

invincibleME



THE DETAILS

Invincible Me helps schools to create a culture in which teachers are able to do their core job – teach children – in an environment where they feel supported and have healthy relationships with their pupils, colleagues and the wider school community. We believe that by giving teachers and school staff the support they need to identify potential issues and diffuse difficult situations before they escalate, all children will have a better chance of success.

Our programme will run across a minimum of four terms, with the first term laying the groundwork to develop, implement and embed new behaviours, attitudes and ways of working.

Key features of the programme:

- Facilitates a whole school approach to mental health and wellbeing, helping schools create a positive culture of ongoing improvement;
- Provides a research-based framework for evaluation and reflection, recognising what effective provision already exists and identifying tangible areas for improvement;
- Prioritises leadership support and mentoring, and enables peer-to-peer collaboration and support amongst all staff;
- Offers tools to engage a range of stakeholders and integrate their feedback into overall improvement planning;
- Emphasises the wellbeing of teachers and school staff as a core focus, including coaching for school leaders;
- Highlights links to statutory responsibilities, e.g., Ofsted framework and safeguarding requirements.

‘At all levels, improvement begins with honest self-evaluation and systematic improvement planning.’
– Estyn (Welsh HMI) annual report, 2017



Working with other schools within a Trust, local authority or geographic area, our programme uses a cohort model, creating a culture of support and collaboration within a shared learning experience. Given the space to openly share challenges and ideas to overcome them, the professional relationships built amongst the cohort can result in a network which extends beyond the classroom or the school, and can significantly help teachers’ career satisfaction and professional advancement.

Measurement of the impact of our work in schools runs throughout the programme and beyond, ensuring a meaningful shift in the school environment rather than a short-term initiative that does not effect real change. Our facilitators include trained psychologists and senior educators with extensive experience in schools, who understand the challenges school leaders and staff face.

‘Our Headteacher was ambivalent before we began the pilot, but he has seen the improvement in staff morale after a short time because they feel listened to and are coming up with solutions. The Head is now fully engaged and supportive of our work with Invincible Me.’

SENCO, Redbridge pilot school

‘We’ve been looking at parts of the school day that we never realised were problematic, such as lunch time, and trying to come up with ways to change our processes to get better results in terms of behaviour and readiness to learn. Our work with Invincible Me has already begun to have a difference on our day-to-day work.’

Deputy Headteacher, Brent pilot school



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