a long time in education but when you break it down into 180 days a year divided by five or six sessions a day you soon start to realise that their time in education is precious. Maths, English, and Science will take up most of your curriculum time followed by PE and RE in faith schools. Let us say schools dedicate 10% (very generous) curriculum time to Geography that's 90 hours a year. These hours rapidly decrease further around Christmas with exam periods, and leavers rehearsals etc. But if you knew a student would only receive a maximum of 90 hours of Geography next year, would you want to waste a single hour? This is a key question for leaders and teams when creating and monitoring the curriculum. Can we do this better?

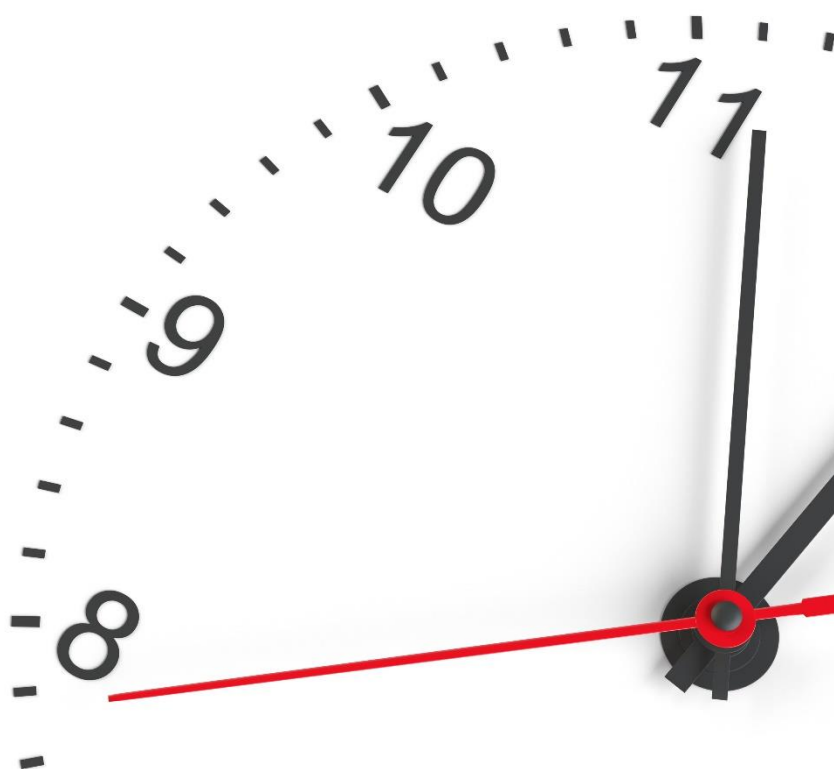
Everyone within your organisation must be fully in the know. Every adult regardless of experience - a year or twenty-five years should know; what they are teaching, where they are teaching, and how best to teach it.

Decide what students need the most. Choose where and when this will be taught and then reflect upon the impact. If the Y8's have very little knowledge of erosion after a two-week unit then it needs changing. Has the unit built upon the knowledge gained in KS2 when studying coastlines? Have you linked back to their understanding of different rock types?

To get the curriculum right will require change as mentioned previously. The team must know what to teach and how best to teach it but also need time to discuss and reflect upon where changes need to be made.

It is possible to have a Curriculum Intent straight from the books of Oxbridge but if your team can't deliver it then it is totally unrealistic. It is worth considering that 'Intent' means the content intended for students to learn which, as noted in the Ofsted blog 'Busting the 'intent' myth - schools, early years, further education and skills', should be:

- a curriculum that is ambitious for all pupils
- a curriculum that is coherently planned and sequenced
- a curriculum that is successfully adapted, designed, and developed for pupils with special educational needs and/or disabilities
- a curriculum that is broad and balanced for all pupils



Excellent Subject Leadership

Behind health, education sits as one of the most important human possessions. We must cherish its value and protect its ability to change the world. The umbrella term of education allows for so many learning opportunities, from reading to a child before bed, one-to-one tennis lessons through to lectures in sold-out theatres. Education impacts at every stage and allows us as human beings to progress. Improving upon our knowledge at each point and within different disciplines.

The difference between subject disciplines is what makes our education exciting. The fact that in one day a student could solve equations, paint in the style of Van Gough and then learn to swim shows how important each discipline is and how each one can impact hugely upon the life of a student.

Subject leadership provides the opportunity to sculpt a legacy into an organisation's curriculum. A strong subject can evoke a love of learning, secure high attainment, and ultimately provide further life chances for students. For a subject to be held in such regard a leader needs to champion it.

Everyone within your organisation must be fully in the know. Every adult regardless of experience - a year or twenty-five years should know; what they are teaching, where they are teaching, and how best to teach it.

Enthusiasm for the subject is vital. This can be tricky especially if the leader is not a specialist. To champion a subject there is a need to want the best for it. The best place to start with this is to look outwards. Sign up to subject affiliations, or The National College to begin expanding knowledge.

Governors, Trustees and The Local Authority may be able to offer subject expertise. Research the nearest teaching schools where your subject flourishes and go and see why. Visiting different organisations can help to develop new ideas and as to how you want your subject to look and be delivered. This is what John Thomsett, a nationally renowned school leader has to say about staff development:

'In the last six years it has become plain to me that the quality of teacher learning is central to putting staff first. Any teacher, at any stage of his or her career, has to accept, continuously, the professional obligation to improve his or her teaching.'

John Thomsett, quoted by Mary Myatt

Best Practice Case Studies: Music at the Heart of the School

Vision for the subject

The vision is that every child should experience singing, listening to a broad range of music, composing and performing music thus developing a love and diverse appreciation for music and making the most of opportunities open to them to enrich lives. This will be achieved by high quality music lessons delivered by a specialist, learning how to play an instrument through whole-class ensemble and small-group teaching, teaching making links to topics and studying a composer, joining clubs to promote instrument teaching, joining the choir, listening to live music and performing to an audience. Music will be celebrated in the school and the wider community creating memorable moments and bringing people together.

Critical skill factors/key leadership qualities

We aim to offer a rich and varied musical framework centred around the MMC that nurtures fundamental musical techniques alongside building musical knowledge, helping to develop mature musical understanding. Effective delivery will come from highly qualified teachers, class teachers, practitioners, professional ensembles, venues, and Wigan Music Education Hub partners working collaboratively with the subject lead being the point of communication, organisation and analysing outcomes which in turn will promote change and necessary tweaking. Opportunities for CPD will come through school cluster groups, Wigan Music Education Hub and also by national partners across the music education sector, such as Chetham's School of Music, Manchester. This will provide further support for teachers in the delivery of the curriculum.

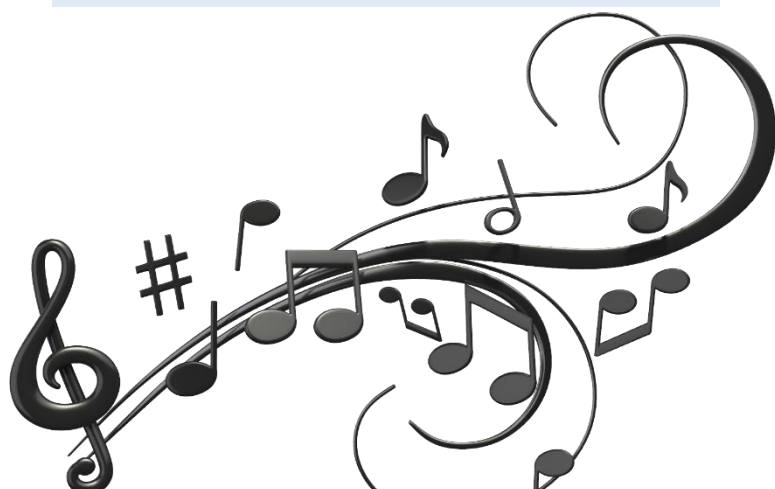
We aim to provide the foundations of musical knowledge, understanding and achievement to provide necessary experience to access wider musical culture at KS3 and beyond and believe that music is for all including SEND children. The music curriculum takes into consideration cognitive load so that all pupils can access the curriculum, consolidate learning in long-term memory and progress further through carefully planned units of work, knowledge organisers, assessing prior knowledge, lessons and quizzes. The curriculum will provide plentiful opportunities for pupils to return to and consolidate their short-term learning and repetition of key curricular content with the gradual introduction of new ideas, methods, and concepts. Studies show that to become successful musicians, pupils must use both their conscious and unconscious minds. The school.

will provide a balance of formal and informal musical learning that supports musical development

Impact

As a school we have allocated sufficient curriculum time and space to teach the music curriculum, learn a string instrument, provide individual and group instrumental lessons, music clubs, a school choir and trips such as the Halle and Liverpool Philharmonic that provide the memorable experiences central to a life-long love of the subject. Expert teachers have been employed to deliver much of this as it is recognised that developmental feedback needs to be from someone with much greater expertise and musical guidance includes the modelling of musical examples as a method of demonstrating process and quality. Music experts will highlight children with talent and good levels of dedication, concentration and commitment and these pupils will be encouraged to use all the avenues available to them to pursue their love for the subject and fulfil their musical potential. Funding will be allocated for pupils where necessary, so music is for all. CPD will help teachers to find creative solutions to enable music to flourish alongside other subjects enabling the school to establish a strong musical culture.

Head of Music, Secondary School



Appreciation and Affection

It is beneficial to emphasise appreciation for the subject at every opportunity. Other staff will begin to pick up on this exuberance and it will contagiously pass through to their lessons. It should be of no surprise that subjects' learners enjoy tend to be the areas in which they excel. Create displays that showcase the subject and the amazing work produced in it. If every subject is led with passion and conviction this will help to promote excellence.



Set minimum expectations.

Reflect on the following questions.

- What do excellent lessons look like?
- Where can teachers locate the best resources?
- Which high-quality texts should they use to support the learning?

By answering these questions, teachers are best informed in how to deliver a subject that may be a weak spot for them.

Go further by banking examples of excellent work to raise awareness of best practice.

By encouraging a culture of sharing, support and co-operation teachers will know how best to deliver the subject and what the minimum expectations are.



Do learners truly experience your subject?

Reflections

- Do they just do your subject? Look at how you can weave opportunities for students to experience the best of what your subject has to offer.
- Do your music students see a live orchestra?
- Do your PE students experience live sport or even participate in a sport not available on the curriculum?

Everyone remembers the trips that brought those subjects to life. Learners in Year 7 will discuss the Year 9 France trip, years in advance. The impact of these experiences upon students will last a lifetime. Create as many as possible.

Best Practice Case Study: Passion for PE

Vision

My vision for PE is to provide opportunities for our students to experience, enjoy and excel in high quality PE and school sport incorporating a wide range of activities which offer lifelong learning and participation through challenge, teamwork and competition. PE is an integral element of the curriculum, it can challenge and promote self-esteem and also create a positive mind set through the development of physical confidence, social skills and problem solving.

Impact

I believe that the key success for leadership in PE is to have excellent subject knowledge, to be enthusiastic about the subject and be willing to work closely with external providers. This will ensure that the quality of PE is of high standard to ensure progression and engagement.

As a teacher and also subject lead, I have a responsibility to inspire our children to want to be active, to understand the benefits of living a healthy lifestyle and equip our children with the necessary skills to hopefully develop a love for sport. Another key quality for PE leadership is to have creativity, to find inspiration from current trends, to have a variety of fun and new activities to inspire and motivate our children so they are engaged and interested in the lessons.

PE subject leader's role is constantly changing, due to the current pandemic I believe our main focus now is more than ever to get our children active and engaged in sport. It is my priority is to ensure that our children receive high quality PE to ensure

Subject leader PE Primary School



Subject drivers - Reflect



Do learners truly experience your subject through clubs or electives? Think about what could be offered by the way of extra-curricular activities that would help promote the subject across the organisation. Can the Science department create an Astronomy elective? Can the Art department run a Photography club? By offering further learning opportunities students get to experience the subject differently - one that may just ignite their passion for it. It also creates opportunities to get to know your students. Are there students with a hidden talent that doesn't stand out in class? Are there students who struggle with specific subject content who would benefit from further learning support? You can guide these students to the clubs and electives that would help develop their knowledge and expertise without it becoming the chore of attending booster or revision classes.

There will always be competition between subjects for an allowed time within the curriculum, but subject leaders must carry on regardless of this. A subject will only have its time in the limelight if leaders are willing to put it there. Every discipline taught in an organisation can change the outcomes for students. For that to happen, the subject must be taught well by all. This starts at the top.

