



Professional Development Leadership Pathways in the GDST

Building a Professional Development Programme that fits your interests, aspirations and requirements.

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Leadership development in the GDST



Cheryl Giovannoni,
Chief Executive, GDST

Effective leadership is about getting the best out of people so that, together, we can drive positive change.

The four extraordinary women who founded the Girls' Day School Trust nearly 150 years ago were leaders with vision and drive. They stood up for girls at a time when women could not vote and were barred from most professions. They were visionary – they had the foresight, energy and drive to create an organisation that would go on to help hundreds of thousands of girls to learn without limits.

They have handed that torch on to us. We are charged with developing the talent for leadership in our staff, as we do for girls we teach in our schools.

At the GDST, our view of leadership embraces a whole host of skills and qualities such as communication, collaboration, creativity, and empathy. And we recognise that the traits associated with effective leadership – such as the ability to empower all team members, creative problem solving, innovation – are important for us to cultivate in our staff if we are to continue to shape the future of girls' education together.

I hope you will be inspired by the leadership opportunities we can offer, so that you in turn can become one of the many inspiring, challenging and compassionate leaders we need at the GDST.



Our vision

We have one vision: to be pioneers in, and shapers of, the future of girls' education.

We have one purpose: to help every girl fulfil her potential, and her dreams.

Our values

We always put Girls first.

They are the focus of everything we do.

We are Fearless.

We act and speak with conviction and we are not afraid of thinking differently.

We are Forward-thinking.

We embrace change and prepare our girls for the future.

We are a Family of schools.

We are collaborative and supportive, and share our learning and experiences.

We achieve this, in part, through supporting and developing the key skills in the following leadership domains:

- Vision & strategy
- Working effectively with others
- Customer focus
- School and self-management
- Leading teaching & learning

This booklet provides GDST teaching staff with a taste of the many opportunities available to you beyond your school for targeted professional development in leadership, and provides a means to build your own professional development pathway that will complement your in-school provision and serve your current interests, needs and requirements.

How to use this booklet

GDST teachers are pioneers in, and shapers of the future of girls' education. They are committed to helping every girl fulfil her potential and her dreams, and to equip her with the knowledge, skills and confidence to make her mark on the world, making the most of the possibilities and confronting the challenges of the 21st century. The GDST Teacher Standards articulate how our teachers are expected to be *caring, effective, engaged and knowledgeable*.

As expert teachers, leaders in GDST schools are committed to their own professional development and lifelong learning. To help leaders realise this aim, this booklet:

- Provides guidance on key leadership skills, with their associated competencies and a self-evaluation form. These competencies help you to identify your current development preferences. Alongside your own self-evaluation, use your school's continuous professional development processes to help you to identify areas of growth and development within the GDST Teacher Standards and these leadership skills.
- Outlines the list of opportunities that could be available to you to build up a personalised leadership development pathway that suits both your needs and those of your school.

For more detailed and up-to-date information, additional courses and programmes, log on to GDST Learn.



What is a development pathway?

Depending on your current position, you will want to build a personalised professional development programme. You can do this in the GDST because you have a vast range of learning opportunities available to you in addition to your own school's development provision.

- Opportunities include: Face to face training courses, programmes and conferences; Apprenticeship programmes and qualifications; Grants and loans; Online courses, webinars and MOOCs; Reading materials and guidance; Collaboration and networking events and peer reviews; Coaching, mentoring and shadowing.

You can select from these elements to create your own self-paced pathway of development through the academic year. For example:



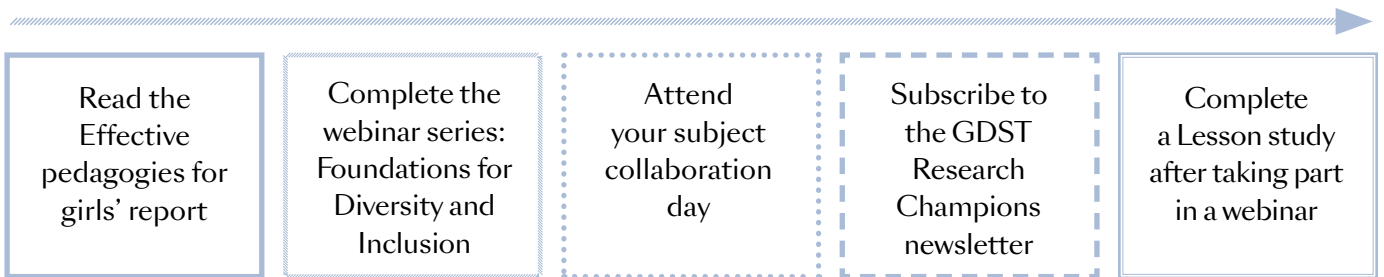
Each development opportunity listed in this booklet is signposted for the intended audience using the following key:

