



2025 - 2026

# Leadership Franchises: Delivery Partnership

# Franchises – Become a Leadership Delivery Partner and Regional Hub

## SSAT Leadership Franchises – Grow Leaders, Build Culture

Join our expanding Delivery Partner network.

When you become a Leadership Delivery Partner, you are making a commitment to retaining and developing the high quality leaders our schools need. You are ensuring that individuals are valued and developed, teams are built and a successful culture is sustained.

We are with you for the journey and to celebrate your achievements.

*New for 2025 - 2026*



**ssat**  
**Leadership**  
Delivery Partner

NEW kite marks and certification for all our Leadership Delivery Partners delivering one or more programmes.



**ssat**  
**Leadership**  
Regional Hub

NEW Leadership Regional Hub status awarded in recognition of sustained partnership and regional impact.

## For schools, MATs, local and regional providers committed to leadership development

Whether you lead across one school or many, our Leadership Delivery Partner model provides a framework for you to create exciting development pathways for your staff. Start with one or more programmes and think big to become a local and regional hub. There are five modular leadership programmes ready for you to select and deliver, and further opportunities to co-construct bespoke training.

All our leadership programmes are fully resourced; with slides, tutor notes, reflective tools and additional materials. Online training is provided for your facilitators who will deliver modules to your cohorts of up to 20 participants.

*“As long-term Delivery Partners for the full range of programmes we have found them to be incredibly impactful in building leadership retention, development and capacity.”*

Chris Jupp, CEO, The Futures Trust

### Benefits for facilitators, as well as programme participants

*“One of the most valuable aspects has been the opportunity for our staff to actively lead and facilitate some of the SSAT sessions themselves. This experience has deepened their understanding of educational and leadership theory and, more importantly, how that theory translates into effective leadership in practice.”*

Beth Fife, Deputy Headteacher, Barr's Hill School

## Available for all schools – primary, secondary, special and international

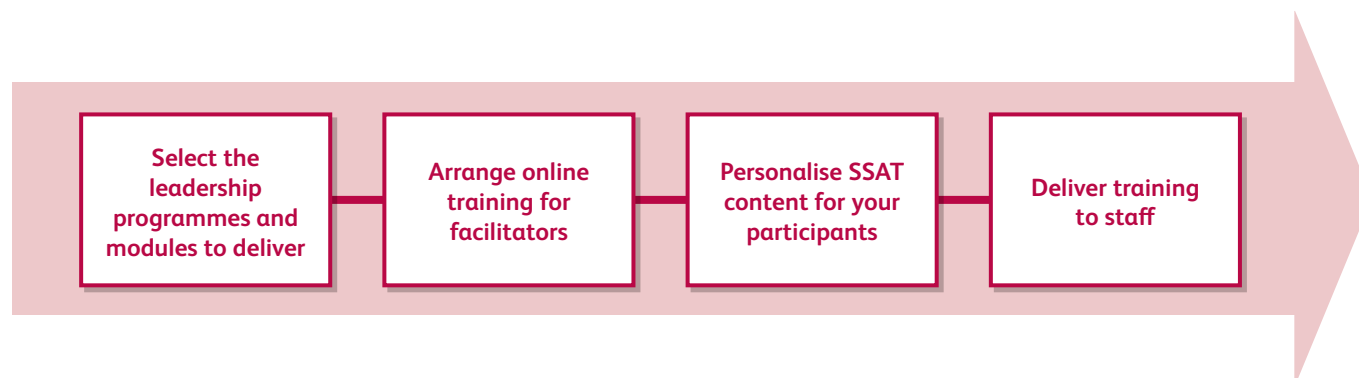
Five reasons to partner:

- ▶ Programmes and modular content that are adaptable to your context.
- ▶ High quality, flexible resources in your hands to deliver your way.
- ▶ A cost-effective model for training and developing your leaders at all levels.
- ▶ Impact school culture through dedicated time for leadership development, reflection, and collaboration.
- ▶ Certification for participants, facilitators and leadership delivery partners.

