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AUTUMN 2023

COURSES FOR LEADERS

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All Courses listed in this brochure can be delivered in your school, tailored to suit.

CONTENTS

COURSES FOR LEADERS

National Conferences

AUTUMN 2023

Take a look at our upcoming pioneering and exciting conferences...

Mental Wellbeing Leadership Conference:
The Power of Self Esteem & Self-Image on Academic Success

London | Thursday 19 October 2023

New Directions:
Embracing The Power Of AI In Secondary Education

London | Thursday 09 November 2023

Teaching & Learning Leadership Conference

London | Friday 10 November 2023

Behaviour Leadership & Management Conference

London | Thursday 16 November 2023

Sixth Form Leadership Conference

London | Friday 24 November 2023

Outstanding Head of Year Conference

London | Thursday 30 November 2023

Full programmes can be viewed at:

🌐 keynoteeducational.co.uk/conferences

✉ online@keynote.org.uk

💬 01625 532974

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NEW: MANAGING CONFLICT SUCCESSFULLY:
Creating the Right Culture and Environment to Maximise High Quality Collaborative Staff Development

CODE **9594**

ABOUT THIS COURSE

We are pleased to offer this new, practical, informative and stimulating course to all educational leaders.

Conflict occurs in all human relationships and handled well, it helps to identify and solve problems as well as build stronger communities. This course is designed for leaders who want to deepen their understanding of conflict and develop effective ways to both manage and resolve it.

We'll look at the nature of conflict and understand why managing conflict successfully supports your community to thrive and learn. Applying theoretical models of conflict resolution, you'll consider the qualities and skills you can employ as a leader to tackle conflict with confidence, growing your knowledge of different conflict management styles, both helpful and unhelpful.

You'll leave with practical and evidence-based approaches to resolve conflict when it arises in your organisation, taking time to discuss how you can apply this in practice. You'll think about how you, as a leader, can proactively grow a culture and climate that supports collaboration and cooperation, whilst positively influencing staff learning and development.

COURSE LEADER

Guy Rands is an experienced educational senior leader of 21 years, having managed colleagues in both secondary and primary sectors as well as in maintained and independent schools.

With long-standing research interests in conflict management, negotiation and mediation, Guy has successfully resolved many complex conflicts in his own schools but also acted as a third-party mediator in other settings.

Known for his effective communication skills and ability to foster collaboration, Guy is dedicated to equipping individuals and organisations with the tools and knowledge to navigate and resolve conflicts constructively.

LOCATION/DATE
London
Friday 01 December 2023

WHO SHOULD ATTEND?

- MATS, Trust and Alliance CEOs
- Principals, Headteachers and Vice-Principals
- Senior Leadership Teams
- School Governors
- Personnel Managers
- Heads of Safeguarding

BENEFITS OF ATTENDING

- Identify the characteristics and qualities of conflict
- Explore the impact of successful conflict management and the consequences of ignoring it
- Take away approaches and methods for conflict resolution
- Take away models of communication
- Gain further insights into your own conflict management styles
- Find out more about applying theory in practice, using a practical framework to resolve conflict and restore healthy relationships
- Prevention – gain effective approaches to prevent unnecessary conflict in your

What is conflict and why does addressing conflict matter?

10.00 – 10.45am

Exploring the nature of conflict and conflict management theory

- Identifying the characteristics and qualities of conflict – recognising the features of conflict to better understand how to address it successfully.
- Facing the "Four Awful Truths" about conflict to reduce its impact.
- Exploring the impact of successful conflict management and the consequences of ignoring it – thinking about the positive impact of tackling conflict and the adverse effects of letting it continue within the organisation.
- Working towards "Win-Win" resolutions rather than compromise – knowing about the adversary system and the evolution of Morton Deutsch's theory of Win-Win.
- Being aware of the 4 Ps in conflict management: perception, perspective, punctuation and power – understanding the influences affecting conflicting parties and why person-centred communication matters.

Discussion: coffee break

10.45 – 11.00am

How do I need to be to tackle conflict successfully?

11.00 – 12.15pm

Understanding the competencies and behaviours of effective leaders in successful conflict management.

- Distinguishing between emotions and behaviours – raising leaders' awareness of how their emotions and behaviours are inter-related.
- Identifying and understanding goals of conflict resolution – learning why establishing and clarifying goals (topic, relational and process goals) successfully influences conflict resolution.
- Listening to understand, rather than to reply – thinking about models of communication and how leaders can promote understanding between a speaker and listener.
- Knowing your conflict management styles, both functional and dysfunctional – identifying the different conflict management styles, challenging our default styles (usually one or two) and broadening the styles that we can employ across different situations.

Lunch and informal discussion

12.15 – 1.15pm

How do I address conflict and restore healthy relationships? Applying theory in practice – using a practical framework to resolve conflict and restore healthy relationships.

1.15 – 2.45pm

- Principled negotiation – understanding the four principles for Win-Win negotiations – 1) separating people from problems 2) focus on interests not positions 3) options for mutual gain and 4) finding objective value.
- Preparing and arranging to negotiate – determining what planning and preparation is necessary towards effective conflict resolution.
- A 7-step process for negotiation – working through a 7-step process that can be applied in practice for conflict management.
- Managing the aftermath – bringing conflicting parties back to a healthy relationship after an agreement has been achieved.

Discussion: afternoon tea

2.45 – 3.00pm

How do I prevent unnecessary conflict in my organisation? Understanding a leader's role in creating a healthy environment.

3.00 – 3.45pm

- Exploring the reasons why conflict arises in organisations – identifying the possible reasons why differences in goals, perspectives, interests and values of people leads to conflict.
- Establishing principles of leadership and management that foster positive working relationships and reduce conflict escalation – looking at seven principles that can be applied to reduce conflict escalation.
- Understanding other options that can be employed if conflicts remain unresolved – if conflicts cannot be resolved through negotiation, what are the other options available?
- Managing 'self' to achieve better conflict management – exploring practices to ensure that leaders are managing themselves effectively through conflict resolution.

NEW: CREATING AN OUTSTANDING KS5 CURRICULUM

CODE **9595**

ABOUT THIS COURSE

This new course designed for senior leaders with responsibilities for Curriculum/Teaching and Learning, and subjects Heads of Departments.