- Intended Audience:**
- ASPIRING TO MIDDLE LEADERSHIP
 - NEW MIDDLE LEADERS
 - ESTABLISHED MIDDLE LEADERS
 - ASPIRING TO SENIOR LEADERS
 - SENIOR LEADERS

Some elements involve more time commitment than others. Each person's pathway will therefore be made up of a different number of opportunities and may take more than one academic year to complete.

With such a variety of opportunities available to you, you can build your own bespoke leadership development pathway. Here are a few example pathways designed for different levels of leadership:

An **ASPIRING MIDDLE LEADER** looking to support the quality of teaching and learning in their department



A **NEW MIDDLE LEADER** preparing their department for inspection



An established **MIDDLE LEADER**



An aspiring **SENIOR LEADER**



How do I sign up?

1. Discuss your professional development needs with your line manager
2. Log on to GDST Learn to find out more about opportunities listed in this booklet, including dates, descriptions and details of facilitators
3. In partnership with your line manager, build your preferred bespoke pathway using training and development opportunities from your school and the GDST network
4. Seek agreement from your line manager to book onto the opportunities through your school's INSET coordinator

Some opportunities listed in the booklet may have limited capacity. In these cases, you may need to amend your pathway options. Your INSET coordinator will be able to support you to find alternative provision and you can contact the Innovation and Learning team at Trust Office for further guidance.



Self-Evaluation

Over the next few pages, you will find a self-evaluation for the Leadership Domains, with associated competencies for GDST Middle Leaders. These are intended to support you in highlighting your strengths as well as your key areas for development. Please note that these competencies are for guidance only, they are not GDST policy, nor are they currently how you will be measured as part of performance management.

You can use the self-evaluation to start a conversation with your manager to design a suitable development pathway based on your specific needs, whilst taking into account the needs of your school and the GDST.

- Established middle leaders (and those aspiring to a senior leader role) can use the self-evaluation to reflect on your behaviours to determine how effectively you demonstrate each competency against the indicators. This should then support you to design your personalised development pathway.
- Colleagues aspiring to middle leadership roles can use also the self-evaluation to determine how you might build a development pathway that both provides opportunities for exposure to elements of a middle leadership role and supports you developing your leadership qualities.

Key competencies for middle leadership

Leadership Domains:

The key competencies for leadership fall into the following leadership domains. These apply to all levels of leadership in the GDST, all the way up to Head Teacher:

- Vision and strategy
- Working effectively with others
- Customer-aware and market facing – working with the wider community
- Managing self and area of responsibility
- Leading teaching & learning

The Leadership Domains and their associated competencies for Middle Leaders

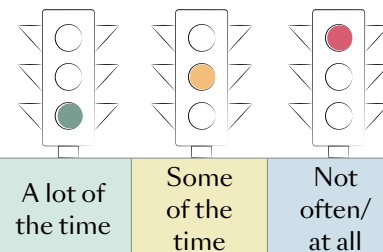
Each Leadership domain has two or more competencies associated with it. Each competency is further broken down into behaviours, or indicators, that you would see if that competency was being effectively demonstrated.

