



Teachers' Professional Development Policy

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Reviewed:	September 2023
Governors Committee:	Learning and Achievement
Agreed by Governors:	10 October 2023
Frequency of Review	Annual
Review Date:	September 2024

ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2023 -24 has six aims.

1	A powerful curriculum
2	The best teaching and learning
3	Great achievement and progress
4	Excellent personal development
5	Behaviour for a strong community
6	A model for a better world

As part of aim 6 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

This policy applies to teaching staff. Non-teaching colleagues' professional development is overseen by their line leaders.

Every teacher needs to improve, not because they are not good enough, but because they can be even better.

- Dylan Wiliam

Research shows that powerful continuing professional development helps students succeed and teachers thrive. At Thomas Tallis, we value the contributions of all members of staff and want to support and guide colleagues through the different stages of their career.

1. This Teachers' Professional Development policy draws from the DfE's [Standard for teachers' professional development](#)¹ and recommendations from the Teacher Development Trust's [Developing Great Teaching](#) report (2015).² The Standard for teachers' professional development should be used by everyone working in, and with, schools to raise expectations for professional development, to focus on achieving the greatest improvement in pupil outcomes, and to develop teachers as respected members of the profession.³ There are five parts to the standard, which all need to be acted upon together to ensure effective professional development:

- *Professional development should have a focus on improving and evaluating pupil outcomes.*
- *Professional development should be underpinned by robust evidence and expertise.*
- *Professional development should include collaboration and expert challenge.*
- *Professional development programmes should be sustained over time.*
- *Professional development must be prioritised by school leadership.*⁴

Meanwhile, the best available research⁵ suggests that successful professional development programmes display alignment between their design, structure and the pedagogic processes being promoted, and suggests that the design of effective professional development should consider the following elements:

- a. Duration: CPD should last at least 2 terms - more usually a year (or longer).
- b. Rhythm: CPD should create a 'rhythm' of follow-up, consolidation and support activities.

¹ Department for Education. Standard for teachers' professional development. Crown copyright July 2016.

² Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L., Coe, R. Developing Great Teaching: Lessons from the international reviews into effective professional development. Teacher Development Trust. 2015.

³ Department for Education. [Standard for teachers' professional development: Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers](#). Crown copyright July 2016. DFE-00167-2016.

⁴ *ibid.*, p.6

⁵ Cordingley et al., (2015).

- c. Design for participants' needs: CPD content should be clearly relevant to participants' needs, day-to-day experiences with, and aspirations for, their students.
 - d. Creating a shared sense of purpose: CPD content should achieve a shared sense of purpose. Whether teachers are conscripted or have volunteered to take part in an activity is less significant – a positive professional learning environment, sufficient time, and a consistency with participants' wider context were all more important.
 - e. Alignment: No single type of activity – or configurations of multiple activities – is universally effective or crucial to success. What matters is a logical thread between the various components of the programme, and the creation of opportunities for teacher learning that are consistent with the principles of the student learning being promoted.
 - f. Content: Professional development programmes must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential. Input should allow for the consideration of participants' existing theories, beliefs and practice, and opportunities to challenge these in a non-threatening way.
 - g. Providers of professional development: Facilitators of the most successful programmes act as coaches and/or mentors to participants.
 - h. Collaboration: The best CPD offers some form of collegial support for problem solving. Where using collaborative approaches, schools should allow participants to engage in collegial problem solving approaches that are focused on improving student outcomes.
2. The school offers opportunities for career progression to all members of staff as required and requested. Examples are:
- coaching – with opportunities to become coaches, or to be coached;
 - observing colleagues – whether in their own subject or across the school;
 - opportunities to undertake training – such as the Prince's Teaching Institute CPD sessions, or other types of training with different organisations;
 - working with partner schools – whether Primary or Secondary;
 - mentoring ECTs and trainee teachers;
 - opportunities to deliver and attend training sessions (including BSL);
 - support in meeting Performance Management targets;
 - the conducting of Research & Development;
 - and opportunities to gain accreditation where appropriate.
- a. The menu below indicates suggested and recommended professional development opportunities for members of staff at different stages of their careers. Please note that it is not exhaustive, and we welcome enquires about other developmental opportunities.

