

# Beyond first year of teaching



## Growing great teachers

Professional Development Programme



**Ealing CPD**  
Developing the workforce  
[www.ealingcpd.org.uk](http://www.ealingcpd.org.uk)

# Beyond first year of teaching – Growing great teachers

This programme is aimed at teachers in their second year of teaching, experienced teachers and those who are already school leaders or have the potential to become school leaders in the near future.

The programme will be delivered facilitated by best practitioners and in the unique settings of two Ealing schools: Fielding Primary and Montpelier Primary, as part of the West London Teaching Alliance.

## Terms and conditions

**Booking:** [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk).

**Charges:** £75 for each session, this includes handouts, & refreshments

**Multiple booking discount:** if more than 1 person attends there will be a 10% discount

**Cancellation policy:** Up to 10 days before – full refund, less than 10 days – 50% refund, 2 days before – no refund.

For invoicing details please contact providers of this programme.

We look forward to seeing and working with you.



Sessions delivered by  **FIELDING** PRIMARY SCHOOL  
AND NURSERY

Course title	Date	Time
Securing and Developing Early Years Practice	7.12.2018	9.15-12.00
Accountability, monitoring and Evaluation within Early Years	8.2.2019	12.30-3.15
Ensuring successful outcomes in Early Years – exploring effective assessment	9.11.2018	12.30-3.15
Creating an environment of effective teaching and learning in Early Years	12.10.2018	9.15-12.00
Nurturing young writers from mark marking to writing	16.11.2018	9.15-12.00
Understanding and effectively using the outside classroom	22.3.2019	12.30-3.15
Supporting our EAL learners in Early Years	15.3.2019	9.15-12.00
Supporting mentors who support EYFS NQTs	28.9.2018	12.30-3.15
Effective learning behaviours (part 1)	5.10.2018	9.15-12.00
Effective learning behaviours (part 2)	25.1.2019	12.30-3.15



Fielding Primary School, Wyndham Road, Ealing W13 9TE – Tel: 020 8567 9524 – Email [admin@fielding.ealing.sch.uk](mailto:admin@fielding.ealing.sch.uk)

Full details of the programme are available on [www.egfl.org.uk/nqt](http://www.egfl.org.uk/nqt), [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk) and [www.fieldingprimary.com](http://www.fieldingprimary.com)

Sessions delivered by



Course title	Date	Time
Effective use of data, moderation and pupil progress meetings	12.09.2018	9.00-12.00
Teaching and Learning for Excellence (most able) – Mathematics	19.09.2018	9.00-12.00
Teaching and Learning for Excellence (most able) – English	10.10.2018	9.00-12.00
Grammar in Context (part 1)	31.10.2018	9.00-12.00
Grammar in Context (part 2)	28.11.2018	9.00-12.00
Developing effective communication with all – parents, colleagues and stakeholders	12.12.2018	9.00-12.00
Moving on – Have you ever thought of leading on a subject (part 1)	09.01.2019	9.00-12.00
Moving on – Have you ever thought of leading on a subject (part 2)	28.02.2019	9.00-12.00

Montpelier Primary School, Montpelier Road, Ealing W5 2QT – Tel: 020 8997 5855 – Email [admin@montpelier.ealing.sch.uk](mailto:admin@montpelier.ealing.sch.uk)

Full details of the programme are available on [www.egfl.org.uk/nqt](http://www.egfl.org.uk/nqt) , [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk) and [www.westlondonteachingalliance.com](http://www.westlondonteachingalliance.com)

# Fielding Primary School

## Training Programme

2018 -19

### Growing Great Teachers

[www.fieldingprimary.com](http://www.fieldingprimary.com)



**Ealing CPD**  
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## About us

Our school is a fantastic place to learn, achieve and thrive. With excellent teaching and an engaging curriculum, we are committed to help every child excel and reach their potential academically, while our Values-based education philosophy helps Fielding's pupils develop a moral and ethical compass for life enabling them to grow up to be the best person that they can possibly be.

