

Diocese of Sheffield Academies Trust



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ACADEMIES
TRUST

Lead Practitioners DSAT

(An overview of the LPD programme)

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For further information or to discuss deployment please contact the LPD Programme Lead:
Mo Andrews

mandrews@dsat.education

Executive Headteacher: Pye Bank CE Primary and Emmanuel Junior Academy

Rationale for Role of Lead Practitioners DSAT (LPDs)

LPDs are outstanding middle and senior leaders (below the level of Headteacher) with a particular area of expertise and the skills to develop the leadership capacity of colleagues in similar positions in other schools. They demonstrate excellence within their own teaching and have a track record of relevant and successful leadership expertise in their own or other schools to draw upon.

Rationale:

DSAT is committed to the development of a school led approach to school improvement. DSAT strives for excellence for ALL its pupils and is focused on the development of its workforce in order to achieve this. DSAT believes that when schools invest in supporting, nurturing and challenging its teachers and support staff in a developmental way, they are able to perform at the highest standard. The majority of DSAT schools are achieving high standards and are judged as good or outstanding overall: the LPD programme recognises this and supports ongoing improvement at all levels.

The development of leading practitioners and system leaders across our trust supports the Department for Education's, and our own, goal 'to provide every child and young person with access to high-quality provision, achieving to the best of their ability regardless of location, prior attainment and background'. The development of LPDs is part of the established belief that we are 'stronger together' as a trust and that schools can be 'capacity givers' when they are at the right point in their journey. Evidence would suggest that the 'leading' and the 'receiving' practitioners and school benefit greatly from collaboration and partnership. The approach demonstrates our value of and our investment in our 'people' as our most important resource.

The aims of the development of LPDs are as follows:

- *To support excellence in teaching and leadership within all DSAT schools so that children can make excellent progress across the curriculum.*
- *To support the development of a consistently high standard of and approach to teaching across DSAT, supporting *a shared understanding of outstanding teaching/alignment to the 'Teach Simply' model*
- *To embed the development of a school led approach to school improvement across DSAT*
- *To increase leadership capacity and support a culture of collective responsibility and system generosity across our schools*
- *To provide quality professional development opportunities for teachers and leaders within DSAT*
- *To enhance the career pathway for our staff, supporting talent spotting, retention and succession planning within our schools*
- *To secure next stage improvement across OFSTED categories within our schools.*
- *To support leaders and teachers in developing outstanding teaching and also when practice is not yet good.*

Lead Practitioners are linked to the following:

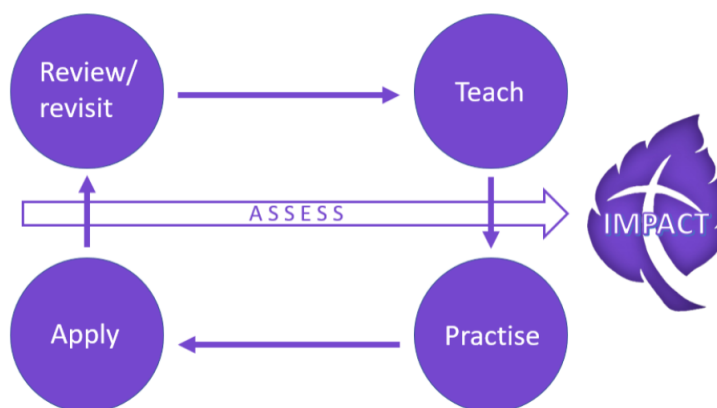
1. *Lead Practitioner: Excellence within leadership: whole school, subject or phase/KS specialisms*
2. *Lead Practitioner: Excellence within teaching/pedagogy*
3. *Lead Practitioner: Excellence within Curriculum Development*
4. *Lead Practitioner: Excellence within Continuous Professional Development*

Type of work undertaken by LPDs:

1. ***Lead Practitioner: Excellence in leadership at whole school and phase/KS level*** Working with (coaching and mentoring) individual or a small groups of leaders (Senior and Middle) supporting monitoring work, action planning against priorities, facilitating professional development, data analysis, understanding the role of a middle leader and developing the coaching and mentoring skills of the leaders themselves. LPDs will also support networking and collaboration if that is supportive of school improvement.
Lead Practitioner: Excellence in leadership of subjects working with subject leaders to establish understanding of best practice in the subject, joint monitoring and action planning, supporting data

analysis, supporting networking and collaboration, supporting the leader in professional development to improve teacher knowledge and coaching and mentoring.