Best Practice Case Study: The Curriculum Leading the Renewal



It has been called 'The Great Realisation' and when the storm of this pandemic passes, schools will be changed. Families will have experienced loss, illness, and financial hardship but sadly when our educational establishments are finally instructed to open their doors for all, there will be a misguided yet instinctive rush to restore the status quo and to revert to how it was. It is the responsibility of school leaders to ensure that lessons learned from these unprecedented times can inform the design of a curriculum which will prepare our children for the future.

Now more than ever, children need to be equipped with strategies to protect their mental health and emotional wellbeing. This pandemic is an opportunity to remind ourselves of the skills children need in this unpredictable world. Whilst any curriculum is underpinned by the observation and measuring of quantifiable skills, we must now see that 'soft skills' of:

- resilience
- persistence
- flexibility in thinking
- creativity
- adaptability
- empathy with others

are awarded a significant focus.

This pandemic has also provided an opportunity to explore and deepen our connection with those close to us, refining our social capacity. Through the shared nature of the situation, we have learned to appreciate the small things; things that we often take for granted or are just too busy to notice. We may have developed a more collaborative appreciation of the people around us, not just family but the keyworkers who have played such a vital role. The pace of life has become slower - a forced simplicity - and this simplicity and pace needs to be reflected in our new curriculum model - not a race, but a time to enjoy and truly embed the skills which will prepare our children for the future - the uncertain future.

Assistant Head Teacher



Best Practice Case Study: A Passion for Teaching and Improvement



Excellent curriculum

A passion for teaching children is absolutely crucial. This means staff having a passion for the subjects they are teaching, good subject knowledge and a desire to 'bring people along'. High quality teaching is essential in all curriculum areas starting with maths and English. It does take time to develop all other subject areas for example teaching modern languages or Design Technology. Teachers need to be aware how children's knowledge starts and then progresses throughout school and on to High School.

I like to use the diving board analogy when thinking about individual members of staff and developing the curriculum, especially when coming out of special measures. Everyone has an individual skill set and needs to be nurtured in different ways to develop as curriculum and subject leaders. Initial coaching and mentoring in 1:1 meetings helps to uncover what excellence in subject leadership looks like and this starts to make a difference.

Just like the varying heights of a diving board staff are at different stages. Some are at the five-metre board and just want permission to jump off/the space to be creative. Next down on the diving board will require more encouragement and advice on how to dive and what to do first. These staff will need an action plan and more training. Those on the springboard are watching others diving past them and taking time to learn from others. They need to build confidence and receive support. Others will have water wings or will still be in the changing rooms.

In my opinion it is better to train all staff in curriculum subject knowledge and prioritise what comes first. A team approach. If staff leave and they are the only ones with knowledge in a particular subject area this can set learning back. Start by focusing on the best teachers' curriculum areas for the school improvement plan. Next decide on what type of training and support.

There are good music programmes and other subject specialisms that can be bought as face-to-face sessions or downloaded – whatever is appropriate. Staff will need mentoring in school to guide them through the process.

Impact

Design technology (DT) took time to develop, and we started initially by getting all staff to understand what DT actually is and looks like. For Design and Technology in KS1 and KS2, the National Curriculum states:

"Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values."

The National Curriculum

We divided up the curriculum to fulfil what was expected with the resources and planning and every year group had a focus. At the beginning staff tried out DT in workshops and were inspired to go and try it out with their children. The impact can be gathered through the children's design booklets from their individual research, their use of key vocabulary such as pneumatics, talking about their products and showing displays of work using pneumatics for a purpose – crocodile mouths. They also ask, 'when can we do it again?'

Primary School Head Teacher

CHAPTER THREE: BUILD WINNING TEAMS

Definition of an Effective Team

“A small number of people with complementing skills who are committed to a common purpose, performance goals and approaches to which they hold themselves mutually accountable”

Jon Katzenbach and Douglas Smith, 'The Wisdom of Teams'

In order to build an effective team, you have to be accurately and objectively informed and be able to answer these questions:

1. How effective is your team now?
2. What are its strengths and weaknesses?
3. What are your experiences of working in teams?
4. What are the characteristics of excellent teams?
5. How will you make your team better?

Reflect:

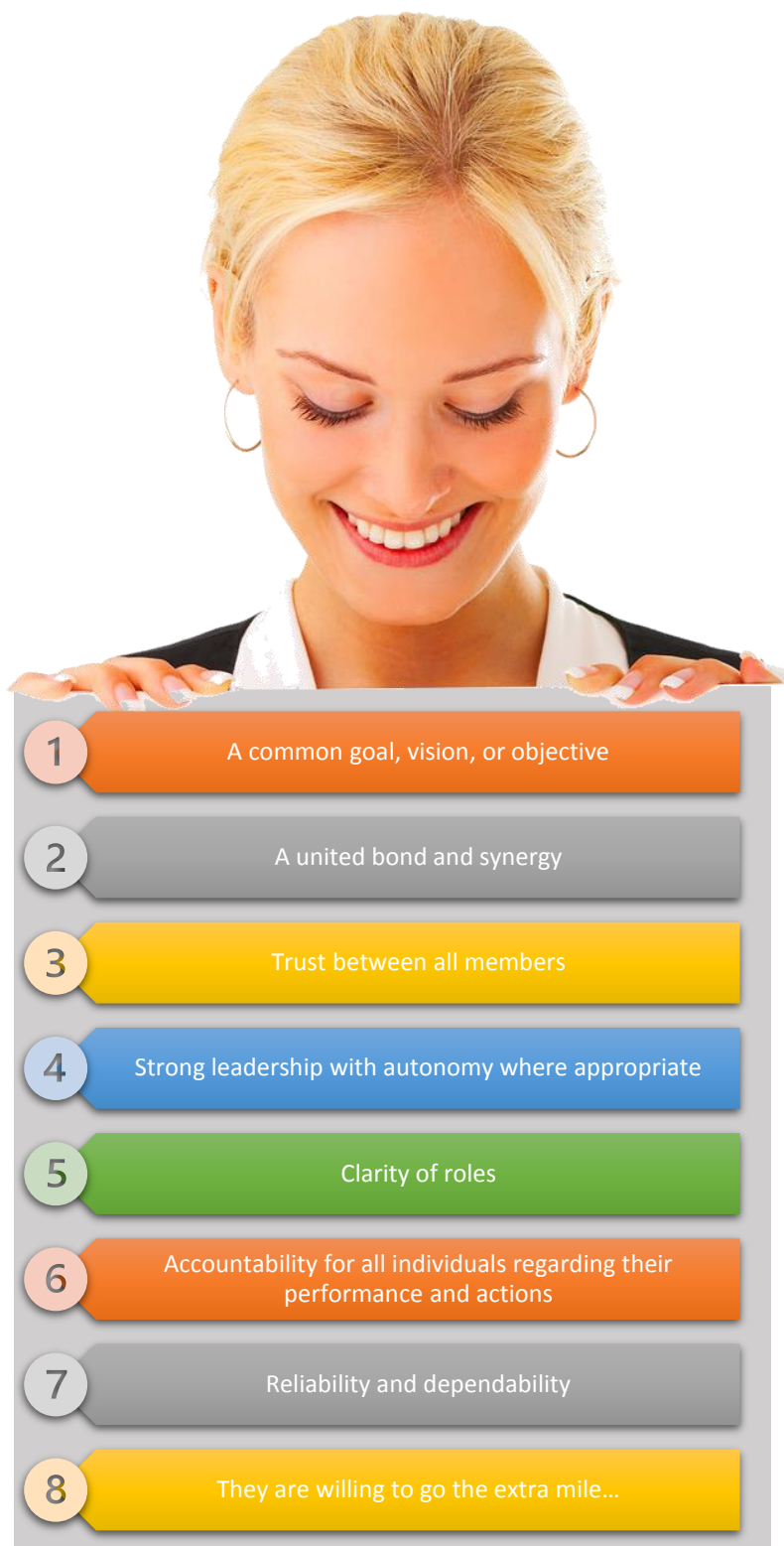
What are your experiences of being in:

- An effective team
- An ineffective team

1. How would you describe your current team?
2. How could you make it even better?

Does your team have purpose? How effective is your team?

Characteristics of teams with purpose and direction to be truly effective include those shown in the illustration on the right:



Teams need common goals or objectives otherwise they become a group of individuals with their own agendas.

Common objectives are important not only because they develop creativity and innovation but because they bring people together and encourage them to communicate problems and results.



Reflect: Does your team share a common goal?

Allocation of roles and responsibilities by a team leader will enhance team performance, as it provides clarity about who does what and encourages team members to take responsibility for their contribution to overall team goals.

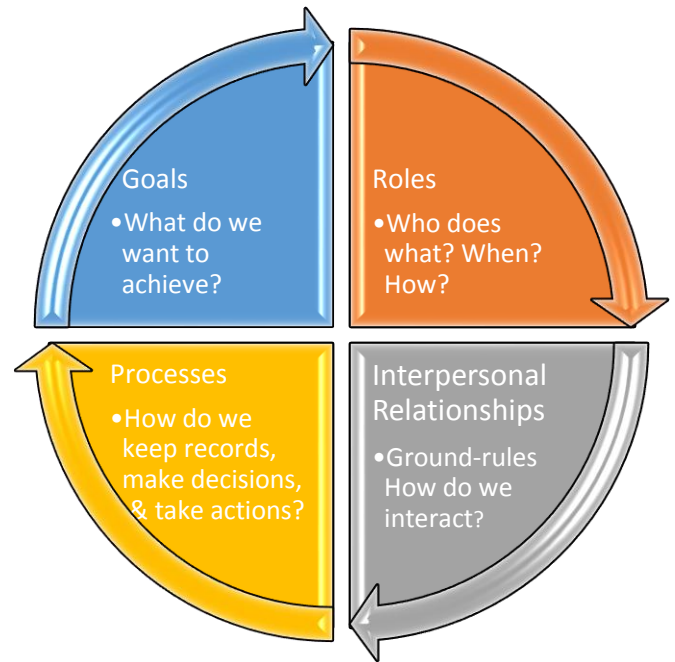
Good practice is to:

- Identify and evenly spread tasks that needed to be completed amongst team members, making use of team strengths, or areas where development is desired
- Ensure agreement from team members regarding taking on specified tasks
- Provide frequent opportunities for feedback to team members
- Re-allocate roles and responsibilities only after agreement with all of the relevant team members

Beckhard's model

Beckhard's model (shown on the right on this page) shows the importance of role clarity.

All team members must know what part they play, what is expected, and how they are held accountable and responsible.



Beckhard, writing in 'Five Models for Understanding Team Dynamics – Technical Writing Essentials' points out that clear roles enable team members to fulfil their responsibilities and ensure that there are no gaps or uncertainty over key tasks.

Once goals and roles are established processes, as shown in the diagram, need to be effective to avoid disorder and conflict.

Good interpersonal relationships including good communication will only help the team to develop further.



Reflect: Does your team have Beckhard's four dimensions? Any areas for improvement?

An effective team has synergy. The proof is in the results they are generating... there is an inherently higher level of efficiency in production, in creativity and in producing results overall.

“Synergy is better than my way or your way. It’s our way.”

Stephen Covey

How to Create Team Synergy and Keep It Going

The popular internet resource WorkBoard Blog suggests the following:

Every team needs a clear leader who knows when to delegate and empower individuals, when to allow members to have autonomy and when to make the final decision. To avoid conflict when taking the lead, it is important to:

- Identify and communicate the clear reasons why a decision has been taken
- Communicate aims, objectives and vision
- Empower and allow the team to be involved where possible
- Create opportunities for team members to use their skills and talents
- Reduce uncertainty and stress
- Reward with praise where appropriate

Outstanding Team Leaders

If you are a team leader, just how do you rate against the list of qualities on the next page (page 38)? Can you cite examples when you have shown these qualities or behaviours?

Rate yourself on the RAG scale (think of a traffic light and rate yourself:

Green where your skills are good-to-go,

Amber where you are almost ready-to-go and

Red where you will stop to refresh or build on those skills.



Consider your own leadership. In which ways are you truly 'Outstanding'? Rate yourself accordingly:

R = red – I should address urgently as a priority; **A = amber** – I should reflect and take action; **G = green** – I am outstanding in this regard, but can build upon this, and share my good practice

	Questions: Are you an outstanding leader? Are you...	R	A	G	Examples of these behaviours I have shown
	Inspirational with the vision?				
	Effective as a coach/mentor to develop team members?				
	Showing a strong sense of passion and conviction about your ideas?				
	Accountable for your team's performance?				
	Optimistic, resilient and future-oriented?				
	Calm and approachable?				
	A good listener?				
	Self-confident and determined?				
	A person with a good sense of humour?				

High Performing Teams are Characterised by:

1. A deeper sense of purpose
2. Greater ambition
3. Better work approaches
4. Joint accountability
5. Better use of complementary skills

.... than is the norm

Katzenbach & Smith, The Wisdom of Teams'

Reflect:

How is your team doing? Are these characteristics in your team?