Peter Dunmall, Head teacher

## The Programme

Early Years focused:

- Securing and Developing Early Years Practice
- Preparing Early Years for Ofsted
- Ensuring successful outcomes in Early Years – exploring effective assessment
- Creating an environment of effective teaching and learning in Early Years (Visible Learning)
- Nurturing young writers from Mark marking to writing
- Understanding and effectively using the outside classroom
- Supporting our EAL learners in Early Years
- Supporting mentors who support EYFS NQTs Non

Early Years focus

- Effective learning behaviours (part 1)
- Effective learning behaviours (part 2)

## Cost

£75 for each session, this includes handouts, & refreshments

Multiple booking discount: if more than 1 person attends there will be a 10% discount

Cancellation policy:

up to 10 days before – full refund

Less than 10 days – 50% refund

2 days before – no refund

To secure your place, please visit [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk)

Minimum number of attendees for course to run: 10

Maximum number of attendees: 20





## **Kristien Webb – EYFS Course facilitator**

Kristien is an Assistant Head and Reception Lead at Fielding Primary School. He has taught in and led Reception for the last five years and within that time has worked with his team to secure the outstanding judgement during their last Ofsted (2017). Fielding has seen a yearly rise over the last five years of the percentage of pupils achieving Good Level of Development. Prior to his time working in Early Years Kristien has worked across the primary key stages and lead in a number of different areas of the curriculum.

His experience of working as Assistant head teacher, Reception Lead and SLE has provided him with considerable experience of coaching and mentoring teachers within the Early Years setting. He has led many professional development sessions within the Local Authority on improving classroom practice.

Kristien has also been instrumental in raising standards in behaviour at his current setting and is skilled in improving playtime provision within the primary setting. Over the last two years he has lead staff to understand the importance of play across the key stages and worked on two projects to develop playground provision and project manage the school allotments with a focus on educating pupils around sustainability.

## **Corinne Tate - Course Facilitator**

Corinne is Assistant Head for the quality of teaching, learning and assessment and KS1 Lead at Fielding Primary School. She has eleven years of teaching experience, six of these in a leadership position. With a dynamic and research-based style, her passion to deliver change resulted in the successful implementation of Values-based Education which was a key factor in securing the outstanding judgement during Fielding's last Ofsted inspection (Feb 2017).

Extensive experience in both key-stage 1 and 2, Corinne has worked in many external roles with a focus on improving the quality of teaching, learning and assessment. Her knowledge of effective teaching strategies and assessment, particularly how to secure accurate judgements, resulted her in being selected as a KS1 Lead Moderator for the past three years. More recently, she has expanded her repertoire as a SLE and Quadrant Lead Moderator, making links with and providing support for other local schools.

Motivated by raising standards, Corinne makes sure every child achieves their potential. She has been highly influential in the development of the Fielding Teaching and Learning Blueprint and whole staff training on Visible Learning teaching strategies. Through strong collaborative learning, she actively encourages and promotes others to show leadership and take risks, exploring and adopting innovative approaches to teaching and learning.





# FIELDING PRIMARY SCHOOL AND NURSERY

A Values-based school

## Laura Stabler - Course Facilitator

Laura is an Assistant Head at Fielding Primary School where she currently leads on Personal Development, Behaviour and Welfare. Laura has been a teacher for eleven years and has taught in all year groups from years one to six, showing a particular passion and gaining wide experiences as a key-stage two teacher, where she has led for the last six years.

Laura was integral to the implementation of Fielding's Visible Learning approach to teaching, and has led on implementing Fielding's induction programme, a role that assisted with the school securing its outstanding judgement (Ofsted 2017). Through her leadership role Laura has developed a wide range of coaching and mentoring skills. These have been used to develop a range of teachers including trainee teachers, NQTs, RQTS, those returning to teaching and teachers new to leadership roles. She has lead a range of professional development in school, within the Local Authority and has been invited to speak at national conferences about how to implement strategies to raise the quality of Teaching and Learning.

More recently Laura has developed her role of leading on personal development to raise the importance of the PSHE curriculum and of Values-based education. She has reviewed current practice and adapted routines and approaches to ensure behaviour management and the development of the whole child is effective and consistent across the whole school.





## Our EYFS Training programme

At Fielding we understand the importance of how getting it right for every child is crucial from the very start. Therefore, we are passionate in ensuring our Early Years setting and practice is constantly evolving to meet the needs of all our children. We are proud of our achievements at Fielding and the journey we have undertaken in Early Years over the last several years.

