

You Can... **Identify need and support colleagues**

Need and support are generally linked. Being able to identify a need, be it professional development or resource demand, ultimately leads to supporting an individual colleague. It is where leading a subject shifts from school-wide guidance to micro-leadership. Understanding an individual's needs demonstrates a school's commitment to colleagues and individualised learning at all levels.

Thinking points

- Examining planning can raise questions particularly if little adaptation has been made or the roles of additional adults have not been identified. Modern planning can look very professional but looks can be deceiving and you should be examining it for evidence that every child is being catered for. Where this is not happening it could be an indicator of a lack of teacher confidence in the subject, which could be supported by professional development either internally or externally.
- Teaching is a busy job and where we can find time-saving devices, they should be promoted. No doubt you will have your own set of time-savers but a new colleague or NQT might need support when managing the workload. Support should not be imposed, but an offer of help is generally accepted.

Tips, ideas and activities

- Although it could be argued that resources don't automatically lead to learning there is little doubt that appropriate resources help. They give teachers the tools of the trade, which makes them more confident in their practice. An audit of resource need is best done at the start of the academic year when the overview of curriculum is fresh in people's minds.
- Asking colleagues to write down their resource needs for your subject at the start of a staff meeting should take no more than 15 minutes and could fit into a start-of-term training day.
- Be clear with colleagues that your budget is limited so that this at least gives them the opportunity to either request exact resources or identify areas where they need additional support, which will make them feel part of the procurement process. Equally, resources are more likely to be used if requested rather than imposed. The staff will feel confident that they will have the resources they need in good time and it gives you a concrete piece of work to do that is meeting direct need.
- Ask colleagues what resources they are using. Good resources get passed round the staff room quickly and should be shared. If your school has a central communications board then use it to advertise a useful resource or 'website of the month' to share with colleagues. Remember to indicate who found it to give them the credit!
- Establishing ways to identify need, particularly if it is professional development, requires communication. The School Leadership Team and phase leaders can act as your eyes and ears when identifying need across the school.