2. **Lead Practitioner: Pedagogy** Team planning, team teaching, facilitating professional development, coaching and/or mentoring of teachers, observations with and of teachers, modelling and working with teachers on behaviour and classroom management if required. Where appropriate the work will support alignment to a 'Teach Simply' model (See diagram below) and supporting the development of research informed practice across our schools.



3. **Lead Practitioner: Curriculum development** Leading SLT meetings and facilitating professional development for staff, evaluation of the curriculum, supporting planning of the curriculum overall in line with new OFSTED framework/guidance, supporting research, working with other lead practitioner colleagues to develop the appropriate level of alignment across DSAT.
4. **Lead Practitioner: Supporting CPD** LPDs will support staff development meetings/CPD within individual schools and will also work with programme leads on the design and delivery of the Early Career Teacher programme for DSAT. As DSAT begin their delivery of NPQ programmes as a Delivery Partner, LPDs will support this work.

The work of LPDs will be prioritised according to needs and availability. However, it is important to note that LPDs will be deployed to a wide range of situations.

LPDs will be deployed for example to support the following:

- Schools where there are challenges in terms of leadership capacity or skills (New leaders or leaders in particularly challenging circumstances)
 - Schools where there are concerns with the quality of teaching (individuals or teams)
 - Schools where there is subject variability or challenges linked to progress and/or attainment
 - Schools where teaching and outcomes are good and are now on a journey to outstanding practice.
- LPDs work with individuals and teams to build leadership capacity to push on towards the judgement.

Recruitment

LPDs undergo a rigorous recruitment process, beginning with a nomination by Headteachers/Heads of School.

Successful applicants will meet the following criteria:

- The applicant will understand and demonstrate outstanding teaching. They will consistently secure good and better pupil outcomes and achievement.
- The applicant will be an outstanding middle or senior leader with at least two years' experience and excellent knowledge in a particular field of expertise.
- The applicant will have a successful track record supported by substantial evidence of impact of working effectively within his or her own school and/or across a group of schools, or working with a range of leaders within a single school.
- The applicant will have a commitment to outreach work and the capacity to undertake such work.
- The applicant will demonstrate a commitment to their own professional development and engaging with training offered.

- *The applicant understands what constitutes 'outstanding' in his or her field of expertise.*
- *The applicant will have an appreciation of how his or her specialism and skills can contribute to the wider school improvement agenda.*
- *The applicant will demonstrate a commitment to supporting DSAT's aim of providing every child with an outstanding quality of education in all its schools.*
- *The applicant will demonstrate a commitment to remaining up to date with the national agenda and key developments linked to OFSTED, teaching and research.*
- *The applicant will have an analytical approach to identifying needs and can prioritise accordingly.*
- *If the applicant is new to leadership they will demonstrate strong potential to fulfil the role of an LPD.*

How the LPDs will benefit from and be supported in their role?

- ✓ The opportunity to further develop leadership skills through working beyond their own school.
- ✓ The experience will support career development for aspirant senior leaders and Headteachers
- ✓ LPDs will receive support through pre-deployment meetings, reviews, networking with other LPDs and access to ongoing supervision and mentoring with an experienced leader.
- ✓ LPDs will receive support to move towards becoming an SLE if they choose this route
- ✓ The opportunity to make a positive difference beyond their own classroom, to children and also DSAT colleagues.