There is no one approach that can be applied to every Early Years setting to guarantee success. Every Early Years setting is different, depending on the children and the team and learning environment. Therefore, we have designed seven courses to support practitioners in developing their own understanding and practice within Early Years. Attending our courses will provide you with insight into what we have created at Fielding and time to reflect on your own practice and what could work within your own setting.

## How has training at Fielding supported your Early Years Practice?

*'I now feel confident in capturing the children's imagination and understanding the importance of hooking them into a topic. I understand the Early Years framework and how you need to effectively organise your day to get the best out of each child. The training around visible learning supported my confidence in trailing and improving my own classroom practice.'* Emily Haylock, RQT at Fielding

*'I feel very lucky to be part of an Early Years team at Fielding and through training I feel confident in how to support children at all levels to reach their potential.'* Laura Watts, RQT at Fielding

*'Inspirational leadership and a serious commitment to career progression at Fielding has given me the opportunity to take on new challenges and responsibilities.'* Sophie Ghoul, Experienced EYFS practitioner



Course title	Course Description	Who would this course benefit?	Date/Time
<b>Securing and Developing Early Years Practice</b>	<p>Getting it right from the start is critical for every child and that is why creating an effective Early Years setting is so important. This course will provide delegates with an overview of the principals around Early Years and will give examples of how to make it work well for their own setting. We will explore how to structure your Early Years practice from the planning stages through to working and getting the best from each individual child. This course would benefit anyone who is new to Early Years or practitioners who would benefit from observing how other settings approach the structure of their day.</p> <p>Benefits</p> <ul style="list-style-type: none"> <li>• A clear understanding of the statutory requirements for the EYFS.</li> <li>• Knowledge of the key features of continuous provision and planning in the Early Years.</li> <li>• Developing the understanding that the learning environment plays in supporting and extending children's development and learning.</li> <li>• Exploring and embedding the Characteristics of Learning into your practice.</li> </ul>	<p>EYFS practitioners (TA)</p> <p>EYFS teachers (NQT, RQT &amp; experienced)</p> <p>EYFS Leaders</p> <p>Year 1 teachers</p>	<p>7.12.18</p> <p>9.15-12.00</p>
<b>Accountability, monitoring and Evaluation within Early Years</b>	<p>This course will provide delegates with the confidence to approach an expected OFSED inspection. It will outline the key features of outstanding practice in EY, and there will be discussion points around how outstanding practice can be enabled, how it should be monitored and challenged. Delegates will feel more confident as advocates for the education experiences of the youngest children in their schools and better equipped to lead, develop and champion practice across their team. Time will be spent supporting delegates with how to understand and interpret EYFS data to enable you to use it effectively use it for school improvement purposes. This course would benefit</p>	<p>EYFS teachers</p> <p>EYFS Leaders</p>	<p>8.2.19</p> <p>12.30-3.15</p>



	<p>anyone who approaching an Ofsted inspection from a newly qualified teacher to the lead within an Early Years setting.</p> <p>Benefits</p> <ul style="list-style-type: none"> <li>• A clear understanding of the key features of quality EY practice</li> <li>• Greater confidence with reflection on own practice</li> <li>• Strategies to support with leading the development of others, holding to account</li> </ul>		
<p><b>Ensuring successful outcomes in Early Years – exploring effective assessment</b></p>	<p>This course will provide delegates with the understanding of how to approach assessment within in their own setting. We will explore what effective assessment can look like within Early Years and break down how to use baseline assessments to structure the rest of the academic year. There will be a focus on the Early Years practitioner and how they play a crucial role in moving all pupils on from their starting points through skilled interactions and focused observations. We will look at examples of recording and using data to support their own practice and how to plan for opportunities so progress is clear within and EYFS setting. This course would benefit any EYFS practitioner who would like to improve their understanding of effective assessment in Early Years.</p> <p>Benefits:</p> <ul style="list-style-type: none"> <li>• Develop understanding of what effective assessment can look like in Early Years</li> <li>• Exploring the role of the Early Years practitioner</li> <li>• Developing confidence in using data effectively to inform your next steps</li> </ul>	<p>EYFS practitioners (TA) EYFS teachers (NQT, RQT &amp; experienced) EYFS Leaders Year 1 teachers Assessment Leads</p>	<p>9.11.18 12.30-3.15</p>





