

Sandwell Schools Partnership

2024/25



**PROFESSIONAL
EXPERTISE
PROGRAMME**

WELCOME

Sandwell Schools Partnership believe that investing in staff development is at the core of excellent schools, and that professional development should draw on the very best of research and evidenced practice from across the field of education.

To this end, we are proud to present the **Professional Expertise Programme Offer**: a suite of programmes expertly developed to provide committed practitioners with the knowledge and skills to take their practice to the next level.

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Notes:

All books mentioned are for guidance and are illustrative

All Face to Face sessions take place at Holly Lodge High School

Quality of Education

Aims	The PEP Quality of Education Programme sets out to explore the key research, theory, principles and application in the fields of curriculum, teaching and learning, assessment and intervention for outcomes.
Audience	Serving and aspiring senior leaders, middle leaders and postholders. Applications from ECTs are welcome with the proviso that the Early Careers Framework takes priority.
Number of sessions	4 Sessions
Programme delivery	<p>Pre and post-reading per session.</p> <p>Each session will be delivered face-to-face by a senior leader, with recommended follow-up actions Optional 1-2-1 follow-up if colleagues request</p> <p>Optional access to TEAMS chat to engage with discourse and readings</p>
Selection process	<p>Staff to complete Microsoft Form (use QR code) with own details and answer 3 questions (see page 16):</p> <p>https://forms.office.com/e/XKNw7Q2e6Z</p>
Timeline	<p>Application and selection in Spring 2</p> <p>Days and dates tbc</p> <p>1 session in Summer 2</p> <p>2 sessions in Autumn 1</p> <p>1 session in Autumn 2</p>



1 Curriculum

What does research tell us about the brain's capacity for learning ambitious curriculum?

What does research tell us about the best ways to design ambitious curriculum?

What are the features of curriculum that support excellent student outcomes?

2 Teaching and Learning

What does research tell us about the principles of highly effective T&L?

What does research tell us about the techniques of highly effective T&L?

What does research tell us about developing highly effective T&L with staff?

3 Assessment

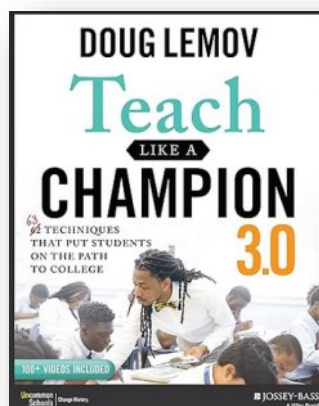
What does assessment theory tell us about assessment design, implementation and response?

What are the practical considerations for implementing effective assessment in a school setting?

4 Intervention

Where students do not make sufficient progress, what are the most effective responses for ensuring ambitious outcomes for students? What are the features of highly effective intervention models, administration and individual sessions?

**Leading
text:**



Quality of Education
Professional Expertise Programme

Powerful Principles for Pastoral Leadership

Aims	The PEP Powerful Principles of Pastoral Leadership programme aims to lay out the fundamental ideas, systems and processes that highly effective pastoral leaders apply in their practice. Drawing on research from the social sciences as well as practice from high-performing pastoral teams across the UK, the programme is a strong foundation for leaders and aspiring leaders in the field.
Audience	Serving and aspiring Heads of Year, Associate Heads of Year, Pastoral SLT and other pastoral leadership roles
Number of sessions	3 Sessions
Programme delivery	<p>Pre and post-reading per session.</p> <p>Each session will be delivered face-to-face by a senior leader, with recommended follow-up actions Optional 1-2-1 follow-up if colleagues request</p> <p>Optional access to TEAMS chat to engage with discourse and readings</p>
Selection process	<p>Staff to complete Microsoft Form (use QR code) with own details and answer 3 questions (see page 16):</p> <p>https://forms.office.com/e/zvPqjiMa6m</p>
Timeline	<p>Application and selection in Spring 2</p> <p>Days and dates tbc</p> <p>1 session in Summer 2</p> <p>1 session in Autumn 1</p> <p>1 session in Autumn 2</p>



1 Culture and Ethos in a Year Group

What is pupil culture and why is it important? What are the components through which we can shape and build student culture as pastoral leaders?

2 High Performing Tutor Systems

What are the features of highly effective tutors?