The team leader must also be responsible for managing the subject(s) or curriculum area(s). This means understanding and developing staff within the team and so the leader will need to have great influencing skills that are required for motivating staff throughout the year – especially when pressures are piling on, and for negotiating who does what and by when. They will also have to have great facilitating skills to recognise the potential in their staff, to be able to listen, build the team and network effectively.

Team meetings are invaluable as a means to inspire staff, share the vision and to make sure that all staff know what is meant by best practice in their area and the standards expected. It is the team leader's responsibility to know where teaching is strongest and where staff development is required. How are a team's overall key performance indicators and then how do individual staff compare?

In all too many organisations there exists a range of staff abilities within a team and even parents will know who they would prefer to teach their children!

Therefore, leaders need to be brave and put strategies in place to improve their members of staff as required, whether through coaching and mentoring, modelling best practice, peer observations, promoting new ways of learning etc.

Leaders need to monitor their team to ensure consistency, for example through regular assessments of different levels of students' work. This should include evidence of progression over time and constructive feedback so that students know how to improve.

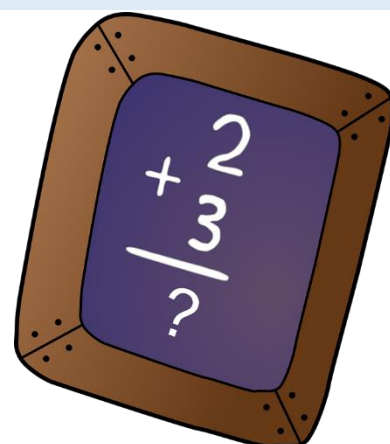
Best Practice Case Study: Maths: Getting the Culture Right



Visions are achieved by creating a strategy and a closely aligned culture. Developing a department's culture is far more challenging than providing the plan to achieve our department's vision, which is:

"To provide all pupils, of all abilities and prior attainment, a highly satisfying, engaging and challenging mathematical curriculum using a "mastery" approach, that will enable them to love to solve and learn, to be successful and happy throughout their 5-year maths journey with us and prepare them for future success in life."

As Director of Maths, prioritising an environment of support, collaboration and sharing of best practice, is imperative so that the department is inspired to excel.



Goals for Success

Investment and trust in our teachers create the culture we strive for. Meetings always have a CPD focus where teachers discuss and explore teaching, learning and subject specific pedagogy. You know it is working when staff are still there after a meeting discussing alternative viewpoints on how best to teach finding the area of a trapezium!

Ultimately, success criteria are evidenced by much more than pupil performance data. It is demonstrated by the department's behaviours, beliefs, and practices.

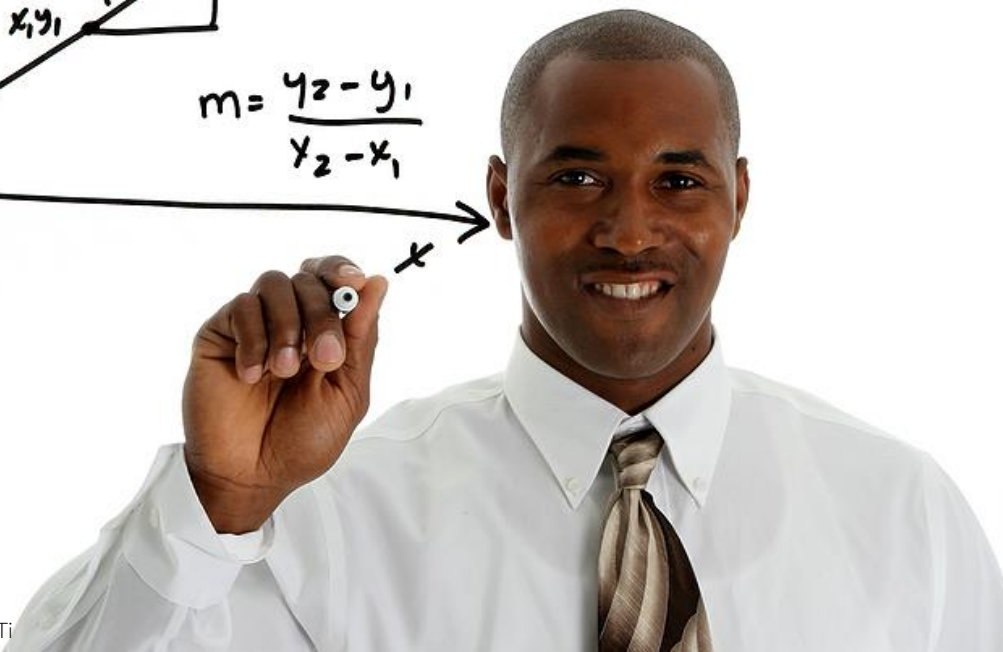
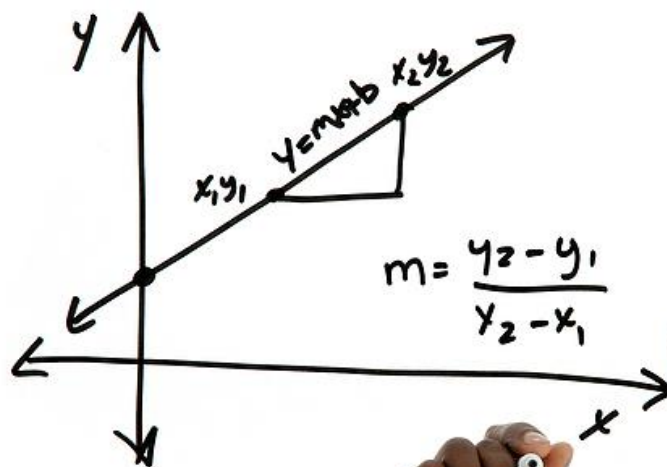
The Impact

Training and developing a passionate and enthusiastic team of teachers has progressed our department's teaching and learning abilities, which subsequently supports us in achieving our vision. Our teaching practices have and still are evolving, via our collaborative and evidence informed approach.

Teachers are now regularly using diagnostic testing to identify gaps in pupils' knowledge to build on their current understanding with high quality direct instruction and with regular deliberate practice and consolidation. Frequent high and low stakes assessments are used to assess if declarative, procedural, and conditional knowledge has been learnt.

Change is embraced by the team, teachers feel trusted and empowered to lead in their classrooms and pupils' overall mathematical learning experiences and enjoyment is enhanced.

Director of Mathematics High School



Why are Regular Team Meetings Important? - Given that so many are badly run!

"Meetings are there for you to both push information (share news, changes, key messages) and pull information (gather feedback, check the team's temperature, and hear fears and rumours that haven't made it to you otherwise), especially when that information requires additional context,"

Lara Hogan, Resilient Management

Reflect:

What makes for an excellent meeting?

What makes for an excellent chair of a meeting?

These two questions were asked as part of recent research. What would be your answers?

Research suggested those shown on the next page:



Excellent Meetings:

- Have an agenda that goes out beforehand
- Start and end on time
- Have a great chairperson
- Include only those who need to attend
- Have a clear purpose
- Run smoothly without disruptions
 - there are ground rules
- Cover important items early
- Record actions with individuals responsible
- Any others?

The Chairperson:

- Shares purpose and outcome prior to meeting
- Listens
- Allows everyone to contribute
- Focuses on agenda
- Manages speakers / guides
- Allows everyone to speak
- Clarifies and summarises outcomes
- Challenges where necessary
- Finishes on time!
- Any others?

Effective meetings can:

- Provide quick and purposeful communication between a number of people
- Successfully make a number of decisions
- Generate ideas
- Act as a significant way of learning
- Motivate and increase the commitment of a team.

Perhaps most importantly a team can meet to think about the curriculum being delivered. How is it being delivered at present? Does it need some elements redesigning and enriching so that engagement and achievement is improved? Do staff agree that there are parts that do not hold their students' attention? Most staff enjoy discussing their subject – use meetings to spread good practice.

A team exercise – make meetings more meaningful:

Use team meetings to work through all the elements that would be included in an outstanding lesson - listing all the necessary components. For larger teams divide into pairs,

list all necessary elements and then pass each list to the next pair to add any additional features.

Include a feedback session in future meetings to discuss how individuals have included the various elements listed in their lessons.

Here, the focus is on learning in a productive atmosphere where all staff are student-centred.



Reflect on Team Members

Thinking about your team - can you think of occasions when your staff have shown the following characteristics as highlighted by Hackmann as important?

- Empathy
- Integrity
- Speak their Mind
- Walk the Talk once they have signed on
- Speak for those not present

Richard Hackmann, Harvard University

Hackmann goes on to point out the value of good teamwork in an organisation where collaboration and sharing resources can benefit the whole community and cut down on workloads.

“To think an organisation can achieve its objectives with individual team members acting in isolation is naive”

“What people on the best teams contributed was the ability to work with others”

‘Groups that work and those that don’t’: Richard Hackmann, Harvard University



Reflect: How will you make your team better?

Identify 2 or 3 main barriers which are impeding your team’s improvement, or which could develop your team still further

- Prioritise ONE which you think you need to address most urgently
- Using SMART objectives plan how this will be done (specific, measurable, achievable, relevant, timely).

What about teams that don’t succeed?

On the other hand, there will always be less successful teams who display the following:

- An absence of trust
- Fear and conflict
- Lack of commitment
- Unwillingness to hold each other accountable
- Lack of attention to results

‘The 5 Dysfunctions of a Team’ Patrick Lencioni

These teams need to be given courageous leaders who will lead by example and give the necessary structure, organisation, support and training to gradually change the climate within the team.

Winning teams need training and support

Whether it be a top sports team, a famous orchestra, or an Olympic athletic, success will not come without effective professional training and support.

“Lack of training and development for leaders leads to the inability of a leader to lead.”

Bass 1990

If leaders are ineffective this leads to the breakdown of the organisation’s success. Leaders are the front-line with daily access and interactions with students and staff.

Here are the views of a current and experienced Principal of a Sixth Form College and three current curriculum leaders:



Best Practice Case Study: The Best Team Leaders

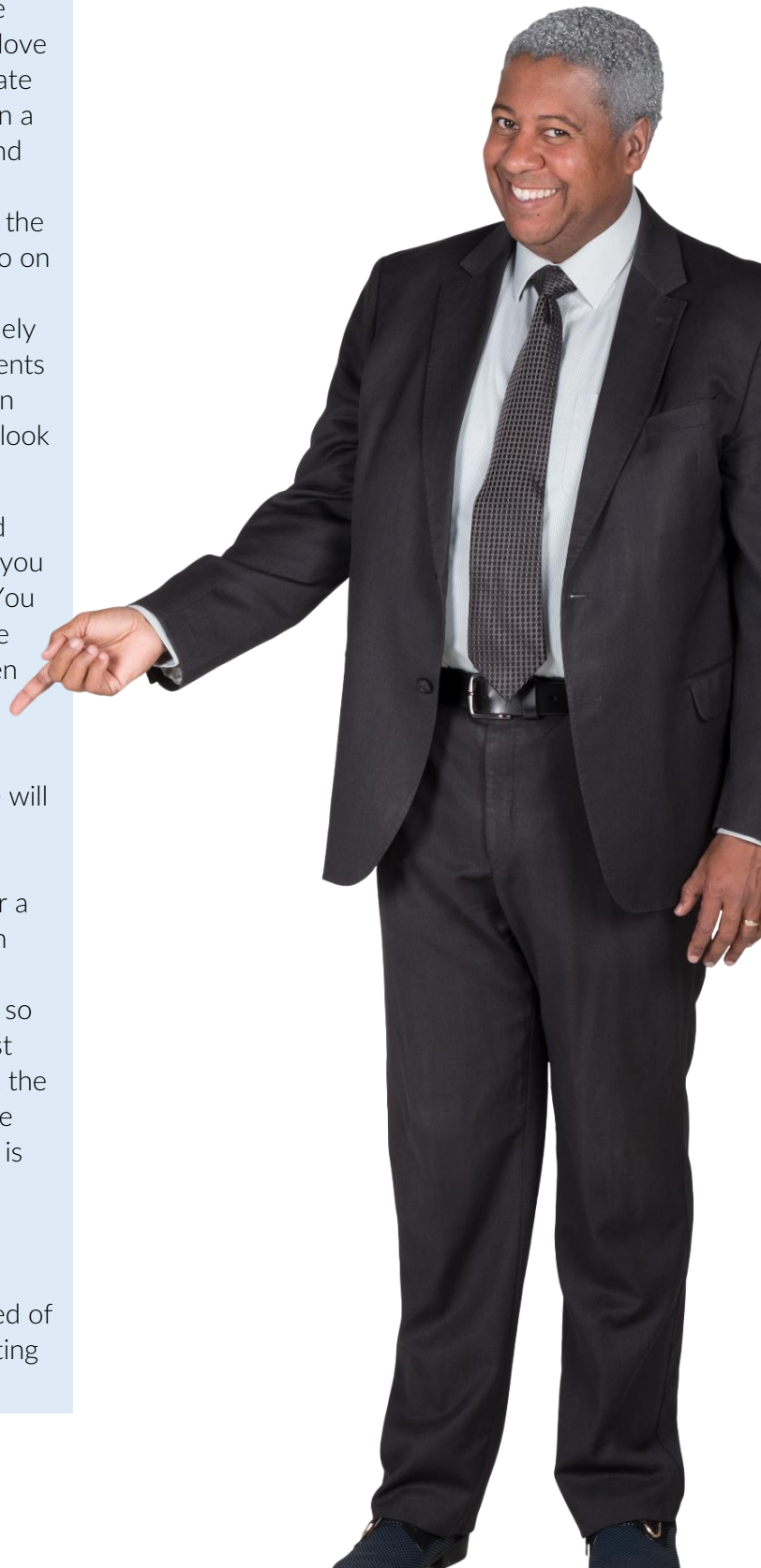


I guess there are many different reasons why people want to teach but I am sure a common factor is the love of their subject. What better job than to communicate your enthusiasm for your subject to young people on a daily basis, seeing their knowledge and skills grow and develop to rival your own. There are many different routes into teaching now and much has improved in the training of our educators. Many teachers aspire to go on to lead departments and what could be better than spreading your knowledge and experience more widely through your setting, influencing not only your students but other teachers and contributing to wider decision making and policies. Why then do we so often overlook the training needs of these important influencers.

