



askKira.com

HOW AI CAN SUPPORT YOU

AUTUMN, 2025

Workload:

AI can automate administrative tasks such as report writing, lesson planning, parent communication, and resource creation, freeing up time for teaching and learning.

Personalised Learning:

AI can analyse student data to tailor learning experiences, providing targeted support and interventions to meet individual learning needs and offering tools for personalised learning pathways.

Identifying Learning Needs:

AI can identify pupils who are struggling or have specific learning needs early on through data analysis and assessment support, enabling timely intervention.

Special Educational Needs and Disabilities (SEND) Support:

AI can assist in creating and managing individual education plans (IEPs) and provide resources and strategies for supporting pupils with SEND, ensuring inclusive education.

Assessment and Feedback:

AI can automate marking and provide detailed, timely feedback on pupil work, reducing teacher workload and improving the quality of formative assessment.

Data Analysis and Insights:

AI can analyse large datasets to identify trends, patterns, and areas for improvement across the school or MAT, informing school improvement planning.

Resource Allocation:

AI can support evidence-based decision-making by analysing data on pupil needs and resource utilisation to guide staffing and budget allocation.

Staff Wellbeing:

AI can offer wellbeing check-ins, resources, and workload monitoring tools to support staff wellbeing, reduce stress, and aid in staff retention.



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Parent Communication:

AI can automate and personalise communications with parents and carers, keeping them informed about pupil progress, behaviour, and school events to foster engagement.

Behaviour Management:

AI can identify behaviour trends and triggers through data analysis, helping staff implement proactive strategies to support positive behaviour and a safe learning environment.

Attendance Improvement:

AI can monitor attendance patterns and identify pupils at risk of persistent absence, suggesting timely interventions to improve attendance.

Curriculum Development:

AI can support curriculum planning and development by analysing gaps, recommending up-to-date resources, and aligning content with the national curriculum and Ofsted framework.

Safeguarding:

AI can flag safeguarding concerns by analysing pupil data, communication, and behaviour trends, supporting early identification and intervention.

Recruitment and Retention:

AI can streamline recruitment processes by analysing CVs and matching candidates to roles. It can also help identify retention challenges and inform strategies to keep staff motivated and supported.

Budget Management:

AI can support financial planning by analysing expenditure and resource use, helping school leaders maximise value for money and financial efficiency.

Compliance and Reporting:

AI can streamline statutory reporting and ensure compliance with national regulations and guidance, reducing administrative workload.



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Professional Development:

AI can recommend personalised professional development opportunities for staff, aligned with career goals, performance data, and school priorities.

Strategic Planning:

AI can support long-term strategic decision-making by identifying trends, risks, and opportunities from school-wide or MAT-level data.

Policy Writing:

AI can assist in drafting, reviewing, and updating school policies using the latest statutory guidance, inspection frameworks, and best practices.

Ofsted Preparation:

AI can help schools prepare for Ofsted by collating relevant data, identifying strengths and gaps, and simulating possible lines of enquiry.

Technology Integration:

AI can support the integration of EdTech by providing guidance, resources, and training for teachers and pupils, enhancing digital learning practices.

Pupil Voice & Engagement:

AI can create surveys and analyse pupil feedback on teaching, wellbeing, and the school environment, helping inform decision-making and improve school culture.

Equity & Inclusion Monitoring:

AI can monitor attainment, access, and participation across different groups, helping leaders identify and close equity gaps in education.

Environmental Sustainability:

AI can support schools in tracking and reducing energy consumption and waste, linking sustainability goals with operational and curriculum priorities.



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SPRING TERM 2, 2025

Community Engagement & Partnerships:

AI can identify local organisations, funding opportunities, and community partners to support school projects and engagement efforts.

Crisis Management & Scenario Planning:

AI can model various risk scenarios, such as illness outbreaks or staffing shortages, helping school leaders create robust contingency plans.

Social Media Content and Web Copy:

AI can assist in generating engaging and on-brand social media posts, website updates, and newsletters, helping schools maintain strong online presence and consistent communication with their communities.

Writing Grant Applications:

AI can support schools in drafting compelling grant applications by analysing funding criteria, suggesting strong wording, and identifying evidence-based data to strengthen bids, increasing the chances of securing additional funding.



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Think of askKira as a strategic planning meeting with a very knowledgeable, responsive advisor.

- You bring a challenge or question to the table - like improving teacher workload or analysing student data.
- Depending on how you frame the issue, the conversation moves in different directions - in the same way strategic decisions unfold based on context and goals.
- The more specific and thoughtful your questions, the more valuable the input you'll receive.
- If you keep asking "why?", "how?", or "what if?", you'll dig deeper - uncovering insights that help you reach better-informed decisions.

