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**CPD Audit**

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| Name of School: |  |
| Contact details: |  |

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| This document provides an overview of the CPD support that EKLA could support with.  Please use it to identify CPD areas that are a priority for your school/cluster that EKLA could support you with  Please return to [valeriecook@ekla.org.uk](mailto:valeriecook@ekla.org.uk) |

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| **Teaching and Learning**   * **Achievement** * **Behaviour** * **Improving the Quality of T&L** | **Phase:**  **(EYFS/KS2/Secondary etc)** | **High Priority**  **Yes** | **Medium Priority**  **Maybe** | **Low Priority**  **No** |
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| **Data analysis**  Using data to raise standards:   * Pupil progress meetings * Appraisal * Pupil target setting |  |  |  |  |
| **Understanding RAISE online** |  |  |  |  |
| **Developing tracking processes:**  Tracking for individual pupils / vulnerable groups addressing acceleration of progress for individuals / groups |  |  |  |  |
| **Challenge for the most able:**   * Identification * Provision * Developing Policy * Evaluation of impact |  |  |  |  |
| **Use of classroom data to inform planning:**   * Planning for low / middle / high ability * Deployment of additional adults * Intervention programmes * Tracking progress |  |  |  |  |
| **Analysis of and response to pupil behaviour in lessons** |  |  |  |  |
| **Evaluating strategies to improve behaviour and attendance and age appropriate expectations of behaviour** |  |  |  |  |
| **Managing behaviour and conflict resolution techniques** |  |  |  |  |
| **QA of observation to validate judgements**   * Joint observations with Senior Leaders |  |  |  |  |
| **Support to improve quality of teaching:**   * Consistently good to outstanding * Expectations – What does outstanding look like? * Key elements for an effective lesson |  |  |  |  |
| **Role of adults in supporting learning including TA** |  |  |  |  |

| **Quality of Leadership and Management**  **EKLA School to School Reviews (see attached for details)** | **Phase:**  **(EYFS/KS2/Secondary etc)** | **High Priority**  **Yes** | **Medium Priority**  **Maybe** | **Low Priority**  **No** |
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| **Support and advice linked with whole school Improvement Plan** |  |  |  |  |
| **Ofsted readiness- what do you need to do to prepare?** |  |  |  |  |
| **Developing whole school values and vision**:   * Staff * Governors * Pupils and parents |  |  |  |  |
| **Support with the development of school improvement plan**:   * Priorities * Success criteria and milestones * Actions and timescales * Monitoring and evaluation |  |  |  |  |
| **Support with development of a robust school SEF**:   * Evaluation matched to the Ofsted grade descriptors * Linking SEF to school planning * Are priorities appropriate? * Is the SIP fit for purpose? |  |  |  |  |
| **Strategic leadership of teaching and learning including**:   * How you develop a whole school policy of expectations and support * What good learning should look like   Management systems to monitor and challenge:   * Lesson observations * Work and planning scrutiny * In school tracking * Pupil voice |  |  |  |  |
| **Strategic leadership of the curriculum**   * What curriculum is right for your pupils? * How to support staff to develop a whole school curriculum map. |  |  |  |  |
| **Leadership in a small school – getting the most from your team:**   * Roles and responsibilities * Curriculum planning * Monitoring and evaluation |  |  |  |  |

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| **Quality of Leadership and Management**  **EKLA NPQML and NPQSL programmes** | **Phase:**  **(EYFS/KS2/Secondary etc)** | **High Priority**  **Yes** | **Medium Priority**  **Maybe** | **Low Priority**  **No** |
| **Developing Middle leaders**  The National Professional Qualification for Middle Leadership (NPQML) is a new qualification that provides national recognition of your leadership development and professional achievement as a middle leader.  1. NPQML is aimed at individuals with responsibility for leading a team, including key stage/subject/ curriculum leaders, heads of department and pastoral leaders.  2. The qualification is designed to support you in becoming a highly effective middle leader, with the skills, confidence and knowledge to drive successful team performance and improved classroom practice.  3. To achieve the NPQML qualification you'll need to successfully complete two essential modules and one further, elective module, which you are free to choose from a wide range of options |  |  |  |  |
| **Developing Senior Leaders**  The National Professional Qualification for Senior Leadership (NPQSL) is a new qualification that provides national recognition of your leadership development and professional achievement as a senior leader.  1. NPQSL is for those individuals who not only have responsibility for leading a team, but are also involved in leading a range of issues that affect the whole school or organisation. It's aimed at senior leaders, including experienced middle leaders, assistant heads, SENCOs and advanced skills teachers and other senior staff looking for further professional development but not aspiring to headship at this stage in their career.  2. The qualification will support you in becoming a highly effective senior leader with the skills, confidence and knowledge to contribute to the strategic development of your school or organisation as part of the senior leadership team.  3. To achieve the NPQSL qualification you'll need to successfully complete two essential modules and two further elective modules, which you are free to choose from a wide range of options |  |  |  |  |

