



# 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 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.