

DOCUMENT 2 OF 2 · AFTER BOOKING

Planning your day

Your day is booked. This is what we need from you to make it worth the time, and what the day usually looks like. **Everything here is built with you, not fixed.**

Who needs to be in it

- **The headteacher or a senior leader.** For the opening conversation and the close. You do not need to be with us all day.
- **Deputies and the digital lead.** They carry this after we leave.
- **Technical staff.** Whoever actually manages the devices, in-house or a supplier.
- **Class teachers.** In their own rooms, teaching as normal.
- **Teaching assistants.** See below. This one is not optional.
- **A governor**, if your education committee wants to see it first-hand. Welcome, not required.

Why teaching assistants, specifically

In most settings, and in every special school we work in, the adult holding the communication device, opening the app and sitting closest to the learner is a teaching assistant. There are now more than **295,000** full-time-equivalent TAs in England's state-funded schools.

If the TAs are not in the room, the change does not reach the classroom. It reaches the staff meeting and stops there.

DfE, School Workforce in England, June 2026.

What we need from you

- Access to a spread of classrooms, including the ones you are not proud of.
- A named person for the day who can open doors and answer questions.
- A room for the afternoon, and a slot after school if you want the wider staff group.
- Any existing strategy, audit or training paperwork sent over beforehand.
- Staff told, in advance, that this is not an inspection.

The usual shape of a day

Timings move around your timetable.

10.00	Opening conversation with leadership. What you want the day to answer.
10.30	Classrooms. Working alongside teachers and TAs in normal lessons.
12.30	Open half-hour. Anyone can drop in with a question, however small.
13.15	Deep dive with the digital lead, deputies and technical staff. Where things get stuck.
15.00	Wider staff group. The working party, if you want to restart one.
15.45	Close. First findings, said out loud before we leave.

What makes the day work

- Do not tidy up for us. A staged lesson tells us nothing we can use.
- Pick the real classrooms, not the showcase ones.
- Put the TAs in the room.
- Tell us who is already doing this well and quietly. They are your working party.
- Book the follow-up before we leave the building.
- Protect the after-school slot. It is the one that gets cancelled first.

Bring your answers, or bring the fact that you could not answer one.

Both are useful. These five questions are the ones that make the opening conversation short and the rest of the day sharp. Ten minutes on them is enough.

Questions worth sitting with

- 01

What is the thing that is not landing? Say it in one sentence, the way you would say it in the car park.
- 02

Where has money and time already gone — devices, software, training, staff hours — and what did you expect it to change?
- 03

If we could only see one classroom, which would you show us? And which one is on your mind at 3am?
- 04

What will you need to be able to tell governors, and by when?
- 05

In a year's time, what would make you say this reached the children?

Worth knowing before you send the paperwork

Only 35% of school leaders have any way of monitoring whether their technology is working, and 22% have a formal evaluation plan. If you do not have one, you are with the majority, and it is not what the day is going to judge you on.

DfE, Technology in Schools Survey 2024–25, November 2025.

What happens after

First findings are said out loud before we leave the building. The written baseline, roadmap and governors' report follow. We agree how you will know it worked, and when we will check. That movement is your evidence.

Anything you need to check before the day

Book 45 minutes with Nici, or reply to the email this came with.

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