GDST Leadership Domain	Vision and strategy	Working effectively with others	Customer-aware and market facing - working with the wider community	Managing self and area of responsibility	Leading teaching and learning
Competencies for Middle Leadership	<ul style="list-style-type: none"> ■ Setting direction ■ Big picture thinking 	<ul style="list-style-type: none"> ■ Inspiring others ■ Relating to others ■ Developing others 	<ul style="list-style-type: none"> ■ Advocate and ambassador for the school ■ Understanding the independent sector and local market ■ Building professional networks 	<ul style="list-style-type: none"> ■ Self-awareness management and development ■ Managing people, resources and performance 	<ul style="list-style-type: none"> ■ Modelling excellence in the leadership of T&L ■ Commitment to learning

1. Vision and strategy

Effective leadership requires leaders to develop and communicate an inspiring vision and well-thought out strategy for their area of responsibility, which includes core educational and moral values. Through effective communication they motivate and energise colleagues to improve the pupil offer. This will be achieved by:

- Setting direction
- Big picture thinking



Vision and strategy

Competency: Setting Direction

I develop and communicate a clear strategic plan for my area of responsibility, including short and long term priorities, ambitious goals and high standards.



I am a role model for the vision and values of the school and GDST and I come across with confidence and credibility; I see myself as a leader.



I know and understand the school's strategic development plan and the implications for my area of responsibility.



Competency: Big Picture Thinking

I employ analytical thinking, including analysing complex data to identify and anticipate opportunities and potential challenges of situations.



I regularly seek information and feedback to develop a deeper understanding and wider perspective to inform decision making.



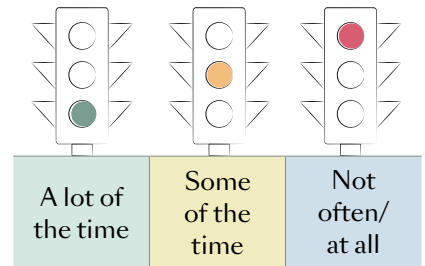
I systematically gather information from a wide range of sources to stay in touch with headline developments in the education sector; I identify longer term trends to inform planning.



2. Working effectively with others

Effective leadership requires leaders to build effective relationships with a range of other people, whilst inspiring and developing those they work with to achieve their vision and goals. This will be achieved by:

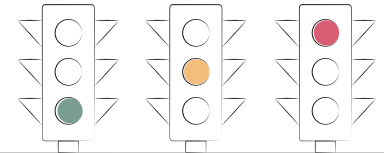
- Inspiring others
- Relating to others
- Developing others



Working effectively with others

Competency: Inspiring others

	A lot of the time	Some of the time	Not often/at all
I provide others with clear purpose and expectations, uniting them around common goals and objectives, and clarify their understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage contribution, acknowledge and appreciate effort and celebrate success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I empower individuals and teams by fostering a culture of trust, openness and inclusion within my area of responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I practice distributed leadership and encourage staff to take responsibility for their own work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



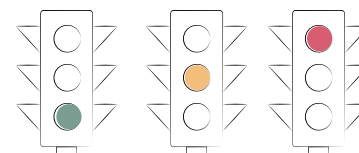
Working effectively with others (cont.)

	A lot of the time	Some of the time	Not often/at all
Competency: Relating to others			
I actively listen to others to understand different perspectives, constraints and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I manage conflict effectively, treating others fairly, equitably and with dignity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of emotions and behaviours in others and understand why they are happening, allowing me to manage relationships more effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency: Developing others			
I build positive relationships with pupils and colleagues, understanding and identifying individual needs, strengths and areas for development, to empower others to create opportunities to develop and experience real, significant personal growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide clear and balanced feedback to others to improve performance, and I adapt different leadership styles to people and situations appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I delegate work with the development of the individual in mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Customer-aware and market facing –working with the wider community

Effective leadership requires leaders to have a professional and credible image with all external stakeholders, and to work beyond their own area of responsibility/school and to understand the wider context within which they work. This will be achieved by:

- Being an advocate and ambassador for the school
- Understanding the independent sector and local market
- Building professional networks



A lot of the time	Some of the time	Not often/at all
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Customer aware and market-facing – working with the wider community

Competency: Being an advocate and ambassador for the school

I am an effective ambassador for the school in the community, leading by example.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I maintain productive relationships with Junior and Senior colleagues to promote the whole school offer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency: Understanding the independent sector and local market

I demonstrate knowledge of my area of expertise within the independent school market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the impact of local competition, opportunities and challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