<b>Creating an environment of effective teaching and learning in Early Years</b>	<p>This course will look at strategies that can be used within the Early Years setting to create and nurture independent and visible learners. It will provide delegates with strategies to support pupils in talking confidently about their own learning and their next steps. We will explore how these techniques can be used in focus group tasks such as Maths and Writing along with supporting pupils in child initiated play. Through learning walks during the session delegates will see how teachers use strategies in their daily practice to create an environment where pupils are accountable for their own learning and able to reflect on their achievements and next steps. This course would benefit any Early Years practitioners who are interested in creating a culture in their classrooms where learning is at the forefront of what they do.</p> <p>Benefits</p> <ul style="list-style-type: none"> <li>• Greater understanding of creating a setting of active learners</li> <li>• Provide strategies of how to develop the language of learning in Early Years</li> <li>• Explore strategies to provide opportunities for self-assessment and reflection</li> </ul>	<p>EYFS practitioners (TA) EYFS teachers (NQT, RQT &amp; experienced) EYFS Leaders Year 1 teachers</p>	<p>12.10.18  9.15-12.00</p>
<b>Nurturing young writers from Mark marking to writing</b>	<p>This course supports how to create a community of writers in the Early Years Classroom, supporting the initial stages of mark making to providing opportunities for pupils to achieve ELG met and the exceeding judgement in writing. Supporting the early stages of writing is a skilful process and this course will break down how practitioners can use provision, experiences, activities and interests to promote children's passion and confidence in writing. Delegates will gain inspirational ideas to develop writing opportunities in the indoor and outdoor learning environments and have the opportunity to see this in action in our reception classrooms. The course will look at securing practitioners judgements in writing and support their understanding of moving pupils on from their starting points. This course would benefit any Early Years practitioners who are interested in promoting and celebrating writing within their setting.</p>	<p>EYFS practitioners (TA) EYFS teachers (NQT, RQT &amp; experienced) EYFS Leaders Year 1 teachers English Curriculum lead</p>	<p>16.11.18  9.15-12.00</p>



	<p>Benefits</p> <ul style="list-style-type: none"> <li>• A deeper understanding of the development of early writing skills</li> <li>• Practical ideas to support children 'having a go'</li> <li>• Embedding systems in place to support the development of writing</li> <li>• Creating a language rich environment to support the early stages of reading and writing</li> </ul>		
<b>Understanding and effectively using the outside classroom</b>	<p>This course explores how a well-planned outdoor area can be a powerful learning environment for young children. Used correctly the outside classroom can provide opportunities where children can develop and apply their existing skills and knowledge across all areas of the curriculum. This course will look at how to plan effectively for your outside classroom to offer rich opportunities for your children. We will look at the importance of effective adult interactions and observations in the outdoor classroom and how this can support your EYFS practice. There will be opportunities to explore how Fielding uses its outside areas to support pupil development in our outside classroom and Fielding Forest. This course would benefit any Early Years practitioners who are interested in developing their outside classroom and their understanding of how to use it effectively.</p> <p>Benefits</p> <ul style="list-style-type: none"> <li>• Gain a deeper understanding of the potential of outdoor learning</li> <li>• Practical solutions for developing your outdoors</li> <li>• Effective adult interactions and observations</li> </ul>	<p>EYFS practitioners (TA) EYFS teachers (NQT, RQT &amp; experienced) EYFS Leaders Year 1 teachers Curriculum teachers</p>	<p>22.3.19 12.30-3.15</p>
<b>Supporting our EAL learners in Early Years</b>	<p>This course explores how to support pupils in the Early Years setting who have English as an additional language. It will provide delegates with practical ideas on how to support pupils so they can access the EYFS curriculum and make progress during the academic year. There will be a focus on language development and what needs to be</p>	<p>EYFS practitioners (TA)</p>	<p>15.3.19 9.15-12.00</p>