The course includes a detailed examination of high quality curriculum structure, planning, programming, the journey through Years 12 and 13, and includes key Essentials, key Concepts, the wider curriculum or 'super-curriculum', assessment, marking, feedback, excellent study skills and habits and finally exam preparation.

The need to balance creative freedom with academic rigour will be discussed, proven curriculum approaches to stretch and challenge able students will be discussed as well as curriculum planning for the weaker or under-confident student.

The course aims to empower teachers to reexamine their current KS5 Curriculum, ultimately to improve student attainment at A-Level while at the same time maintaining consistently high standards.

Delegates will take away a thorough understanding of the key essentials of curriculum design principles and processes and how to apply them effectively to create a coherent, flexible and enriched A-Level curriculum for their subject.

Delegates will gain a thorough understanding of the key essentials and how to effectively create a coherent, flexible and enriched KS5 curriculum and take away methods to establish the key pillars and concepts from the start of Year 12.

LOCATION/DATE

London
Thursday 07 December 2023

WHO SHOULD ATTEND?

- Heads of Departments
- Heads of Faculties
- Senior Leaders with responsibilities for the Curriculum/Teaching & Learning
- Heads of Department or Performing Arts Leaders seeking to improve the department's overall attainment levels

BENEFITS OF ATTENDING

- Learn more about how to build in the 'wider'; enriched curriculum into your overall curriculum map
- Find out more about how to ensure wider, or super-curriculum impacts directly to enhance, broaden and deepen student learning and achievement
- Strengthen your ability to track and monitor student progress, identifying areas for improvement and intervention.
- Take away innovatory approaches to fuse historical, social culture context into in-depth learning
- Establish a diverse, broad curriculum, which is cohesive and flows as an active journey through Years 12 and 13.

PROGRAMME

Key Essentials: what makes a rich and flexible curriculum at KS5/A-Level?
10.00 – 10.30am
- Creating a well planned, ambitious and relevant curriculum which is thoughtfully implemented and sequenced across Years 12 and 13.
- Ensuring the content is precisely linked to the examination specification.
- Key components of curriculum design: examining your current A-Level curriculum
- Practical ways to ensure a broad and coherent course of study which encourages, promotes and stimulates a cohesive approach
- Does your curriculum inspire to go beyond and requirements of the examination?

Examining your Curriculum
10.30 – 11.15am
- Planning Year 12 to 13 structures – content, development and growth of the key skills and knowledge
- Exploring the idea of personalised pathways
- What's in the plan? Ideas and strategies to broaden student experiences and interests, develop imagination, foster creativity and make it work in your curriculum design
- Crafting clear and progressive learning objectives that can be adapted to suit the needs of different groups
- Mapping objectives to assessment: aligning learning outcomes with suitable assessment methods throughout the progression
- Considerations for incorporating formative and summative assessments

Discussion: coffee break
11.15 – 11.30am

Establishing Key Pillars and Concepts At The Start of the Course
11.30 – 12.00pm

First Six Weeks
- Creating a culture of high quality learning, high expectations, high challenge and high reward from the start
- Identifying and rectifying gaps in essential knowledge
- Enabling your students to demonstrate high academic standards and other achievements
- Building in cultural diversity into your curriculum from the start
- Historical, social and cultural context – methods and approaches to incorporate into student learning from the start

Creating a Fresh, Innovative and Flexible Year 12 & Year 13 Curriculum
12.00 – 12.45pm
- Implementing the full journey - an integrated, cohesive curriculum journey, a key point of which being fluidity, flexibility, capacity and space for inspired learning, for growth - content, skills, the 'wider' curriculum, assessment, feedback, rapid progress, study habits and skills, retrieval and recall, exam techniques and tactics into your full, enriched curriculum over the two year course
- Ensuring your curriculum builds in the learning space to broaden the experiences and interests, develop imagination and foster creativity – ideas and strategies for maximising achievement
- Assessment, Marking, Feedback – setting smart targets and embedding assessment into the curriculum planning to make for rapid student progress

Lunch and informal discussion
12.45 – 1.45pm

Establishing The Wider or 'Super-Curriculum' into your Curriculum Programming & Structure
1.45 – 2.30pm
- Approaches to incorporate the 'wider' curriculum into your curriculum – so that enriching experiences have a direct impact on learning and study excellent learning and high standard outcomes
- How to build wider reading into your A-Level course
- Stretching able students in higher order thinking, advancing intellectual curiosity
- Integrating the development and growth of higher order thinking, of intellectual curiosity as part of your curriculum planning
- Ways to grow thoughtful and resilient learners who enjoy learning through your curriculum
- Building in enriching experiences appropriate to widen out culture diversity, context, enhanced

Discussion: afternoon tea
2.30 – 3.10pm

Measuring The effectiveness of your Curriculum: Achieving High Academic Standards
2.30 – 3.10pm
- Using assessment data to identify key areas strengths and weaknesses to foster responsive curriculum planning
- Maintaining rigorous assessment procedures to promote rapid progress
- Effective monitoring and tracking systems to ensure the rapid progress of individual and group-wide student progress
- Incorporating effective feedback techniques into your curriculum teaching and learning cycle to accelerate student progress
- Implementing intervention strategies to extend higher order thinking in able students and to accelerate learning attainment in weaker students

Excellent Study Skills and Habits, Exam Techniques and Tactics
3.10 – 3.40pm
- Practical approaches to developing high quality learning and study skills and habits
- Strategies to promote the study skills and habits of successful students – lesson starters, retrieval and spacing, quality-first teaching to stretch and challenge more able students and support lower prior attainers
- Specific revision strategies for A-Level students
- How to use mock exams as formative assessment
- Practical strategies on how to analyse, hypothesise and synthesize

NEW: USING RIGOROUS ASSESSMENT PROCEDURES TO PROMOTE RAPID PROGRESS

CODE **9596**

ABOUT THIS COURSE

This new course is designed to empower senior leaders with the tools and strategies to enhance their assessment practices in their schools and drive rapid progress among their students.

Delegates will explore approaches to ensure rigorous assessment procedures are in place to promote rapid progress, successfully monitor teacher assessment expertise, discover how to overcome barriers to rapid progress, develop effective student engagement in the assessment process and how to forensically examine data for effective intervention, curriculum planning and preparing for inspection.

