

# SSAT National Award for Middle Leaders (NAML)

In partnership with  
Weavers Academy



## Essential training for middle leaders

Middle leadership is often referred to as the engine room of school improvement because of the significant and direct impact on teaching and learning. This modular programme draws upon SSAT's vast experience and expertise in delivering middle leadership training to equip middle leaders with the attributes, skills and knowledge to lead sustainable impact.

**Accreditation:** The programme is accredited by SSAT and participants will receive a certificate for modules completed.

**Location:**

	Module title	Dates and times
1	Vision, values and moral purpose	
2	Developing your leadership approach	
3	Leading and managing innovation and change	
4	Using data to support progress and achievement	
5	Prioritising and managing tensions	
6	Building a high performing team	
7	Effective teaching and learning	
8	Quality assurance	
9	Professional learning and developing your team	
10	Principled curriculum design	

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## Module 1

### Vision, values and moral purpose

This first module begins by reflection on the importance of vision, values and moral purpose

#### Aims for the session:

- ▶ To consider what a 'vision' is and its importance for school leadership.
- ▶ To reflect on the relationship between vision and values.
- ▶ To reflect upon our own values and moral purpose.
- ▶ To shape the vision for our team or area of responsibility.

## Module 2

### Developing your leadership approach

This module looks at developing leadership approaches to improve effectiveness. It includes the importance of self-awareness and emotional intelligence, as well as exploring leadership characteristics and styles.

#### Aims for the session:

- ▶ To become more self-aware as leaders, reflecting on leadership characteristics and behaviours.
- ▶ To consider the importance of emotional intelligence and understand the impact of behaviour on team performance.
- ▶ To explore the impact of different leadership styles and a situational leadership approaches.
- ▶ To understand how leadership contributes to organisational culture.

## Module 3

### Leading and managing innovation and change

This module explores the complex issues involved in leading and managing change. It includes practical tools for change management as well as how to handle the emotional aspect of change.

#### Aims for the session:

- ▶ To reflect on the theory and practice of leading change in order to lead more effectively.
- ▶ To explore practical change management tools.
- ▶ To understand the emotional impact of change.
- ▶ To reflect on the role of innovation – “doing things differently in order to do them better”.
- ▶ To consider strategies for implementation planning.

## Module 4

### Using data to support progress and achievement

This module looks at what data we collect and why and gives participants the opportunity to review their current practice. (An additional recorded session provides a grounding in some key statistical concepts around the use of data and how these are relevant to understanding school accountability measures).

#### Aims for the session:

- ▶ To consider what data we collect and why.
- ▶ To think about both the advantages of data analysis and its pitfalls.
- ▶ To discuss how middle leaders use data.

## Module 5

### Prioritising and managing tensions

This module explores some of challenges faced by middle leaders and how these might be addressed.

#### Aims for the session:

- ▶ To discuss the challenges faced by middle leaders and reflect upon research evidence..
- ▶ To develop strategies for prioritising and time management.
- ▶ To consider the balance of leadership and management within middle leadership role.
- ▶ To reflect on the middle leaders role as both 'buffer' and 'bridge' between their teams and senior leadership.

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## Module 6

### Building a high performing team

This module looks at the key ingredients to building a high-performance team.

#### Aims of the session:

- ▶ To explore characteristics of high performing teams and dysfunctional teams.
- ▶ To reflect on how failures can become powerful learning opportunities.
- ▶ To evaluate the effectiveness of teams you lead and considered how you can improve performance.
- ▶ Be equipped to support a culture that builds strong teams and shares good practice.

## Module 7

### Effective teaching and learning

This module explores theory and practice for effective teaching and learning.

#### Aims for the session:

- ▶ To reflect on how high-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.
- ▶ To critically consider research into pedagogical approaches shown to have impact, drawing implications for practise whilst aware of any personal bias.
- ▶ To reflect on and plan how to implement and support the development of teacher practice overtime growing an excellent, evidence-informed teaching team.

## Module 8

### Quality assurance

This module considers the role of middle leaders in quality assuring provision and addressing needs.

#### Aims for the session:

- ▶ To consider middle leaders' roles and responsibilities in quality assurance.
- ▶ To reflect on a variety of quality assurance processes, including performance management.
- ▶ To support middle leaders in holding themselves and others to account.
- ▶ To consider approaches to managing difficult conversations.

## Module 9

### Professional learning and developing your team

This module explores how we plan for professional development.

#### Aims for the session:

- ▶ To identify your own and others professional development needs.
- ▶ To consider various professional development activities and their cost-effectiveness.
- ▶ To identify appropriate support and professional development for members of your team.
- ▶ To evaluate the impact of professional development on teacher development and pupil outcomes.
- ▶ To consider a progression pathway for yourself and your team.

## Module 10

### Principled curriculum design

This module focuses principled curriculum design, drawing upon SSAT's Four Pillars – Intent, Content, Delivery and Experience.

#### Aims for the session:

- ▶ To consider what we mean by curriculum.
- ▶ To reflect on the principles of effective curriculum design – including SSATs Four Pillars.
- ▶ To discuss Ofsted's focus on curriculum within the current framework.
- ▶ To apply the principles to the current roles.

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