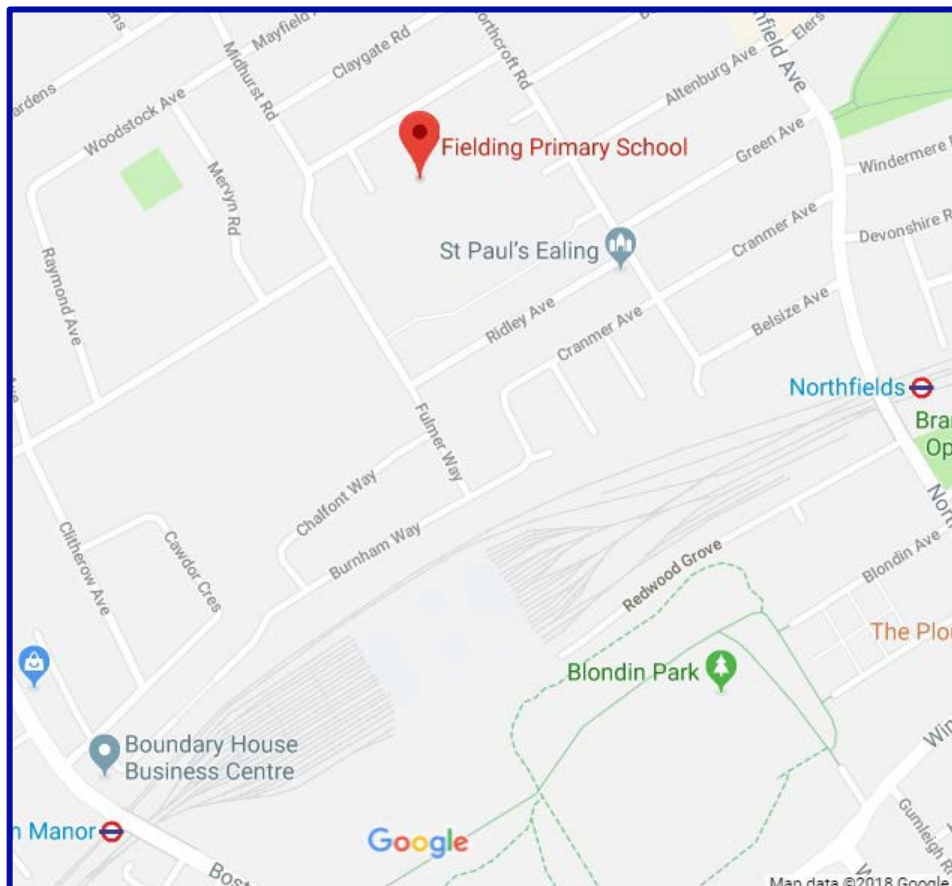
	<p>put in place to make sure EAL pupils are supported. There will be opportunities to see how EAL strategies are embedded into our daily practice at Fielding and how our EAL pupils are supported throughout the school year. This course would benefit any Early Years practitioners who are interested in understanding how they can further support their EAL learners in Early Years.</p> <p>Benefits</p> <ul style="list-style-type: none"> <li>• Gain a deeper understanding of the EAL learner</li> <li>• Creating a language rich environment to support development</li> <li>• Practical solutions for creating a language rich environment</li> <li>• Strategies to support EAL pupils within the EYFS setting</li> </ul>	<p>EYFS teachers (NQT, RQT &amp; experienced) EYFS Leaders Year 1 teachers EAL coordinators</p>	
<b>Supporting mentors who support EYFS NQTs</b>	<p>This course supports practitioners who are NQT mentors of mentees working in Early Years. The course will explore the teacher standards against Early Years practice and will support delegates in gathering evidence in the role of a mentor and tips on how to effectively write NQT assessment reports.</p> <p>Benefits</p> <ul style="list-style-type: none"> <li>• Gain confidence as a NQT mentor supporting practitioners in EYFS.</li> <li>• Modelling how to complete NQT documentation.</li> </ul>	NQT mentors	<p>28.9.18</p> <p>12.30-3.15</p>
<b>Effective learning behaviours (part 1)</b>	<p>This course introduces and explores the key principles effective learning behaviours based on our understanding in the work of John Hattie. We will look at what being a good learner looks like according to Hattie and how this can be developed. We will focus on the Fielding Primary school case study looking at where our learners were at the start of our visible learning journey and where they are now three years later. We will look at how our language of learning was introduced and developed over the initial</p>	<p>Teachers Leaders Subject leaders</p>	<p>5.10.18</p> <p>9.15-12.00</p>



