

2develop for Schools

Your complete solution for CPD Management

This presentation has been designed to provide you with an overview of the content of the 2develop for schools system.

Features of 2develop

Training Needs Analysis Questionnaires against the Head Teacher Standards and Professional Standards for Teachers in England, including the new 2012 standards

Training Needs Analysis Questionnaires against the new QCF qualifications for school support staff

Essential Guides for Managers - 17 guides providing instructions and proformas to assist with undertaking performance reviews, school improvement planning etc

Action Plan (to plan and prioritise development activities)

CPD Record (this automatically updates from the action plan, to record what development has been undertaken, dates and impact achieved)

Skills tests against core subjects including; Health and Safety, Fire Safety, ICT, Literacy and Numeracy

Benefits of 2develop

Helps you to meet Ofsted requirements for CPD in a cost effective way

Provides evidence for performance management reviews

Saves time and resources in analysing and recording your staff development needs

Can reduce training costs by identifying economies of scale

Allows you to effectively target your limited budget to priority development needs

Helps with recruitment- reduces risks by ensuring you recruit staff with the skills you need

Training Needs Analysis for Teachers

This is part of the teachers questionnaire against the new standards for 2012, the current standards are also available. Teachers answer whether they feel they fully meet, or require additional support against each indicator of the standard, and then provide details of supporting evidence.

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Standards for Teachers 2012 self assessment questionnaire

Guidance for completing this questionnaire

You do not need to complete this questionnaire in one sitting. If you would like to complete the questionnaire in part only, when you are ready to end your session click the submit button at the bottom of the questionnaire to save your responses. If you do not click the submit button your responses will not be saved.

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part 1 Teaching

1 A Teacher must set high expectations which inspire, motivate and challenge pupils

	I do not do this	I do this with support	I do this	I do this and can provide evidence
You establish a safe and stimulating environment for pupils, rooted in mutual respect	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
You set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
You demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Supporting Information. This can be used to support performance reviews (completion of this section is optional)

Please provide some clear concise examples of how you do the above activities detailing the supporting evidence you have available (Your response must be limited to 1000 characters)

The class I teach has noted excellent behaviour and attendance, achieve above average results for their age. Parents comment that the pupils are keen to engage in their learning environment and they are delighted that their children are being developed into good citizens of which the school must be proud of what they achieve.

2 A Teacher must promote good progress and outcomes by pupils

Training Needs Analysis for Support Staff

This is the structure of the questionnaires available for support staff. These can be used to assess the team against individual units, such as safeguarding, or against full qualifications on the new QCF framework.

The screenshot shows a web application interface for 'Training Needs Analysis'. At the top, there is a green navigation bar with links for HOME, HELP, PRINT, TEXT, and LOGOUT. On the left side, there is a vertical menu with options: TRAINING NEEDS ANALYSIS (selected), ESSENTIAL SKILLS, SUPPORT MATERIAL, ACTION PLANS / CPD RECORDS, UPDATE ABOUT YOU, and MY ACCOUNT OPTIONS. The main content area is titled 'Training Needs Analysis' and features a table with two columns: 'Subject Area' and 'Section'. The 'Subject Area' column lists various QCF levels and subjects, while the 'Section' column lists specific units. Below the table, there are two main sections: 'QCF Level 3 for Teaching Assistants and Cover Supervisors' and 'Core Units'. The 'QCF Level 3' section includes a description of the Qualification Credit Framework (QCF) and a list of three qualifications: Level 3 Diploma in Specialist Support for Teaching and Learning in Schools, Level 3 Certificate in Supporting Teaching and Learning in Schools, and Level 3 Certificate in Cover Supervision. The 'Core Units' section includes a description of mandatory units and a list of five units: Unit 301, Unit 305, Unit 332, Unit 302, and Unit 303, each with its credit value.