I think the view often taken is that if you had proved yourself as a strong teacher, you had enough about you to work out how to lead a department effectively. You might be lucky to get an outline job description or be paired with a mentor for the first year but more often than not you seem to be left to figure things out yourself.

So, what are the important parts of the role.... There will certainly be some administrative tasks and good organisational skills are essential, but most staff can create a scheme of work, manage a budget and chair a meeting. Therefore, there must be more to being an effective Head of Department, such as the ability to understand others and build relationships is key and so is effective communication. Perhaps getting the most out of your team is the most important thing so that the whole becomes more than the sum of the parts. The ability to manage your closest colleagues effectively is no easy matter and requires personal strength and integrity.

Teams are made up of individuals all with different strengths and weaknesses. A good team is composed of people with complementary skills, and when appointing





a new team member it is important to consider what each candidate brings to the group, not to gravitate naturally towards someone simply because they would fit in. We expect our students to strive to be the best version of themselves that they can and it should be no different with your co-workers. Building an effective team takes time and getting everyone to contribute and learn from each other is a skill.

The best team leaders strike the right balance of support and challenge – helping and guiding the members of their departments but not afraid to hold them to account. They don't over-protect their teams or defend them at all costs; they don't fight their departments corner to the exclusion of all else. The best Heads of Department are committed and passionate specialists, with impressive expertise and a love of their subject, but they also have a wider perspective and can see the big picture of educating the whole person. They don't spend their time railing against the system and moaning about "the management", either. They use their communication and relationship-building skills to ensure their particular area is an example of excellence, giving them the credibility to lead change from that position – they were respected and listened to by the senior leaders because they were able to lead their teams effectively. In essence they not only manage their team but also manage upwards, influencing the direction taken.

Why then don't we seek to train our Heads of Department in a more systematic way. A bespoke programme addressing key issues should be part of any middle leaders' induction.

SFC Principal

Best Practice Case Study: Encouraging curiosity and questioning in Maths

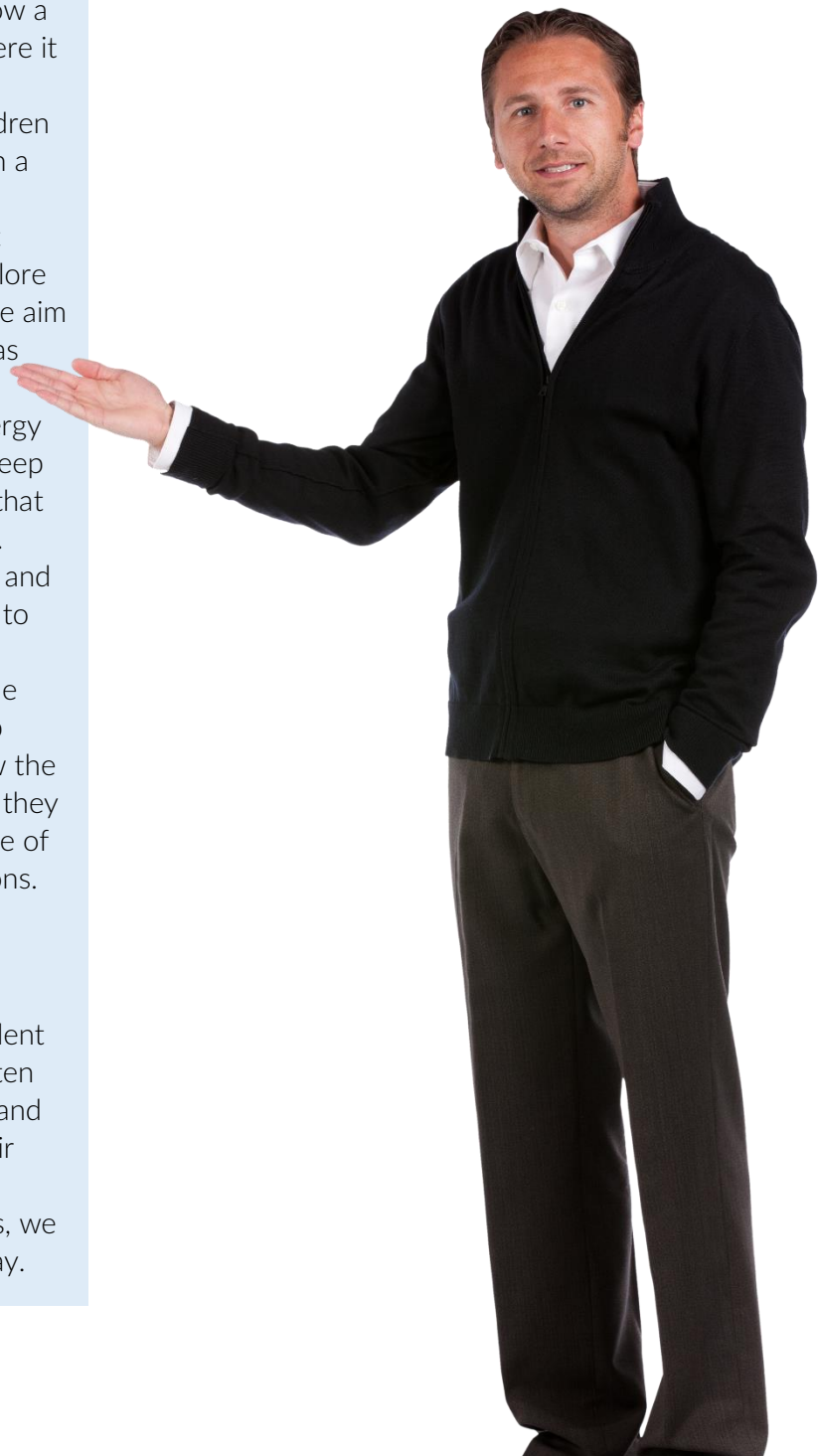


Vision for the Subject

Our maths lessons are a place where curiosity and questioning are encouraged; a place where mistakes are embraced and discussion about our mistakes is rewarded. We aim for children to take risks; to follow a line of thinking or explore a conjecture and see where it takes them. The focus is not on 'finding the right answer' but on the strategies and methods the children choose to get them there. We aim to teach children a range of strategies to apply to a wide range of objectives so that they can critically assess the best strategy to use, and if it doesn't work, they can explore and explain why, before choosing an alternative. We aim to create an environment where children are seen as creative and curious individuals who explore and develop their mathematical understanding with energy and passion. The children are encouraged to dive deep into each concept with a range of problem solving that will challenge them to broaden their understanding. They are taught using a range of concrete, pictorial and abstract representations and children are expected to understand the why and how by using concrete resources and pictorial models before they apply the abstract. We never teach tricks or shortcuts to help children memorise strategies. They understand how the symbolic or abstract representations work because they have a solid foundation through the prerequisite use of models and images before being taught the equations.

Critical Success Factors / Key Leadership Qualities

An outstanding maths leader must inspire each and every teacher within the school to become a confident and competent maths teacher. Primary teachers often cite maths as their least preferred subject to teach and often this can come from a lack of self-belief in their own ability as mathematicians. In order to inspire children to believe in their ability as mathematicians, we as teachers must first of all see ourselves in that way.





A key focus of the maths leader should be to inspire the staff and nurture their confidence alongside their subject knowledge so that they can exude a sense of excitement about the subject and show children that maths is exciting. Teachers need to bring a sense of fire and fury to the subject so that children see maths as a challenge to be grasped with both hands and not one to shy away from. If teachers model this attitude, children will soak it up by osmosis and in turn become enthused, excited and engaged learners. Maths leaders should use up to date research to inform practice but not follow things prescriptively. A good maths leader will know what is appropriate for their school and their children and will use the best, evidence informed practice to design their own maths curriculum

Impact

We strive to be responsive teachers who use assessment for learning to inform our daily teaching practice. We see children's learning as fluid and flexible and recognise that children shift in their mathematical understanding. We avoid labelling and grouping children as this can lead to erroneous thinking about what children can and can't do which can in turn hinder children's progress. We aim to provide support where and when it is needed, giving real time feedback to address misunderstandings before they develop into misconceptions. As a result, all children see themselves as developing mathematicians who recognise that it is a good thing to find the work challenging. They are supported to think carefully and 'have a go'. We promote a talk rich environment where children are taught how to articulate explanations using strong mathematical language and justify their thinking through process questions which constantly get the children to explain 'how they know' and 'how they got to that answer'. The children are rapidly developing these metacognitive skills and often will give a reasoned explanation when questioned rather than just offering the answer or if they are unsure of the final answer they will reason out loud up to the point where they have become stuck and at this point can often work out the rest with the support from careful questioning.

Director of Maths - Secondary

Best Practice Case Study: A Collaborative Climate is Key



As essentially a reserved individual, teaching did not come naturally to me. Establishing myself in the classroom and now realising my potential as a leader has taken time, persistence, and a significant portion of resilience. However, as I reflect on the past two years and make plans for the next, I am coming to understand how it may have been my more introspective characteristics that have led to my current position of self-assurance and resolve in my ability to maintain and further evolve an outstanding department.

Above all, I wish to lead with integrity and sincerity and thus I deem it essential that I remain authentic in my approach. I teach because I love my subject and I wish for my learners to have the best experience possible. It is imperative therefore that I keep this at the forefront of all decision making as Head of Department. Taking the time to undertake subject specific CPD has played a significant role in my approach to leadership. Engaging with current research on subject specific pedagogy and developments in approaches to teaching and learning has enabled me to reflect on what works best for the students within my own department.

From this, I now plan to develop a departmental approach to research-led practice through building this into a more formal CPD programme to empower all teachers within the team. In addition, learning to 'let go' and utilising the individual strengths and expertise of members of the department, this has resulted in increased confidence in using new technologies and a more unified approach to setting work. Plans for development in terms of both academic and extracurricular growth will now be a group effort establishing a clear vision for the department with a strong ethos underpinning all that we do.

I feel privileged to lead a department of dedicated and compassionate teachers and in return I aim to always lead by example and acknowledge the effort that they make for our students. I feel that I have now gotten to the stage whereby I am enjoying middle management and I look forward to actioning long held plans for the department with confidence and conviction.

SFC Curriculum Leader



Best Practice Case Study: The Importance of a Good Team

My vision is to lead a department where all staff collaborate working towards a shared goal to go above and beyond to support all students within the department to make outstanding progress in Applied Science.

For a curriculum area to be excellent it needs to contain members who are dedicated to achieve the common goal of student success. Staff need to have excellent subject and curriculum knowledge as this will lead to a well-resourced curriculum area – students will therefore receive the highest quality education. There should be a collaborative nature to the department where staff share responsibilities, so nobody works in isolation, and all are contributing to the overall success of the department. For collaboration and shared responsibilities to work, communication between team members needs to be excellent.