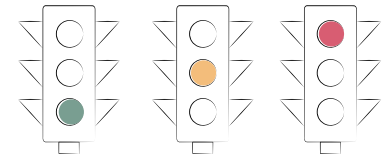
Competency: Building professional networks

I identify opportunities to work collaboratively with others that will have a positive impact on the girls' outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I share information and resources across networks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively participate in relevant GDST professional learning communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Managing self and area of responsibility

Effective leadership requires leaders to effectively manage themselves, as well as their area of responsibility to deliver the vision and goals. This will be achieved by:

- Self-awareness, management and development
- Managing people, resources and performance



A lot of the time	Some of the time	Not often/at all
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Managing self and area of responsibility

Competency: Self-awareness, management and development

I understand my own values/principles, emotions and behaviours, am able to manage them appropriately and I reflect on how they impact on others.



I understand and seek feedback on my own strengths and areas for development. I delegate when others are better placed to accomplish particular tasks or objectives.



I actively seek feedback and opportunities to learn and develop, and I successfully apply this to my work.



Competency: Managing people, resources and performance

I effectively performance manage colleagues to maintain high performance and standards, holding them to account by carefully reviewing and improving, or dealing with poor performance and conduct.



I manage workloads to ensure an appropriate work/life balance.



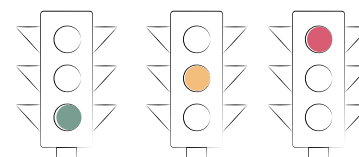
I am able to think creatively about the best ways to manage staff and I work positively with SLT to solve challenges.



5. Leading Teaching & Learning

Effective leadership requires leaders to lead teaching and learning for their area of responsibility, encouraging and developing a successful learning culture and innovative teaching which enables pupils to become effective, enthusiastic and lifelong learners. This will be achieved by:

- Modelling excellence in the leadership of T&L
- Being committed to learning



A lot of
the time

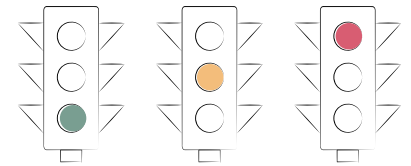
Some
of the
time

Not
often/
at all

Leading Teaching & Learning

Competency: **Modelling excellence in the leadership of T&L**

I articulate high expectations and set stretching targets for teaching and learning for the team and myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I motivate staff to achieve the best for the girls, without letting results pressure impede staff or pupil performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I monitor and evaluate classroom practice through rigorous and robust QA and self-evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use data on pupil and teacher performance to inform strategies for continuous improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I openly and consistently demonstrate that continual improvement of pupil learning is a core role of a school leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



A lot of the time	Some of the time	Not often/at all
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Leading Teaching & Learning (cont.)

Competency: **Being committed to learning**

I have personal enthusiasm for, and commitment to the learning process, energising and motivating others around new teaching and learning initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the school's professional development processes to encourage pedagogical reflection and self-evaluation, working with individuals to set and attain appropriate professional development targets to improve teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep up to date and disseminate the latest research on teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am open to, and contribute to debate on teaching practice, encouraging others to explore new approaches to teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I continually reflect on and develop myself to strengthen the school's organisational capacity, encouraging an atmosphere of constant self-improvement in colleagues and always look for ways in which 'we could do this better'.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GDST Learn

In addition to each school's own in-house professional development provision, the GDST provides opportunities for targeted professional development. GDST Learn is calibrated to the Trust's strategic priorities, and informed by schools' own requirements. It provides a range of courses, programmes, conferences and forums run over the academic year and many online courses and webinars, as well as opportunities to gain professional qualifications.

Please speak to your school's INSET Coordinator if you are interested in a course.