Subject Area	Section
QCF Level 3 for Teaching Assistants and Cover Supervisors	Core Units
QCF Level 2 for Teaching Assistants and Support Staff in Schools	Supporting Learning units
QCF Level 2 and 3 Work with Parents	English as an additional Language units
QCF Level 3 Business and Administration	Special Educational Needs
QCF Level 2 Business and Administration	Providing Pastoral Support units

QCF Level 3 for Teaching Assistants and Cover Supervisors

Qualification Credit Framework (QCF)

These questionnaires are suitable for teaching assistants, learning support assistants and cover supervisors. You can use these questionnaires to assess yourself against a focused area such as safeguarding, or full qualifications on the national QCF framework. You may wish to discuss with your line manager or CPD coordinator which questionnaires they would like you to complete. The questionnaires in this section incorporate the following qualifications:

- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
- Level 3 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Certificate in Cover Supervision

For details on how these qualifications are structured please refer to the qualification flyers in the support material section. If you wish to undertake the qualification please refer to the flyers or to your CPD manager for other provider options.

Core Units

These units also known as mandatory units within the qualification framework are used in different combinations to meet a qualification criteria, if choosing a qualification please refer to the support material section to identify the units you must select.

- Unit 301 Communication and professional relationships with children, young people and adults (Credit value 2)
- Unit 305 Develop professional relationships with children, young people and adults (Credit value 2)
- Unit 332 Engage in personal development in health, social care or children's and young people's settings (Credit value 3)
- Unit 302 Schools as organisations (Credit value 3)
- Unit 303 Support learning activities (Credit value 4)

Training Needs Analysis Reports

On completion of each questionnaire the system automatically provides a graphical report displaying strengths and weaknesses. This is displayed immediately to the individual. The system administrator(s) can view both individual and combined group reports to plan development activity.

INITIAL PRINT -/+ TEXT CLOSE

Standards for Teachers 2012 self assessment questionnaire




Analysis of Results

ASHLEIGH DALTON

24 August 2011

Below you will see a graphical representation of the responses you gave to Standards for Teachers 2012

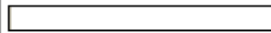
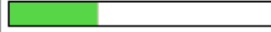



1 A Teacher must set high expectations which inspire, motivate and challenge pupils

	100.0%	You establish a safe and stimulating environment for pupils, rooted in mutual respect
	100.0%	You set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
	33.3%	You demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Supporting Information. This can be used to support performance reviews (completion of this section is optional)

I do this by

2 A Teacher must promote good progress and outcomes by pupils

	0.0%	You are accountable for pupils' attainment, progress and outcomes
	33.3%	You plan teaching to build on pupils' capabilities and prior knowledge
	33.3%	You guide pupils to reflect on the progress they have made and their emerging needs
	100.0%	You can demonstrate knowledge and understanding of how pupils' learn and how this impacts on teaching
	100.0%	You encourage pupils to take a responsible and conscientious attitude to their own work and study

Supporting Information. This can be used to support performance reviews (completion of this section is optional)

Essential Guides

17 Managers Essential Guides are available to help with organisation planning and implementing effective CPD. These include templates and supporting information to help you achieve your goals. The screen shot below displays an example from Essential Guide 6, How to Prepare a Skills Matrix.

Flyers and guides are also available for support staff to help them to understand the new Qualification Credit Framework (QCF) and qualification progression routes.

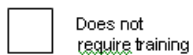
'Essential guide'

6

Example Matrix for an Administration Team

Name / Skill	Diary Management	Taking an Enquiry	Use of Spreadsheets	Use of Databases	Recording Budgetary Spend	Organising Out of School Trips	Use of Word Processing Software	Use of Presentation Software
Sam	X							
Janice								
Ruth								
Joan								
Sarah								
Karen								
Matthew								
Maximum number of people requiring training								

Key



Does not require training



Requires training



Currently being trained



Trained



Trained and could train others

Action Plan

Once development needs have been identified individuals can create an action plan. This captures the action, purpose, date to be achieved and expected impact.