The course will also address how to ensure robust and differentiated assessment and feedback practices are in place for all student groups, including from the most able to the vulnerable, ultimately leading to improved student outcomes.

PROGRAMME

	TIME
Outstanding Teacher Assessment Expertise to Ensure Intervention is Targeted Appropriately and has Impact	10.00 – 11.00am

- Methods to get rigorous, robust, expert and outstanding assessment from all teachers
- What are the best ways to implement a range of assessment strategies and interventions? – Planning and structuring assessment effectively
- Applying effective interventions and ensuring students make excellent progress over time

Discussion: coffee break	11.00 – 11.20am

Ways to get Students to 'Buy-In' to the Assessment Process and Progress themselves with their Own Learning	11.20 – 12.45pm

- Do your students demonstrate exemplary attitudes towards, and a genuine appetite for learning? Do they know their own strengths and weaknesses?
- Practical approaches to ensure students 'buy-in', flourish and take control of their own learning
- Ways to fully involve students in setting learning goals and assessing their own progress

Lunch and informal discussion	12.45 – 1.45pm

Tracking and Monitoring Assessment	1.45 – 2.15pm

- Creating effective tracking systems to monitor individual and cohort-wide progress
- Using assessment data to identify strengths and weaknesses in student performance
- Analysing trends and patterns to inform instructional decisions

Outstanding Feedback	2.15 – 3.00pm

- Making an impact – ensuring your feedback is effective and secures rapid progress
- Ensuring your staff contribute to aspirations for high quality feedback
- Explore various strategies for providing constructive and actionable feedback to students
- Highlight strengths and weaknesses in student work using the marking criteria as a reference
- Incorporating feedback into the teaching and learning cycle – methods to encourage student engagement with feedback and facilitate their progress
- Strategies for time-efficient feedback, especially in large class sizes

Discussion: afternoon tea	3.00 – 3.10pm

Forensically Analysing Assessment Data	3.10 – 3.40pm

- Forensically analysing your data to identify key areas for intervention for all groups of students
- Forensically analysing your data to make changes to curriculum planning and overall 2 year programmes
- Ensuring high quality data to secure robust and rigorous assessment procedures
- Linking marking and assessment to data
- Inspections and data

LOCATION/DATE
London
Monday 04 December 2023

WHO SHOULD ATTEND?

- Principals/Headteachers
- Vice Principals/Deputy Heads
- Heads of Assessment & Data
- Heads of Teaching & Learning
- Heads of Department
- Heads of Year
- School Governors

BENEFITS OF ATTENDING

- Gain further expertise in rigorous assessment practices to ensure rapid student progress
- Explore and address common barriers to rapid progress in student learning
- Take away practical approaches to ensure students 'buy-in', flourish and take control of their own learning
- Discover methods to encourage student engagement with feedback and facilitate their progress
- Find out more about how to forensically analyse assessment data to inform effective interventions, curriculum planning and prepare for inspections

OUTSTANDING TEACHING FOR EXCELLENT LEARNING

CODE **9003**

ABOUT THIS COURSE

This course is designed for teachers looking to further develop their skills as a teacher and expand their range of teaching methodologies. Led by renowned practitioner, department leader, examiner and member of the Chartered College of teaching, Rosie Hussain, the course will practically explore what excellence in teaching, what are the behaviours and styles of outstanding teachers, and evaluating your current strengths.

The course will also balance the pragmatic demands of the examination system with creative ideas to bring your subjects to life and inspire your students.

PROGRAMME	TIME
What is an outstanding teacher?	10.00 – 10.40am

- Exploring a vision for yourself as an outstanding teacher
- Evaluating your current strengths and weaknesses
- Reflecting upon the challenges you face

Discussion: coffee break	10.40 – 11.00am
Key aspects of outstanding teaching and learning	11.00 – 11.30am

- A critical view through the OFSTED lens
- Engaging in evidence based practice
- Assessment & Feedback facilitates progress, action and dialogue
- Training is well-informed and directional
- CPD development

Encouraging creativity and developing more innovative practice	11.30 – 12.00pm

- Tips on how to preparation for inspections and observations
- Questioning techniques to probe, challenge and differentiate.
- Discover how to go beyond your specifications
- Case study examples from the top performing schools.
- Evidence based strategies to facilitate creativity and innovative practice

Assessment, Feedback, Reviewing Learning and Progress	12.00 – 1.00pm

- Feedback from the examiners: looking back at previous exams: What went well? What are examiners looking for?
- Using research evidence to develop your curriculum - interleaving and spaced learning
- Techniques for accelerated learning
- Effectively assessing your students progress and setting realistic targets
- How to use effective feedback strategies to support student progress

Lunch and informal discussion	1.00 – 2.00pm
Evidence-informed practice: Reflection, Retrieval, Metacognition	2.00 – 2.30pm

- Cognitive neuroscience – Transferring content into long term memory
- Exploring high impact retrieval practice strategies
- Developing self-regulated leaners – metacognition strategies to raise A and A* student outcomes

Developing AO2/A03 assessment skills	2.30 – 3.10pm

- Command words and Tier 3 subject specific terminology
- Strategies to improve AO2 application skills
- Supporting student to interpret and decode the examination questions and produce A/A* responses
- Tackling 'tricky' evaluation questions
- Strategies and resources to develop AO3 evaluation
- Developing synoptic skills to support students to link content from across the specification

Discussion: coffee break	3.10 – 3.15pm
Exploring and solving the big challenges for A/A* students	2.30 – 3.10pm

- Differentiating for students in a mixed ability classes
- Sustaining student engagement and going beyond the specification
- Balancing exam technique and specification requirements whilst fostering a passion for your subject
- Building character strengths and growth mind set in order to support student transitions from GCSE to A-Level

Developing Your own Professional development	2.30 – 3.10pm

- Action planning to apply evidence-based practice in own setting
- Taking ownership of your future development – CPD, professional bodies and research opportunities

LOCATION/DATE
London
Tuesday 30 January 2024

WHO SHOULD ATTEND?