One- and Two-day Courses

Leadership

- Introduction to Leadership: one-day course. – ● ● ●
- Preparing for Senior Leadership: one-day course. – ● ● ●

Academic Leadership

- Securing the Quality of Teaching and Learning for Middle Leaders: one-day course for academic middle leaders – ● ●
- Using Data and Assessment for Middle Leaders: one-day course for academic middle leaders – ● ●
- Curriculum Design for Middle Leaders: one-day course for academic middle leaders – ● ●

Pastoral Leadership

- Pastoral Quality Assurance for Middle Leaders: one-day course for pastoral middle leaders. – ● ●
- Introduction to advanced safeguarding: one day online course – ● ● ●
- Advanced Safeguarding Training: one day online course – ● ●
- Positive Educators course: four half days online – ● ● ● ●
- Mental Health First Aid: four half days online or two days face to face – ● ● ●
- Suicide First Aid: one day online course – ● ● ●

Senior Leadership

- Curriculum Design for Senior Leaders: one-day course, with break-out workshops – ● ●
- Teaching and Learning for Senior Leaders: one-day course, with break-out workshops – ● ●
- Data and Assessment for Senior Leaders: one-day course, with break-out workshops – ● ●
- SEND for Senior Leaders: one-day course, with break-out workshops – ● ●

Legend:

- | | |
|---------------------------------|------------------------------|
| ● Aspiring to Middle Leadership | ● Aspiring to Senior Leaders |
| ● New Middle Leader | ● Senior Leaders |
| ● Established Middle Leaders | |

Leadership Skills webinars

- Introduction to coaching skills – ALL
- Handling honest conversations – ALL
- Giving and receiving feedback – ● ● ● ●
- Continuous conversations: What to discuss in your continuous conversations – ● ● ● ●
- Target setting for line managers: What works in target setting? – ● ● ● ●
- Supporting staff experiencing menopause (for managers) – ALL
- Managing Conversations in Capability, Disciplinary and Grievance Situations – ● ●
- Managing Conversations in Sickness and Absence Situations – ● ● ● ●
- Foundations for Diversity and Inclusion for Heads of Department: online recorded webinar series intended for HoDs of any subject, although is relevant to other interested staff – ALL

Many of the programmes and courses throughout this booklet use a blended learning approach, including webinars, so it is likely you will find yourself attending a webinar within your development pathway.

Additional webinar topics are added throughout the academic year, so do check GDST Learn for more. You will find some standalone webinars ranging from 'An introduction to Lesson Study' to 'Online safety' and 'Safeguarding.'

Recorded webinars can also be accessed via GDST Connect. bit.ly/GDSTConnect

Conferences and Forums

We run various conferences over the academic year. Be inspired, share ideas and experiences, and grow your network by attending one of this year's conferences or forums.

- Our GDST Welcome conference is a one-day event in September for all teaching staff newly appointed to GDST schools and academies, where you will have the opportunity to hear from senior GDST colleagues and keynote speakers, and meet other colleagues from across the Trust – ALL
- The SLT conference is a two-day residential conference for senior leaders, held in the spring term. It includes a range of strands for teaching and pastoral, as well as electives run by senior leaders from GDST Schools – ●
- The Heads of Sixth conference is a two-day residential conference for leaders of GDST Sixth Forms, held in the spring term – ● ●
- Junior Deputies' conference is a one-day conference for junior school deputies. – ● ● ●
- SEND forums are held four times a year – ALL
- Digital Leaders, Heads of Sixth Form, DSLs, EAL, Heads of Careers, Pastoral Leads and Deputy Head Academic forums are held three times a year for each community – ALL
- EYFS conference is a one-day conference held in the summer term for EYFS leads – ALL
- PSHE conferences, one day conferences held in the autumn and summer terms, with termly online meetings in-between for PSHE leads – ALL
- DSL conference is a one-day conference held in the autumn term, with termly online meetings to follow – ALL
- Sustainability Leads conference, is a one-day conference held in the spring term, with termly online meetings in-between – ALL

Whilst many of these conferences and forums are by nomination or invite only for staff currently working in that role, there may be opportunities to attend if you are aspiring to move into one of those roles. Please do speak to your line manager or INSET Coordinator.

GDST Leadership Programmes and Qualifications

As a GDST member of staff you also have access to several leadership programmes at a range of levels. These programmes last a minimum of an academic year and allow you the opportunity to network with other staff in similar roles from across our family of schools.

Please talk to your INSET Coordinator or Head if you are interested in being nominated for one of these programmes.

