



EGM Education and Training

AI for school leadership, governance and operations

Four leadership courses. A governors' briefing inside a meeting you already hold. Executive days for trusts and groups. Working days for the people who run the data, reporting and back office.

PROSPECT BROCHURE · SEPTEMBER 2026

Designed for schools, run in your calendar

- Leaders leave with a position, a roadmap and a board paper, not a set of slides.
- Governors leave with three questions, each dated to the meeting at which it will be asked.
- Operations staff leave with one process, report or workflow rebuilt and checked.

Full specification of any course is available on request before you commit to anything.

Who we are

Training, not a product

EGM Education and Training designs and delivers AI training for schools. The courses are provider-neutral: no platform is sold with them, no product is ranked or recommended, and no commission is taken from any vendor.

Where a course names a tool, it names it as one interchangeable example among several: ChatGPT, Claude, Gemini, or the school's approved equivalent. Never as something you have to buy. For leaders it means we mark a supplier's claims the way you would mark any proposal, and the two claims we refuse to make ourselves are printed below.

Who is in the room

Every course is delivered by a trainer with years of demonstrated experience in education or instructional design. No course is delivered by someone whose experience is in the tools alone. Trainers work from the same infrastructure the company builds and runs, which is why the courses are unimpressed by the tools and precise about what they do.

Named biographies for the trainers who will deliver your courses are supplied with every proposal. Biographies describe what a person has done. Qualifications are listed as held. A trainer who does not deliver a course is not named against it.

How we work

The unit we sell is a cycle, not a day: a working day, then a gap task against the school's own calendar, then an implementation review at six weeks where the plan has met the diary. The leadership courses do not teach leaders to use the tools. They produce the documents a school needs to have written: a position, a policy, a risk register, a roadmap, a board paper.

We say no to formats that do not work. Every course lists the formats it offers and the formats it declines, with the reason. Declining a format is information; offering four identical ones is a brochure.

Two things we will not sell you

Attainment gains. No published evidence supports attributing pupil attainment to a single training input of this length. We measure changed practice instead, and we show you how.

AI detection. We do not offer, promise or recommend AI-detection tooling. Assessment and task redesign replaces it.

Read this page first

What the board is signing

A school's intentions about AI become decisions somebody owns. The courses exist to make that happen on paper, with names against it.

Duties you already hold

Safeguarding, data protection, and staff workload and consultation. AI touches each of them. The governors' briefing names each, in plain terms, for governors who have never opened one of these tools.

Obligations, sorted

Statutory, guidance, contractual, or the school's own choice. The governance course sorts them before a word of policy is drafted, working from the incidents that actually reach a headteacher's desk.

Data, in plain terms

No pupil personal data enters any exercise on any course. Where a course touches school data, we run the DPIA trigger check. We do not complete, sign or approve your DPIA, and we are not your data protection officer. The framework is UK GDPR and the Data Protection Act 2018 as amended by the Data (Use and Access) Act 2025.

What leaves the room

A position statement, a twelve-month roadmap and a board briefing. A policy skeleton with named owners and a started risk register. An improvement claim with its evidence trail. A one-year CPD pathway on your own directed-time calendar. Each prepared for governing-body consideration, not delivered to it as a fait accompli.

Build, buy or partner

For institutions asked whether to run AI on their own hardware, one day sets requirements first, triages which uses force a hosting decision, shows the operating burden, and ends in a signed decision record. Do not build is a first-class answer.

Confidentiality

Cross-school cohorts run under a confidentiality rule. Never pupil records, safeguarding logs or live cases in the room.

Featured course · the leadership entry point

EDU-SL1

Strategic AI Adoption for Schools

Leadership teams can write their own AI position and twelve-month roadmap and brief governors on both.

A working day for the people who will answer for whatever their school does about AI. It does not teach leaders to use the tools. Leaders mark a supplier's claims as they would any proposal, read the published sector evidence with its limits stated, and then draft a position, a roadmap and a governor briefing.

Why it comes first: it is the entry point to the leadership track, and everything the other courses produce, the policy, the register, the improvement claim and the CPD pathway, hangs off the position and roadmap this day writes. Bring a team of at least two; the gap task is run against your own calendar, and the review at six weeks is where the roadmap meets the diary.

- Designed for** Heads, deputies, assistant heads, heads of school, business managers, trust executives. School team of at least two
- Format** Cycle: leadership day, gap task in the school's own calendar, 90 min implementation review at 6 weeks
- Safeguarding** Adult course, no age gate. Confidentiality rule applies in cross-school cohorts.
- Leave with** The Adoption Case: a Position Statement, a Twelve-Month Roadmap and a Board Briefing, prepared for governing-body consideration.

Where it leads

Entry points: SL1 for a leadership team, SL5 for a board, EX1 for a group executive, T0 for all staff. SL2 turns the position into policy and a risk register; SL3 and SL4 follow where the school wants an improvement claim with its evidence trail, or a one-year CPD pathway on its own directed-time calendar. The full track, including executive days for groups and the operations courses, is on page 6.

*Featured courses · governance, and governors***EDU-SL2**

AI Policy, Governance, and Risk

Leaders can draft a school AI policy with named owners and a rated risk register, prepared for governors.

The course that turns a school's intentions about AI into decisions somebody owns. Leaders work from governance incidents that reach a headteacher's desk and find out how many their existing documents answer. They sort obligations into statutory, guidance, contractual and the school's own choice, then draft a policy skeleton and start a risk register.