- Heads of department
- Teachers
- Classroom practitioners
- CPD Leads
- Teaching & Learning Leads

BENEFITS OF ATTENDING

- Take away a range of innovative teaching ideas and resources to support attainment of all students
- Explore ways to develop skills of teaching excellence
- Gain the latest evidence informed practice and high impact strategies to implement in your day to day practice.
- Develop greater understanding of what examiners are looking and the milestones for success
- Gain a greater insight into the importance of curriculum design, assessment and feedback
- Take away methods to take ownership of your own professional development

ASPIRING TO SENIOR LEADERSHIP

CODE **9008**

ABOUT THIS COURSE

This course, revised and updated for Autumn 2022, is designed to support people looking to step up into senior leadership positions. The course will be made up from practical discussions, theories and techniques to help you start to think more widely.

We'll look at how you can set cultures across the school and your role in supporting them. This will range from creating feedback cultures to those that celebrate success. We'll also take some time to discuss how you can use departmental visions to both engage the departments around you, but align their purpose towards a whole school vision.

You'll leave with a range of models and techniques to support you stepping up to being an inspirational leader, but also having had plenty of time to discuss best practice and glean ideas from those around you.

PROGRAMME

	TIME
The Behaviours of an Outstanding Leader	10.00 – 10.40am

- Explore the different skills needed to be effective as a manager and inspirational as a leader
- Explore the behaviours of successful leaders
- Understand your natural style of leadership
- Explore different styles of leadership and understanding when each style is effective and what the pitfalls might be
- Hone your leadership style and creating impact
- Role Modelling - Inspiring and supporting others to step

Managing and Leading people effectively (1)	10.40 – 11.20pm

- Distinguish between leadership and management techniques
- Understand the essential qualities of a good leader
- Apply leadership models to lead people more confidently and effectively
- Appreciate your own and others behavioural styles to build rapport with people

Discussion: coffee break	11.20 – 11.40am

The role of coaching for senior leaders	11.40 – 12.10pm

- Explore coaching in the context of senior leadership
- Use coaching formally and informally to support those around you
- Support yourself with coaching
- Use coaching as a strategy to make complex decisions

Capturing Imagination with your departmental vision	12.10 – 12.50pm

- Understand coaching in a wider context to explore how it fits in to the role of a Senior Leader
- Create and align your department vision with the whole school
- Use your vision to drive and motivate others
- Explore how you can ensure each area of the school is supporting the wider vision in an engaged and innovative way

Lunch and informal discussion	12.50 – 1.50pm

Managing and Leading people effectively (2)	1.50 – 2.40pm

- Explore how to give effective developmental feedback to inspire change in the behaviour of others
- Learn how to be assertive to influence and persuade
- Understand how to motivate your team to aspire to greater efforts Embed your whole school vision

Discussion: afternoon tea	2.40 – 2.50pm

Senior Leadership: High Expectations, High Challenge, High Reward	2.50 – 3.30pm

- Contribute to the whole school strategic direction
- Tackling school improvement priorities
- Roll out your current leadership experience into the whole school
- Ensure you support a culture of celebration and success

LOCATION/DATE
London
Tuesday 10 October 2023

COURSE LEADER

Tim Hudson is a leadership and development expert with a particular interest in the education sector. Backed by a degree in management, he has worked with a wide variety of people, from aspir-ing student leaders to senior managers. In the past few years he has run in-house programs developing leadership in teachers and pupils in HMC schools, including a pioneering year-long leadership course accredited by the ILM.

WHO SHOULD ATTEND?

- Teachers and middle leaders aspiring to be senior leaders
- Current senior leaders looking to expand their teams
- Those in management positions looking for new ideas to improve their management and leadership

BENEFITS OF ATTENDING

- Take time to explore the skills you need as senior leaders
- Explore your role in creating culture in schools
- Understand how you can capture imagination with departmental visions and use them to align people to a whole school vision
- Reflect on how a senior leaders time is pulled in different directions and have the tools to ensure you are both reactive and proactive
- Take away some easy-to-use tools to help manage the stress of senior leadership positions

Cost: **£269+VAT**

STEPPING UP TO SENIOR LEADERSHIP

CODE **9005**

ABOUT THIS COURSE

This new course is designed for all Middle leaders looking for their first senior leadership role.

The purpose of the course is to support aspiring senior leaders in better preparing themselves for senior leadership roles and senior leadership success.

This course will focus on how to prepare for the critical move from middle management to strategic leadership, how to acquire the values, qualities, and behaviours of senior leadership, how to lead on school improvement and how to lead people and projects at senior leadership level.

Teachers will take away practical guidance on the recruitment process; top interview tips; an understanding of the role of a senior leader; strategies to help become an effective strategic leader of school improvement.

PROGRAMME: 10.00am – 3.45pm

The day will focus on the following elements

AM

- Preparing for the move from middle management to strategic leadership

- Acquiring an appreciation of the values and qualities of effective senior leaders

- Understanding the principles and behaviours of ethical leadership and the importance of protecting staff wellbeing and workload

- Examining approaches to leading the school improvement journey

- Exploring the crucial act of agreeing a whole-school vision, mission and strategy

Lunch and informal discussion

PM

- The Day To Day: how to translate strategy into everyday practice and explore what effective senior leaders do day-to-day

- Managing Change & Dealing with Conflict

- The central tenets of effective performance management, quality assurance and professional development

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LOCATION/DATE
London
Wednesday 22 November 2023

WHO SHOULD ATTEND?

- Middle leaders looking for their first senior leadership role

- Senior leaders new to post

- Senior Leaders mentoring aspiring senior leaders

BENEFITS OF ATTENDING

- To help prepare you for the move from middle management to strategic leadership

- To acquire an appreciation of the values and qualities of effective senior leaders

- To understand the principles and behaviours of ethical leadership and the importance of protecting staff wellbeing and workload

- To examine approaches to leading the school improvement journey

- To explore the crucial act of agreeing a whole-school vision, mission and strategy

- To understand how to translate strategy into everyday practice and explore what effective senior leaders do day-to-day

- To explore the central tenets of effective performance management, quality assurance and professional development

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NEW: EFFECTIVE SENIOR LEADERSHIP STYLES

ABOUT THIS COURSE

Designed to help further develop and advance your leadership styles and behaviours to effectively take on roles at both senior and middle leadership levels and make them your own. It is designed for people who have been in management positions for at least three years or more and aims to advance your leadership tool kit of styles and behaviours and to be able to implement them appropriately, confidently and effectively according to different situations.