The screenshot displays the 'Action Planning Tool' interface. At the top, a green navigation bar contains links for HOME, HELP, PRINT, TEXT, and LOGOUT. A left-hand sidebar lists various menu items: TRAINING NEEDS ANALYSIS, ESSENTIAL SKILLS, SUPPORT MATERIAL, ACTION PLANS / CPD RECORDS (with sub-items for Action Planning Tool, Action Plan, and CPD Record), UPDATE ABOUT YOU, and MY ACCOUNT OPTIONS. The main content area is titled 'Action Planning Tool' and includes instructions on how to add and update actions. It features three input fields: 'Area of Development' (containing 'To improve engagement with parents'), 'Priority' (a dropdown menu set to 'High'), and 'Action' (a rich text editor containing 'To improve the way I communicate with parents over their children's learning.'). Below the action field is an 'Impact' section with a label 'What difference do you expect there will be as a result of the action' and a rich text editor containing 'Improved relationships with parents which will hopefully have a direct impact on their children's learning and also their perception of the school'.

Action Planning Tool

HOME ? HELP PRINT -/+ TEXT LOGOUT

- ▶ TRAINING NEEDS ANALYSIS
- ▶ ESSENTIAL SKILLS
- ▶ SUPPORT MATERIAL
- 📁 ACTION PLANS / CPD RECORDS
 - ▶ Action Planning Tool
 - ▶ Action Plan
 - ▶ CPD Record
- 👤 UPDATE ABOUT YOU
- 👤 MY ACCOUNT OPTIONS

Action Planning Tool

You can add actions to your Action Plan by completing the details below.

Once you have added an action you can update it by selecting the Action Plan menu option.

Area of Development:

Priority: High

Action:

B I U [List Icons]

To improve the way I communicate with parents over their children's learning.

Impact:

What difference do you expect there will be as a result of the action

B I U [List Icons]

Improved relationships with parents which will hopefully have a direct impact on their children's learning and also their perception of the school

CPD Record

Once actions from the action plan have been updated to completed status, the system automatically creates a CPD record. This details when the activity took place, the impact achieved and amount of time it took.

CPD Record HOME ? HELP PRINT -/+ TEXT LOGOUT

- ▶ TRAINING NEEDS ANALYSIS
- ▶ ESSENTIAL SKILLS
- ▶ SUPPORT MATERIAL
- ▶ ACTION PLANS / CPD RECORDS
 - ▶ Action Planning Tool
 - ▶ Action Plan
 - ▶ CPD Record
- ▶ UPDATE ABOUT YOU
- ▶ MY ACCOUNT OPTIONS

CPD Record

To improve engagement with parents

Action Date: 25 August 2011	Priority: High	Impact Measure: Medium
Organiser: Ashleigh Dalton	By When: 23 August 2011	
Achieved Date: 20 August 2011	Experience: N/A	Experience Time: 1 hrs

Action
To improve the way I communicate with parents over their children's learning.

Impact
Improved relationships with parents which will hopefully have a direct impact on their children's learning and also their perception of the school

Improve understanding of the maths curriculum

Action Date: 25 August 2011	Priority: High	Impact Measure: Medium
Organiser: Ashleigh Dalton	By When: 25 August 2011	
Achieved Date: 25 August 2011	Experience: Fair	Experience Time: 8 hrs

Action
Improve understanding of the maths curriculum

Impact
Improvement in the way I teach maths curriculum

Whole School Action Plan / CPD Record

As individuals agree and update their actions identified, an overarching action plan and CPD record is automatically produced for the system administrator (Head/CPD leader). They can view action plans and CPD records at individual level, for groups of staff or for the whole school.

[HOME](#) [HELP](#) [PRINT](#) [-/+ TEXT](#) [LOGOUT](#)

Action Plans

FURNESS, KEVIN [School]

Area of Development	Action Date	Priority	Impact	Organiser	By When
Safeguarding	18 August 2011	High	High	Mr Smith	30 December 2011

SPEARING, HANNAH [School]

Area of Development	Action Date	Priority	Impact	Organiser	By When
Safeguarding	18 August 2011	High	High	Mr Smith	30 December 2011

Skills Tests

Multiple choice skills tests are available against core subjects. The screenshot below shows an example from the Health and Safety test. Individuals complete the test and are then presented with a certificate demonstrating their grade. At the end of the test individuals can review their answers to help develop any areas they are unsure of.

