

WHOLE SCHOOL CPD

Staff at all levels should be committed to continuously developing their own knowledge. We recognise that running effective CPD/training sessions for all teaching staff is a challenge because of the range of CPD needs varies across individuals, and across subject areas. However, CPD can be a powerful tool in ensuring that teachers are equipped to develop their subject knowledge in an ever evolving curriculum field.

Our understanding of the underpinning principles for a strong curriculum ensure that we form and engage with professional goals that enable us to continue to improve the quality of teaching and learning. In the words of Dylan Wiliam, “Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

The Duston School CPD provides staff with a range of deliberately selected professional development that is tailored to individual staff needs and in alignment with the school improvement plan, in response to one-to-one discussions undertaken by the Principal.

Subject Level professional development	<ul style="list-style-type: none"> • A programme of subject-specific CPD, designed by Subject Leaders and pulling upon the expertise of the team.
CPD Pathways	<ul style="list-style-type: none"> • Staff can opt into a range of pathways which aim to provide access to a range of knowledge and experience of potential future roles: <ul style="list-style-type: none"> ○ Early Career Pathway ○ Aspirant Subject Leaders Pathway (Appendix 1) ○ Aspirant Student Care Pathway (Appendix 2) ○ Expert Teaching Pathway (Appendix 3) ○ Expert Middle Leaders Pathway (Appendix 4) ○ Aspirant Senior Leaders Pathway (Appendix 5)
External CPD	<ul style="list-style-type: none"> • A range of external accredited courses to further develop all staff e.g. NPQLTD, NPQLT, NPQLBC and Masters.
Operation Programme	<ul style="list-style-type: none"> • A series of compulsory sessions that expose all staff to their legal obligations e.g. Annual safeguarding update, Prevent training etc
Deliberate Instruction Briefings	<ul style="list-style-type: none"> • These sessions focus upon the whole school teaching and learning priorities for this academic year • This information will be disseminated to staff via: <ul style="list-style-type: none"> ○ Whole-school staff briefings ○ Wider reading and resources found on BlueSky ○ Podcasts for wider engagement

APPENDIX 1: ASPIRANT SUBJECT LEADERS PATHWAY

A two-year pathway aimed to develop an enhanced understanding of how the underpinning principles of teaching translate to the nuances of your subject. ESL delegates are expected to share their findings periodically within faculty time and develop their knowledge of how to disseminate evolving knowledge of pedagogy to a team. ESL delegates will have the opportunity to develop a sustained and embedded approach to improving practice within the classroom, trialling aspects of best practice within their classrooms, and viewing pedagogical research with an academic level of criticality.

Session overview: core sessions delivered in 2021-2022

Autumn Term	Spring Term	Summer Term
Managing and building a team	SIP/Action Plan Reviews	Evidence based Subject practice
Setting out a vision	Assessment design	Data collection, triangulation and actions
Curriculum Design	Implementation and review	Managing difficult conversations
Faculty improvement Action Plan	CPD and developing a team	Future proofing and evaluation

APPENDIX 2: ASPIRANT STUDENT CARE PATHWAY

A two-year pathway aimed to provide a firm grounding to the mechanisms, systems, and expertise required to oversee student care. ESC delegates are expected to share their findings periodically across the student care team to ensure that training and the best practice is implemented as a result, and additionally, to provide opportunities for reflection, evaluation, and refinement to their role within the staff body.

Session overview: core sessions delivered in 2021-2022

Autumn Term	Spring Term	Summer Term
Transition processes – working with all stakeholders	Groups of vulnerable students and our obligations to their care and education	Raising aspirations and student success
Safeguarding responsibilities	Proactively creating the conditions for good behaviour and supporting colleagues to do	Working with the local community and parents

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Mental health and wellbeing of students – working with internal and external agencies	Relational Trust and Professional Dialogue	Working with curriculum leaders to improve outcomes for students
Setting clear expectations	Managing relationships across differing domains	Evaluating and refining behaviour systems

APPENDIX 3: EXPERT TEACHING PATHWAY

A two-year pathway aimed to further develop the underpinning principles of teaching and how these translate to the nuances of your subject. ETP delegates are expected to share their findings periodically within faculty time and develop their knowledge of evolving pedagogy to a team. ETP delegates will have the opportunity continue to improve their practice within the classroom, and viewing pedagogical research with an academic level of criticality.

Session overview: core sessions delivered in 2021-2022

Autumn Term	Spring Term	Summer Term
Lesson structure, challenge and engagement	Background knowledge	Teaching vocabulary
Deliberate Practice	Memory and attention	Academic reading
Sequencing and Interleaving	Questioning	Behaviour and relationships
Assessment and feedback	Modelling and Scaffolding	Closing the gap

APPENDIX 4: EXPERT MIDDLE LEADERS PATHWAY

A one-year pathway aimed at exposing middle leaders to a range of high-quality external speakers to ensure that they are up-to-date with the most prominent thinkers and academics in today's society. EML delegates are expected to disseminate valuable information from the sessions to their respective areas of responsibility.

Session overview: core sessions delivered in 2021-2022

Autumn Term	Spring Term	Summer Term
Building Character Culture	Flexible working: Emma Turner	Creating a Curriculum: Sam Strickland

Staff Development: Chris Moyse	Creating a culture: Tom Bennett	Critiquing your curriculum: Tom Sherrington
Ofsted: Heather Fearn	Using data: Chris Beeden	Catering for SEN at a subject level: Ross Goodridge
Is leadership a race? Sam Strickland	Human Resources: Becky Day/EPM	Safeguarding students: Lester Martin

APPENDIX 5: ASPIRANT SENIOR LEADERS PATHWAY

A two-year pathway aimed to develop middle leaders and prepare them for a role within a Senior Leadership Team in the future. ASLP delegates will be exposed to key strands of knowledge that is essential in stepping into leadership responsibilities in the future. ASLP delegates are expected to take this learning and apply this to driving a whole school improvement project in the second year.

Aims:

- To support staff in considering what makes an effective senior leader
- To help staff to consider what the prerequisites of being an effective senior leader are
- To allow staff the time and space to consider the key research, real life examples and the opportunity to discuss what makes effective senior leadership

Session overview: core sessions

Autumn Term	Spring Term	Summer Term
Professional Conduct	Finances	Safeguarding
Creating a Culture	The Curriculum	Continuous School Improvement
Working with Governors	Behaviour	Hot seating
The Law	Effective Lesson Observations	Leadership Reflections

Mentoring

Delegates will have the opportunity to be mentored by a member of SLT of their choosing, with 1-1 mentoring sessions being provided on a full termly basis. Delegates will use this time to plan for leading on a whole-school improvement initiative in the 2nd year of the programme.