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| **Quality of Leadership and Management**  **Support for New Heads** | **Phase:**  **(EYFS/KS2/Secondary etc)** | **High Priority**  **Yes** | **Medium Priority**  **Maybe** | **Low Priority**  **No** |
| EKLA is delighted to work with colleagues who have recently taken up headship posts in the area. We know only too well what an exciting, but challenging, time this is.  We are happy to work alongside you in any way that we can and a friendly voice is only a phone call away. We are able to offer:  •Coaching and mentoring  •Support with and in preparation for Ofsted  •Learning walks in partner schools  •Advice and support on key issues facing new heads |  |  |  |  |

| **Assessment and Moderation** | **Phase:**  **(EYFS/KS2/Secondary etc)** | **High Priority**  **Yes** | **Medium Priority**  **Maybe** | **Low Priority**  **No** |
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| **Assessment for Learning: children are active learners**  Bespoke practical support focussing on all aspects of good assessment for learning practice, for example:   * Learning intentions and success criteria * Effective oral and written feedback * Peer and self-assessment. |  |  |  |  |
| **Marking for Improvement**  What is effective marking for improvement? How can we make feedback even better?  Bespoke support on giving effective feedback to children in writing and maths. Teachers will have the opportunity to consider practical ideas to ensure children make good progress. |  |  |  |  |
| **Bespoke support for Assessment and Moderation**  How well are my children doing?  **How can I move them on?**  Face to face assessment and moderation with year group teachers of writing, reading and maths. Teachers bring evidence from all children in their class to discuss and moderate with an SLE. Next steps in teaching and learning are planned. This can also be for a sample of children rather than the whole year group. |  |  |  |  |

| **NQT Support and Training for Mentors** | **Phase:**  **(EYFS/KS2/Secondary etc)** | **High Priority**  **Yes** | **Medium Priority**  **Maybe** | **Low Priority**  **No** |
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| **SLE Support:** where an NQT is not making progress, support from an SLE (Specialist Leader of Education) can be accessed. |  |  |  |  |
| **New Induction Tutor/Mentor Training**  The training covers key points from the statutory guidance for induction and includes, NQT entitlements, how to write the termly assessments, action to take if an NQT is not making progress and allows time for an individual question and answer session for specific queries. It is also suitable as a refresher session for NQT tutors/mentors who have not been on the training in the past 4 years. |  |  |  |  |
| **Coaching and Mentoring Training**  Suitable for tutors/mentors who are new to the coaching and mentoring role and would like to ensure they are coaching and mentoring their NQTs effectively. |  |  |  |  |
| **Observing your NQT Effectively Training**  Suitable for tutors/mentors who are new to the role and also those who would like to ensure they are able to observe their NQT effectively and accurately measure their progress. |  |  |  |  |

| **EKLA Bespoke packages available for schools or collaborations** | **Phase:**  **(EYFS/KS2/Secondary etc)** | **High Priority**  **Yes** | **Medium Priority**  **Maybe** | **Low Priority**  **No** |
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| Bespoke support for building / rebuilding an SLT to drive school improvement |  |  |  |  |
| Post Ofsted support with the development of an Action Plan |  |  |  |  |
| In school coaching and mentoring support for an individual teacher |  |  |  |  |
| Good to outstanding – inset days, twilight sessions |  |  |  |  |
| Effective working with parents |  |  |  |  |
| Subject leadership support for newly appointed leaders |  |  |  |  |

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| Using this audit, please highlight the areas that you would like EKLA to support your school/cluster.  Please identify whether you would prefer twilights/inset days etc and where possible suggest dates/times when you would like support/CPD delivered  EKLA will then use this information to put together a bespoke programme and costs to discuss in detail with you |  |