The screenshot displays a web-based test interface for 'HEALTH AND SAFETY'. At the top, a green navigation bar contains links for HOME, HELP, PRINT, TEXT, and LOGOUT. A left-hand sidebar lists menu items: TRAINING NEEDS ANALYSIS, ESSENTIAL SKILLS, SUPPORT MATERIAL, ACTION PLANS / CPD RECORDS, UPDATE ABOUT YOU, and MY ACCOUNT OPTIONS. The main content area features a sub-header 'HEALTH AND SAFETY' and 'Question 1 of 20'. Below this, a welcome message states: 'Welcome to the Health and Safety Mini Test. Please read each question and answer before selecting your choice. You need to correctly answer at least 16 out of the 20 questions (80%) to achieve an Attainment.' The question asks: 'Which of the following do Health and Safety Enforcement Officers have?'. Four options are listed: A. The legal power to take over the running of what they consider to be any hazardous workplace or working practice; B. The legal power to stop you from working if, in their judgement, they consider you are in immediate or constant danger (marked with a green checkmark); C. No legal powers but can obtain a warrant from the police to stop you working or carrying out hazardous working practices; D. No legal powers. At the bottom right, there are two buttons: 'Next >>' and 'Close Mini Test'.

HEALTH AND SAFETY HOME ? HELP PRINT -/+ TEXT LOGOUT

HEALTH AND SAFETY Question 1 of 20

Welcome to the Health and Safety Mini Test. Please read each question and answer before selecting your choice. You need to correctly answer at least 16 out of the 20 questions (80%) to achieve an Attainment.

Which of the following do Health and Safety Enforcement Officers have?

- A. The legal power to take over the running of what they consider to be any hazardous workplace or working practice
- B. The legal power to stop you from working if, in their judgement, they consider you are in immediate or constant danger
- C. No legal powers but can obtain a warrant from the police to stop you working or carrying out hazardous working practices
- D. No legal powers

Next >> Close Mini Test

Skills Test Reports

The system is updated as each test is completed and the system administrator (Head/CPD leader) can see the status of those completing, including the level of attainment for any individual. The tests can be used for existing staff, or as part of the recruitment process.

ESSENTIAL SKILLS

[HOME](#)
[HELP](#)
[PRINT](#)
[-/+](#)
[TEXT](#)
[LOGOUT](#)

- [▶ TRAINING NEEDS ANALYSIS](#)
- [▶ ESSENTIAL SKILLS](#)
- [▶ SUPPORT MATERIAL](#)
- [▶ ACTION PLANS / CPD RECORDS](#)
- [▶ ORG ANALYSIS & DEV TOOLS](#)
- [▶ DEMOGRAPHIC](#)
- [▶ SYSTEM ADMIN TOOLS](#)
- [▶ MY ACCOUNT OPTIONS](#)

ESSENTIAL SKILLS

The information below provides a summarised breakdown of all users who have completed the listed **Mini Tests**.

- If you need to allow users to re-take a **Mini Test** select the appropriate **Reset** option.
- If users have been assessed externally you can set their level by selecting the appropriate **Set Verified** option.

Mini Test	Totals	Status	Last Updated	Options
Numeracy	Incomplete Mini Tests [1] Completed Mini Tests [68] Total Mini Tests [69]	1 at Entry Level 20 at Level 1 47 at Level 2	[17/08/2011]	Reset Set Verified
Literacy	Incomplete Mini Tests [1] Completed Mini Tests [70] Total Mini Tests [71]	3 at Entry Level 9 at Level 1 58 at Level 2	[17/08/2011]	Reset <div style="border: 1px solid #ccc; padding: 2px; display: inline-block; font-size: small;">Date last questionnaire completed</div> Set Verified
Health and Safety	Incomplete Mini Tests [2] Completed Mini Tests [65] Total Mini Tests [67]	21 at Not Attaining 44 at Attaining	[17/08/2011]	Reset Set Verified
ICT	Incomplete Mini Tests [0] Completed Mini Tests [70] Total Mini Tests [70]	26 at Entry Level 23 at Level 1 18 at Level 2 3 at Level 2 or Above	[17/08/2011]	Reset Set Verified

2develop for Schools

The cost of 2develop for Schools for a one year License covering all staff within your school is £75 plus VAT

To purchase 2develop for Schools please contact a member of our team on
01904 612 231