For a curriculum area to be excellent, it also needs a leader who has a vision of where the area needs to be working towards and can communicate and discuss this vision effectively with their team. This vision should also be forward thinking and proactive, anticipating changes and hurdles that need to be overcome. They need to be able to get the team to buy into the vision and share the same goals by showing the benefits of the vision and involving team members in the road mapping to the end goal. The leader must be able to show how each member of the team contributes to that vision, empowering and motivating them ensuring they feel valued. A leader will be empathetic to team members' strengths and areas for development, deploying team members in a way that allows the team to benefit from the strengths whilst coaching and mentoring (where appropriate) in areas for development. A leader must always be organised and lead by example to demonstrate your commitment to the curriculum area and shared vision.

When good curriculum leadership is present, team members enjoy and take pride in their work and feel valued. Students will benefit from a high-quality education delivered by well-prepared subject and curriculum experts and both staff and students see the outcome of their hard work.

SFC Curriculum Leader

Summary

Sharing an aspirational vision and team goals are fundamental. Leading a team in a distinct and collaborative way, combined with a well thought thorough departmental approach encourages 'buy-in' in, pride and co-operation.



CHAPTER FOUR: WHEN THE INSPECTOR CALLS

It's actually very similar to welcoming someone into your home. Staff should be aware that the inspector will have certain expectations and should therefore:

- Be courteous and professional, treating inspectors with respect and sensitivity
- Enable inspectors to carry out their visit in an open and honest way
- Enable inspectors to evaluate the provision objectively against the framework, handbooks and national standards or regulatory requirements
- Provide evidence – or access to evidence – that will enable the inspector to report honestly, fairly, and reliably about their provision. This includes the opportunity for inspectors to meet with students
- Work with inspectors to minimise disruption, stress, and bureaucracy
- Ensure the health and safety of inspectors while on their premises
- Maintain purposeful and productive communication with the inspector or the inspection team
- Bring any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
- Recognise that sometimes inspectors will need to observe practice and talk to staff and users without the presence of a manager or registered person

During 2021 certainly and in the future when looking at previous years' data, the disruption caused by the COVID-19 pandemic will be taken into account.



1. The Quality of Education

The inspector will evaluate the extent to which each of the following are met:

Intent

- To build an ambitious and inclusive curriculum with particular regard to disadvantaged and vulnerable students. Does the curriculum give these students the knowledge and cultural capital they will need to succeed in life?
- The curriculum is coherently planned and sequenced to build skills and knowledge for future progression.
- All students have access to the full curriculum.

Implementation

- Teaching and support staff have a good knowledge of the subject. Leaders provide effective support for those teaching outside their main area of expertise
- Leaders allow consultation about subject matter and present it clearly and check regularly:
 - Students' understanding
 - Constructive, clear, and understandable feedback is provided
 - Teaching is adapted as appropriate
- A bank of knowledge and understanding is built over the long-term
- Use of assessment and resources is done well and is conscious of staff workloads – minimising bureaucracy wherever necessary
- There is a positive and rigorous approach to reading to grow confidence and enjoyment

Impact

- Students achieve well and where appropriate this is reflected in results or in the qualifications gained
- Students are ready for the next stage of education, employment, or training

2. Behaviours and Attitudes

- High and fair expectations of students' conduct and behaviour
- Students' attitudes are positive, committed and they know how to study effectively and can learn from setbacks
- There is evidence of good attendance and punctuality
- Relationships between students and staff and also amongst students are positive and respectful
- Leaders and students themselves ensure bullying, abuse and discrimination are not tolerated

NB Safeguarding is paramount and permeates all aspects of inspection

3. Personal Development

- This is promoted through the curriculum which is beyond the academic to encourage interests and talents
- Character building should be seen as explicit, and the curriculum should reflect this and cover such things as resilience, self-confidence, and independence
- Includes helping students stay physically and mentally healthy
- Equipping students to be ready for their next steps and to be responsible, respectful, active citizens who contribute positively to society

4. Leadership and Management

- There is a clear and ambitious vision encompassing inclusion and high standards based on strong and shared values
- The organisation is characterised by a culture that demonstrates that all staff are open to learning and want to improve.

- All staff work hard to aim for very high retention and study completion rates, even in circumstances where this might not reflect favourably on their "league table performances." Off rolling should be avoided
- The organisation engages actively with all stakeholders and the community
- Leaders engage closely with their staff and are aware of their pressures and workloads. Effective management ensures staff are protected from bullying and harassment
- Governors provide strong strategic leadership and are aware of their duty of care. They are aware of Prevent Strategy, safeguarding and the welfare of all students and staff
- Underlying leadership and management is a culture of safeguarding



Explanations of:

Curriculum Flexibility

The deep-dive element in particular recognises an organisation's autonomy to be flexible with their curriculum - providing it is articulately explained, shows coherence, is well-planned, sequenced and implemented effectively.

Curriculum Narrowing

Whenever possible this should be avoided, and the full curriculum taught. Reasons for narrowing the curriculum must be objectively and clearly explained, particularly in Key Stages 2 and 3, and especially for disadvantaged students – see Sections 202, 203 and 204 of the most recent EIF.

Cultural Capital

Inspectors will consider the extent to which organisations are equipping their students with the knowledge and cultural capital to succeed in life. It is essential knowledge that learners will need to be educated citizens, introducing them to the best that has been thought and said and helping them to engender an appreciation of human creativity and achievement.

“Leadership is not about being in charge. Leadership is about taking care of those in your charge.”

Anon





Best Practice Case Study: Opportunities Through Science

This provides practical guidance in looking at intent, implementation, and impact

Vision for the subject: Intent

The role of the subject leader is an important one, one in which involves interweaving and implementing the vision and ethos of the school throughout the curriculum. As a subject leader of science, creating and communicating the vision and principles for science within our school has been core to ensuring that a high-quality science provision is provided for all pupils. A strong mission and set of principles, combined with rigorous and effective systems of self-evaluation, lead to transformational leadership of the subject.

In many schools today, engagement of pupils within science is difficult; many primary and secondary aged pupils fail to see the application to their lives. There is a need to ensure the opposite is true; that children are engaged, have a firm understanding of the relevance of science and see it as an integral part of their future lives.

Science capital: both knowledge gained and the application, is key; as a subject leader if we inspire and educate our youngest of school aged children, our passion and drive will hopefully pass on to them to pursue a future in STEM based careers. Our school's social justice rationale is key; founded on the belief that social inequalities should be addressed, particularly in socially deprived areas and drives our vision to improve science capital. A significant effort has been made, with our children to engage them in their own science education in the hope that their social mobility would benefit in future years and to encourage children to become scientifically literate, active citizens of future society.

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Vision for the subject: Intent

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Critical success factors: Implementation

For successful subject leadership a number of critical success factors need to be met. As a science subject leader, and indeed any leader, is it important to begin any journey by taking a step back, looking at the bigger picture and asking oneself, colleagues, and children, where are we currently at with our provision?

As subject leader, audits are an invaluable tool to reflect on the quality and robustness of the science provision and to prioritise which areas to improve the subject across school in a sustained, strategic way. The key questions in our journey were:

- 'Is our curriculum fit for enriching the science capital of our children'?
- Was the progression of knowledge and skills clear across all phases?
- Did the children know where the knowledge and skills taught to them at our school could take them?

Addressing these questions by pupil, staff and parental voice helped to gauge the attitudes and quality of science at our school.



With a vision to ensure progression for all, the subject leader should map out subject coverage across the curriculum to ensure that all Early Years Foundation Stage objectives and National Curriculum objectives are met by all year groups. The mapping of the curriculum should ensure that prior knowledge is built upon year by year, and that the curriculum is taught in a way to retain the all-important 'sticky knowledge', ensuring progression is clear for both knowledge and skills.

To review and revitalise the curriculum and to drive improvement means empowering colleagues with supportive CPD, but also giving them ownership too. Subject leaders need to have empathy with their colleagues. Team teaching strategies along with, coaching, 'planning partners' supportive 'book looks,' and learning walks ensure the subject leader is knowledgeable about all aspects of science in every classroom.

Leadership qualities

Self-awareness - having a deeper understanding of one's own emotions, strengths, weaknesses, needs, and drives is very important in both the role as a teacher and as a subject leader. Prioritising and organisation are essential to allow subject leaders to work more smartly; setting oneself tasks that are more manageable and taking regular breaks whilst working. My subject leader journey so far has encouraged me to be more honest with myself, about my own strengths and weaknesses and about where science as a subject was/is at our school. I now have more honesty and perspective about what is achievable, particularly in the current situation. I am developing the ability and self-awareness to divide the sometimes-unsurmountable workload into more manageable tasks that do not become overwhelming. By reviewing honestly, where our school was with the science curriculum has enabled me to plan, reflect on weaknesses and strengths and given me the drive to improve and enrich.

Over the past year and a half, subject leadership has helped me to develop my authentic leadership skills. I now believe that I lead with a purpose; to enrich the Science Capital of the children of the school to enable children to have the confidence to use the knowledge skills and experiences in their future lives. By renewing the vision and principles of science with both children and staff, I have been able to lead science with a common vision and principles that everyone has invested in. Through subject leadership, I have learnt to cultivate relationships both within school and networking with outside agencies. I have found that my leadership style has changed the more I have reflected on myself during the course of the last 18 months. As I have developed my leadership style, I have come to appreciate the traits of an influencing leader; using one's personality to encourage and empower others, to influence and drive change. Encouraging colleagues as I do.

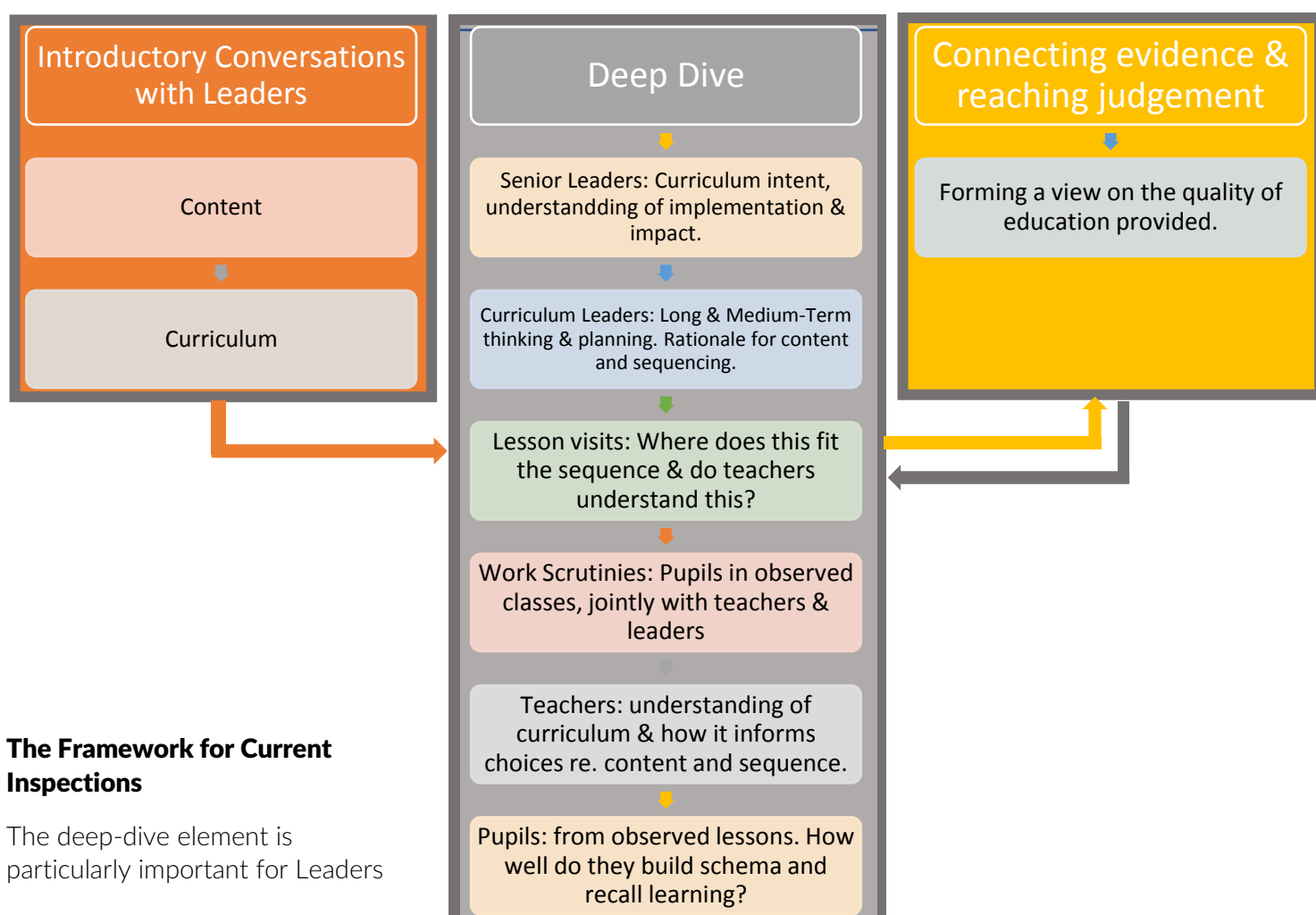
As I have reflected on myself this year, I feel that my most powerful trait is that of empathy. Empathy for the children, not having the self-belief that they can achieve. Empathy for my colleagues, who throughout a very difficult year have had to drive change and improvement in the ever-changing world of education.