LPD MENU OF SUPPORT

NAME AND CURRENT SCHOOL	CURRENT ROLE	SPECIALISM/s	AREA/S OF POSSIBLE SUPPORT	KEY STRENGTHS	EXPERIENCES
Paul Frelich Wickersley St Alban's C of E Primary Rotherham	Assistant Headteacher KS 2 Leader Year 6 teacher English leader ICT Leader Assessment Lead SLE DSAT English Hub Lead	<ul style="list-style-type: none"> Y6 teaching Leadership of Year 6: curriculum and SATs preparation Assessment / Data English Computing SPag 	<p>Excellence within teaching/pedagogy:</p> <ul style="list-style-type: none"> Teaching of Writing and SPaG Year 6: supporting Year 6 teachers/teaching SATs preparation, statutory training and assessment GDS <p>Excellence within Leadership:</p> <ul style="list-style-type: none"> Supporting new AHTs and English Leads <p>Excellence within Curriculum development:</p> <ul style="list-style-type: none"> Computing: curriculum, assessment, progression, coverage and development of scheme of work 	<ul style="list-style-type: none"> Subject Knowledge Pitch & Expectation Questioning techniques Behaviour Management Clarity of Vision Change management Confidence 	<ul style="list-style-type: none"> Working and leading in an outstanding school Working beyond own school Development of a computing curriculum NPQSL Leading quality CPD in own school and schools within the trust Data and question level analysis NQT mentor
Mel Drake Pye Bank CE Primary School Sheffield	Assistant Headteacher Maths Leader Upper KS 2 Phase Leader	<ul style="list-style-type: none"> Maths UKS 2 	<p>Excellence within Leadership:</p> <ul style="list-style-type: none"> Phase leadership Subject (Maths) leaders Support for new AHTs <p>Excellence within Teaching and Pedagogy:</p> <ul style="list-style-type: none"> Supporting individual teachers in teaching of Maths and Lesson Design 	<ul style="list-style-type: none"> Understanding of Maths curriculum development, research and national developments Working in challenging circumstances Supporting EAL and NTE children Leading CPD and lesson study work 	<ul style="list-style-type: none"> Leading CPD beyond own school: Peer review Champion for Locality B NQT support Completed NPQML and NPQSL NCETM accredited Professional Development Lead.
Ricky McCurdy Rossington St Michaels Primary School Doncaster	Maths Leader Computing Leader Year 3 Teacher	<ul style="list-style-type: none"> Maths Computing 	<p>Excellence within Leadership: Focus on Maths</p> <ul style="list-style-type: none"> Curriculum Modelling teaching Assessment Moderation 	<ul style="list-style-type: none"> Ricky's leadership style means he leads by example, acting as a positive role-model at all times. Securing rapid improvement Supporting teaching to impact on progress and attainment. Collaborative working, trialling new concepts before modelling and supporting other staff in school. 	<ul style="list-style-type: none"> Completed NPQML and NPQSL KS 1 Lead Moderation cycle: supporting across the trust Computer Science Degree Mentors ITT students Maths Mastery understanding: working with Maths Hub