	<p>phase of our project. There will be opportunities to see strategies that we have adapted in practice across Early Years and both key-stage one and two.</p> <p>Benefits</p> <ul style="list-style-type: none"> <li>• Gain an understanding of John Hattie's research</li> <li>• To see how a school has developed effective learners over a period of time</li> <li>• The chance to see highly effective learning and learners in action</li> </ul>		
<b>Effective learning behaviours (part 2)</b>	<p>This course will build on the previous course and explain in more depth the range of learning strategies that Fielding Primary school has developed to make teaching and learning more effective. Delegates will be able to see how a range of learning techniques have been adapted depending on year group and embedded consistently. There will be opportunities to look at examples of work and how these strategies are being used so children can identify where they currently are with their learning or a skill and how they can identify their own next steps. Delegates will also have the opportunity to talk to children about their learning to see first-hand how the teaching and learning strategies used enable all children to be more aware of their own progress.</p> <p>Benefits</p> <ul style="list-style-type: none"> <li>• To see a range of strategies that have been adapted and work effectively</li> <li>• To talk to different children about their learning and witness their honest responses</li> <li>• Gain a deeper understanding of how a school has made learning and learners more effective.</li> </ul>	<p>Teachers Leaders Subject leaders</p>	<p>25.1.19  12.30-3.15</p>



Fielding Primary School, Wyndham Road, Ealing W13 9TE – Tel: 020 8567 9524 – Email admin @fielding.ealing.sch.uk



## Transport links

### Bus

E2 – to Northfields Avenue, 5-minute walk

E3 – to Northfields Avenue, 5-minute walk

E8 – to Haslemere Avenue, 5-minute walk

### London Underground

Nearest underground stations: Northfields and Boston Manor, both on the Piccadilly line and within walking distance.

### British Rail

Hanwell Station, walk or E3 bus

West Ealing Station out of Paddington

Brentford Station out of Waterloo. Then E8 bus

There is no parking on site or in the surrounding roads.



**West London Teaching Alliance  
training programme  
2018-19**

Course title	Course Description	Who would this course benefit?	Date/Time
<b>Effective use of data, moderation and pupil progress meetings</b>	<p>Ensuring data and moderation are used effectively to inform next steps is critical for ensuring pupils make or exceed expected progress. This course will provide delegates with an overview of the principals behind these assessment activities as well as explore examples of how to make it work well for their own setting.</p> <p>Benefits</p> <ul style="list-style-type: none"> <li>• Purpose of all three activities</li> <li>• Using data to improve teaching (using the right data)</li> <li>• Developing lines of enquiry from data</li> <li>• Pupil progress meetings – setting the scene and ensuring effectiveness</li> <li>• Moderating writing and mathematics – addressing the gaps and evaluating impact</li> </ul>	RQT	12.09.18 9am-12am
<b>Teaching and Learning for Excellence (most able) – Mathematics</b>	<p>This course explores the features of effective teaching and learning for the most able in Mathematics. There will be a particular focus on higher order questioning skills, developing open ended problem solving tasks, the use of manipulatives (concrete-pictorial –abstract) and allowing pupils time for reflection and exploration. This is course is suitable for Recently Qualified Teachers across the primary age range.</p>	RQT	19.09.18 9am-12am
<b>Teaching and Learning for Excellence (most able) – English</b>	<p>Successful teachers engage their pupils in order to create a culture and lifelong passion for learning. This course will provide delegates with the opportunity to explore effective teaching and learning strategies, specifically targeted at the most able pupils in English. Lesson plans and a clear lesson structure is a key element of successful teaching and learning. Teachers must be realistic about targeted learning for pupils, and a flexible approach which responds to pupils' needs as lessons develop is integral. We will examine systematic approaches to marking, self and peer assessment, target setting and different types of feedback which challenge pupils to be actively engaged in the learning process. There will also be opportunities to look at how teachers can make</p>	RQT	10.10.18 9am-12am