Career point	ITT	ECT1	ECT2	Established teaching staff / post-holders	Middle Leaders	Leadership Group
Entitlement / Suggested professional development	<ol style="list-style-type: none"> Bespoke training and development programme coordinated by the Director of ITT Prince's Teaching Institute New Teacher Subject Days 	<ol style="list-style-type: none"> Bespoke training and development through the Early Career Framework Prince's Teaching Institute New Teacher Subject Days 	<ol style="list-style-type: none"> Bespoke training and development through the Early Career Framework Exam board marking eedNET Action Research Lesson Study Prince's Teaching Institute CPD Subject Days Application for bursary for MA / PhD. 	<ol style="list-style-type: none"> Exam board marking Reformed NPQs in specialist areas of teaching: Leading Teacher Development, Leading Teaching or Leading Behaviour and Culture SSAT Lead Practitioner PTI Subject Leadership Programme External CPD on request. Application for bursary for MA / PhD. 	<ol style="list-style-type: none"> PTI Subject Leadership Programme / Subject Enrichment Residential Reformed NPQs in specialist areas of teaching: Leading Teacher Development, Leading Teaching or Leading Behaviour and Culture Reformed NPQSL SSAT Lead Practitioner External CPD on request. Application for bursary for MA / PhD. 	<ol style="list-style-type: none"> Reformed NPQSL / NPQH PTI School Leadership Programme or School Leadership Residential External CPD on request, particularly ASCL / SSAT. Application for bursary for MA / PhD.
When does it happen?	<ol style="list-style-type: none"> Tuesday afternoons throughout the year 4 Saturdays throughout the year 	<ol style="list-style-type: none"> Thursday afternoons throughout the year 4 Saturdays throughout the year 	<ol style="list-style-type: none"> Thursday afternoons throughout the year Apply throughout the year for the Summer exam season x3 sessions throughout the year at the IoE, one per term. x3 lessons across the year, using Research and Development time Throughout the year - consult the events programme Discuss proposals with Head of School (see Appendix 3 of this doc for further details) 	<ol style="list-style-type: none"> Apply throughout the year for the Summer exam season This is a self-managed programme, which generally takes about 12 months to complete. Evidence collected across the year, with moderation gateways in November and June. Throughout the year - consult the events programme Throughout the year. Discuss proposals with HoS (see Appendix 3 of this doc for further details) 	<ol style="list-style-type: none"> Attend the next PTI Subject Leadership Residential to join the Programme. This is a self-managed programme, which generally takes about 12 months to complete. This is a self-managed programme, which generally takes about 18 months to complete. Evidence collected across the year, with moderation gateways in November and June. Throughout the year. Discuss proposals with HoS (see Appendix 3 of this doc for further details) 	<ol style="list-style-type: none"> This is a self-managed programme, which generally takes about 18 months to complete. To join the Programme, attend the annual School Leadership Residential. This is a two-day conference where you'll explore strategies, discuss issues relevant to the educational landscape and listen to prominent speakers. Throughout the year. Discuss proposals with HoS (see Appendix 3 of this doc for further details)