PROGRAMME	BENEFITS OF ATTENDING
Situational Leadership – flexing your style of leadership to create impact	• Exploring the behaviours of an outstanding and inspiring senior leader
Adding Coaching and Mentoring into your Leadership Toolkit	• Managing people effectively and with confidence
Effecting High Performing Teams	• Understanding different styles of management and their effectiveness in different situations
Balancing Leadership Tensions	• Understanding the responsibilities you have as a manager and the dangers of becoming over-focussed in one area
Leading People Through Change	• Managing challenging conversations

NEW: PRACTICAL STRATEGIES TO DEAL WITH THE COMPLEXITIES IN SENIOR LEADERSHIP

ABOUT THIS COURSE

In this current educational climate, it has never been more important to develop and encourage those who are aspiring to take on the mantle of leadership.

This forward-looking course is aimed at dynamic leaders who are already in a senior position with responsibility for spotting potential and strengthening their senior leadership team as well as ambitious middle leaders preparing to take the next steps in their career progression.

PROGRAMME	BENEFITS OF ATTENDING
Strategies to apply when dealing with staff reluctance	• What is it like moving from middle management to a strategic leadership position?
Breaking engrained habits in staff thinking	• Move from department-thinking to thinking for the whole school
Recognising times where you need to be tougher, implementing strategies, and knowing how to deal with it	• Discover the traits of vibrant senior leadership teams and how they demonstrate excellence
Exploring the tools you can use to get what you want; what do you need to address, or deal with in a professional way?	• Plan to lead difficult conversations
Managing challenging conversation with different audiences; governors, staff, parents, students	• Engage with the importance of systematic implementation

Cost: **£269+VAT**

BEHAVIOURS OF AN OUTSTANDING SENIOR PASTORAL LEADER

CODE **9359**

ABOUT THIS COURSE

This course, new for Spring 2023, is designed to support experienced senior pastoral leaders and middle leaders looking to step up into senior pastoral leadership positions. The course will be made up from practical discussions, theories and techniques to help you start to think more widely.

We'll look at how you can set an outstanding pastoral culture across the school and your role in leading this. This will range from creating feedback cultures to those that celebrate success. We'll also take some time to discuss how you can use a pastoral vision to both engage your team and align their purpose towards a whole school vision.

You'll leave with a range of models and techniques to support you stepping up to being an inspirational leader, but also having had plenty of time to discuss best practice and glean ideas from those around you.

PROGRAMME	TIME
The behaviours of an outstanding pastoral leader	10.00 – 10.40am

- Explore the different skills needed to be effective as a manager and inspirational as a leader
- Explore the behaviours of successful leaders
- Understand your natural style of leadership
- Explore different styles of leadership and understanding when each style is effective and what the pitfalls might be
- Hone your leadership style and creating impact
- Role Modelling – Inspiring and supporting others to step up

Managing and leading people effectively	10.40 – 11.20am

- Stepping up from a Middle Leadership role
- Distinguish between leadership and management techniques
- Understand the essential qualities of a good leader
- Apply leadership models to lead people more confidently and effectively
- Appreciate your own and others behavioural styles to build rapport with people

Discussion: coffee break	11.20 – 11.40am
The role of coaching for senior leaders in a pastoral setting	11.40 – 12.10pm

- Explore coaching in the context of senior leadership
- Use coaching formally and informally to support those around you and those you lead
- Support yourself with coaching
- Use coaching as a strategy to make complex decisions
- Understand coaching in a wider context to explore how it fits in to the role of a Senior Leader

Capturing imagination with your pastoral vision	12.10 – 12.50pm

- Creating and sustain a pastoral vision with the whole school
- Use your vision to drive and motivate others
- Explore how you, as a senior leader, can ensure each area of the school is supporting the wider vision in an engaged and innovative way.

Lunch and informal discussion	12.50 – 1.50pm
Inspiring and motivating staff	1.50 – 2.40pm

- Explore how to give effective developmental feedback to inspire change in the behaviour of others
- Learn how to be assertive to influence and persuade
- Understand how to motivate your team to aspire to greater efforts
- Embed your whole school pastoral vision

Discussion: afternoon tea	2.40 – 2.50pm
Senior Leadership: High Expectations, High Challenge, High Reward	2.50 – 3.30pm

- Contribute to the whole school strategic direction
- Tackling school improvement priorities
- Roll out your current leadership experience into the whole school
- Ensure you support a culture of celebration and success

LOCATION/DATE
London
Thursday 30 November 2023

WHO SHOULD ATTEND?

- Experienced Senior Pastoral Leaders
- Middle Leaders aspiring to be senior leaders with responsibility for pastoral care
- Those in pastoral leadership positions looking for new ideas to improve their management and leadership

BENEFITS OF ATTENDING

- Take time to explore the skills you need as a senior pastoral leader
- Distinguish between leadership and management techniques
- Explore your role in creating an outstanding culture of pastoral care in school
- Understand how you can capture imagination with your vision and use them to align people to a whole school vision
- Reflect on how a senior leaders time is pulled in different directions and have the tools to ensure you are both reactive and proactive
- Take away some easy-to-use tools to help manage the stress of senior leadership positions

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NEW TO PASTORAL LEADERSHIP

CODE **9360**

ABOUT THIS COURSE

This new practical course for Spring 2023 is designed to help kick-start your pastoral leadership career. It is designed for people who are new into or are aspiring to pastoral leadership positions and aims to give you the confidence to manage and lead effectively.

We'll take some best practices, theories and experiences from within the pastoral teaching world and from further afield to create a discursive, thought-provoking day. We'll take time to understand the new skills needed to engage those around you, both managing practicalities of getting the job done, and inspiring your team to work with you to achieve goals.

We'll look at some different styles of management and where each is effective and the potential pitfalls and how you can develop resilience to protect yourself and thrive under pressure. This course can also be brought into your school, and tailored accordingly, if required.