The impact

It has been essential throughout our initial journey and will continue to be in our future endeavours to seek the views of our children; after all, it is their education and futures we are influencing. The responses to the pupil survey were an excellent place to start and rather sobering. Our children did not know what they could do with science and very few saw the link to their future career aspirations e.g., mechanics, carers etc. Through the ongoing improvement, evaluation, and action planning for the science curriculum, we are now beginning to see the impact in school.

Children with more engagement in science, a well-planned curriculum that is broad, balanced and enriched, ensuring the science capital of our children is continually improved. Finally, children who now have more self-belief; using the knowledge, skills and understanding of where science can take them and have aspirations for their own futures.

Subject Leader Science – Secondary School



Deep Dives During Inspection Visits Typically Mean:

- Discussions with leaders.
- Looking in detail at the curriculum progression model, evaluating leaders' planning.
- Knowledge of content of the curriculum and the pedagogy across the school including EYFS.
- Lesson visits 4-6 – how do lessons fit into a sequence/topic/year group/key stage? (Deliberately and explicitly connected lessons.)
- How does assessment check recall and content, knowledge, prior learning?
- How does pedagogy help students know more and remember more over time?
- Work scrutiny at least 6 samples across 2-year groups.
- Are students drawing on a wide range of prior knowledge and does coverage reflect the national curriculum expectations... Is it better?
- Student discussions – to include SEND and disadvantaged.
- Discussions with staff – how is CPD supporting teacher subject knowledge, pedagogy, understanding and content.

Advice for the key aspects of Deep Dives:

1. Joint visits to lessons:

Be prepared to take part in joint visits to lessons with the inspector. Be aware they will want to see sequencing and connect lesson visits to other evidence. The inspectors will visit lessons in which the same subject is being taught, including different year groups. Inspectors will view lessons across a faculty, department, subject, key stage or year group and then aggregate insights as to how what is going on in lessons contributes to the school's curriculum intentions. This will then provide part of the

evidence for an overall view of quality of education or behaviour and attitudes.

Be aware that inspectors will use lesson visits to gather evidence about how well the curriculum is being implemented. They do this by looking at what is going on in lessons for one or more subjects or themes, triangulating this with evidence collected through discussions with the staff and students involved and scrutinising the students' work.

Also, be aware that lesson visits will contribute to gathering evidence for the behaviour and attitudes judgement.

2. Work scrutiny:

Again, be prepared to take part in a joint scrutiny of students' work. The inspectors will scrutinise students' books and other work across a faculty, department, curriculum area, subject, key stage or year group and aggregate insights to provide part of the evidence for an overall view of the quality of education. They will connect work scrutiny to lesson visits and conversations with students and staff.

It is good practice to be able to show that the work that students do over time reflects the intended curriculum. It is important to be able to show that the knowledge and skills students have learnt are well sequenced and have developed incrementally.

3. Talking to and observing students outside lessons

These conversations and observations involving a wide range of students, both formally and informally, will be an integral part of the inspection. They will use this evidence to evaluate other aspects of personal development, behaviour, and attitudes.

For example:

- At the start and finish of the school day
- During lunchtime, including in the dining hall and breaktimes, or playtimes
- During assemblies and tutor periods
- When moving between lessons
- During enrichment activities [including clubs and activities outside of the normal timetabled curriculum.]

For more detail see School Inspection Handbook.www.gov.uk

Examples of discussions with leaders include:

What are the main considerations for the way you have designed the curriculum in your subject area? (Thinking about content, knowledge, key components, what do you want pupils to learn, rationale?)

Why have you chosen to teach it in this order? How do you and other colleagues plan for progression in XX?

What do you think is the essential knowledge that you expect students to retain for future learning?

How does it develop cultural capital?

How do you ascertain what has been understood by students? (For example, how do you ensure that previously taught content is not forgotten overtime /committed to long term memory, opportunities for students to consolidate previous topics?) What part does assessment play in this?

How do you ensure that the curriculum is ambitious for all pupils? How well are different groups doing including SEND/PP students?



How involved are your departmental/staff team in curriculum planning? How are specialist and non-specialists supported? (What specific CPD has been put in place for staff in this subject? How does this influence/improve their subject and pedagogical knowledge and understanding?)

What are your processes for ensuring that the curriculum is being implemented consistently and successfully?

Examples of discussions with teachers:

- Talk me through your rationale for the content you taught in today's lesson. How is this preparing students for their future learning?
- What choices do you make in lessons in terms of content and how it is sequenced? What went before, and will go after?
- How did the lesson build on students' prior learning?
- Did the lesson/learning go as you intended? Where is it going next?
- How are you promoting language development and vocabulary?
- What training/CPD do you get in: subject knowledge, how to teach your subject?
- How do you assess students' knowledge, understanding and skills? How do you use assessment?
- Are senior leaders supportive of workload?

Examples of discussions with students

- Tell me what you were learning about in your lesson today?
- What have you learned earlier to help you in today's work? E.g., can you tell me about fieldwork in geography? Have you practised your mapping skills? Have you used OS maps?

- NB: Can students use the appropriate vocabulary to articulate their learning?
- Do you enjoy your lessons? Why?
- What books do you enjoy reading? Who are your favourite authors? How often do you read in school/at home?
- What is behaviour like in school? Is there any bullying?
- Tell me about the range of other things you get to do in school (responsibilities, clubs, extra-curricular activities, SMSC related etc.)

Conversations with Inspectors

Inspectors doing deep-dives will focus on what students are experiencing day-to-day in their classes. A key mantra of an inspector is "let's see them in action together." This is the core of a deep dive. With reference to earlier conversations - how does education flow from intent to implementation to impact?

In primary schools, inspectors will always carry out a deep dive into reading and one or more foundation subjects, often mathematics.

Inspectors will want to talk to teachers and leaders about their curriculum intent and their understanding of its implementation and impact, including the rationale for choices and curriculum sequencing.

They will want to visit deliberately and explicitly connected samples of lessons and undertake work and book scrutinies and talk to students.

Context and purpose are critical, and inspectors will want to talk to teachers and leaders about these. Inspectors will need to evaluate where a lesson sits in a sequence and the leaders, teachers and students' understanding of this.

As many activities as possible are carried jointly with leaders.

In secondary schools, inspectors are likely to deep-dive into 4 to 6 subjects and 3 to 5 in primary. Judgements covering intent, implementation and impact will be interconnected.

Some more Potential Questions

It is worth emphasising again that OFSTED will want to gain an understanding of how your organisation coped/is coping with any/the current pandemic situation. Most of the initial questions will be for the Head of the organisation.

Initial Meeting - mainly with senior leaders

- What are the main barriers affecting students?
- How are staff coping?
- How are you making sure the wellbeing of yourself, staff and leadership team is being looked after?

Safeguarding

- How are you ensuring that students are being kept safe when they are working remotely, and you can't see them? (Post COVID-19 temporarily)
- You have quite a few platforms the students are accessing, how are you ensuring students are staying safe?
- Are you identifying different students who are vulnerable in school?
- Are you still able to ensure students can access help and support needed?
- What about students who are newly vulnerable or don't meet threshold?
- How are you returning to a normal curriculum? (Post COVID-19 temporarily)
- What does a full curriculum look like (normally) at your school? (Post COVID-19 temporarily)

- Are there any aspects/components of your curriculum affected by COVID -19? What have you done about this? (Post COVID-19 temporarily)
- Is reading a priority in your school and what does this look like in your curriculum offer?
- How are you looking at any gaps in maths and writing? Once assessments are complete, what are you doing with the information?
- Have you adapted the timetable to allow for teaching of knowledge and skills from the previous year which hasn't been taught? (Post COVID-19 temporarily)
- Are you unable to deliver any aspects of the wider curriculum due to COVID-19 restrictions? (Post COVID-19 temporarily)
- Are you delivering any extra-curricular clubs / trips / visits / residential?
- How are you supporting students with SEND (And on their return to school or college (Post COVID-19 temporarily))
- Have you made any changes to the curriculum that you are proud of?
- As a leader, what have you learned about the curriculum during COVID-19? (Post COVID-19 temporarily)

Best Practice Case Study: Quality Education Develops Students Personally and Socially

Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It offers pupils a gateway to adulthood except the gate is on a chain and can only be opened slowly. It's the subject that allows us as educators to support children in their world outside the classroom. To better equip them in facing it.



"PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain". PSHE Association

Due to the nature of this subject, leaders could easily argue for 24-hour lessons as tackling the issues faced by modern day children often requires 'on the spot' education with constant support. The implementation of this subject relies heavily upon the relationship that teachers can forge with students as the trust and maturity within the room will allow for greater discussion and in turn a better understanding. An understanding of your school community is imperative for a successful PSHE curriculum as it allows you to tackle the social issues your children may face outside the school walls. A staff voice will quickly uncover the constant issues they face in day-to-day lessons. Once found, these can be prioritised within the curriculum and aligned with the age groups that are most affected (This can change annually)

Delivering the National Curriculum is a given but creating learning opportunities engineered to the needs of your pupils is where you will see the most success. Links between High School and Primary will only strengthen the content of your curriculum allowing for a greater breadth of resources and the knowledge of the issues coming next. Another resource that will assist hugely implementing your PSHE curriculum is the use of experts. Recent data shows that PSHE is a subject that teachers often feel less confident in teaching. Sourcing a school nurse, counsellor and other professionals with greater knowledge will only help strengthen your curriculum delivery and the subject knowledge of your teachers.

Measuring the impact of PSHE within a school setting is incredibly difficult. No statutory assessments are required in PSHE however schools do need to report to parents and are obliged by some Local Authorities to report progress. With this each school will need to find a model that best suits their pupils and curriculum. Recent discussions within education highlight the benefits of feedback along with retrieval practice and spacial learning. All of these combined can give ample insight into a child's understanding and also develop their own independent learning skills. Prior knowledge questions will highlight misconceptions and missed learning. End of unit quizzes will show pupil understanding and spaced retrieval questions will reveal how much knowledge has been retained. Schools need to be mindful of the fact that PSHE is a very personal subject and fair measurement of this is challenging.

Deputy Head Primary



Advice at the end of the Inspection

Be prepared to give feedback on how you felt about the deep-dive experience and be as open and honest as you see fit.



CHAPTER FIVE: ACHIEVE & SUSTAIN EXCELLENCE

Striving to ensure the right impact

The ultimate goal for a leader is to ensure their subject has a positive and lasting impact on students, both in terms of their learning experience, their progression and their achievements. In order to obtain a positive and sustainable impact, leaders will need to acquire knowledge and skills as set out by the National College 2013.

Knowledge and Skills

- Have the knowledge, expertise and practical skills to design and implement a curriculum
- Curriculum management: maintaining an up-to-date understanding of developments in their subject and how it contributes to an organisation's priorities and the overall education and achievement of all students (Intent, Implementation, Impact)
- Drawing up programmes/schemes of work, medium- and long-term planning, which are a progression model (content and curriculum sequencing) What are the key components?
- Decision-making concerning which resources to use and for which stage/level
- Evaluating the effectiveness of, and improving the curriculum
- Review and support the development of subject knowledge and pedagogy within the team
- Supervising and monitoring: monitoring the curriculum and colleagues for policy implementation
- Consolidating and reporting on students' assessment records to keep track of student performance. Reviewing with teachers their assessments of progress for classes, groups, and individuals



25 Curriculum Indicators

The list of curriculum indicators in the research model used by OFSTED for phase 3 of their research into the quality of education through curriculum intent, implementation and impact is:

No.	Indicator
1a	There is a clear and coherent rationale for the curriculum design
1b	Rationale and aims of the curriculum design are shared across the school and fully understood by all
1c	Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts
1d	Curriculum coverage allows all pupils to access the content and make progress through the curriculum
2a	The curriculum is at least as ambitious as the standards set by the national curriculum/external qualifications
2b	Curriculum principles include the requirements of centrally prescribed aims
2c	Reading is prioritised to allow pupils to access the full curriculum offer
2d	Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum
3a	Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery
3b	Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum
3c	Leaders at all levels, including governors, regularly review and quality assure the subject to ensure that it is implemented sufficiently well
4a	Leaders ensure that ongoing professional development/training is available for staff to ensure that curriculum requirements can be met
4b	Leaders enable curriculum expertise to develop across the school (or college)
5a	Curriculum resources selected, including textbooks, serve the school's (or college's) curricular intentions and the course of study and enable effective curriculum implementation
5b	The way the curriculum is planned meets learning needs
5c	Curriculum delivery is equitable for all groups and appropriate

5d	Leaders ensure that interventions are appropriately delivered to enhance students' capacity to access the full curriculum
6a	The curriculum has sufficient depth and coverage of knowledge in the subjects
6b	There is a model of curriculum progression for every subject
6c	Curriculum mapping ensures sufficient coverage across the subject over time
7a	Assessment is designed thoughtfully to shape future learning. Assessment is not excessive or onerous
7b	Assessments are reliable. Teachers ensure systems to check reliability of assessments in subjects are fully understood by staff
7c	There is no mismatch between the planned and the delivered curriculum
8	The curriculum is successfully implemented to ensure students' progression in knowledge –students successfully 'learn the curriculum'
9	The curriculum provides parity for all groups of students

Learning Cultures Limited – Copy of 25 indicators of curriculum quality detailed by
OFSTED Ref:180035 December 2018 GJF/JP/SS

Before starting on your monitoring and evaluation processes, use this checklist detailed by OFSTED to assess your knowledge and understanding and in doing so identifying your strengths and areas for development.

