

Salop Teaching School Alliance
Case Study Outline

Project Title	Career Development Programme
School/Organisation	Thomas Adams School
Date Project taking place	Monday 3rd September 2012 / Monday 5th November 2012 / Monday 7th January 2013
Aim of Project	The Career Development Programme was constructed to provide staff within our school community the opportunity to access specific professional development that met the needs of individuals as well as School Improvement Plan. The programme of workshops was identified from a comprehensive review of the School Evaluation Form and Staff Audit. From this process eight workshops were developed that were then delivered during the Morning session of the school PD Days. These workshops were delivered by a range of staff with expertise in these specific areas to provide them with continued professional development as well as “sharing good practice” with their colleagues. The underpinning ethos of these workshops was to be interactive, thought provoking, provide resources and be relevant to the school context.
Project Details	<p>After completing the review cycle of the School Self-Evaluation Form, a Career Development Audit document was created (Appendix A) that comprised of whole-school priorities for development and compulsory CPD. This was distributed to all teaching staff with the following instructions;</p> <p>“To ensure the Continual Professional Development (CPD) programme at Thomas Adams School meets the individual needs of the teaching community, the Career Development Audit document has been created. If staff can complete the document by reviewing each statement and ticking the relevant box (“I am happy with” or “Would like to develop”). This information will be shared with current Subject Leader and CPD co-ordinators to allow your specific career needs to be recognised, form the basis for the Continual Professional Development Programme and your possible involvement in this programme.”</p> <p>After these forms were returned the following workshops were identified based upon the needs expressed from the staff;</p> <p>Effective Use of Assessment Data (Resources Appendix B) This workshop highlights effective application of assessment data that allows it to have an impact on student learning.</p> <p>Understanding the Characteristics of an “Outstanding” Lesson (Resources Appendix C) This workshop will highlight the generic key areas and characteristics that form “Outstanding” lessons.</p> <p>Developing strategies for SEND students (Resources Appendix D) This workshop will highlight strategies that can be employed to promote learning in SEND students.</p>

	<p>Developing strategies for Gifted and Talented Students (Resources Appendix E) This workshop will provide insight into strategies to enrich, stretch and challenge “Gifted” and “Talented” students.</p> <p>Managing Low Level Disruption (Resources Appendix F) This workshop will identify a series of strategies that can be employed to manage “Low Level Disruption” in the classroom.</p> <p>Effective Monitoring and Evaluation of Programmes/Departmental Performance (Staff, Student, Parental Voice) (Resources Appendix G) This workshop will highlight “Good Practice” in collating effective evaluations from Students, Staff, and Parents and its impact on Departmental Planning and Development.</p> <p>Effective Intervention Strategies to deal with Under-Achievement (Narrowing the Gap) (Resources Appendix H) This workshop looked to address the issue of under-achievement and strategies to promote learning that incorporated; Effective Intervention at Classroom Level / Provision Beyond the Classroom Departmental Procedures</p> <p>Due to financial constraints, teams of deliverers were identified through the Teaching and Learning Forum based at the school that had expertise in the identified areas. This allowed staff to work closely with colleagues from different subject areas to disseminate this good practice in a large secondary/college institution.</p> <p>A Matrix (Appendix I) was created to organise the delivery of these “Workshops” and track the personalised CPD each member of staff had received. These workshops were delivered in the morning sessions of the three PD Days (September, November, January).</p> <p>The £300 Bursary from the Salop Teaching School Alliance provided the resources required to effectively run each workshop.</p>
<p>Who was involved? (collaborative partners)</p>	<p>Teaching Staff Deliverers:-</p> <p>Effective Use of Assessment Data Mr S Radford (Director of Maths) / Mr M Ashley (Subject Leader of English)</p> <p>Understanding the Characteristics of an “Outstanding” Lesson Mr M Cooper (Assistant Head of Teaching and Learning) / Mrs S Ellis (Food Technology) / Mrs C Slim (English)</p> <p>Developing strategies for SEND students Mrs E Dakin (Deputy Headteacher) / Mrs L Edwards (SENCO)</p> <p>Developing strategies for Gifted and Talented Students Mr T McAleavy (Teaching & Learning Co-ordinator) / Mr T Cuthbert (Science) / Mrs J Squire (Assistant Principle of Sixth Form)</p> <p>Managing Low Level Disruption Mrs J McGurrin (Assistant Headteacher of Pastoral) / Dr L Garside (Assistant Headteacher of Pastoral) / Ms E Finch (PSHE) / Mrs K Mooney (Head of Year 7)</p> <p>Effective Monitoring and Evaluation of Programmes/Departmental</p>