There are five leadership programmes available

Leaders for the Future	For leaders in the early stages of their development
National Award for Middle Leaders	For aspiring and current middle leaders
Stepping Up to Senior Leadership	For aspiring senior leaders and those new in role
Pastoral Leaders	For all those in pastoral roles, teaching and non-teaching
Effective Primary Subject Leadership	For aspiring and current middle leaders in primary

**Getting started:** It's simple and easy to set up. Start anytime and arrange training dates to suit you.



### Why SSAT?

SSAT's experience and impact in leadership development is hard to rival. Many school and system leaders have grown and honed their skills through our leadership programmes.

We are passionate about developing leaders at all levels, equipping and supporting them to make a difference and create a brighter future for pupils.

### Costs per programme:

**SSAT Members:** £1350 annual licence + £225 per module

**Non-members:** £1825 annual licence + £325 per module

Discounts available for multiple programmes. All prices exclude VAT.

### Contact us and arrange a call

Visit our website [SSAT's Leadership Programmes](https://ssatuk.co.uk/leadership-programmes) or speak to one of our friendly team at [hello@ssatuk.co.uk](mailto:hello@ssatuk.co.uk)

# SSAT Leaders for the Future programme (L4F)



## Retain and develop your next generation of leaders

The SSAT Leaders for the Future (L4F) programme prepares and equips leaders in the early stages of their development for further responsibilities.

There are ten modules available. Each module covers an essential aspect of leading - developing skills, knowledge and mindsets which participants can use immediately to increase their personal effectiveness and impact beyond the classroom.

### Programme aims:

- ▶ Increase self-awareness and leadership effectiveness.
- ▶ Develop leadership behaviours and confidence.
- ▶ Support collaboration and teamwork.

**Ideal for:** Teachers in the early stages of leadership development (all phases and school types).

### Delivery partner training and resources:

SSAT provide online facilitator training for two of your team who will deliver the module content to your participants. Facilitators will have access to full modules resources and tutor notes.

**Facilitator training:** Online training for two or more facilitators is delivered at a time to suit you. Facilitator training is approximately three hours.

**Group sizes:** Deliver training to groups of up to 20 participants. Need more? Speak to us about running multiple cohorts.

### Leaders for the Future modules

Create your own bespoke programme by selecting your modules and personalising the resources for your leaders. Each module is approximately two-hours. Delivery partners must deliver a minimum of six modules.

#### Module title

1	Leading yourself
2	Leading vision and culture
3	Leading a team
4	Leading and influencing others
5	Leading effective meetings
6	Leading through coaching and mentoring
7	Leading teaching and learning
8	Leading with parents and partners
9	Leading for accountability
10	Leading for the long term

## Module 1

### Leading yourself

#### Module aims

- ▶ Consider the importance of emotional intelligence for self-leadership and leadership of others.
- ▶ Reflect on your own personality and how this impacts your own leadership and those you lead.
- ▶ Understand and recognise different personality traits.
- ▶ Explore a range of communication styles and consider the implications for leadership.
- ▶ Reflect on the impact your behaviours and actions have on others and how you are perceived.

## Module 2

### Leading vision and culture

#### Module aims

- ▶ Consider how to shape and communicate a compelling vision.
- ▶ Reflect on the school vision and your own vision for the work and teams you lead.
- ▶ Begin identifying a project focus.
- ▶ Explore the importance of school culture.

## Module 3

### Leading a team

#### Module aims

- ▶ Explore the key elements of building an effective team.
- ▶ Reflect upon what effective leaders of teams do and reflect upon their behaviours.
- ▶ Understand the elements of a successful project management plan for implementation.

## Module 4

### Leading and influencing others

#### Module aims

- ▶ Explore a range of theories and frameworks about leading and influencing others and apply these to your own context.
- ▶ Identify influencing skills and approaches to getting buy-in.
- ▶ Plan how you might influence different stakeholders in a range of scenarios.

## Module 5

### Leading effective meetings

#### Module aims

- ▶ Understand and implement the characteristics of effective meetings.
- ▶ Understand the skill of setting agendas and chairing meetings.
- ▶ Develop strategies to manage conflict in meetings.

## Module 6

## Leading through coaching and mentoring

### Module aims

- ▶ Identify coaching, collaborative and mentoring techniques, applying them to workplace situations as appropriate
- ▶ How to select appropriately from a range of strategies to support and collaborate with colleagues
- ▶ Apply effective communication skills when working with colleagues to achieve a goal.