					<ul style="list-style-type: none"> Supporting school improvement in challenging circumstances
<p>Karen Staniforth</p> <p>Wickersley St Alban's C of E Primary</p> <p>Rotherham</p>	<p>Lead Practitioner in Mathematics</p> <p>Maths Leader Year 4</p> <p>Classteacher DSAT Maths Hub Lead (Currently training as a Primary Maths Specialist for the SY Maths Hub)</p>	<ul style="list-style-type: none"> Maths and Maths Mastery Year 4 	<p>Excellence within Leadership:</p> <ul style="list-style-type: none"> Supporting Maths Leaders to develop the curriculum or teaching across their schools. Leading CPD <p>Excellence within Teaching and Pedagogy:</p> <ul style="list-style-type: none"> Supporting individuals with a particular focus on Maths or Year 4 <p>Excellence within Curriculum development:</p> <ul style="list-style-type: none"> Maths, particularly Maths Mastery 	<ul style="list-style-type: none"> Leadership of Maths Teaching of Maths Development of Maths Mastery and Maths subject knowledge Knowledge of up to date research and national developments within Maths Maths Hubs structures and opportunities available Understanding of S Planning and NCETM resources to support planning 	<ul style="list-style-type: none"> Working and leading in an outstanding school Leading CPD Supporting development of Maths in other schools Working as part of peer review team Involvement in Maths Hub TRGs.
<p>Adam Cornes</p> <p>Pye Bank CE Primary School</p> <p>Sheffield</p>	<p>Phase Leader for LKS 2 and Year 3</p> <p>Maths leader</p>	<ul style="list-style-type: none"> Coaching and mentoring of teachers and leaders Senior leadership Strategic Planning for school improvement Curriculum development Assessment 	<p>Excellence within Leadership:</p> <ul style="list-style-type: none"> Supporting middle and senior leaders at whole school level and those new to role- school improvement planning, use of data etc. Curriculum leadership 	<ul style="list-style-type: none"> Building professional relationships School improvement work Understanding Data Coaching and Mentoring 	<ul style="list-style-type: none"> Leadership at senior level: AHT, DHT and acting Principal. Completed NPQH and Master in Educational Leadership Sheffield Lead Maths Teacher Experience of supporting school improvement in challenging circumstances: supporting a school in Special Measures. Leadership in contrasting contexts: high and low socio economic deprivation. Action research to support curriculum development focused on online learning journeys.
<p>Jennifer Shepherd</p>	<p>Assistant Head teacher</p> <p>Year 5 Class teacher</p> <p>Maths lead</p>	<ul style="list-style-type: none"> Maths Supporting with teaching and learning, 	<p>Excellence within Leadership:</p> <ul style="list-style-type: none"> Supporting Maths Leaders Supporting new AHTs <p>Excellence within Teaching:</p>	<ul style="list-style-type: none"> Building positive relationships Quality of Teaching: challenge for all and generating a love for learning 	<ul style="list-style-type: none"> Coaching of NQTs and individual teachers in own school and others in trust. Working alongside other Maths Leads

Flanderwell Primary School Rotherham	Assessment lead SLE	particularly within KS2	- Coaching to support with developing teaching and learning of individuals, or at leadership level	<ul style="list-style-type: none"> Organised and efficient with implementing change and monitoring the impact 	<ul style="list-style-type: none"> Completed NPQML and NPQSL Experience of school improvement and securing outstanding Leading CPD TA development Masters in Teaching and Learning
Helen Hall Treeton CE Primary School Rotherham	AHT EYFS lead RE Leader	<ul style="list-style-type: none"> RE Church School development SIAMs framework and inspection EYFS Moderation KS 1 	<p><i>Excellence in Leadership:</i></p> <ul style="list-style-type: none"> Supporting EYFS leads and EYFS moderation Supporting school improvement at whole school level Supporting RE leadership and SIAMs preparation Supporting AHTs new to role <p><i>Excellence within Curriculum:</i></p> <ul style="list-style-type: none"> Leading CPD linked to Curriculum and the new OFSTED framework 	<ul style="list-style-type: none"> Supporting individual teachers Managing change Understanding strategic planning Use of data 	<ul style="list-style-type: none"> Completed NPQML KS 1 Lead Leading CPD Strategic Planning Moderation in all key stages and leading EYFS moderation Mentoring ITT students NQT mentoring
Holly Wain Flanderwell Primary School Rotherham	English Leader DSAT Year 2 Hub Leader	<ul style="list-style-type: none"> English English leadership KS 1 teaching expertise Teach Simply model Coaching and mentoring Moderation 	<p><i>Excellence within Leadership:</i></p> <ul style="list-style-type: none"> English Leadership Supporting moderation <p><i>Excellence within Teaching and Pedagogy:</i></p> <ul style="list-style-type: none"> Supporting individual teachers in the classroom Coaching and mentoring for improvement 	<ul style="list-style-type: none"> Developing strong relationships and building trust Change management 	<ul style="list-style-type: none"> School improvement supporting a school to achieve outstanding Strategic planning in core subject Involvement in peer review Completion of NPQML NQT mentor Research and development DSAT Year 2 lead
Caroline Barratt Canon Popham CE Primary St Oswald's CE Academy	SENDCo across both schools Pupil Premium Lead Designated Safeguarding Lead	<ul style="list-style-type: none"> Leadership of Inclusion and SEND ASD provision 	<p><i>Excellence within Leadership:</i></p> <ul style="list-style-type: none"> SEND Leadership Pupil Premium development Development of quality first teaching and interventions 	<ul style="list-style-type: none"> Good at listening and taking on board other people's views/concerns Good at offering support & challenge combined to move a situation forward 	<ul style="list-style-type: none"> Support for SENDCo in other DSAT school Governance: parent and SEND Governor Safeguarding and Early help lead