PROGRAMME | TIME

Exploring the behaviours of an outstanding and inspiring pastoral leader   10.00 – 11.00am
- Exploring the different skills needed to be personally excellent as a teacher, effective as a manager and inspirational as a leader
- Exploring the behaviours of successful leaders
- Understanding your natural style of leadership
- Exploring different styles of leadership and understanding when each style is effective and what the pitfalls might be

Discussion: coffee break   11.00 – 11.15am

Managing people with confidence   11.15 – 12.30pm
- Understanding when to manage and when to lead to get the best out of your team
- Managing the way we communicate with our team
- Exploring different styles of leadership – from being brave enough to delegate or have the conviction to simply tell people what to do, and what the middle ground looks like
- Running effective, engaging meetings
- Strategies to build relationships with all those around you to ensure you have support from all levels
- Getting everyone on board with your vision

Lunch and informal discussion   12.30 – 1.30pm

Managing challenging conversations   1.30 – 2.30pm
- Getting the basics right – picking the right medium to communicate certain messages,
- Understanding how different people can see the same situation from different perspectives
- How to view all feedback as positive, whether it is an opportunity to learn, or a reminder of a job well done
- Strategies to give challenging feedback to your team in a positive way
- Getting the balance right between support and challenge to create a happy, hardworking culture

Discussion: afternoon tea   2.30 – 2.40pm

The day-to-day: managing your team and avoiding being task orientated   2.40 – 3.15pm
- Exploring the new responsibilities you have as a pastoral leader and how you might balance your time
- Understanding the dangers of becoming over-focussed in one area and how that might affect the performance of your team

Leading with resilience   3.15 – 3.45pm
- Understanding how pressure affects you, and how your response effects your team
- Learning to 'control controllables' so we focus our energy in the most effective way
- Triaging workload to allow you to prioritise your time
- The importance of celebrating success to support your self-belief and the belief of your team

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LOCATION/DATE
London
Monday 20 November 2023

COURSE LEADER

Tim Hudson is a leadership and development expert with particular interest in the education sector. Backed by a degree in management, he has worked with a wide variety of people, from aspiring student leaders to senior managers. In the past two years he has run in-house programmes developing leadership in teachers and pupils in HMC schools, including a pioneering year-long leadership course accredited by the ILM.

WHO SHOULD ATTEND?
- New Senior Pastoral Leaders
- Heads of Years
- Year Managers
- Those in pastoral leadership positions looking for new ideas to improve their management and leadership

BENEFITS OF ATTENDING
- Exploring the behaviours of an outstanding and inspiring leader
- Managing people effectively and with confidence
- Understanding different styles of management and their effectiveness in different situations
- Understanding the new responsibilities you have as a pastoral leader and the dangers of becoming over-focussed in one area
- Strategies to build relationships with all those around you to get high levels of buy-in
- Leading with resilience
- Managing challenging conversations
- The importance of celebrating success to maintain engagement

NEW TO HEAD OF DEPARTMENT - THE BEHAVIOURS OF AN OUTSTANDING LEADER

CODE **9006**

ABOUT THIS COURSE

This practical, course is designed to help kick-start your management and leadership career. It is designed for people who are new into middle management positions and aims to give you the confidence to manage and lead effectively.

We'll take some best practices, academic theories and experiences from within the teaching world and from further afield to create a discursive, thought provoking day. We'll take time to understand the new skills needed to engage those around you, both managing practicalities of getting the job done, and inspiring your team to work with you to achieve goals. We'll look at some different styles of management and where each is effective and the potential pitfalls and how you can develop resilience to protect yourself and thrive under pressure. This course can also be brought into your school, and tailored accordingly, if required.

PROGRAMME   TIME

Exploring the behaviours of an outstanding and inspiring leader   10.00 – 11.00am
- Exploring the different skills needed to be personally excellent as a teacher, effective as a manager and inspirational as a leader
- Exploring the behaviours of successful leaders I Understanding your natural style of leadership
- Exploring different styles of leadership and understanding when each style is effective and what the pitfalls might be

Discussion: coffee break   11.00 – 11.15am

Managing people with confidence   11.15 – 12.30pm
- Understanding when to manage and when to lead to get the best out of your team Managing the way we communicate with our team
- Exploring different styles of leadership – from being brave enough to delegate or have the conviction to simply tell people what to do, and what the middle ground looks like
- Running effective, engaging meetings
- Strategies to build relationships with all those around you to ensure you have support from all levels
- Getting everyone on board with your vision

Lunch and informal discussion   12.30 – 1.30pm

Managing challenging conversations   1.30 – 2.30pm
- Getting the basics right – picking the right medium to communicate certain messages
- Understanding how different people can see the same situation from different perspectives
- How to view all feedback as positive, whether it is an opportunity to learn, or a reminder of a job well done
- Strategies to give challenging feedback to your team in a positive way
- Getting the balance right between support and challenge to create a happy, hardworking culture

Discussion: afternoon tea   2.30 – 2.40pm

The day-to-day managing your team and avoiding being task orientated   2.40 – 3.15pm
- Exploring the new responsibilities you have as a leader and how you might balance your time
- Understanding the dangers of becoming over-focussed in one area and how that might affect the performance of your team

Leading with resilience   3.15 – 3.45pm
- Understanding how pressure affects you, and how your response effects your team
- Learning to 'control controllables' so we focus our energy in the most effective way
- Triaging workload to allow you to prioritise your time
- The importance of celebrating success to support your self-belief and the belief of your team

LOCATION/DATE
London
Tuesday 14 November 2023

COURSE LEADER

Tim Hudson is a leadership and development expert with a particular interest in the education sector. Backed by a degree in management, he has worked with a wide variety of people, from aspiring student leaders to senior managers. In the past few years he has run in-house programs developing leadership in teachers and pupils in HMC schools, including a pioneering year-long leadership course accredited by the ILM.

WHO SHOULD ATTEND?
- New Heads of Departments, Middle Leaders and HOD new in post
- Middle leaders who have been in post less than 1 year
- Senior Leaders responsible for new middle leaders
- Those in leadership positions looking for new ideas to improve their management and leadership

BENEFITS OF ATTENDING
- Exploring the behaviours of an outstanding and inspiring leader
- Managing people effectively and with confidence
- Understanding different styles of management and their effectiveness in different situations
- Understanding the new responsibilities you have as a manager and the dangers of becoming over-focussed in one area
- Strategies to build relationships with all those around you to get high levels of buy-in
- Leading with resilience
- Managing challenging conversations
- The importance of celebrating success to maintain engagement

EXCELLENCE IN THE ROLE OF DESIGNATED SAFEGUARDING LEAD

CODE **9275**

ABOUT THIS COURSE

This new course is essential for any DSL who wants to be not merely compliant but wants to establish a culture of safeguarding, within their setting. This role has grown in recent years and there is now an urgent need to meet the welfare needs of learners in these challenging times. There is also a requirement to ensure that your practice is contextualised and that it reflects the local situation. You will leave this course with many practical strategies to develop safeguarding within your school or college. We you will also spend time looking at the most common pitfalls and learn how to overcome these, using lessons learned as powerful drivers for change. This course will empower you to be proactive in your management of safeguarding and to anticipate need in order to alleviate risk.