What makes impactful tutor time?

Developing excellent form tutors

Leading a pastoral team

3 Practical Leadership of a Year Group

What are the systems and structures that make up highly effective year groups?

Assemblies

Following up incidents

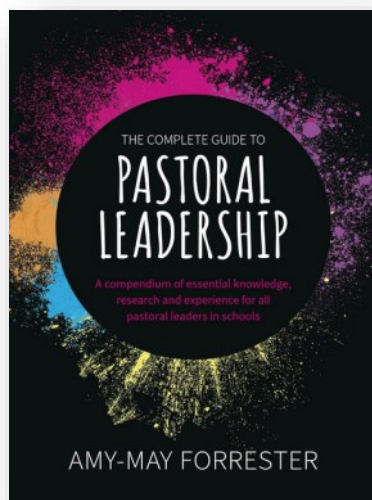
Reports

Meeting with parents/carers

Parent and Carer evenings

Year group celebrations and community events

**Leading
text:**



Powerful Principles for Pastoral Leadership

Professional Expertise Programme

The Leadership Toolkit

Aims	The PEP Leadership Toolkit Programme sets out to make explicit the hidden knowledge that highly effective school leaders apply in their practice, covering culture and vision, accountability and challenging conversations, and managing your time for maximum productivity.
Audience	Serving and aspiring subject leaders, postholders, lead practitioners and senior leaders
Number of sessions	4 Sessions
Programme delivery	<p>Pre and post-reading per session.</p> <p>Each session will be delivered face-to-face by a senior leader, with recommended follow-up actions Optional 1-2-1 follow-up if colleagues request</p> <p>Optional access to TEAMS chat to engage with discourse and readings</p> <p>1-2 visits to another school</p> <p>Coaching/mentoring from a senior leader in one of the SP</p>
Selection process	<p>Staff to complete Microsoft Form (use QR code) with own details and answer 3 questions (see page 16):</p> <p>There will be an interview and selection process by the school</p> <p>https://forms.office.com/e/BK9HBedPd9</p>
Timeline	<p>Application and selection in Spring 2</p> <p>Days and dates tbc</p> <p>1 session in Summer 2</p> <p>2 sessions in Autumn 1</p> <p>1 session in Autumn 2</p>



1 Culture of Leadership

How to define and share a vision

Psychology for leaders: understanding our own and others' reactions

Developing a positive culture

Ethical leadership

2 Structuring Leadership

Using documents to plan our leadership and keep our implementation on track

Using documents to structure managing output from our teams

Crucial accountability: supporting others to deliver quality at pace

3 Handling Challenge

Challenging conversations: Why do we need them? What happens if we don't have them? How can we "Care Deeply, Challenge Directly"?