Doncaster	Practitioner across both schools			<ul style="list-style-type: none"> • Good at supporting people to reflect on their own practice • what is being discussed • Able to introduce new procedures within a school and support all staff through the changes. • Communication • Good at recognising specific needs within pupils or staff and arranging CPD from external services etc 	<ul style="list-style-type: none"> • New developments within SEND • Development of a range of intervention • Completed National SENDCo Award • CAMHs mental health training completed • Leading CPD for staff • Development of ASD Charter Mark
Matthew Walker Rossington St Michael's Primary School Doncaster	Class Teacher, PE Lead and Pupil Premium Champion	<ul style="list-style-type: none"> • Year 4: curriculum and pedagogy • PE: curriculum development and use of Sports Funding • Pupil Premium 	<i>Excellence within Teaching:</i> <ul style="list-style-type: none"> • Year 4 • Teaching of PE • Supporting Behaviour Management • Working with vulnerable children <i>Excellence within leadership:</i> <ul style="list-style-type: none"> • PE • Pupil Premium 	<ul style="list-style-type: none"> • Confident in being able to identify areas to help and support other practitioners. • Supportive of teachers and leaders: recognising barriers to success. • Personable and able to get along with others • Determination to ensure that all have high standards of themselves and the children. 	<ul style="list-style-type: none"> • Involvement in Maths Hub TRG • Secondary PE teacher • Leading CPD • Working alongside Maths Leader in own school • Leader of Woodkirk Primary PE Project (Leeds) working across 9 Primary Schools- supporting teachers and teaching, development of curriculum and subject knowledge.
Becky Trathan Pye Bank CE Primary Sheffield	Year 6 teacher and English Lead	<ul style="list-style-type: none"> • Year 6 teaching and curriculum • English • Vocabulary teaching 	<i>Excellence within Teaching</i> <ul style="list-style-type: none"> • Year 6 • Teaching of English and particularly vocabulary direct instruction • Working with disadvantaged and EAL children <i>Excellence within Leadership</i> <ul style="list-style-type: none"> • English leadership 	<ul style="list-style-type: none"> • Very effective in modelling excellence within teaching and being able to demonstrate research informed practitioner. • Personable and supportive • Passionate and demonstrates the highest expectations. • Working with children with barriers to learning, engaging all in learning and supporting SEND pupils with challenges in terms of SEMH. 	<ul style="list-style-type: none"> • Coaching • Leading English alongside English SLE and Teaching Coach • Supporting individual teachers to embed school's approach. • Involvement in Ambition programmes and NPQSL • Member of SLT
Sandie Chatterton	Year 5 teacher and AHT with responsibility for the curriculum	<ul style="list-style-type: none"> • Curriculum design • Leadership of curriculum 	<i>Excellence within Curriculum</i> <ul style="list-style-type: none"> • Curriculum design and implementation • Strong research foundations 	<ul style="list-style-type: none"> • Curriculum design, linked to school context and relevance to intent • Able to support subject leaders in designing their subject curriculum, in response to research 	<ul style="list-style-type: none"> • Training through Huntington Research school • Worked in a range of contexts: Worked in an outstanding school, an