	Systems. Self-evaluate. Have you securely completed all of the following? If not, what needs to be done?	✓ ✗	To do:
	Have you a clear understanding of the '3 Is'- Intent, Implementation, Impact		
	Are you secure in your own subject knowledge, pedagogical knowledge		
	Do you have carefully sequenced curriculum maps with clear progression in knowledge and skills (Key components clearly defined)		
	Have you a clear monitoring timetable which is linked to the key priorities for the school (When/how/who/what)		

	Systems & Processes	✓ ✗	To do:
	Do you have subject leadership specific action plans with priorities linked to the SDP		
	Are there, properly recorded Pupil Progress Meetings/Data analysis (SEND/EAL/ vulnerable pupils)		
	Are there recorded, annotated, and actioned observations/lesson visits/learning walks		
	Consider your work scrutiny –does it evidence pupils knowing and remembering more over time?		
	What is recorded concerning regular discussions with pupils and teachers?		
	Pedagogy: Things to look out for	✓ ✗	To do:
	Are teachers systematically assessing students' prior understanding before teaching a new concept to ensure that they are starting from where the students are <i>actually at</i> , rather than where they <i>should be</i> ?		
	Are teachers systematically checking during each learning session that all students have understood a given step before moving on to the next?		
	Are teachers systematically giving students the opportunity to retrieve the learning after a concept has been understood and helping them to embed it in the rest of their schemata?		
	Some practical advice:	✓ ✗	To do:
	Get clarity on how your subject is currently taught in your school or college. What is the quality of education like in your subject on a day-to-day basis?		
	Review subject knowledge and pedagogy within the teaching team, offer support, advice and CPD		
	Assessment and retention of knowledge. How does the pedagogy in your subject support this? (Low risk, frequent checks on knowledge retention)		

	Further practical advice:	✓ ✗	To do:
Do you build upwards from the students who struggle (Is the curriculum adapted to support access for SEND students?)			
Do you understand the purpose of data and make judgements about standards of students' achievement and progress through the curriculum?			
Have you evaluated the effectiveness of the curriculum, teaching and learning and set priorities?			
Do you lead sustainable improvement by identifying and leading targets for improvement, and by quality assuring the curriculum in your subject?			
Do you always report and record (positional statement)			
Do you keep up to date with current developments, read and interact with other subject leaders?			
Are you mindful of staff workload?			

Summary

Although leaders must have good subject knowledge, it is the **leadership and management expertise** that has the biggest influence. This is particularly important in small primary schools where there is a shortage of subject specialists.

It is the leaders who have the responsibility for securing high standards of teaching and learning, strongly supported by senior leaders.

The role is crucial in guiding and motivating teachers and evaluating their effectiveness.



What can you expect from accurate monitoring and evaluation?

a. Students who

show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment; understand the key ideas in the subject at a level appropriate to their age and stage of development; show improvement in their literacy, numeracy and information technology skills; know the purpose and sequence of activities; are well prepared for any tests and examinations in the subject; are enthusiastic about the subject and highly motivated to continue with their studies; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment

b. Teachers who

work well together as a team; support the aims of the subject and understand how they relate to the school or college's aims; are involved in the formation of policies and plans and apply them consistently in the classroom; are dedicated to improving standards of teaching and learning; have high expectations for students and set realistic but challenging targets based on a good knowledge of their students and the progression of concepts in the subject; make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching; take account of relevant research and inspection findings; make effective use of subject-specific resources; select appropriate teaching and learning approaches to meet subject-specific learning objectives and the needs of students

c. Parents who

are well informed about their child's achievements in the subject and about targets for further improvement; know the expectations made of their

child in learning the subject; know how they can support or assist their child's learning in the subject.

d. Senior leaders who

understand the needs of the subject; use information about achievements and development priorities in the subject in order to make well informed decisions and to achieve greater improvements in the whole school or college's development and its aims.

e. Other adults in the organisation and community, including technical and administrative staff teaching assistants, external agencies and representatives of business and industry, who are informed of subject or student body achievements and priorities; are able, where appropriate, to play an effective role in supporting the teaching and learning of the subject.



Good leaders must keep up to date and have access to relevant CPD opportunities.

	Task: With a colleague each undertake a mock interview with the 15 point checklist to assess your knowledge, understanding and your current strategic awareness:	✓ x	To do:
a. the school or college's aims, priorities, targets and action plans			
b. the relationship of the subject to the curriculum as a whole			
c. any statutory curriculum requirements for the subject and the requirements for assessment, recording and reporting of students' attainment and progress			
d. the characteristics of high-quality teaching in the subject and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students			
e. how evidence from relevant research and inspection evidence and local, national, and international standards of achievement in the subject can be used to inform expectations, targets, and teaching approaches			
f. how to use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement			
g. how to develop students' literacy, numeracy, and information technology skills through the subject			
h. how teaching the subject can promote students' spiritual, moral, social, cultural, mental, and physical development			
i. management, including employment law, equal opportunities legislation, personnel, external relations, finance, and change			
j. how teaching the subject can help to prepare students for the opportunities, responsibilities, and experiences of adult life			
k. the current use and future potential of information and communications technology to aid teaching and learning of the subject, and to assist with subject management			
l. the role of school or college governance and how it can contribute to the work of the subject or learning leader			
m. the implications of information and guidance documents from LEAs, the DfES and other national bodies and associations			
n. the implications of the Code of Practice for Special Educational Needs for teaching and learning in their subject			
o. health and safety requirements, including where to obtain expert advice			

Good leaders must show the leadership and management skills to:

- Make accurate judgements in monitoring and evaluating
- Manage staff to work co-operatively toward shared goals
- Value the contribution of others and delegate responsibilities where appropriate
- Have good decision-making skills and solve problems
- Be able to communicate clearly and understand the views of others
- Be able to self-manage, showing calmness under pressure and possessing good prioritisation and organisational skills



Best Practice Case Study: 1. Using Evidence and Research in Science

Vision

The challenge is to have a cohesive, consistent approach to the delivery of Science, whilst accepting the significant knowledge and skill expertise of the three disciplines. A Science curriculum leader will need input from the whole team to develop this ethos. Collaboration with other curriculum areas, and an ability to intertwine key scientific literacy skills and the delivery of common numeracy techniques is essential. The future will require technically capable problem solvers - young people who are capable of comprehending, analysing, and making balanced judgements on global issues. It is our duty to provide the education scaffolding to support this.

Critical skill factors/key leadership qualities

The sheer number of staff will mean contextually sensitive leadership styles are necessary. A culture of openness, coaching and supported risk taking allows teachers to develop their own pedagogy.

Leaders should consider the ambitions of those in the department, and target CPD opportunities accordingly. Curriculum leaders need to be able to identify, evaluate, disseminate, and implement the most up-to-date educational research. The nature of the subject leads it to having a constantly shifting knowledge base – this needs to be embraced, with curriculum materials regularly reviewed.

Impact

As well as the traditional examination outcomes, subject-specific skill development can be tracked over time, particularly at KS3. The ability of staff to identify and model effective approaches to each assessment objective can be evidenced with detailed question level analysis from assessments such as mock exams. Recall of key scientific knowledge is obviously important, but the application and evaluations aspects should receive appropriate weighting. Pupil voice has been seen to be a very good predictor of future performance. Schools can utilise this information by collecting pupil voice on a regular basis, building it into staff personal development, and providing time for evaluation and reflection. The effectiveness of the leadership of the department can be seen through shared self-evaluation documents.

Curriculum Leader Science High School



Best Practice Case Study: Student Engagement as a Measure of Success in MFL



Vision

Modern Foreign Language leaders must design a curriculum that enthuses and inspires learners to become inquisitive about language acquisition. Additionally, leaders should aim to spark an interest amongst pupils to want to know more about the culture of the countries where the language is spoken. Leaders must be driven to broaden the students' own horizons.

The learning of Modern Foreign Languages at Secondary level will be strongly influenced by their experiences at Primary level- overwhelmingly positive to extremely negative- and a varied, engaging curriculum is essential in order to reignite interest.

Critical success Factors/ Key Leadership Qualities

A broad and balanced curriculum that routinely develops competency in the four skill areas is paramount to success in fine-tuning the communication and comprehension skills of the students. Teachers need guidance in terms of Schemes of Work content, grammar, vocabulary, and assessments yet day to day lesson planning need not be in a rigid format. Teachers need the freedom to impart knowledge in a differentiated way to best suit learner ability. Ideally resources, ideas and best practice should be routinely shared so as to foster collective success.

Schemes of Work must be carefully planned and sequenced, ideally by the team as a collective, and in such a way so that prior knowledge and, in particular, grammar, are regularly reinforced and built upon in a clear, logical way.

Impact

The success of the curriculum will be judged by the level of student engagement. Pupils who recognise tangible progress in their own learning, see a real purpose in language acquisition and identify future career prospects, will be swayed towards further study. Learners need to feel like a strong sense of achievement. Students who learn about topics of interest to them and who are challenged at the right level will be more likely to pursue the subject further. The performance of the pupils in relation to their targets will be an accurate reflection as to the effectiveness of the teaching and the suitability of the curriculum. Analysis of uptake at KS5 may also be an indicator as to the success of the design and delivery of the secondary curriculum.

It is paramount that there is 'buy-in' from each member of the team and if staff routinely share best practice (whilst knowing that their own well-being is prioritised by the Curriculum Leader) then the department will be likely to flourish. Additionally, close day to day collaboration amongst the team can only help to further fulfil the department's vision.

Curriculum Leader MFL High School



Best Practice Case Study: 3. An Inclusive Vision for Computing

'Whether you want to uncover the secrets if the universe, or you want to pursue a career in the 21st century, basic computer programming is an essential skill to learn' Stephen Hawking

Vision and Impact for Computing is to...

C Create responsible, competent, confident, and creative users of Information Communication Technology, as our children become Digital Citizens, Investigators, Communicators & Creators. Thus, developing these skills over the course of their Primary education from the Early Years to Year 6.

O Offer and provide the opportunities for a high-quality computing curriculum which engages and motivates pupils to develop their computing knowledge, understanding and skills, whilst using a range of technologies. Thus, enabling our pupils to:

- Use computational thinking and creativity, to understand and change the world.
- Make deep links with mathematics, science and design and technology.
- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms, and data representation.
- Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems.
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

M Monitor and assess to inform future planning ensuring that all children make progress in their Computing Learning Journey:

- Progress is assessed on an on-going basis using our Long-Term Planner statements for each thread of Computing. This ensures teachers are aware of individual pupil's progress in computer science, information technology and digital literacy.
- Formative assessment is used by the class teacher and teaching assistant during whole class or group teaching. Children's confidence and difficulties are observed and used to inform future planning.
- Each class teacher maintains a record, indicating pupils that are working beyond or below age-expected attainment.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.
- Teacher's judgments are supported through an electronic portfolio of evidence which provides examples of age-expected attainment.
- Information is shared with the school community through the school website, display, celebration events, newsletters, and end of year reports.

P Prepare and challenge our children to participate effectively in the future workplace, enabling them to have the ability to adapt to an ever changing and developing 21st century digital world. Ensuring that the children do not become part of the digital divide is central this. Hence, providing the children with as many technological experiences over their Primary education, enabling them to present themselves and work using a range of technologies.