## Module 7

## Leading teaching and learning

### Module aims

- ▶ Develop a firm understanding of the principles underpinning assessment and evidence-based pedagogy.
- ▶ Explore strategies to improve progress for all pupils using the EEF Toolkit.
- ▶ Develop an understanding of the principles underpinning curriculum design.

## Module 8

## Leading with parents and partners

### Module aims

- ▶ Reflect on who the school community is and why it is important to engage with all stakeholders.
- ▶ Consider the importance of parental engagement and how potential barriers can be overcome.
- ▶ Consider the role of multi-agency working with children and families.
- ▶ Explore how schools can make effective connections with employers and employability.

## Module 9

## Leading for accountability

### Module aims

- ▶ Understand the different accountability pressures facing schools and academies.
- ▶ Reflect upon the need for accountability measures.
- ▶ Consider the impact of data and other measures used upon standards and workload.
- ▶ Explore different approaches to managing the accountabilities from within and outside of schools.

## Module 10

## Leading for the long term

### Module aims

- ▶ Consider your personal effectiveness and strategies for good time management.
- ▶ Reflect upon the relationship between pressure, stress, and mental health.
- ▶ Explore strategies for self-management to help you thrive throughout your career.
- ▶ Engage in career planning and goal setting.



# SSAT National Award for Middle Leaders (NAML)



## Develop your current and aspiring middle leaders

Middle leaders are the engine room of successful schools. The National Award for Middle Leaders (NAML) will inspire and equip aspiring and current middle leaders working in all school types and phases. SSAT's extensive experience in providing middle leadership training is packed into ten high-quality, fully resources modules. The programmes' flexible modular structure enables you to tailor content to meet the professional development needs of your context, whether you are a single school or a group of schools.

### Programme aims:

- ▶ More effective and confident middle leaders.
- ▶ Empower your teams and improve communication.
- ▶ Develop a strong culture among middle leaders.
- ▶ Build leadership capacity and drive school improvement.

**Ideal for:** Current and aspiring middle leaders.

### Delivery partner training and resources:

Using SSAT's nationally recognised materials, two leaders from your school will attend an online facilitator training. They can then adapt and deliver the programme to a cohort of staff in your school or across your networks, with the potential to generate income.

**Facilitator training:** Online training for two or more facilitators is delivered at a time to suit you. Facilitator training is approximately three hours.

**Group sizes:** Deliver training to groups of up to 20 participants. Need more? Speak to us about running multiple cohorts.

### National Award for Middle Leaders modules

Create your own bespoke programme by selecting your modules and personalising the resources for your leaders. Each module is approximately two-hours. Delivery partners must deliver a minimum of six modules.

#### Module title

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

## Module 1

### Vision, values and moral purpose

#### Module aims

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

## Module 2

### Developing your leadership approach

#### Module aims

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

## Module 3

### Prioritising and managing tensions

#### Module aims

- ▶ Discuss the challenges faced by middle leaders and reflect upon research evidence..
- ▶ Develop strategies for prioritising and time management.
- ▶ Consider the balance of leadership and management within middle leadership role.
- ▶ Reflect on the middle leader role as both 'buffer' and 'bridge' between their teams and senior leadership.

## Module 4

### Leading and managing innovation and change

#### Module aims

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

## Module 5

### Using data to support progress and achievement

#### Module aims

- ▶ Consider what data we collect and why.
- ▶ Think about both the advantages of data analysis and its pitfalls.
- ▶ Discuss how middle leaders use data.



## Module 6

## Principled curriculum design

### Module aims

- ▶ Consider what we mean by curriculum.
- ▶ Reflect on the principles of effective curriculum design – including SSATs Four Pillars.
- ▶ Discuss Ofsted's focus on curriculum within the current framework.
- ▶ Apply the principles to the current roles.

## Module 7

## Effective teaching and learning

### Module aims

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

## Module 8

## Quality assurance

### Module aims

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

## Module 9

## Building a high performing team

### Module aims

- ▶ Explore characteristics of high performing teams and dysfunctional teams.
- ▶ Reflect on how failures can become powerful learning opportunities.
- ▶ 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 10

## Professional learning and developing your team

### Module aims

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

# SSAT Stepping Up to Senior Leadership (SUSL)



## The Stepping Up to Senior Leadership (SUSL) programme equips new and aspiring senior leaders to successfully make the step up into senior leadership roles

Moving from middle to senior leadership requires a mindset shift to whole school thinking. The SUSL programme develops the understanding, skills and attributes to make the transition and supports leaders positively impact the teams they lead now.