Pye Bank CE Primary Sheffield		<ul style="list-style-type: none"> • CPD design and delivery 	<ul style="list-style-type: none"> • Understanding of memory for learning and implications for the curriculum. <p>Excellence within teaching</p> <ul style="list-style-type: none"> • Outstanding practitioner in upper key stage 2 • Excellence within history, Geography, Science and computing. <p>Excellence with leadership</p> <ul style="list-style-type: none"> • Supporting subject leaders to develop the curriculum 	<ul style="list-style-type: none"> • Monitoring of the curriculum and understanding of the expectations for OFSTED. • Outstanding classroom practitioner 	<p>Australian school specialising in Behaviour and at a Private school within Sheffield.</p> <ul style="list-style-type: none"> • NPQSL successfully completed • Leadership at whole school level as AHT • Computing leadership
<p>Claire Lawrie</p> <p>Emmanuel Junior Academy</p> <p>Sheffield</p>	AHT SENDCO	<ul style="list-style-type: none"> • Leadership of Inclusion • Supporting children with SEMH barriers • Attendance 	<p>Excellence within Curriculum and teaching</p> <ul style="list-style-type: none"> • Developing provision for children with additional needs • Assessment of SEND children <p>Excellence within Leadership:</p> <ul style="list-style-type: none"> • Support for new SENDCOs 	<ul style="list-style-type: none"> • Understanding of identifying SEND needs • Developing provision within classrooms • Supporting teachers with meeting needs through teaching and interventions • Use of the Birmingham toolkit SEND systems and processes, particularly within Sheffield • Communication and supportive relationships with staff and parents. 	<ul style="list-style-type: none"> • Team leadership • Extensive SENDCO experience • Leading at whole school level as AHT • Completed NPQSL • Attendance lead • Supporting NQTs • Understanding of Nurture • Masters in Teaching and Learning
<p>Mike Laycock</p> <p>Emmanuel Junior Academy</p> <p>Sheffield</p>	Teaching and Learning Lead and Year 6 teacher	<ul style="list-style-type: none"> • Year 6 expertise • Lead for Teaching and Learning • SEND 	<p>Excellence within teaching</p> <ul style="list-style-type: none"> • Supporting individual teachers in the classroom • Coaching and mentoring for improvement <p>Excellence within Leadership</p> <ul style="list-style-type: none"> • Supporting team/year group/phase leaders • Supporting children with additional needs 	<ul style="list-style-type: none"> • Confident in being able to identify areas to help and support other practitioners. • Supportive of teachers and leaders: recognising barriers to success. • Research informed • TA Deployment • Personable and able to get along with others leading to developmental support being offered • Determination to ensure that all have high standards of themselves and the children: a belief in all 	<ul style="list-style-type: none"> • SENDCO • Coaching and Mentoring • Extensive experience leading Year 6 • Year group Team leader • ICT leadership

LEAD PRACTITIONER DSAT: DEPLOYMENT AND SUPPORT TIMELINE

1. SUPPORT NEED IDENTIFIED BY A SCHOOL

The Headteacher completes a **'Request for Support' Form** and emails it to Mo Andrews

2. SUPPORT NEED IDENTIFIED BY A SCHOOL IMPROVEMENT LEAD, ALISON ADAIR OR FOLLOWING A PEER REVIEW

The Headteacher and/or Improvement Lead completes a **'Request for Support' Form** and emails it to Mo Andrews and Improvement Lead

3. ALLOCATION OF LPD

- Mo Andrews contacts the Headteacher and/or Improvement Lead to discuss requirements.
- An LPD is matched to the school taking into account the identified support needs of the school and the skills of the LPDs.
- Deployment rationale agreed with Alison Adair
- Mo Andrews contacts the LPD and the Key Contact in school to confirm the deployment and to arrange next steps

4. ALLOCATION OF TIME

- The LPD supported by Mo Andrews agrees with their own Headteacher the number of days they are able to give

5. PRIOR TO DEPLOYMENT (The following *may* take place)

- LPD discusses the aims with Mo Andrews and meets with the Headteacher/Key contact to finalise
- **Relevant information is gathered:** for example context of the school, current achievement, detail about any issues/concerns, meeting with staff to be supported, relevant monitoring info and information about the subject etc
- **Initial discussion with staff to be supported: what do they want to achieve?**
- **The 'Deployment Overview' Form is completed.**
- Level of communication agreed with Headteacher, key contact and staff receiving support.
- Targets are set and agreed, with clear milestones: Shared with all.