GDST Middle Leader Program - ● ●

Join the GDST Middle Leadership programme and expect to:

- Learn new knowledge, skills and behaviours for leadership
- Make new connections with (aspiring and emergent) leadership colleagues across the GDST
- Choose and complete a mid-programme gap task to apply and practise your leadership learning for school improvement in your school
- Engage in 1:1 coaching conversations with the course leader
- Learn how to lead yourself, others, the vision and change for improvement

A blended learning program bespoke to GDST, 2 days face to face and 2 half days online with an incorporated project and individualised coaching.

Leadership Matters - ALL

Short videos and resources are available via GDST's membership with Leadership Matters. All schools have access to the Leadership Matters platform. Self-paced online 'Leadership Pathway' development programmes are available to any member of staff. Popular courses include discretionary effort, difficult conversations and managing change. Schools can also access presentations, resources, tools and templates to run their own in-house leadership training. <https://platform.leadershipmatters.org.uk/login/>

Accredited Leadership Qualifications

Through our partnerships, with national apprenticeship providers, accredited leadership qualifications are available, fully paid for by the GDST. Qualifications currently on offer include:

- Future Leaders Program for senior or junior schoolteachers who aspire to move into a leadership role, or those who are in their very first leadership role (15-month duration) – ● ●
- Middle Leader Program for current junior or senior school middle leaders – Heads of Faculty, Heads of Department and Heads of Year (21-month duration) – ● ●
- Senior Leaders Development Programme, Level 7 Programme, includes a Master's in Education for current junior or senior school middle leaders – Heads of Faculty, Heads of Department and Heads of Year (21-month duration) – ● ●

Each of these qualifications are delivered through a blended learning programme which includes face-to-face training days, online training and coaching support from a dedicated tutor.

Support for NPQH and NPQSL is available through the GDST Learn Grants and Loans, ask your INSET coordinator for more detail.

Professional Development Grants and Loans

Professional Development Grants may contribute to the cost of courses which staff may individually wish to pursue. In most years, approximately fifty grants are made, and since the scheme was established, over 1,000 staff have received assistance.

If you are considering furthering your skills and enhancing your career by working towards a professional qualification, you may be eligible for a grant to help towards the costs.

Interest-free loans of up to £5,000 are also available for staff undertaking courses to further their professional development. Loans are available to recipients of a professional development grant (to cover the remaining cost of the course), or to colleagues who are funding their training independently.

Further information can be found on the GDST Knowledge Hub.

Reading Material and Guidance

GDST Knowledge Hub

<https://hub.gdst.net/knowledge> – ALL

You will find numerous policy and guidance documents on the GDST Knowledge Hub, such as EAL guidance, the Positive Mental Health policy, the online safety policy and gifted and talented guidance, amongst many more.

On the Hub you will also find resources to support management processes, such as workbooks on appraisal skills, prompts for effective performance conversations and more.

GDST Connect

bit.ly/GDSTConnect

<https://sites.google.com/wes.gdst.net/gdst-connect/home>

Find your GDST collaboration tools, champions, and initiatives on GDST Connect. Literature Reviews, GDST research and GDST perspectives papers can also be accessed through GDST Connect. Popular resources include:

- Effective pedagogies for girls learning
- The GDST perspective on girls-only education
- The GDST Student Survey
- The Girls' Futures Report
- Newsletters on Partnerships, Research, Sustainability and Sixth Form

GDST website

www.gdst.net – ALL

Think pieces and GDST news articles can be found on the GDST website. You will also find book reviews of various educational publications.

Further opportunities to influence:

Would you like to contribute to the think pieces on the GDST website, write a review for the GDST book club or contribute a blog post to GDST Connect? We are always looking for contributions. Get in touch with Cathy Walter, Assistant Director of Education, to pitch your idea. C.walter@wes.gdst.net

GDST Collaboration Groups - ALL

Teachers in the GDST are uniquely positioned to collaborate with colleagues across the Trust. Join an interest group, such as the GDST-Research Champions Team, or a subject specific community, such as the GDST-Physics Team, to build your network, find ideas or resources and collaborate with like-minded colleagues beyond your own school.