	<p>Performance(Staff, Student, Parental Voice) Mr O Stokes (Subject Leader of Geography) / Ms K Betts (Assistant Principle of Sixth Form)</p> <p>Effective Intervention Strategies to deal with Under-Achievement (Narrowing the Gap) Mr T McAleavy (Teaching & Learning Co-ordinator)</p>
<p>Outcomes</p>	<p style="text-align: center;">Career Development Programme Outcomes:-</p> <p>After the completion of this process the following perceived outcomes:-</p> <ul style="list-style-type: none"> ➤ Whole school identification of strengths and area's for development. ➤ School Evaluation Form and School Development Plan evidence based material. ➤ Review of Continual Professional Development Structure. ➤ The data foundation for the CPD Menu Programme that will allow staff career development needs to be met. ➤ Identification of "Experts" within the school community that can participate in the CPD Menu Programme. ➤ Add value to the Performance Management Cycle to allow sustainable career development to occur. ➤ More detailed, focused and valued Departmental Self Evaluation Forms (DSEF), Departmental Development Plan (DDP) and Department Meetings. ➤ Creation of Career Development Programme resources on Moodle Platform. ➤ Staff ownership and empowerment of career development. ➤ Embedding a culture of lifelong learning, reflection and continual professional development within school community. ➤ Evidence of strategies for addressing "underperforming" staff with support structures.
<p>Project Evaluation/Impact Outcome</p> <p>How was the impact measured?</p>	<p>A range of "Quality Assurance" mechanisms and "Impact Reviews" will be put in place to evaluate and evolve the programme:-</p> <p>Workshop Reviews</p> <ul style="list-style-type: none"> ➤ To ensure accountability, value for money and standard of delivery, staff will be asked to complete a simple questionnaire on each of the Workshop regarding the content, quality of resources and impact on personal development. <p>Career Development Programme Review</p> <ul style="list-style-type: none"> ➤ Staff will be asked to complete a questionnaire reviewing the programme in its entirety. The construction of this questionnaire will have the principles, values, entitlements and outcomes of the programme embedded to allow true judgements to occur. <p>Subject Leader/Line Management Review</p> <ul style="list-style-type: none"> ➤ As this programme wishes to "lead from the middle", Subject Leaders will be asked to provide feedback on the impact of the workshops on staff, systems and provision within their departments and will play a fundamental role in evolving the programme.

	<p>Impact upon Teaching and Learning</p> <ul style="list-style-type: none"> ➤ To ensure accountability, Subject Leaders will be asked to evaluate the impact of the workshop topics on learners as part of their Departmental Self Evaluation Forms Reviews (DSEF). This will then be feedback to their line managers (SMT). <p>Senior Management Team Review</p> <ul style="list-style-type: none"> ➤ The Headteacher and SMT will review DSEF's along with School Evaluation Form, School Improvement Plan and RAISEONLINE to develop the School Development Plan. From this document, leading topics will be identified to inform the next round of workshops to evolve the programme and met the school and staff needs. <p style="text-align: center;"><u>Career Development Programme</u></p> <p style="text-align: center;"><u>General Scores Feedback</u></p> <p>96.2% stated that the "Quality of Content" was good to outstanding (82.3% Sept, 96.6% Nov)</p> <p>91.4% stated that the "Standard of Presentations" was good to outstanding (94.1% Sept, 93.2% Nov)</p> <p>91.9% graded good to outstanding for "Workshops meet its intended outcomes" (78.4% Sept, 94.9% Nov)</p> <p style="text-align: center;"><u>Feedback for the Overall PD Day Workshop Programme 2012/13</u></p> <p>86.3% graded good to outstanding for " the workshops programme met their needs."</p> <p>86.1% graded good to outstanding for "the variety of the workshops offered."</p> <p style="text-align: center;">See Appendix J for complete review.</p>
Intended dissemination of outcomes	The outcomes of this programme will be shared with key stakeholders within the school as well with colleagues at local network meetings.
Next steps for project within the organisation	From feedback given from staff, this programme will be delivered annually and continue to be "need driven" based upon the national and school agenda and the individual needs of the staff.

Please note your case study will be placed on the Teaching School website therefore if any photographs are supplied we will assume permission has been obtained by the person being photographed or parents/carers.