6. DURING DEPLOYMENT

- LPD keeps a record of the work undertaken, identifying impact and adjusting targets and next steps as appropriate (Completes Record of Support sheet).
- Communicates with Headteacher, Key Contact and staff members in line with agreement
- LPD raises any concerns in a timely with Mo Andrews, Headteacher or Key Contact
- Depending upon the length of the deployment an interim review may take place.
- The **'Ongoing Record of Support' Form is completed at each visit. This is only a brief summary of the work.**

7. END OF DEPLOYMENT AND FOLLOW UP

- At end of agreed timescale LPD holds an evaluation meeting with the staff supported and completes the 'Ongoing Record of Support' Form.
- Meeting takes place with Headteacher and/or key contact. Together evaluate whether the aims have been met. This can involve the staff supported too. A decision is made as to whether further work is required and the deployment extended. The 'Evaluation of Support' Form is completed by the Headteacher and LPD and returned to Mo Andrews.
- A follow up meeting with LPD arranged after half a term for example as part of an exit strategy if appropriate
- Headteacher and LPD agree the **'Evaluation of Support Form'** and return to Mo Andrews and Improvement Lead.
- LPD meets with Mo Andrews to evaluate their work and experience.

LEAD PRACTITIONER DSAT: REQUEST FOR LPD SUPPORT



School:	
Headteacher:	
Key Contact and their role in school:	<i>(The Key Contact will be responsible for liaising with the LPD before and during the support period and providing a written evaluation at the end of the process. This could be the Headteacher or another member of the leadership team)</i>
Contact details of Key Contact:	
Nature of the support required: <i>(Please refer to school improvement priorities and/or school data where relevant)</i>	
Amount of support required: <i>(E.g. Approximate number of days/hours)</i>	
When would you like the support to take place: <i>(Any preference for days of the week/dates, or any dates that would not be suitable)</i>	
Have you identified any LPDs from the 'LPD Menu' who you think would be suitable to provide this support?	
Additional Information:	

Signed:

Date:

(Headteacher/Key Contact)

This form is completed by the Headteacher or Key Contact at the school requesting support. Please return the completed form to Mo Andrews mandrews@dsat.education



LEAD PRACTITIONER DSAT: DEPLOYMENT OVERVIEW



School and staff to be supported:	
LPD	
Headteacher:	
Key Contact and their role in school:	
Contact details of Key Contact:	
Aims of the support and agreed targets, including milestones	<i>What would you like to achieve? How will you measure/evaluate impact?</i>
Agreed actions and next steps	<i>What will the LPD do? What will the Key Contact/Headteacher do? What will the staff/leaders being supported do?</i>
Communication	<i>What will communication look like? Who with? When?</i>
Planned number of Sessions and scheduled visit days	
Additional Information:	

Signed:

Date:

(Headteacher/Key Contact)

This form is completed by the Headteacher or Key Contact at the school requesting support. Please return the completed form to Mo Andrews mandrews@dsat.education



LEAD PRACTITIONER DSAT: ONGOING RECORD OF SUPPORT



SCHOOL		STAFF MEMBERS INVOLVED	
LPD		DATES OF DEPLOYMENT	

Date	Session Plan	Areas Discussed	Further Actions Identified	Actions achieved

EVALUATION: COMPLETED BY LPD AND STAFF INVOLVED

What was the aim?	
Was the aim achieved?	
What evidence is there to show the aim has been achieved?	
What are the next steps?	
Additional information	





School:

Name of LPD:	
Date(s) of the Support:	
What were the aim(s) of the support?	
Were the aims achieved? (Please provide evidence of impact where possible)	
Is further support required from this LPD to achieve the above aim(s)?	
Are you considering requesting further support in other areas? Which areas?	
Overall, how satisfied are with the support your school received?	<p>Not at all satisfied Very satisfied</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;">(Please circle)</p>
Additional Comments:	

Signed:

Date:

Thank you for taking the time to complete this evaluation. Your feedback will support us to further improve the LPD initiative in the future.

This form is completed at the end of the support period by the Headteacher or Key Contact at the school receiving support. Please return the completed form to Mo Andrews mandrews@dsat.education

