



EGM Education and Training

AI training for teaching staff

A 90-minute introduction for every member of staff. A cycle of one-day courses for teachers, each built around one real thing you already have to do. Four working days for middle leaders.

PROSPECT BROCHURE · SEPTEMBER 2026

Designed for schools, run in your calendar

- A workshop, a gap task in your own practice, a follow-up where you bring the evidence back.
- Bring a real lesson, unit or assessment. Leave with it rebuilt, checked, and yours.
- Never pupil work, never pupil data, never a tour of tools.

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 teaching staff it means a course is never a product demonstration. You use one assistant on one bounded task, verify it, and decide what to keep, change or refuse.

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 workshop, then a gap task in your own practice, then a follow-up at two to six weeks where you bring the evidence back. One-off delivery is available and we will quote for it, but the cycle is the default, because a day changes what people know and a cycle changes what they do.

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 changes on Monday

Every course is built around one real thing you already have to do, and ends with it done differently.

A lesson you are about to teach. A unit you are about to resource. An assessment you are about to set. A teaching group whose resources are not landing. You bring it, in the form the course names, and the day is spent on it rather than on the tools. The gap task is to run the thing in your own classroom. The follow-up is where you say what happened.

What you never bring

Pupil work. Pupil data. Records, EHCPs, provision maps. On the SEND course, information about a child's needs does not belong in a prompt, and the day teaches the discipline in UK GDPR and Data Protection Act 2018 terms.

Verification is the skill

The introduction shows one real school task done well, then the same task done confidently and wrongly. Everything after that is a version of the same move: use the assistant, check it against the source, record what you kept and what you rejected.

The workload metric, honestly

For one named recurring task, you record the minutes before the course and again at the follow-up, with a note on what changed. Time saved on a task now done worse is not a saving. Increases are recorded and reported.

Nobody is ranked

The team-capability course for middle leaders maps a team's practice in the open, made by the team, and reported in aggregate. No named colleague is described. No appraisal or personnel document enters the room. This is not a capability procedure.

*Featured course · the foundation cycle***EDU-T1**

Introduction to AI for Educators

Teachers can use one assistant on a real task, verify the output, and decide what to adopt or refuse.

What AI assistants do, what they get wrong, and what that means for a teacher accountable for everything reaching a class. Built around one thing done properly rather than a tour of tools: bring a real upcoming lesson, use one assistant on one bounded task, verify it, and record what you kept, changed and rejected.

Why it comes first: the introduction gives a whole staff body a shared picture in ninety minutes; this is the first course that changes what a teacher does. It is the recommended foundation for the planning, assessment, classroom and SEND courses, and the hard condition for the termly practice cycle that keeps it current.

Designed for	Classroom and subject teaching staff, all phases. Adults
Format	Cycle: INSET full day, gap task in own practice, 60-75 min follow-up twilight at 2-6 weeks
Condition	Bring one real upcoming lesson or unit plan; never pupil work
Safeguarding	Adult course, no age gate. Never pupil work or pupil data.
Leave with	The Weekly Workflow Verdict: one AI use adopted with conditions and a check date, one refused with the reason.

Where it leads

Entry points: T0 for a whole staff body, T1 for teachers. T2 to T5 recommend T1 and require no prior course; each requires that you bring the real lesson, unit, assessment, class or resource it is built around. **The one hard line:** T6 requires T1, because it maintains a practice rather than creating one. The middle-leader courses recommend MM1 first; each requires that you bring the real process, scheme, report or team the day is built around. The full track is on page 6.

*Featured courses · the entry point, and inclusion***EDU-T0**

AI for Your School: 90-Minute Staff Introduction

Every member of staff can say one thing AI does reliably in a school and one thing it does not.

A single session for a whole staff body, teaching and support, on what these systems do in a school, shown rather than described: one real school task done well, then the same task done confidently and wrongly. Staff then check an AI-drafted document against its source, in pairs, on paper, with no account or device.

- Designed for** All staff: teaching, teaching assistants, office and admin, technicians, pastoral, site. Adults
- Format** 90 minutes, once. Not a cycle. Twilight, or a 90-min slot inside an INSET day already running
- Safeguarding** Adult briefing, no age gate. No account, no device, none of staff's own data.
- Leave with** The First Step Note, collated for the commissioning SLT member.
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EDU-T5

AI for Differentiation and SEND Support

Staff can adapt material with AI, co-design it with the learner, and keep pupil needs out of prompts.

Adapted material, built around one uncomfortable idea: most differentiation fails not because the adaptation was badly made but because nobody asked the learner. Data discipline runs through the day in UK GDPR and Data Protection Act 2018 terms: information about a child's needs does not belong in a prompt. Not evidence for a referral.

- Designed for** Classroom and subject teachers, SENCOs and inclusion leads, TAs and HLTAs. Adults, all phases
- Format** Cycle: INSET full day, gap task trialled with SENCO sign-off, 75 min follow-up twilight at 2-6 weeks
- Condition** Bring one teaching group's resource and its barriers in non-identifying terms
- Safeguarding** Adult course, no age gate. No pupil records, EHCPs, provision maps or pupil work.
- Leave with** The Adapted Set and Co-design Plan, signed off for trial by the SENCO.

Seven courses for teachers, four for middle leaders

Teachers and support staff

Code	Course	Format
EDU-T0	AI for Your School: 90-Minute Staff Introduction	90 minutes, twilight or inside an INSET day
EDU-T1	Introduction to AI for Educators	INSET day, gap task in own practice, follow-up
EDU-T2	AI in Lesson Planning and Resource Creation	INSET day, gap task (teach the unit), follow-up
EDU-T3	AI in Assessment and Feedback	INSET day, gap task (run the redesigned assessment), follow-up
EDU-T4	AI in the Classroom: Policy, Safety, and Student Use	INSET day, gap task in own classroom, follow-up
EDU-T5	AI for Differentiation and SEND Support	INSET day, gap task trialled with SENCO sign-off, follow-up
EDU-T6	Staying Current: Termly AI Practice	Termly x 3, inside a directed-time slot, annual subscription

Middle leaders: heads of department, phase and year, curriculum and data leads

Code	Course	Format
EDU-MM1	AI for Department Leadership	one working day, the department consultation and plan going live, implementation review
EDU-MM2	AI in Curriculum Design and Schemes of Work	one day, running the workflow in own practice, follow-up
EDU-MM3	AI for Data, Reporting, and School Insight	full working day, gap task in own practice, follow-up
EDU-MM4	Managing AI Capability Across Your Team	full working day, gap task in own team, follow-up

A school buying for a whole staff

T0 for everyone in one twilight. T1 as the INSET cycle for teachers. Then one of T2, T3, T4 or T5 chosen by the school's pressure point: planning load, assessment integrity, classroom policy, or inclusion. T6 termly from the third term, in departments. The leadership courses that sit above this, and the pupil courses that sit beside it, each have their own brochure.

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 staff course the artefact is yours: the lesson verdict, the unit pack, the redesigned assessment, the classroom position, the adapted set signed off by your SENCO. It is judged against the published grid at the follow-up, where you also report what happened when you ran it.

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 staff courses the readiness gate is short: the real thing each participant will bring, in the form the course names; the directed-time slot for the follow-up; and confirmation that no pupil work or pupil data is coming into the room.

Talk to us

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w egmfamilyholdings.com

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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