Designed for	Heads, deputies, DSLs, the data protection holder, chair or link governor. Team of three to five, three roles
Format	Cycle: governance day, gap task, 90 min policy and register review at 6 weeks
Condition	Bring existing documents; never pupil records, safeguarding logs or live cases
Safeguarding	Adult course, no age gate. Never pupil records, safeguarding logs or live cases; disclosure route runs live.
Leave with	The Governance Pack: a completed policy skeleton, a started risk register and a governing-body paper, prepared for approval.

EDU-SL5

AI Briefing for Governors and Boards

Governors can name the duties AI touches and ask three dated questions at their own meetings.

A briefing for a governing body, inside a meeting you were already holding, written for the intelligent non-specialist: governors who have never opened one of these tools are the design audience. It names the duties the board already holds that AI touches, and explains what approving an AI policy commits the board to.

Designed for	Whole governing bodies, trust boards, LGBs, members, proprietors, governing councils. Volunteers, in the evening
Format	60-minute slot inside a scheduled governing-body or board meeting. Second rung: 90-minute standalone governor evening
Safeguarding	Adult briefing for volunteers, no age gate. No prior use, no account, nothing read in advance.
Leave with	The Governors' Question Card: three questions chosen, each dated to the meeting at which it will be asked.

Leaders, boards, groups, and the back office

Senior leadership and governors

Code	Course	Format
EDU-SL1	Strategic AI Adoption for Schools	Leadership day, gap task, review at 6 weeks
EDU-SL2	AI Policy, Governance, and Risk	Governance day, gap task, review at 6 weeks
EDU-SL3	AI in School Improvement and External Accountability	Working day, Governors' Round, review at 6 weeks
EDU-SL4	AI and Staff Development Strategy	Working day, Governors' Round, review at 6 weeks
EDU-SL5	AI Briefing for Governors and Boards	60 min inside a board meeting

Executive days for groups and institutions; engagements for a single school

Code	Course or engagement	Format
EDU-EX1	AI Strategy for School Groups and Networks	Executive day, gap task, review at 6 weeks
EDU-EX3	Local AI Infrastructure for Educational Institutions	Decision workshop day, gap task, review at 6 weeks
EDU-EX2	Building a School AI Roadmap	Engagement, 2 to 3 weeks, one half-day workshop
EDU-EX4	School AI Transformation	Six gated phases over 2 to 3 terms

Operations: business managers, office, data, IT and site teams

Code	Course	Format
EDU-T0	AI for Your School: 90-Minute Staff Introduction	90 minutes, twilight or inside an INSET day
EDU-MM3	AI for Data, Reporting, and School Insight	Working day, gap task, follow-up
BIZ-F1	AI Literacy for Teams	Full day, gap task, follow-up
BIZ-F2	AI Tools for Professional Productivity	Full day, gap task, follow-up
BIZ-I4	AI in Operations and Process Improvement	Workshop day, gap task, follow-up
BIZ-I7	AI for Data Analysis and Business Decision Making	Working day, gap task, follow-up clinic

Operations: the data and reporting day for anyone who owns a recurring report. The four business-track courses are scoped on business-track terms: F1 as an intact team, a whole office not selected delegates; F2, I4 and I7 for the individuals who own the work. No pupil, customer or employee personal data enters the room.

What the school receives

Evidence of changed practice

Every course is evaluated the same way, and the framework is published before you buy.

We use Guskey's five levels of professional-development evaluation and tell you which ones we measure.

Level	What it asks	Measured?
1 Reaction	Was it useful, well run, worth the time?	Yes, directly
2 Learning	Can they now do the thing?	Yes, directly: the artefact against a published criteria grid
3 Organisation	Did the school change anything?	Yes, through the follow-up
4 Practice	Are they still doing it weeks later?	Yes, through the follow-up
5 Attainment	Did attainment move?	No. Refused in writing, with the reason

For a leadership course the artefact is a document the school needed to have written anyway, prepared for governing-body consideration and reviewed at six weeks against what actually happened in the diary. For the data and reporting day it is one recurring report rebuilt, with a governance note your data protection lead can sign.

Artefact

Every course ends in a made, named thing, judged against criteria you can read in advance.

Follow-up

Inside what you bought, not an upsell. Evidence is brought back and reviewed.

Report

An evaluation summary for every course; a termly report on whole-school and package deliveries, ranges shown, nothing extrapolated.

Assurance, in brief

Safeguarding protocol imported by every student course: prepared to listen, never promise secrecy, note verbatim, escalate to your DSL the same session. Hypothetical scenarios only. No pupil personal data enters any exercise; every exercise uses synthetic data. DBS, insurance and references are set out in the assurance pack, available on request. Materials are built to a published accessibility standard: 12 pt or larger, left-aligned, in a typeface from the British Dyslexia Association's guidance. We have not commissioned an independent audit and do not claim a conformance level. Certificates are issued against the artefact and criteria grid; they are not an accreditation or a qualification.

Four steps, and a gate

1 Discovery call

Thirty to ninety minutes. What you are trying to solve, what has been tried, what your calendar can absorb.



2 Written proposal

Courses by code, the format chosen from each course's own ladder, dates, and the cover and directed-time cost.



3 Readiness gate

Returned in writing before a date is confirmed. Short, and every line on it exists because it has failed somewhere.



4 Delivery and follow-up

The follow-up is inside what you bought.

Our position on the discovery call is to recommend the lowest rung that answers the question. A school that needs one governor briefing and buys a two-term programme will be unhappy two terms later.

For leadership courses the readiness gate is the team: at least two people for the adoption day, three roles for the governance day, someone who can commit budget and someone who can commit staff time for the executive day. For the governors' briefing it is a slot on an agenda you already have.

Talk to us

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Full specification of any course, including outcomes, session plans, materials manifest and evaluation instruments, is available on request, at no cost and before you commit to anything.

EGM

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