

**Leaping into Leadership 2018**

**Participant Self-Review**

**Teaching and Curriculum Excellence**

**To be completed by all participants and returned to the appropriate Alliance Director by**

**Friday 24th November**

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| **Name of Participant:** |  | **Level of Aspiring Leadership:**  **Middle/Senior/Head** | |
| **Participant**  **Email:** |  | **Teacher Reference Number:** |  |
| **Current Position:** |  | **Number of Years in current positon:** |  |
| **Name of School:** |  | **School Telephone Number:** |  |
| **Name of Headteacher:** |  | **Headteacher**  **Email:** |  |

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| **Please outline the experience you have had in leadership to date and summarise the job roles you have held in school** |
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**All participants to complete Section 1; aspiring Senior Leaders to complete Section 2; aspiring Headteachers to complete Sections 2 and 3. If you tick ‘Expert’ in any particular question, please also consider the next section.**

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| **Section 1: To be completed by all participants** |

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| **How would you rate your knowledge of:** | **Limited** | **Secure** | **Expert** |
| A variety of teaching strategies |  |  |  |
| A variety of pedagogical approaches |  |  |  |
| Pupil assessment |  |  |  |
| Setting challenging targets |  |  |  |
| Monitoring pupil progress |  |  |  |
| Dealing with students below NC levels |  |  |  |
| The Ofsted handbook and requirements for:  Lesson planning  Marking and feedback  Pupil performance data |  |  |  |
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| Improving outcomes for disadvantaged groups and pupils with particular needs |  |  |  |
| The use of specialist provision for pupils with particular needs |  |  |  |
| The graduated approach to supporting SEND pupils as stated in the SEND Code of Practice |  |  |  |
| The value of a knowledge-rich curricula |  |  |  |

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| **Section 2: To be completed by Aspiring Senior Leaders/Aspiring Headteachers** |

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| **How would you rate your knowledge of:** | **Limited** | **Secure** | **Expert\*** |
| Techniques to monitor and evaluate teaching quality and the impact of interventions |  |  |  |
| Leadership strategies to improve pupil outcomes and reduce in-school variation |  |  |  |
| Legal frameworks and guidance relating to behaviour management, attendance, exclusions, bullying |  |  |  |
| Curriculum development |  |  |  |
| The value of a knowledge-rich curricula |  |  |  |

\* If you have ticked ‘Expert’ consider the next section

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| **Section 3: To be completed by all Aspiring Headteachers** |

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| **How would you rate your knowledge of:** | **Limited** | **Secure** | **Expert** |
| The leadership of excellent teaching |  |  |  |
| The National Standards of Excellence for Headteachers |  |  |  |
| The benefits of involvement in Initial Teacher Training |  |  |  |
| Statutory curriculum requirements and freedoms |  |  |  |
| The benefits of a knowledge-rich curricula |  |  |  |
| Tools and techniques to improve teaching quality across several schools |  |  |  |
| Whole-school improvement strategies |  |  |  |
| The implications of the Equality Act 2010 for all pupils |  |  |  |
| The requirements on schools to publish a SEN Information Report |  |  |  |
| Best practice in planning, commissioning and monitoring Alternative Provision |  |  |  |
| Tools to assess and manage the impact of new policies or initiatives |  |  |  |

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| **From your self-review audit, identify the two areas you would like to develop in your practice and understanding:** |
| **1.**  **2.** |
| **Please choose a relevant action research project listed from those below:** |
| 1. How does the school ensure teaching and learning are consistently excellent? 2. How is the curriculum designed to meet the needs of all learners? 3. How does the school maximise pupil progress? 4. How does the school support pupils of all backgrounds, abilities and needs to achieve high standards? 5. How does the school use research outcomes to enable the school to continue to raise standards and strive for excellence?   While investigating this area in your visits to other schools, also explore your leadership level in that school. What is expected? What is in place? How does that level of leadership contribute to the success of the school?  **Choice** Number: |
| **In undertaking this leadership pilot, it is expected that you will determine what leadership is like at that level in the school and how it contributes to a school’s success.**  **Please state what you are also hoping to achieve from undertaking this pilot:** |
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| **Signed:**  **(Participant)** |  | **Date:** |  |
| **Signed:**  **(Headteacher)** |  | **Date:** |  |

**Please return by 24th November to** [**tanyabarwick@ekla.org.uk**](mailto:tanyabarwick@ekla.org.uk)