	imaginative use of a wide range of resources, including moving image texts, in order to address individual pupils' needs in reading, writing, speaking and listening.		
<b>Grammar in Context (part 1)</b>	Throughout this session, we will look at the grammar requirements within the national curriculum across KS1 and 2 and discuss the terminology that is used in the current curriculum. In addition, we will consider ways to embed the teaching of grammar both in standalone lessons across the curriculum.	RQT	31.10.18 9am-12am
<b>Grammar in Context (part 2)</b>	In the second session, we will look at the common grammatical misconceptions students make when they are writing and how these can be addressed in class, using a range of practical and engaging approaches.	RQT	28.11.18 9am-12am
<b>Developing effective communication with all – parents, colleagues and stakeholders</b>	<p>Often one of the most neglected Teacher Standards, fulfilling wider professional responsibilities is vital for a teacher's development and career progression. Developing effective professional relationships with colleagues, communicating effectively with parents and deploying support staff effectively are all critical in this area.</p> <p>Benefits</p> <ul style="list-style-type: none"> <li>- Conversations with parents</li> <li>- Professional conduct and being an ambassador for your work place</li> <li>- Effective communication and relationships with colleagues across teams</li> <li>- Influence without authority</li> <li>- Promoting and including governors</li> <li>- Handling conflict and difficult conversations</li> </ul>	RQT	12.12.18 9am-12am
<b>Moving on – Have you ever thought of leading on a subject (part 1)</b>	<p><b>This course is aimed at aspiring or new primary subject leaders who seek to develop and deepen their leadership skills.</b></p> <p>An essential two part course targeting teachers who wish to undertake the leadership of a subject within their school. If you would like to gain a greater understanding of what effective subject leadership looks like and take away immediately practical strategies for developing</p>	RQT	09.01.19 9am-12am

	<p>leadership this course is for you. Although the focus we be largely about subject leadership, we will cover a number of aspects that will be easily transferable to any middle leadership role.</p> <p>The course includes;</p> <ul style="list-style-type: none"> <li>• Being a subject/middle leader-What does the job look like?</li> <li>• Core purpose of the Subject Leader- Why do it?</li> <li>• Effective Subject Leadership- What does it look like?</li> <li>• Self Evaluation- Where are we now and where do we want to go?</li> <li>• Subject Action Plans - Planning and getting people on board.</li> <li>• Monitoring- Making a difference and having IMPACT?</li> <li>• Lesson observation, work Sampling and data- How to inspire others and prove your impact.</li> <li>• Dealing with challenging staffing issues- Practical strategies to take away.</li> </ul>		
<p><b>Moving on – Have you ever thought of leading on a subject (part 2)</b></p>	<p><b>This course is aimed at aspiring or new primary subject leaders who seek to develop and deepen their leadership skills.</b></p> <p>An essential two part course targeting teachers who wish to undertake the leadership of a subject within their school. If you would like to gain a greater understanding of what effective subject leadership looks like and take away immediately practical strategies for developing leadership this course is for you. Although the focus we be largely about subject leadership, we will cover a number of aspects that will be easily transferable to any middle leadership role.</p> <p>The course includes;</p> <ul style="list-style-type: none"> <li>• Being a subject/middle leader-What does the job look like?</li> <li>• Core purpose of the Subject Leader- Why do it?</li> <li>• Effective Subject Leadership- What does it look like?</li> </ul>	RQT	28.02.19 9am-12am

	<ul style="list-style-type: none"> <li>• Self Evaluation- Where are we now and where do we want to go?</li> <li>• Subject Action Plans - Planning and getting people on board.</li> <li>• Monitoring- Making a difference and having IMPACT?</li> <li>• Lesson observation, work Sampling and data- How to inspire others and prove your impact.</li> <li>• Dealing with challenging staffing issues- Practical strategies to take away.</li> </ul>		
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**To book a place on any of our courses please visit Ealing CPD online: [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk)**

## Contact

We are happy to respond to any queries, so please feel free to contact us:

- Mirela Temo: [mtemo@ealing.gov.uk](mailto:mtemo@ealing.gov.uk)
- Kristien Webb: [admin@fielding.ealing.sch.uk](mailto:admin@fielding.ealing.sch.uk)
- Anna Hamilton: [admin@montpelier.ealing.sch.uk](mailto:admin@montpelier.ealing.sch.uk)

