

# Getting Started

## Objectives:

- To provide subject leader mentors with:
  - a time line for action
  - to link activities to be undertaken in host school with support materials provided during the training.
  - a framework for a personal action plan for use throughout a one term attachment.

## Useful for:

- Reference throughout the secondment

## Organisation:

- Participants will need to break into small groups to discuss personal action plans. Allow 1 hour in total.

## You will need:

|              |                     |   |         |
|--------------|---------------------|---|---------|
| Activity 2.1 | Timeline for action | Handouts 2.1 A-H<br>Flipcharts and pens | 60 mins |
|--------------|---------------------|---|---------|

Time line for Action:

- Trainer will need to distribute handout 2.1(A-2.1H)
- Trainer will describe process dealing with each week in turn, briefly outlining possible tasks to be undertaken. Encourage participants to log their own response to what action could be taken on handouts.
- Ask participants to work in small groups and to use their own experiences to suggest appropriate approaches to the tasks described which are to be logged on the relevant handouts.
- Trainer arranges for these to be photocopied and distributed.

HANDOUT
2.1A

## Timeline for Action

| What has to be done   |   | Modules which will help you   |
|---|---|---|
| <b>Week 1:</b>  |   |   |
| Meeting the team  | subject leaders<br>senior management team<br>teachers                       | Module 1 – Introduction<br>Module 7 – Managing Change<br>Module 8 – Ethos                                   |
| Class visits  | formulate opinion of teaching<br>commence teaching – model<br>good practice | Module 6 – Improving Teaching & Learning<br>Module 5 – Monitoring, Evaluating Improving Teacher Performance |
| Data Analysis   |   | Module 4 – Use of Data  |
| Raising Attainment Plan produced  |   | Module 3 – Constructing the Raising Attainment Plan.  |
| Establish capability of existing subject leader and build into RAP their tasks  |   | Module 7  |
| <b>End of First Week:</b>   |   |   |
| <ul style="list-style-type: none"> <li>■ Draft Raising Attainment Plan (RAP) – include subject leader tasks.</li> <li>■ Form initial judgements about teaching, data, ethos.</li> <li>■ Establish working relationship with subject leader and department.</li> </ul> |   |   |

HANDOUT
2.1A (cont/d)

**Week 2:**

|   |              |
|---|--------------|
| Start work on Raising Attainment Plan – commence tasks as identified.   | Module 5 + 6 |
| Continue teaching, observation of teaching and further analysis of data/students' work.   | Module 4 + 5 |
| Supporting issues on Raising Attainment Plan  | Module 3     |
| Further reflection on judgements.<br>Confirm Raising Attainment Plan  |              |
| Continue discussions with a range of people.<br>Sharing the information with all staff.   | Module 3     |
| Look at students' work, especially Y9, Y11.   | Module 5     |
| Have discussions with students.<br>Meeting with subject leader – mentor. Review what subject leader is doing, what profile is developing and have they completed tasks.   |              |
| <b>End of Week 2:</b>   |              |
| <ul style="list-style-type: none"> <li>■ Raising Attainment Plan confirmed.</li> <li>■ More information obtained from above strategies.</li> <li>■ Areas of under-achievement identified.</li> <li>■ Findings shared with SMT.</li> </ul> |              |

**HANDOUT**

2.1A (cont/d)

**Week 3:**

Implementation of Raising Attainment Plan – continued. Module 3  
 Modelling good practice Module 5 + 6  
 More formal observation of teaching with feedback to teachers – towards identification of Individual RAP Module 5  
 Support for teachers  
 Training for staff  
 Look at teachers' planning and design common format, if necessary. Module 4  
 On-going dialogue with subject leader – mentoring process and development. Module 9  
 Weekly up-date on Raising Attainment Plan

**End of Week 3:**

- All teachers in department will have a written Personal Action Plan following feedback of observation of teaching and will have agreed target(s) for improvement.
- All planning to use common format for week 4.