U Utilise and access the most effective expertise from the 'Computing At School' Community (CAS) and Barefoot, developing and boosting our Teachers subject knowledge through workshops, online guides, lesson plans. So, making Computing 'easy to teach and fun to learn with or without a computer' (Barefoot 2021)

Teach a robust computing curriculum where children become independent learners. They develop key skills, motivational skills, problem solving, and logical thinking becomes second nature. This is underpinned by a robust progression of skills across Digital Literacy, Computer Sciences, Information Technology and Online Safety where learning is embedded, and skills are developed year on year.

Inspire and motivate the pupils to:

- Communicate and collaborate to develop an understanding of the purposes for using technology and how these are used to bring together home and school learning experiences.
- Use technology imaginatively, engaging all learners and widening their learning opportunities.
- Access to a variety of devices and resources and reflect on the choices they make to use them.

Nurture and 'Teach pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app'. Teaching Online Safety in Schools 2019 Thus, endeavouring to support children to live knowledgeably, responsibly and safely in a digital world'. Education for a Connected World 2018. e-safety requirements are a whole school responsibility and are taught across the curriculum, becoming part of the life – they are not just something for computing lessons! Online safety underpins our Computing Curriculum as we teach our children to how to be safe and how to be good digital citizens (being digitally aware, digitally resilient, whilst creating a good digital footprint and reputation).

Grow together in our learning journey, as a high-quality enriched computing education enhances and extends the children's learning across the wider curriculum. Thus, making meaningful links across subjects.

An Outstanding Leader will:

- Ensure that the children receive high quality, stimulating and engaging computing curriculum
- Promote their subject through the School Community from the Early Years to Y6
- Know what progression in the key computing skills and knowledge & understanding looks like
- Plan a robust monitoring system, whilst being committed to evolving and improving further
- Ensure that staff computing skills and knowledge are developed through CPD
- 'No man is an Island' – Join their local CAS 'Computing at School' group and make links with other Computing Subject leads to share ideas, become up to date with research and practises.

Critical Success Factors in delivering a high-quality curriculum would be guaranteeing:

- That all children have access to new technologies
- The support from the whole School Community, especially with regards to e-safety
- That Schools have up to date hardware and working infrastructure to teach the Curriculum
- All members of staff have current CPD.

Subject Leader Computing Primary School



CHAPTER SIX: REFLECTIONS & CONCLUSIONS

“It is the quality of leadership that has the biggest influence on the quality of teaching and teacher’s motivation. As such, effective middle leadership has a powerful impact on school effectiveness.”

Sergiovanni 2001

Reflect upon and consider these 15 reflective questions to inform and further develop your current practices. These are particularly relevant for leaders who have direct management responsibility for teams and departments.

Leaders who don’t have direct management responsibilities might find some of the questions helpful to reflect upon.

These questions also link well with possible conversations with inspectors. [see Chapter 4]

1. Teaching and learning – personal thoughts

- What would your department ‘look like’ if you had no restraints?
- How can highly effective teaching and very successful learning be best achieved?

2. Leading teaching and learning

What are the key aspects of the role of a leader of staff and students in:

- Leading a department, course or subject area?
- Developing and monitoring outstanding teaching and learning?
- Supporting staff to make a real difference?

3. Current assessment

- How would you describe the quality of current teaching and learning in your area or in the subjects which you lead?
- What needs to be prioritised to improve teaching and learning?
- How would you/do you assess the quality of your teachers?



4. Improving teaching and learning

- How should you/do you use lesson observations, learning walks and feedback?
- How should you/do you use peer observations, department meetings and sharing best practice? Give specific examples.

5. Support staff

- How can/do support staff enhance the student experience?
- Ofsted are very keen on teachers and teaching assistants working well together. How do you feel this could be further developed?
- Best practice is when interactions with students are about understanding not task completion. How can teaching assistants best achieve this?
- Reducing dependency on adult support helps pupils become independent learners. What strategies could be used to achieve this while still giving support?
- How can you be sure the skills and talents of support staff are best utilised? If you work in support, do you consider your skills and talents are used to the full?
- Do you consider that all staff fully understand the roles and responsibilities of their colleagues? Would you, for example, know the rules, restrictions and pressures a finance manager or member of catering staff are working to? Think of some of the staff you work with.

6. The role of leaders / managers in leading teaching and learning

- Outline briefly, 100 words maximum, what you see as the role of a leader, in terms of both staff and students.

7. Valuing staff

- How can leaders show in a meaningful way the value of their staff?
- How do you show in a meaningful way that you value your staff?
- When/how do you feel valued?

"People who believe their jobs are valued channel their discretionary effort into their work."

Hay Group



8. Highlighting best practice

Describe an aspect of teaching and learning you have experienced, or observed, that has developed to become best practice.

- What evidence have you got to show that it has made a real difference?
- What is the impact?

9. As a leader are you 'on top of the job'?

- How do you know that an area, subject, teacher, or support staff are 'doing the business'?

10. Student feedback

- How should you use student feedback?
- What student feedback techniques do you use, or have you seen in use?
- How would you deal with student feedback?

11. Sharing good practice

Peer observation is a way to let staff see how others manage classes and use support assistants efficiently.

- Do the staff being observed know what the observer hopes to see?
- Do your staff/assistants know what areas they need to improve?

12. Managing meetings

Department meetings need careful planning. These are an excellent vehicle for sharing best practice to keep staff motivated and feeling valued. This is especially good for new staff and newly qualified teachers.

- What are the features of an outstanding meeting?
- What does an outstanding Chair do?
- What are the features of a poor meeting?
- Is there sufficient emphasis on teaching and learning?

13. Relationships

- How can relationships affect and improve teaching and learning?
- What is the importance of relationships between teaching staff and support staff?

14. Managing performance management

- What are the key features of an effective performance-management system?
- What is the importance of the professional teaching standards?
- How could national occupational standards aid the process for support staff?

15. Last thoughtsIMPACT

Describe in a concise and jargon-free way:

- A. How your role directly impacts on the student experience?
- B. How your area/team impacting in a positive way on the student experience?

"The sole unifying and overarching purpose behind all levels of leadership in education is the student. The challenge for everybody is to provide the best for students. The task for the leader is to inspire and develop their team in rising to this challenge."

Promoting Excellence

2009

New to the role? Some Guidance...

Seek help whenever you need it.

Learn, change, develop!

Be very aware of the impact on students.

Listen to others, understanding their ideas, needs and expectations.

Listen some more.

Explain and communicate.

Communicate some more.

Empower and support: give people as much autonomy as possible.

Help others to improve.

Recognise others' strengths and achievements.

Be positive: foster a "can do", customer focus ethos.

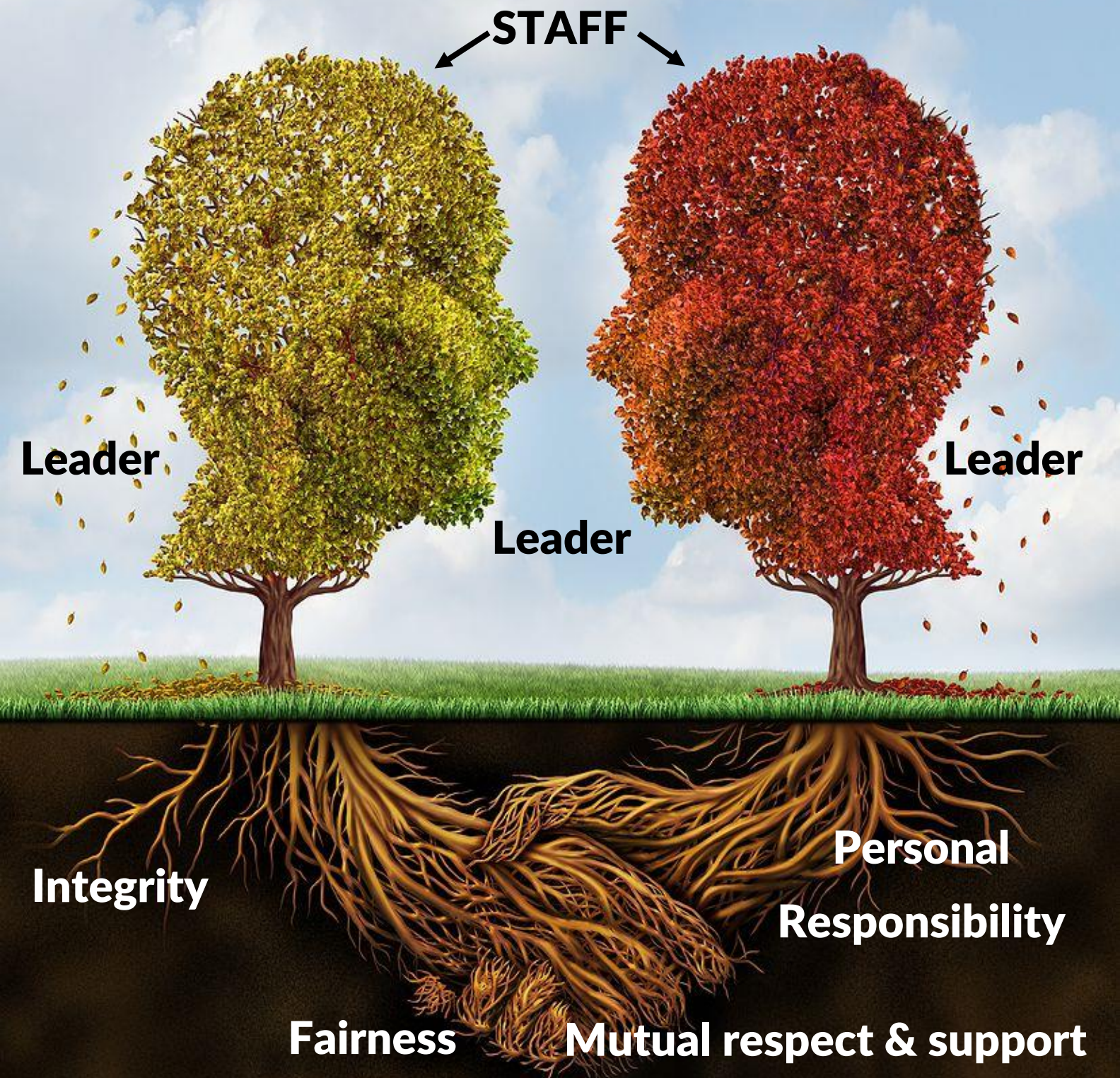
Manage destructive spin.

Care about others.

Walk the talk - be a good role model.

Be friendly and considerate: ensure a win-win where possible.

Relationships between managers and staff should be rooted in



Good leaders should show the following qualities:

Optimism

Caring

Enthusiasm

Honesty

Friendly

A Good Role Model

In Conclusion

10 final pieces of advice for all leaders who have responsibility for the curriculum and its implementation:

1. Prioritise the limited time you have by focusing upon the impact on students
2. Prior to the start of a new academic year, plan your monitoring cycle and calendar and diary it.
3. Use as variety of monitoring and evaluation techniques
4. Be sure you can identify progression in knowledge, skills and understanding from year to year.
5. In primary schools, don't overlook the early years.
6. Promote your subject, referring to and sharing good practice wherever appropriate. Ensure students' work is valued through display, rewards and celebration.
7. Check-in regularly with colleagues that they are comfortable and confident with curriculum content, resources, students prior progress and if they have any CPD needs.
8. Ensure your students work compares favourably with other subjects.
9. Be proactive in joining other subject associations and make effective links with other subject leaders in your LA or MAT. "No man is an island."
10. Regularly ask the students what they think about your subject or curriculum area. What is helping their learning and what is hindering their learning? Use this information wisely.

As far as the student is concerned, it is the middle leaders who will have the most effect on their individual chances of success and have an impact on their feelings of self-worth.

Middle Leaders are the leaders closest to the students. They have the biggest and most direct influence on the quality of the learning experience and in raising standards.



APPENDIX: ACKNOWLEDGEMENTS & REFERENCES

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Joseph Chamberlain College	Birmingham
St. John Rigby College	Wigan
St. Mary's RC High School	Leyland
Holy Cross RC High School	Chorley
St. Peter's RC High School	Wigan
St. Bernadette's RC Primary School	Wigan
Sacred Heart RC Primary School	Wigan
St. Cuthbert's RC High School	Wigan
The Shevington Federation	Wigan

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We hope you will gain ideas and inspiration from these colleagues.

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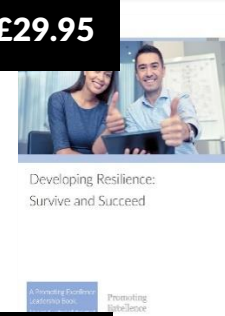
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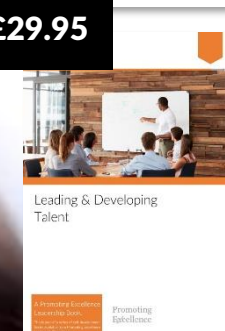
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