There are five Stepping Up to Senior Leadership modules. Each module is two-hours and supported by intersessional activities and resources. Module 1 begins by reflecting on your personal and professional journey, considering how your experiences have prepared you for senior leadership. This involves evaluating our strengths and areas for development, as well as any concerns or limiting beliefs. Modules 2-4 then explore key leadership attributes – vision, leading change, influencing and motivating others. In module 5 participants tackle areas that can be new and potentially daunting – school budgets, finance and HR – to build confidence and awareness.

### Programme aims:

- ▶ Greater self-awareness in areas of strength and those for development.
- ▶ Development of key skills, knowledge and attributes to be a successful senior leader.
- ▶ Increased leadership effectiveness and impact.
- ▶ Retention and development of aspiring and current senior leaders.

**Ideal for:** Middle leaders aspiring to senior leadership, and those new to senior leader roles.

### Delivery partner training and resources:

Using SSAT's nationally recognised materials, two leaders from your school will attend an online facilitator training. They can then adapt and deliver the programme to a cohort of staff in your school or across your networks, with the potential to generate income.

**Facilitator training:** Online training for two or more facilitators is delivered at a time to suit you. Facilitator training is approximately three hours.

**Group sizes:** Deliver training to groups of up to 20 participants. Need more? Speak to us about running multiple cohorts.

### Stepping Up to Senior Leadership modules

As an SSAT delivery partner for the SUSL programme you receive five fully resourced modules and tutor notes to enable in-house delivery. Each module is designed as a two-hour session. Delivery Partners are required to deliver all five modules.

### Module title

1	Personal and professional readiness
2	Developing a vision for yourself as a senior leader
3	Leading change and managing complexity
4	Leading, motivating and influencing
5	School budgets, finance and HR management

## Module 1

## Personal and professional readiness

### Module aims

- ▶ Reflect on what may be different about senior leadership roles.
- ▶ Discuss concerns and potential challenges.
- ▶ Reflect on your professional journey and how experiences have prepared you for senior leadership.
- ▶ Evaluate your own strengths and areas for development.
- ▶ Become more self-aware, more emotionally intelligent.
- ▶ Engage in reflective leadership coaching.

## Module 2

## Developing a vision for yourself as a senior leader

### Module aims

- ▶ Develop your own leadership vision, moral purpose and values.
- ▶ Consider the importance of vision alignment.
- ▶ Reflect on how culture contributes to high performance.
- ▶ Understand the differences between strategic leadership and management.
- ▶ Explore leadership approaches and styles and their application.
- ▶ Consider the characteristics of strong schools.

## Module 3

## Leading change and managing complexity

### Module aims

- ▶ Explore the implications for leading in a time of constant change.
- ▶ Understand theories and models to support effective change management.
- ▶ Reflect on how we can lead change and manage complexity.
- ▶ Consider the difference between 'wicked' and 'tame' problems.
- ▶ Apply learning to your contexts.

## Module 4

## Leading, motivating and influencing

### Module aims

- ▶ Explore the three circles model of leadership.
- ▶ Consider theories of motivation and how we can motivate others.
- ▶ Understand the power of influence, how we can influence others and how others influence the work we do.
- ▶ Develop strategic leadership for school improvement.

## Module 5

## School budgets, finance and HR management

### Module aims

- ▶ Consider some key principles related to financial management in schools.
- ▶ Explore how schools are funded and how finance is managed.
- ▶ Reflect on how schools can save money and generate income.
- ▶ Understand the role a senior leader plays in HR issues and the skills they need to do this.
- ▶ Build on and apply the learning.

# SSAT Pastoral Leaders



## Invest in your pastoral teams – both teaching and non-teaching

Pastoral leaders play a key role in schools, supporting student attendance, well-being, behaviour and academic success. In doing so they create a culture where everyone is valued, respected and thrives, and where all success is celebrated.

The Covid pandemic has increased both the demands on pastoral leaders and their importance. More than ever, we need to look after pastoral teams, train them and equip them for the challenges and opportunities of their roles, both now and for the future. This Pastoral Leaders programme recognises and responds to this need.