**Week 4:**

Implementation of Raising Attainment Plan – continues Module 3  
 Weekly up-date of progress to subject leader, staff and SMT.  
 Focus on planning Module 4  
 Provide in-class support to teachers so they can work towards achieving targets. Modules 5 & 6  
 Focus on pupils (what is happening – progress) Module 5  
 Individual teacher support Modules 4 & 6  
 Provide workshops on teaching, including understanding of data, what it means and how to use it to inform planning at all levels. Modules 4 & 6

**End of Week 4:**

- Planning evaluated.
- In-class and CPD support provided.
- More evaluation of pupil progress in lessons.
- Re-visit Raising Achievement Plan to see if amendments are needed.
- Mini report to headteacher with subject leader.

**HANDOUT**

2.1A (cont/d)

**Week 5:**

Mentor Role (what about me?) Module 1 + 9  
 Use of network of other mentors to support, if available.  
 Discussion with SMT (who may give you some feedback – recognise there may be an implementation dip – recognise achievements.  
 Focus on keeping going.

**End of Week 5:**

- A clear picture of impact of mentor should emerge.
- SMT should be providing a view.
- Amendments to Raising Attainment Plan begin to happen, if necessary.
- Come to terms with their response to be a mentor.

**Weeks 6, 7, 8, 9:**

Continue implementation. Constantly revisit Raising Attainment Plan so there is a clear link between what is happening and student outcomes.  
 Continue customised support and professional development.  
 Continue development of Individual RAP  
 Continue to provide feedback to subject leader, department and SMT on progress of Raising Attainment Plan.  
 Focused monitoring observations – evidence of change in ethos/class conditions.  
 Focus on students' learning  
 Focus on resources and accommodation – changes, implications, impact.  
 Implement structural changes.

**End of Week 9:**

- Identify impact of actions taken to implement Raising Attainment Plan.
- Identify issues which need further development/time and share.
- Clear picture of individual capabilities will have emerged and should be shared with SMT.

**HANDOUT**

2.1A (cont/d)

**Weeks 10, 11:**

Continue to implement the Raising Attainment Plan.  
 Evaluation of Raising Attainment Plan – informed by outcomes of implementation from Weeks 3-9.  
 Formal report to SMT and department by subject leader and subject leader mentor (jointly).  
 Feedback from subject leader to subject leader mentor  
 Identify where does it all fit in the school development plan.  
 Sustainability – who will now ensure development continues in this school?  
 Exit strategy, including debriefing of role.

**End of Week 11:**

- Formal report produced and shared.
- Areas of further necessary development identified and allocated.
- Subject leader mentor receives feedback on work and is prepared to return to substantive post.

# Timeline for Action

## What has to be done

### Week 1:

|                  |   |
|------------------|---|
| Meeting the team | subject leaders<br>senior management team<br>teachers                       |
| Class visits     | formulate opinion of teaching<br>commence teaching – model<br>good practice |

### Data Analysis

Raising Attainment Plan produced

Establish capability of existing subject leader and build into RAP their tasks

### End of First Week:

- Draft Raising Attainment Plan (RAP) – include subject leader tasks.
- Form initial judgements about teaching, data, ethos.
- Establish working relationship with subject leader and department.

## Modules which will help you

Module 1 – Introduction

Module 7 – Managing Change

Module 8 – Ethos

Module 6 – Improving Teaching & Learning

Module 5 – Monitoring, Evaluating Improving Teacher Performance

Module 4 – Use of Data

Module 3 – Constructing the Raising Attainment Plan.

Module 7

**Week 2:**

|  |              |
|--|--------------|
| Start work on Raising Attainment Plan – commence tasks as identified.  | Module 5     |
| Continue teaching, observation of teaching and further analysis of data/students' work.  | Module 6 + 8 |
| Supporting issues on Raising Attainment Plan   | Module 3     |
| Further reflection on judgements.  | Module 4     |
| Confirm Raising Attainment Plan  | Module 7     |
| Continue discussions with a range of people.   | Module 3     |
| Sharing the information with all staff.  |              |
| Look at students' work, especially Y9, Y11.  | Module 5     |
| Have discussions with students.  |              |
| Meeting with subject leader – mentor. Review what subject leader is doing, what profile is developing and have they completed tasks. |              |

**End of Week 2:**

- Raising Attainment Plan confirmed.
- More information obtained from above strategies.
- Areas of under-achievement identified.
- Findings shared with SMT.