PROGRAMME   TIME

What makes an outstanding and effective DSL?   10.00 – 10.45am
- Understand the history of safeguarding and why key legislation was introduced
- Learn about KCSIE guidance and how you can ensure you are wholly compliant
- Top tips for how to effectively manage referrals and avoid common pitfalls
- Develop ways to assess safeguarding risks and mitigate against them
- Understand the importance of the single central record
- Understand what outstanding transition management is and learn how to achieve it

Creating a successful culture of Safeguarding in your school   10.45 – 11.30am
- Learn how to use safeguarding data analysis to inform your work
- How to use whole college CDP to build an understanding and appreciation for safeguarding
- Practical ways to engage with local agencies to further protect learners
- Develop practical ways of raising awareness with parents and carers
- Using effective learner voice tools to inform safeguarding practice
- Learn how to involve Governors and key agencies in your planning

Discussion: coffee break   11.30 – 11.50am

Dealing with different types of abuse   11.50 – 12.45pm
- How do you ensure that big topics *'land'* with students e.g. sexual harassment recommendations from Ofsted
- Learn what you should be doing as a result of the Government commissioned report from Ofsted
- How to use print and digital media to support students with disclosure
- Making sure that parents and carers are up to date and aware
- Understanding the prevent duty and knowing how to implement the guidance

Lunch and informal discussion   12.45 – 1.45pm

Working with external agencies   1.45 – 2.30pm
- Developing effective DSL hubs to further protect learners
- Moving to digital recording platforms for safeguarding and understanding the benefits for all
- Working with SLT to make sure that your whole school and college strategy aligns with your learner needs
- Understand the importance of effective recording
- How to use 'lessons learned' to inform practice

Discussion: afternoon tea   2.30 – 2.45pm

How to deal with the impact and stresses of having to make hard, sometimes momentous/life changing decisions on the DSL   2.45 – 3.45pm
- Develop practical ways of dealing with the emotional burden that can accompany this role
- Learn about supervision services and how this can support you and your team
- Working collaboratively with Senior leaders and Governors to reduce stress
- Understand how to involve all staff in the culture of safeguarding – "it takes a village…."
- Top tips for providing evidence that demonstrates staff are aware of all safeguarding needs and measures employed to mitigate them

Current safeguarding priorities for 2023   1.45 – 2.30pm
Develop practical ways of educating and supporting learners with:
- British Values
- Prevent strategy
- Bullying and coercive control in relationships
- sexual harassment, sexual violence and harmful sexual behaviour
- Declining Mental health
- Cost of living crisis

LOCATION/DATE
London
Thursday 16 November 2023

WHO SHOULD ATTEND?
- DSL's – Seniors and deputies
- Aspiring DSL's
- Principals & head teachers
- Governors with responsibility for safeguarding

BENEFITS OF ATTENDING
- Understanding the current safeguarding priorities
- Developing how contextual safeguarding can inform your practice
- Learn how to train your staff to ensure that they see safeguarding as their duty
- How to educate learners to understand safeguarding and their role within it
- Walk away with practical strategies to implement in your setting
- Understand what systems are the most effective to protect learners

SUPPORTING UNDERPERFORMING DEPARTMENTS

CODE **9172**

ABOUT THIS COURSE

Department leaders and their staff play a crucial role in inspection success and the quality of their subject curriculums are the main focus of 'deep dives'. Identifying underperformance and supporting subject leaders to tackle this is therefore vital.

This course, aimed at senior leaders responsible for supporting underperforming departments, is focused especially on effective practical approaches, methods and strategies to take back into schools/academies to actively work with, and support middle leaders in improving the quality of their departments to identify what works well.

The practical nature of the course will build in time for discussion, sharing of ideas, resources, as well as hearing from a renowned leadership expert.

PROGRAMME   TIME

The characteristics of an outstanding department   10.00 – 10.50am
- Key identifiers of outstanding departments – what do they look like?
- What makes an outstanding subject leader – what attributes are you looking for?
- Setting high expectations in attainment, student recruitment and enrichment

Identifying the degree of department underperformance   10.50 – 11.30am
- How to use 'deep dives' to identify and analyse strengths and areas of development
- How to use data to improve areas that need developing
- What are the barriers to improvement?

Discussion: coffee break   11.30 – 11.50am

Addressing underperformance through the effective leadership of staff   11.50 – 12.50pm
- How to coach and mentor subject leaders to improve their people skills
- Understand personality types and how best to motivate them
- How to involve the whole faculty team in the journey of improvement, ensuring no one is left behind
- How to have difficult conversations with staff
- How to lead change successfully and create buy-in with staff
- How to lead on curriculum developments to ensure an ambitious subject curriculum

Lunch and informal discussion   12.50 – 1.50pm

Raising Standards – Techniques to drive departmental improvement   1.50 – 2.50pm
- How to improve the quality of TLA through quality assurance, performance management and professional development
- How to ensure subject leads and faculty heads use assessment effectively to identify improvements in pupil progress and outcomes
- How to identify at risk pupils and put in place effective intervention and support strategies
- How to ensure Faculty Heads use assessment effectively to ensure high planning expectations,
- How to adapt planning with regular adaptations to levels of stretch and challenge in the learning and progress, appropriate to pupils' of all abilities.
- How to address and eradicate weaker teaching in their departments to ensure all pupils' abilities and individual needs are accounted for.