Just like a productive meeting, the quality of outcomes depends on the quality of the questions - and your willingness to explore different angles.

Critical thinking is key: treating the platform as a thinking partner, rather than just a search engine, encourages more meaningful dialogue and sharper outcomes.

Please follow school safeguarding and data entry guidelines. Do not include any personally identifiable information in your inputs to ensure data privacy and compliance with school safeguarding policies

General Staff (Pastoral leaders/school support/SENDCO/Attendance Lead/SLT)

"Please can you help me draft a formal letter to {Name/Organisation of Recipient} regarding {Subject of the Letter}. The core of our concern is {Clearly and concisely describe the issue, including key dates, events, and any supporting facts}. Our desired outcome or the action we believe {Recipient} should take is {State clearly and constructively what you want the recipient to do}. To ensure the letter is comprehensive, please provide me with {Specific details, evidence, or arguments you want included}. If you are aware of any relevant legal legislation that should be referenced, please specify it here: {Name of specific laws, regulations, or legal precedents}.



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Teachers/HLTAs

"Please can you provide me with a model text for a **{Type of lesson - e.g., writing, reading, speaking, grammar}** lesson aimed at Year **{Specific Year Group - e.g., 3, 6, 10}**. The topic or unit we are currently studying in our curriculum is **{Specific Curriculum Topic/Unit - e.g., Narrative Writing - Adventure Stories, The Anglo-Saxons, Persuasive Arguments}**. The model text should incorporate the following vocabulary: **{List specific vocabulary words to be included}**. The key knowledge or concepts the students should learn or understand during this lesson are: **{List specific knowledge points or concepts - e.g., How to use fronted adverbials, The key events of the Battle of Hastings, The structure of a persuasive speech}**. The main learning objective or focus for the students during this lesson is: **{State the learning objective from the students' perspective - e.g., To write an exciting opening to an adventure story, To understand the main reasons for the Norman victory, To be able to construct a strong persuasive argument}**. Following the lesson, the students will be writing a **{Type of writing activity - e.g., short story, explanation text, persuasive letter, poem}**. Please write the model text in such a way that it will help students to improve their own writing by **{Specify how the model text should improve student work - e.g., demonstrating effective use of descriptive language, showcasing a clear structure for explanation texts, providing examples of strong persuasive techniques}**.

SEND

"Please can you provide me with a **{Type of resource needed - e.g., worksheet, visual aid, activity plan, game, social story}** resource for a child/children with SEND. I am creating this resource for: **{Specific Age or Year Group - e.g., 7 years old, Year 4}**. There are **{Number of children}** in the group. The specific knowledge or topic we are working on is **{Specific Subject and Topic - e.g., Maths - Addition, Science - Plant Life Cycles, English - Identifying Adjectives}**. The vocabulary I would like to adapt and include is: **{List specific vocabulary words}**. The child/children are currently working at **{Specific Working Level - e.g., Key Stage 1, P4, Year 2 level}**. To make this resource appropriate for their needs, please make it **{Specify the type of adaptation needed - e.g., visually engaging, with simplified language, more hands-on, broken down into smaller steps, with clear visual cues, sensory-based}**.



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Leaders

"As a **{Your Specific Leadership Role - e.g., Headteacher, Deputy Headteacher, Subject Leader, SENCO}**, I am worried about **{Specifically describe what you are worried about - e.g., potential parental concerns regarding a recent change, governor scrutiny of a specific area, staff feedback on workload}**. I am worried that I am going to be challenged about **{Specifically describe the area you anticipate being challenged on - e.g., the implementation of the new homework policy, the recent changes to the behaviour system, the provision for a particular group of students}**, and I need to know where the potential challenge can come from (e.g., **parents, governors, staff, Ofsted**) and what the potential answer or explanation could be. I am going to copy and paste our **{Specific Name of the Policy or Document - e.g., Behaviour Policy, Safeguarding Policy, Assessment Policy, Staff Workload Policy}**. Please read it and tell me:

- Strengths: Identify specific aspects of the policy that are strong and well-justified so that I can confidently explain these when challenged.
- Potential Weaknesses: Highlight any areas within the policy that might be open to challenge or could be perceived as less robust.
- Possible Mitigations: For each potential weakness, suggest possible actions or explanations that could address these concerns.

{COPY AND PASTE YOUR POLICY/DOCUMENT HERE}"