What to do in the worst case scenarios

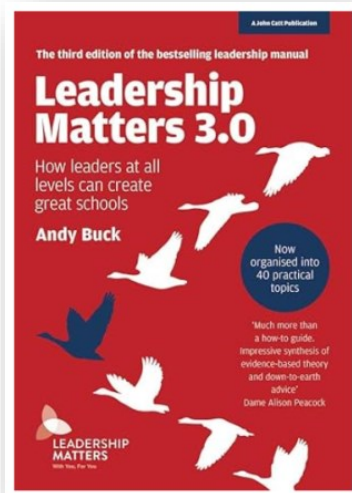
4 The Efficient Leader

Managing workload: Keeping the Main Thing the Main Thing

Sharpen the saw: investing in qualities that increase your efficiency

Utilising the Pareto Principle: Don't give everything your all

**Leading
text:**



**The Leadership Toolkit
Professional Expertise Programme**

Coaching and Teacher Development

Aims	Coaching and Teacher Development draws on world-leading research in teaching practice and teacher development to prepare staff to provide expert coaching and mentoring to rapidly develop highly effective teaching in staff
Audience	<p>Serving and aspiring subject leaders</p> <p>Serving and aspiring postholders</p> <p>Serving and aspiring lead practitioners</p> <p>Serving and aspiring UPS2 teaching staff</p> <p>Serving and aspiring mentors of ECT/ITT</p> <p>Serving and aspiring senior leaders</p>
Number of sessions	4 Sessions
Programme delivery	<p>Pre and post-reading per session. Each session will be delivered face-to-face by a senior leader, with recommended follow-up actions Optional 1-2-1 follow-up if colleagues request</p> <p>Optional access to TEAMS chat to engage with discourse and readings</p> <p>Joint observations and feedback sessions</p>
Selection process	<p>Staff to complete Microsoft Form (use QR code) with own details and answer 3 questions (see page 16):</p> <p>https://forms.office.com/e/cuPUe60kQP</p>
Timeline	<p>Application and selection in Spring 2</p> <p>Days and dates tbc</p> <p>1 session in Summer 2</p> <p>2 sessions in Autumn 1</p> <p>1 session in Autumn 2</p>



1 What makes excellence in teaching and in teacher development

Cognitive science and coaching: working memory and long-term memory, retrieval, schema-building, automaticity

Effective instruction and teacher input

Meaningful and less meaningful tasks for learning

The features of highly effective teacher development (EEF Toolkit)

2 Developing key techniques for excellence 1: Classroom management

The coaching approach: See It, Name It, Do It

Name ⇒ model ⇒ rehearse ⇒ feedback ⇒ perfect ⇒ apply in practice

Focus on: Threshold, Least Invasive Intervention, Warm-Strict, Means of Participation, Bright Lines

3 Developing key techniques for excellence 2: Rigour

Coaching for key techniques:

Reject Self-Report; Check for Understanding; Cold Call; Mini-Whiteboards; Right is Right; Stretch It

4 Developing key techniques for excellence 3: Modelling and explanation

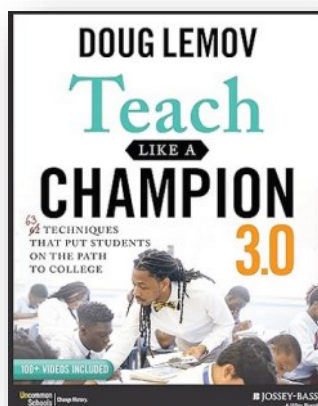
Live modelling and metacognition

Board = paper

I Do, We Do, We Do, You Do

Subject specialist considerations

**Leading
text:**



Coaching and Teacher Development
Professional Expertise Programme

Subject Specialist Masterclasses

Aims	Subject Specialist Masterclasses: To explore curriculum and teaching in-depth at a subject specific level, with a leading subject expert
Audience	Serving and aspiring subject leaders, postholders and lead practitioners; SLT links for the subject; Mainscale, UPS and Early Career Teachers
Number of sessions	3 Sessions
Programme delivery	2 sessions face-to-face; one online network event
Selection process	<p>Staff to complete Microsoft Form (use QR code) with own details and answer 3 questions (see page 16):</p> <p>https://forms.office.com/e/gNnng661ZH</p>
Timeline	<p>Application and selection in Spring 2</p> <p>Days and dates tbc</p> <ul style="list-style-type: none"> 1 session in Autumn 1 1 session in Autumn 2 1 session in Spring 1



1 Expert Masterclass

A chance to hear from one of the UK's leading subject specialists on the key themes and structures in curriculum, and how we can refine our teaching to deliver highly effective lessons inducting students as ambitious scholars in our subject

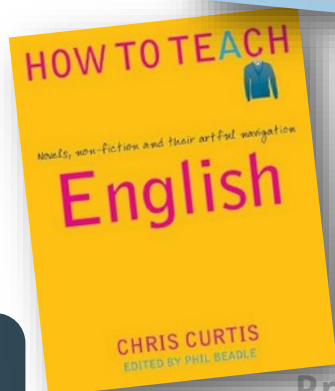
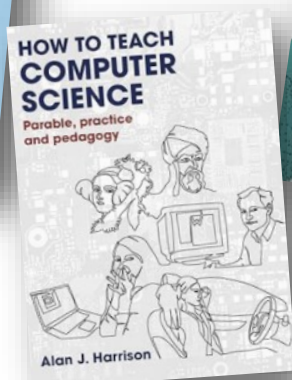
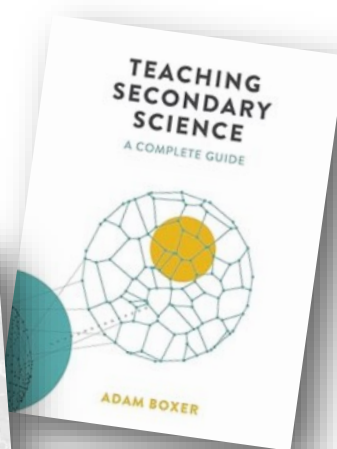
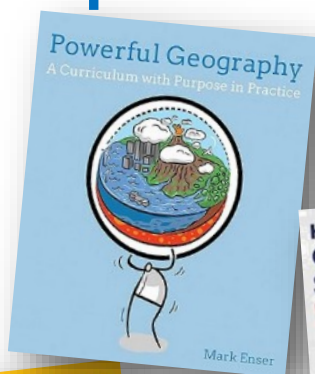
2 Reflections and next steps