### Programme aims:

- ▶ Lead with greater confidence, clarity and effectiveness.
- ▶ Build stronger and more successful pastoral teams.
- ▶ Increase your individual and collective impact.
- ▶ Overcome barriers to learning and achievement.

**Ideal for:** Current and aspiring pastoral leaders – heads of year, heads of house, behaviour managers, progress leaders, teaching assistants, student mentors, and many more.

### Delivery partner training and resources:

Using SSAT's nationally recognised materials, two leaders from your school will attend an online facilitator training. They can then adapt and deliver the programme to a cohort of staff in your school or across your networks, with the potential to generate income.

**Facilitator training:** Online training for two or more facilitators is delivered at a time to suit you. Facilitator training is approximately three hours.

**Group sizes:** Deliver training to groups of up to 20 participants. Need more? Speak to us about running multiple cohorts.

### Pastoral Leaders modules

The programme provides opportunities for pastoral leaders to come together, share and develop their practice. Each module is approximately two hours. Delivery partners must deliver a minimum of six modules.

#### Module title

1	Vision, values and culture
2	Supporting positive student behaviour and progress
3	Meeting student needs
4	Supporting students personal development
5	Leading self and others
6	Communication with stakeholders
7	Leading a team
8	Complex needs – understanding the child
9	Building trusting relationships
10	Leading an inclusive school culture

## Module 1

## Vision, values and culture

### Module aims

- ▶ Consider the 'Why' of pastoral leadership.
- ▶ Reflect on your vision for pastoral leadership.
- ▶ Explore how to bring the vision and values to life.
- ▶ Understand the importance of creating an identity and culture.
- ▶ Ensure your pastoral strategy has impact.

## Module 2

## Supporting positive student behaviour and progress

### Module aims

- ▶ Focus on the importance of seeing the child amidst the data.
- ▶ Consider strategies for improving attendance and punctuality.
- ▶ Reflect on the impact of rewards and sanctions.
- ▶ Explore the role of pastoral leaders in improving progress and achievement.

## Module 3

## Meeting student needs

### Module aims

- ▶ Identify the needs of children and young people in our school(s).
- ▶ Consider the impact of covid and other societal factors.
- ▶ Discuss strategies for supporting well-being and mental health.
- ▶ Explore safeguarding and specific groups (EAL, SEND, PP).
- ▶ Reflect on mechanisms, systems and structures to support children, parents and families.

## Module 4

## Supporting students' personal development

### Module aims

- ▶ Consider how we identify and celebrate student's involvement in activities, within and beyond the school.
- ▶ Explore how to encourage engagement in the wider school curriculum.
- ▶ Focus on the development and mapping of a structured pastoral programme.
- ▶ Explore the 5 C's (character, citizenship, community, charity and careers).

## Module 5

## Leading self and others

### Module aims

- ▶ Consider the importance of self-care and looking after each other.
- ▶ Explore how we manage workload.
- ▶ Reflect on crisis management versus strategic leadership.
- ▶ Identify networks of support.

## Module 6

## Communication with stakeholders

### Module aims

- ▶ Reflect on the power of positive communication.
- ▶ Consider stakeholder engagement (including multi-agency working, parents, families and carers, students, colleagues).
- ▶ Explore how to manage difficult conversations.

## Module 7

## Leading a team

### Module aims

- ▶ Explore characteristics of high performing teams.
- ▶ Consider responsibility and accountability.
- ▶ Develop others.
- ▶ Reflect on three things to hold on to.

## Module 8

## Complex needs – understanding the child

### Module aims

- ▶ Consider our role in advocating for the child.
- ▶ Reflect on ensuring the child has a voice and is heard.
- ▶ Explore how we can establish clear plans and pathways for success.
- ▶ Focus on holding the child at the centre and committing to their journey.

## Module 9

## Building trusting relationships

### Module aims

- ▶ Discuss how we create emotionally safe and secure schools.
- ▶ Reflect on how we balance compassion and consistency.
- ▶ Explore how we can promote belonging, positive learning and social behaviours.
- ▶ Consider the impact of trauma and Adverse Childhood Experiences (ACEs).