**Week 3:**

|  |          |
|--|----------|
| Implementation of Raising Attainment Plan – continued.   | Module 4 |
| Modelling good practice  | Module 6 |
| More formal observation of teaching with feedback to teachers – towards identification of Individual RAP | Module 5 |
| Support for teachers   |          |
| Training for staff   |          |
| Look at teachers' planning and design common format, if necessary.                                       | Module 4 |
| On-going dialogue with subject leader – mentoring process and development.                               | Module 9 |
| Weekly up-date on Raising Attainment Plan  |          |

**End of Week 3:**

- All teachers in department will have a written Personal Action Plan following feedback of observation of teaching and will have agreed target(s) for improvement. Module 3
- All planning to use common format for week 4.

**Week 4:**

|   |               |
|---|---------------|
| Implementation of Raising Attainment Plan – continues   | Module 3      |
| Weekly up-date of progress to subject leader, staff and SMT.  |               |
| Focus on planning   | Module 4      |
| Provide in-class support to teachers so they can work towards achieving targets.  | Modules 5 & 6 |
| Focus on pupils (what is happening – progress)  | Module 5      |
| Individual teacher support  | Modules 4 & 6 |
| Provide workshops on teaching, including understanding of data, what it means and how to use it to inform planning at all levels. | Modules 4 & 6 |

**End of Week 4:**

- Planning evaluated.
- In-class and CPD support provided.
- More evaluation of pupil progress in lessons.
- Re-visit Raising Achievement Plan to see if amendments are needed.
- Mini report to headteacher with subject leader.

**Week 5:**

Mentor Role (what about me?)

Module 1 + 9

Use of network of other mentors to support, if available.

Discussion with SMT (who may give you some feedback – recognise there may be an implementation dip – recognise achievements.

Focus on keeping going.

End of Week 5:

- A clear picture of impact of mentor should emerge.
- SMT should be providing a view.
- Amendments to Raising Attainment Plan begin to happen, if necessary.
- Come to terms with their response to be a mentor.

**Weeks 6, 7, 8, 9:**

Continue implementation. Constantly revisit Raising Attainment Plan so there is a clear link between what is happening and student outcomes.

Continue customised support and professional development.

Continue development of Individual RAP

Continue to provide feedback to subject leader, department and SMT on progress of Raising Attainment Plan.

Focused monitoring observations – evidence of change in ethos/class conditions.

Focus on students' learning

Focus on resources and accommodation – changes, implications, impact.

Implement structural changes.

**End of Week 9:**

- Identify impact of actions taken to implement Raising Attainment Plan.
- Identify issues which need further development/time and share.
- Clear picture of individual capabilities will have emerged and should be shared with SMT.

**Weeks 10, 11:**

Continue to implement the Raising Attainment Plan.

Evaluation of Raising Attainment Plan – informed by outcomes of implementation from Weeks 3-9.

Formal report to SMT and department by subject leader and subject leader mentor (jointly).

Feedback from subject leader to subject leader mentor

Identify where does it all fit in the school development plan.

Sustainability – who will now ensure development continues in this school?

Exit strategy, including debriefing of role.

**End of Week 11:**

- Formal report produced and shared.
- Areas of further necessary development identified and allocated.
- Subject leader mentor receives feedback on work and is prepared to return to substantive post.