Discussion and Afternoon Tea   2.50 – 3.30pm

LOCATION/DATE
London
Wednesday 29 November 2023

WHO SHOULD ATTEND?
- Senior Leaders responsible overall department performances
- Senior Leaders responsible for teaching and learning
- Senior Leaders responsible for the whole-school assessment and data
- Senior Leaders responsible for whole school high expectations, progress and attainment

BENEFITS OF ATTENDING
- Explore the most effective ways to identify the strengths and weaknesses of departments
- Take away effective approaches to raise departmental performance
- Gain knowledge of strategies to move away from a blame/excuse culture and towards an effective collaboration
- Learn ways of supporting pedagogical developments through effective teacher CPD
- Explore ways of improving the quality of teaching through effective quality assurance

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PRACTICAL METHODS AND APPROACHES TO EFFECTIVELY ENGAGE WITH PARENTS

CODE **9341**

ABOUT THIS COURSE

Parental support is considered to be one of the strongest factors in student academic success. This new course will highlight the impact of parental support on the academic performance of students. It is aimed at all school staff who communicate with parents as part of their role.

The course explores ways of positively and proactively building relationships with and engaging parents. The focus of the course is that, by cultivating positive school–parent relationships, students can flourish, avoid conflict and reach their academic potential.

The course will cover:
- Why proactively building communication with parents is important for the academic success of their child.
- The negative consequences of keeping parents at arm's length.
- Examples of effective school–parent engagement strategies.
- The purposes of involving parents in their children's education and different ways to engage them.
- Communicating with parents on difficult topics related to their child.
- Managing conflict with parents.
- Parent Communication Policy: A working document.

PROGRAMME   TIME

How Positive Parental Engagement is vital for Students' Academic Success   10.00 – 10.30am
- What the research tells us
- Introducing the teacher–parent–child communication triangle
- How to manage students' rejection of teacher/parental help

Proactive v Reactive Parental Engagement   10.30 – 11.10am
- Why proactively building relationships with parents is important for academic success
- The negative consequences of keeping parents at arm's length
- Examples of effective school–parent communication strategies

Discussion: coffee break   11.10 – 11.30am

Effective strategies to engage with parents   11.30 – 12.15pm
- Effective strategies to communicate effectively with parents
- Explore the impact of how the school communicates with parents on their child's academic performance
- The most effective ways to get parents onside to support their child's education

Lunch and informal discussion   12.15 – 1.15pm

The parent, the child and the teacher: The communication triangle   1.15 – 2.00pm
- The child as the centre of communication: academic and pastoral impact
- How do parents initiate contact with the school if they have concerns?
- The school website and parental communication – how effective is this?
- Parents' evenings: Do they work? The impact on academic performance

Managing conflict with parents   2.00 – 2.45pm
- Understand the reasons for potential conflict with parents and how to manage them
- Communicating with parents on difficult topics related to their child
- Why conflicts with parents occur: What is within the school's control?
- Managing conflict: Formal strategies & Interpersonal strategies
- How to re-engage students after conflict – rebuilding trust

Discussion: afternoon tea   2.45 – 2.55pm

Developing a whole–school working parental communication policy   2.55 – 3.30pm
- Examples of effective whole–school policies
- A parental communication policy template
- Creating the foundations of your school policy
- Take away a blueprint for developing a whole–school working parental communication policy

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LOCATION/DATE
London
Tuesday 28 November 2023

WHO SHOULD ATTEND?
- Headteachers and members of senior leadership teams.
- Heads of Year, Phase Leaders and Pastoral staff.
- Mental health staff who liaise with parents, e.g., school counsellors and wellbeing leads.
- Parent governors.
- Designated Safeguarding Leads (DSL).
- All school staff, including support staff, who communicate with parents.

BENEFITS OF ATTENDING
- Gain an understanding of the benefits of a proactive school approach to parental communication.
- Appreciate the different strategies needed to effectively engage parents in their child's education.
- Explore the impact of how the school communicates with parents on their children.
- Understand the reasons for potential conflict with parents and how to manage it if it occurs.
- Take away a blueprint for developing a whole–school working parental communication policy.

BIOGRAPHIES

Danny Bullock

Danny is Principal at Leeds East Academy, having initially joined the school in 2013 through the Teach First programme as an ICT Teacher. During his training with Teach First, Danny was selected to give the closing speech to 1,500 fellow trainees for the whole UK at the national closing ceremony. Danny has been a speaker at conferences in London and Birmingham about inclusion at LWA. Danny has completed the Teaching Leaders Fellows programme, SSAT Leadership Programme and his NPQH with Teach First.

Tim Hudson

Tim is a leadership and development expert with particular interest in the education sector. Backed by a degree in management, he has worked with a wide variety of people, from aspiring student leaders to senior managers. In the past two years he has run in-house programmes developing leadership in teachers and pupils in HMC schools, including a pioneering year-long leadership course accredited by the ILM

Guy Rands

Guy is an experienced educational senior leader of 21 years, having managed colleagues in both secondary and primary sectors as well as in maintained and independent schools.

With long-standing research interests in conflict management, negotiation and mediation, Guy has successfully resolved many complex conflicts in his own schools but also acted as a third-party mediator in other settings.

Known for his effective communication skills and ability to foster collaboration, Guy is dedicated to equipping individuals and organisations with the tools and knowledge to navigate and resolve conflicts constructively.

GCSE and A-Level In-School Student Revision Sessions

We know that every school is unique, and we can work with you to create a tailored student revision session that is bespoke to your needs.

We can offer a full range of subject specific, exam board specific GCSE and A-Level student revision sessions, all of which can be tailored and customised by your school's requirements.

Benefits of bringing Keynote Educational into Your School

- Over 20 years of experience **providing student revision sessions,** regularly running multiple sessions throughout the year at individual schools

- **Dedicated team of specialist examiner experts;** these individual are not only experts in their particular fields but also familiar with delivering to student groups, and understand the need to make the days enriching, stimulating, informative and worthwhile

- **Invaluable, reliable and enriching** source of extra boost for students, and teachers

- Receive **key messages and feedback** from the 2023 June examinations

- Students will take away **first hand guidance** and crucial insight along with great strategies for structuring their answers and techniques to **build strong answers for success in the 2024 examinations**

You may also be interested in bringing into your school our new student sessions that specifically focus on **successful study habits, good retrieval, recall and revision techniques,** how successful students learn differently and so on. These are generic sessions, and can be tailored for specific year groups, for half days or full days, tailored once again to suit.

Find out more:

🌐 **keynoteeducational.co.uk/in-school**

✉ **online@keynote.org.uk**

💬 **01625 532974**

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