Exploring the themes and issues raised in session 1 in relation to school-based contexts and challenges. What does this mean for me and my classroom? What are the challenges and opportunities? What do I want to do differently, and how will I evaluate the next stage of development?

3 Network event

Building on the links made with other committed specialists in the SSP. Sharing reflections on our journey so far, trouble-shooting and establishing a professional community.

Example texts:



Subject Specialist Masterclasses

Professional Expertise Programme

Practical Masterclass for Postholders

Aims	This programme sets out to articulate the systems and approaches that highly effective postholders deploy to deliver impact in their specialist areas. Programme to be delivered bespoke in all three partnership schools.
Audience	Postholders, aspiring postholders; UPS2 teaching staff and aspiring UPS2 teaching staff
Number of sessions	3 Sessions
Programme delivery	<p>Pre and post-reading per session.</p> <p>Each session will be delivered face-to-face by a senior leader, with recommended follow-up actions</p> <p>Optional 1-2-1 follow-up if colleagues request Optional access to TEAMS chat to engage with discourse and readings</p>
Selection process	<p>Staff to complete Microsoft Form (use QR code) with own details and answer 3 questions (see page 16):</p> <p>https://forms.office.com/e/2pFZV98gYX</p>
Timeline	<p>Application and selection in Spring 2</p> <p>Days and dates tbc</p> <p>1 session in Summer 2</p> <p>1 session in Autumn 1</p> <p>1 session in Autumn 2</p>



1 Planning for impact

Identifying aims and development plans; articulating key indicators; creating action plans

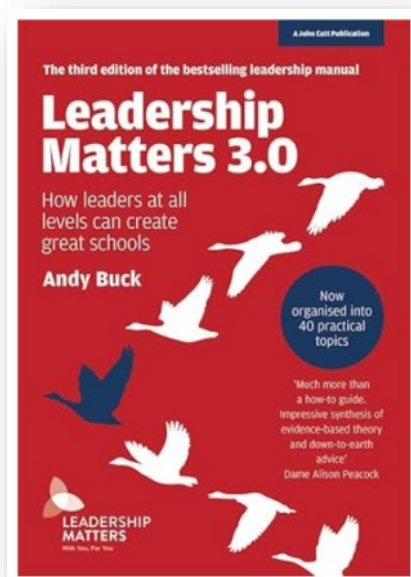
2 Enactment

So you've got an action plan, now what? Delivering on areas of responsibility

3 Culture of leadership

What are the challenges in postholder roles and how do we overcome them?

Leading text:



Practical Masterclass for Postholders
Professional Expertise Programme

APPLICATIONS TIMELINE

- 6th March** Launch of Programmes with all staff and applications process opens
- 7th March – 14th March** Optional meetings with IIQ/RAS to discuss programme applications
- 22nd March** Deadline for all applications
- 8th April** Candidates for all programmes will receive an email informing them if they have been successful in their application



QUESTIONS FOR APPLICATIONS

Question 1

Please give an overview of your current knowledge and understanding of the area/s covered by this programme as a starting point. Please make reference to any readings and/or thinkers that have informed this understanding. *N.b.: There is not an expectation of any particular prior knowledge; this question is to support facilitators in planning to meet the profile of the cohort.*

Question 2

Please describe the learning you hope to gain from this programme:

Question 3

Please describe how you see the learning from this programme supporting your current role and any future career ambitions:



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 Clarkes Lane
 West Bromwich
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