# Timeline for Action

## What has to be done

### Week 1:

|                  |   |
|------------------|---|
| Meeting the team | Subject teachers<br>Senior management team                                      |
|                  | Teachers  |
| Class Visits     | Formulate opinion of teaching<br><br>Commence teaching – model<br>Good practice |

### Data Analysis

Raising Attainment Plan produced

Establish capability of existing subject leader and build into RAP their tasks

### End of first week:

- Draft Raising Attainment RAP – include subject leader tasks
- Form initial judgements about teaching, data, ethos.
- Establish working relationship with subject leader and department

## Outline of tasks

## Approaches to Tasks

## Modules which will help you

Module 1 – Introduction

Module 7 – Managing Change

Module 8 – Ethos

Module 6 – Improving teaching & learning

Module 5 – Monitoring, Evaluating and Improving Teacher Performance

Module 4 – Use of Data

Module 3 – Constructing the Raising Attainment Plan (RAP)

Module 7

**Week 2****What has to be done**

Start work on Raising Attainment Plan – commence tasks as Senior management team identified

Continue teaching, observation of teaching and further analysis of data/students' work.

Supporting issues on Raising Attainment Plan

Further reflection on judgements

Confirm Raising Attainment Plan

Continue discussions with a range of people.

Sharing the information with all staff.

Look at students' work, especially Y9, Y11

Have discussions with students.

Meeting with subject leader – mentor. Review what subject leader is doing, what profile is developing and have they completed tasks.

**End of Week 2:**

- Raising Attainment Plan confirmed
- More information obtained from above strategies
- Areas of underachievement identified
- Findings shared with SMT

**Outline of tasks****Approaches to Tasks****Modules which will help you**

Module 5

Module 6

Module 8

Module 3

Module 4

Module 5

**Week 3****What has to be done**

Implementation of Raising Attainment Plan – continued

Modelling good practice

More formal observation of teaching with feedback to teachers – towards identification of Individual RAP

Support for Teachers

Training for staff

Look at teachers' planning and design common format, if necessary

On-going dialogue with subject leader – mentoring process and development.

Weekly up-date on Raising Attainment Plan

**End of week 3:**

- All teachers in department will have a written Individual RAP following feedback of observation of teaching and will have agreed target(s) for improvement
- All planning to use common format for week 4

**Outline of tasks****Approaches to Tasks****Modules which will help you**

Module 4

Module 6

Module 5

Module 5

**Week 4****What has to be done**

Implementation of Raising Attainment – continues

Weekly update of progress to subject leader, staff and SMT

Focus on planning

Provide in-class support to teachers so they can work towards achieving targets

Focus on pupils (what is happening – progress)

Individual teacher support

Provide workshops on teaching, including understanding of data, what it means and how to use it to inform planning at all levels.

**Modules which will help you**

Module 3

Module 4

Modules 5 + 6

Module 5

Modules 4 + 6

Modules 4 + 6

**End of Week 4:**

- Planning evaluated
- In-class and CPD support given
- More evaluation of pupil progress in lessons
- Re-visit Raising Achievement Plan to see if amendments are needed
- Mini report to headteacher with subject leader.

**Outline of tasks****Approaches to Tasks**

## Week 5

### What has to be done

Mentor Role (what about me?)

Use of network of other mentors to support, if available

Discussion with SMT (who may give you some feedback – recognise there may be an implementation dip – recognise the achievements.

Focus on keeping going

### End of Week 5:

- A clear picture of impact of mentor should emerge
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- Come to terms with their response to be a mentor

### Outline of tasks

### Approaches to Tasks

### Modules which will help you

Module 1

**Weeks 6, 7, 8, 9****What has to be done**

Continue implementation. Constantly revisit Raising Attainment Plan so there is a clear link between what is happening and student outcomes.

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**End of Week 9:**

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- Identify issues which need further development/time and share.
- Clear picture of individual capabilities will have emerged and should be shared with SMT

**Outline of tasks****Approaches to Tasks**

## Weeks 10

### What has to be done

Continue to implement the Raising Attainment Plan  
Evaluation of Raising Attainment plan – informed by  
outcomes of implementation from Weeks 3-9.

Formal report to SMT and department by subject leader and  
subject leader mentor (jointly).

Feedback from subject leader to subject leader mentor

Identify where does it all fit in the school development plan.

Sustainability – who will now ensure development  
continues?

Exit strategy, including debriefing of role.

### End of Week 11:

- Formal report produced and shared
- Areas of further necessary development and allocated
- Subject leader mentor receives feedback on work and is prepared to return to substantive post.

### Outline of tasks

### Approaches to Tasks

