



## Achieving Great Programme

Step 1: **Headteacher meets with coach** to discuss and identify participant(s) for the programme.

Step 2: **Headteacher meets with participant** to contextualise the programme and seek agreement.

Step 3: **1:1 coaching session** – identifying the barriers to achieving great

*Through coaching L identified the following barriers to achieving great in her teaching:*

- A deficit in her own knowledge and understanding of supporting pupils with complex needs, in particular with neurodiversity diagnoses
- L tends to focus on what went badly in her reflections on her teaching, which may make lessons seem less successful than they were for most pupils
- A deficit in strategies for managing low level disruptive ('chatty') behaviours when they arise
- Frustration with students who do not appear to 'love' her subject

Step 4: **Participant Agreement** (shared with Headteacher and participant)

Step 5: **Instructional coaching** (Approximately 2 days)

Westley Middle School Instructional Coaching steps:

1. Two half days observing teaching and tracking identified pupils
2. Three bitesize training sessions (Understanding ASD and ADHD and Trauma Informed Practice)
3. Meeting to feedback to participant and share tailored strategies for individual pupils
4. Meeting with Headteacher to update on progress
5. Meeting with participant and Senco to explore strategies for broader impact for the identified pupils and further support for participant
6. Follow up observation of teaching with feedback

Step 6: **Final report** (optional)

**Westley Middle School – Headteacher reflections:**

*I used Nadia to work with a teacher who had great potential but was not yet fulfilling this.*

*Working with Nadia has been a fantastic experience and I am extremely grateful for the opportunity. From the beginning, Nadia was intuitive in understanding my needs, whilst also giving me a say in what I wanted to work towards and how my targets would be achieved. The structure of the programme flowed really well; from setting out my initial targets, organising training sessions and observations, then regularly reviewing the targets and what the next steps should be. The training sessions on supporting children SEND/trauma have significantly improved my confidence in my ability to teach these children effectively. Additionally, Nadia's comments from the lesson observations gave me some practical tips which were specific to each student's needs, as well as some general 'quick wins' which could be applied to most lessons. It is important to note that Nadia was very considerate of my time throughout the programme, so none of her suggestions resulted in an increase to my workload. I am really pleased with the progress that I've made with*

**Westley Middle School – Participant reflections:**

Cost £1,350.00

Report £150.00

**Contact:**

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