To join a team of interest visit 'Collaboration Groups' on GDST Connect to find a list of the Teams available, along with their unique communication channels and resource sharing sites. bit.ly/GDSTConnect

Global Leadership Opportunities - ALL

As a valued member of the GDST, you are part of the prestigious International Coalition of Girls' Schools (ICGS). GDST and ICGS share a strong strategic partnership, with GDST being a founding member of this influential global network. By being affiliated with ICGS, you gain access to a powerful community of 550 girls' schools in 21 countries, representing over 350,000 students. Leverage this partnership to explore cutting-edge research, enhance your professional development, advocate for girls' education worldwide, and foster meaningful international connections.

All GDST staff can access the membership benefits by logging in at icgs.memberclicks.net/login#/reset-password using your GDST email address as your username. Find more information about this partnership and the affiliated Global Action Research Collaborative on GDST Connect. bit.ly/GDSTConnect

GDST collaboration and informal professional development

We are a family of schools. We support each other and share our learning across our unique network. Here are a few more ways that we might do this together.

Heads of Department and Phase Leader meetings - ●

Each year Subject Leaders, HoDs/HoFs and Phase leaders are given the opportunity to meet up with each other to share best practice and discuss current issues and opportunities in their subject areas. These days are scheduled by request of the respective communities.

To find out what days are already organised, please visit the GDST Hub or see your subject's details on GDST Connect. <https://training.gdst.net/>

If you do not find a day already scheduled and you would like your community to meet, please contact hub@wes.gdst.net with your thoughts on a suggested agenda. These sessions can be hosted in schools or at Trust office. We look forward to hearing from you.

Subject Collaboration days - ● ●

Teachers and aspiring middle leaders, or middle leaders new in post are invited each year to take part in subject specific collaboration days. These days are designed to share best practice in your subject area, encourage cross-school sharing of ideas and resources and support the development and sustainability of cross school collaborative projects, such as joint student trips, teacher facilitated revision webinars and student subject specialism publications.

For further information: Visit the GDST Hub to find out what subjects are meeting and when <https://training.gdst.net/>

More opportunities for you as a leader within these days are also available:

The session agendas for these days are designed by the participants. We are always looking for teachers who would like to take the opportunity to get involved in leading or facilitating these days. For further information, please contact hub@wes.gdst.net

If you do not find your subject but would like to organise a day with your peers, please do get in touch: hub@wes.gdst.net

Peer Reviews- ALL

Unique to our family of schools is the ability to request a peer review from an experienced colleague from another school to visit you and provide specialist, bespoke and supportive development recommendations for your area of responsibility.

These reviews take place over three days – 2 days where your peer will visit you and 1 day for you to complete a return visit to their school.

Contact a member of your SLT if you would like to request a Peer Review.

Coaching and Mentoring - ALL

The Chartered Institute for Personnel and Development's definition of both coaching and mentoring are "development approaches based on the use of one-to-one conversations to enhance an individual's skills, knowledge or work performance." – often for the current job, but also to support career transitions.

While it is possible to draw distinctions between coaching and mentoring, in practice the two terms are often used interchangeably. Whilst there is much debate about definitions and who should/shouldn't be a coach or a mentor, there is broad agreement on the following two descriptions:

Coaching describes a relationship in which the coach will listen and question to enable learning to come from the 'coachee', essentially facilitating a non-directive, non-judgemental discussion to find their own answers.

Mentoring describes a relationship in which a more experienced colleague (rather than line managers or external coaches) uses their greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff by sharing experiences.

Staff could coach or mentor colleagues in the same school or in another GDST school. See coaching courses available on GDST Learn.

Job Shadowing - ALL

Job shadowing can be effective in supporting staff to develop the skills and competencies required to move into a new or higher-level role, or to provide the opportunity to work alongside a more experienced colleague to develop in their current role.

Staff could shadow colleagues in the same school or in another GDST school.

While coaching, mentoring and shadowing may be available in your school to support particular roles (for example NQTs) and many of the central programmes offered include coaching and mentoring, if this is something you think you could benefit from as part of your development then speak to your Line Manager or INSET Coordinator in the first instance to see what may be available in-school.

We are always looking to expand the coaching and mentoring provision across the Trust and will be running various pilot projects over the academic year. If this is something you would like to find out more about, email hub@wes.gdst.net.



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