

**Oddments**

An **alternative to Ofsted's** Outstanding/ Good/ Requires Improvement: How about Transformational/ Consistent/ Developing/ Support?

Do your **TAs support** the needs of children rather than the needs of teachers?

**Monitoring of teaching quality**

Book scrutiny	Learning walk	Planning scrutiny	Teaching alongside	Supporting a group
Interview pupils	Interview staff	Interview parents	Follow a child	Tracking
Quality of assessment	Marking and feedback	Displays	Questionnaire	Activity record – diary or 5 min check <sup>1</sup>
Focus group	Random phone calls	Tea party 'reds and greens' <sup>2</sup>	Tidiness & attention to detail	The will to learn

<sup>1</sup>Keep a diary of what has happened: Every two hours write down exactly what is happening for a week or: Observe for an hour, pick five children, every minute write down in turn exactly what each is doing (so after five minutes you have written once about each pupil).

<sup>2</sup>Hold a tea party for parents. Cover the tables with paper tablecloths. Leave red and green pens out. Each person to write in green one thing which works well and in red one thing which could be better.

To record this, use a **Teaching over Time grid**.

Grades: 1=outstanding, 2=good, 3=requires improvement, 4=inadequate														
√=activity completed x=activity not completed -=not this term														
Harriet Smith	Book Scrutiny	Learning walk	Planning scrutiny	Teaching alongside	Supporting a group	Interview pupils	Interview parents	Follow a pupil	Tracking	Quality of assessment	Marking & feedback	Displays	Questionnaire	Activity record
Autumn 2	1	2	2 2	√	-	-	-	√	1 2	1	2	-	-	-
Spring 1	07.02	23.01		-		17.01		-				06.02	-	

A **chocolate fairy** who periodically leaves treats for all the staff

**The Chimp Paradox** by Professor Steve Peters <http://chimpmanagement.com/the-chimp-model/the-book/>

- Recognise how your mind is working
- Understand and manage your emotions and thoughts
- Manage yourself and become the person you would like to be

The Reason I Jump – Naoki Higashida. **Insight into autism** through a ‘first hand’ account. <http://thereasonijump.com/> including the comedian David Mitchell’s account of ‘learning to live with my son’s autism.’

**Good CPD** has been achieved when the following things are happening:

1. Pupil outcomes and well-being improve;
2. The aims of the SIDP are being achieved;
3. Staff feel fulfilled in their job and are learning themselves;
4. The school as a whole (pupils and staff) have moved forward and progress has been made in practise.

Do you avoid a **culture of presenteeism**? i.e. staff who remain at school, or arrive early, or generally do things because they think that they should be seen to be doing them?

A **supervision surgery** for staff after school on a Friday, particularly to deal with *emotional exhaustion* and *empathy fatigue*.

For performance management objectives, follow the **‘four P’s’** – Progress, Provision, Personal, Pastoral

**The new NPQ leadership curriculum** (began 1<sup>st</sup> September)

7 leadership behaviours	6 curriculum areas
<ul style="list-style-type: none"> <li>• commitment</li> <li>• collaboration</li> <li>• personal drive</li> <li>• resilience</li> <li>• awareness</li> <li>• integrity</li> <li>• respect</li> </ul> <p><i>Leadership behaviours are <u>not</u> assessed</i></p>	<ul style="list-style-type: none"> <li>• strategy and improvement</li> <li>• leading with impact</li> <li>• working in partnership</li> <li>• managing resources and risks</li> <li>• increasing capability</li> <li>• strategy and improvement</li> </ul>
4 levels	Sources (DfE)
<ul style="list-style-type: none"> <li>• NPQML (leading a team)</li> <li>• NPQSL (cross-school responsibilities)</li> <li>• NPQH (headteachers and heads of school: leading a school)</li> <li>• NPQEL (Executive leaders, including Executive headteachers and MAT CEOs: leading several schools)</li> </ul> <p><i>All levels are designed for aspirant and serving school leaders.</i></p>	<p><a href="#">NPQ Content and Assessment Framework: a guide for participants</a></p> <p><a href="#">NPQ quality framework: a guide for participants</a></p>

NPQonline recruitment: **Admin Assistant**

As the amount of work across online courses, 360s and Final Assessment increases, an Administrative Assistant is required to support each of the three services. At present, expressions of interest are requested, to [Sandra@NPQonline.co.uk](mailto:Sandra@NPQonline.co.uk)

The starting rate of pay will be £15 per hour, depending on experience and skills which can be offered. The number of hours which can be offered is likely to vary, dependent upon partner participant recruitment and time of year, and cannot be specified at this time.

**Key skills include:** writing emails to a professional standard; preparing and sending documents online; checking assessor and online facilitator availability; sending assessments to assessors and participants; liaising with provider admin teams.

**It would be an advantage if you had could offer:** some understanding of html; experience of working online; ability to work flexibly.

This work will suit a self-employed person, or person who is an employee of their own company.

**Final assessors:** If you have any experience of the assessment of adults, and would like to join the NPQonline team, please get in touch. We'd also be happy to hear from any of your colleagues who may be interested. **Essential:** Has been employed as a middle or senior leader, headteacher, executive headteacher or CEO; Ability to recognise good leadership, and to make fair and accurate judgements from written evidence.



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**Get in touch to book  
an appointment in the autumn term**

- ❖ Head teacher performance management
- ❖ Safeguarding/ governance reviews
- ❖ Self-evaluation/ SIDP review
- ❖ Pre-Ofsted checks/ 'mock inspection'
- ❖ Training, staff meeting input, etc.
- ❖ Leadership development
- ❖ School improvement