## Module 10

## Leading an inclusive school culture

### Module aims

- ▶ Emphasise the importance of leading by example and building the culture.
- ▶ Reflect on how we choose to treat children.
- ▶ Consider our connections to families and the community: how can we reach beyond the school gates.
- ▶ Discuss the need for resilient leadership and to embrace the challenge.



# SSAT Effective Primary Subject Leadership



## Empower your aspiring or existing primary subject leaders

The Effective Primary Subject Leadership programme develops knowledge and understanding of the subject leader role and equips them with the skills to develop their subject within their own schools.

In a primary school, undertaking a subject leadership role gives teachers the opportunity to make an impact beyond their own classroom and develop new skills and expertise; it can offer meaningful development opportunities for primary practitioners and is often the first experience of leadership. There are challenges within the role of a subject leader, especially for those new to the role or those who do not see themselves as 'expert' in a specific subject area. Subject leaders in small schools may be asked to lead multiple subjects. This programme will address these by providing the knowledge and tools to help them lead their subject with confidence.

### Programme aims:

- ▶ Lead with greater knowledge, confidence and effectiveness.
- ▶ Gain clarity on curriculum intent and how this informs curriculum design.
- ▶ Have the tools and knowledge to evaluate strengths and areas for improvement to determine future action within the subject.
- ▶ Understand how to support the development and expertise of colleagues.
- ▶ Be confident and knowledgeable when communicating to others.

**Ideal for:** Current and aspiring primary subject leaders.

### Delivery partner training and resources:

Using SSAT's nationally recognised materials, two leaders from your school will attend an online facilitator training. They can then adapt and deliver the programme to a cohort of staff in your school or across your networks, with the potential to generate income.

**Facilitator training:** Online training for two or more facilitators is delivered at a time to suit you. Facilitator training is approximately three hours.

**Group sizes:** Deliver training to groups of up to 20 participants. Need more? Speak to us about running multiple cohorts.

### Effective Primary Subject Leadership modules

As an SSAT delivery partner you receive five fully resourced modules and tutor notes to enable in-house delivery. Each module is designed as a two-hour session. A minimum purchase of four modules is required.

#### Module title

1	The role of the primary subject leader and creating a vision
2	The subject leader's role in curriculum design
3	Understanding the subject in practice – what are the current strengths and areas for development?
4	Practical ways to develop the subject in a primary setting
5	Communicating to others and preparing for external scrutiny

## Module 1

### The role of the primary subject leader and creating a vision

#### Module aims

- ▶ Consider the importance of subject leadership in a primary school.
- ▶ Explore possible barriers or challenges.
- ▶ Reflect on a model of leadership which can develop understanding of the role of a primary subject leader.
- ▶ Identify what a vision is and why it is important for subject leaders.

## Module 2

### The subject leader's role in curriculum design

#### Module aims

- ▶ Explore the 'big picture' of curriculum and principles that underpin it.
- ▶ Consider how an effective curriculum enables children to 'know more and do more'.
- ▶ Reflect on the content and sequencing choices within the subject curriculum.
- ▶ Discuss how to best communicate the rationale and decisions about the curriculum with confidence.

## Module 3

### Understanding the subject in practice – what are the current strengths and areas for development?

#### Module aims

- ▶ Reflect on what curriculum implementation and impact means in relationship to the subject.
- ▶ Consider tools to support the evaluation of the curriculum.
- ▶ Discuss ways to gather evidence.
- ▶ Understand the strengths and areas for development.

## Module 4

### Practical ways to develop the subject in a primary setting

#### Module aims

- ▶ Explore actions that can be taken to address key development points.
- ▶ Consider advantages and challenges of different approaches.
- ▶ Reflect on how to plan and deliver change.
- ▶ Understand the importance of regular evaluation.

## Module 5

### Communicating to others and preparing for external scrutiny

#### Module aims

- ▶ Consider key stakeholders who may like to know about your subject.
- ▶ Reflect on the range of information you may need to communicate to others and the role of the subject leader.
- ▶ Identify key questions others may have about the subject.
- ▶ Discuss what role a subject leader may take in external scrutiny, including Ofsted.

## Leadership Franchises - Delivery Partnership

### *Develop leaders from within*

Empower your staff with the tools and confidence to grow into high-impact leaders, without relying on external training or recruitment.

Book a call with Dr Dan Belcher, Senior Education Lead to discover how our flexible, fully supported partnership can help you build leadership capacity from within.



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