- b. Any queries about professional development should be addressed to Jon Curtis-Brignell. All applications for Training and Development must be submitted using the Training and Development Application Form on SharePoint a minimum of 2 weeks prior to the date of the intended development. They will be responded to as soon as is possible.
- 3. Continuing Professional Development 2021-22**
- a. Our aim is to ensure that the structure of our school timetable best supports teachers to consistently improve their practice. We have implemented a 49ppf timetable with an early finish every two weeks to create more time for training and development.
- b. We want to make sure that we use this time to best support the needs of the school, identified as follows:
- Improving teaching and learning, so that there is an impact on teaching effectiveness and student achievement
 - Supporting teacher workload, so that there is an impact on teacher wellbeing, recruitment and retention.
- c. Evidence suggests that the most effective CPD programmes:
- are sustained and iterative, focusing on fewer priorities and taking time on each;
 - establish a rhythm of improvement and learning;
 - focus on what students need and how teachers can develop to achieve this;
 - allow sufficient time, alongside high quality expertise and facilitation, in an atmosphere of trust and respect;
 - ensure that all staff are connected to the latest practice
- d. Following continuing evaluation, the structure of the current CPD programme will remain largely similar: School→Subject→Teacher. Therefore, each half-term has:
- Session 1 – whole-school CPD
 - Session 2 – curriculum-led CPD
 - Session 3 – personal CPD (The Tallis Reflections on Teaching programme)
- 4.** The primary finding of the Developing Great Teaching report referred to above is that to be effective in producing profound, lasting change, professional development interventions had to be prolonged. The most effective professional development lasted at least 2 terms - more usually a year (or longer). We are therefore aiming to offer cogent, consistent and coherent programmes of support and engagement.
- 5.** According to the review, professional development and learning should consider the importance of focussing on both generic and subject-specific pedagogy. It is therefore important to consider how subject expertise can be developed alongside more generic aspects. Hence, we have offered curriculum areas the opportunity to introduce their own models for developing subject-specific pedagogy and expertise (PCK).

6. Our whole-school CP follows the school plan and priorities in half-termly sequence. These are:

SP 1: A Powerful Curriculum KRC/WA
a. Maintain a broad and balanced curriculum which is stable, creative and flexible
b. Base our challenging curriculum on powerful knowledge
c. Ensure a united academic & co-curriculum prepares young people to advocate global justice & sustainability
d. Embed reading, research and digital literacy across the curriculum
SP 2: The Best Teaching and Learning KRC/ WA
a. Recruit, develop & retain best quality teachers with low annual turbulence
b. Focus on adaptive teaching to enable all learners as part of Tallis Praxis
c. Ensure authentic and innovative assessment and feedback is used to inform teaching and learning
SP 3: Great Achievement and Progress KRC/WA
a. To track progress of all year groups and bring focused support to underachieving students
b. Improve progress of underachieving departments by intervention and external support
c. Improve GCSE P8 score to 0+ by increasing achievement in all groups
d. Seek to regain ALPS 3 therefore opening all the doors of opportunity to students at 18+
e. Improve engagement in homework towards 100%
SP 4: Excellent Personal Development SE
a. Embed Tallis Character in all our interactions
b. Increase use of student voice and focused feedback throughout school with reports on actions
c. Extend the co-curriculum as an entitlement for all students by introducing T10
d. Encourage and explicitly teach safe and responsible digital choices
e. Offer top-quality careers education and guidance meeting Gatsby benchmarks
f. Use the local and global community so children encounter and envisage a range of futures
SP5: Behaviour to Build a Strong Community SE
a. Include every child in our comprehensive school, so they are safe, seen, known, loved.
b. Active promotion of equality and community safety
c. Continue to provide excellent support for young people's mental health and wellbeing
d. Improve attendance to 96% and reduce lateness to below 2.5%
e. Improve behaviour further, reducing suspension by 10% by building a happy and safe community
f. Engage all parents and carers in children's learning
g. Trauma Informed Practice behaviour and inclusion services balancing responsibility and vulnerability
SP 6: A Model for a Better World CC
a. Fulfil the public sector equality duty
b. Educate for the climate emergency
c. Maintain open accountability and communication within Tallis using the <i>FELE</i>
d. Create a sustainable balanced budget
e. Develop and fulfil an achievable ICT strategy
f. Work with LA to achieve a fair SEND intake
g. Consider the implications of government policy

7. **Curriculum-led CPD** is designed by curriculum / subject leaders. The methodology of curriculum led CPD should be one of ongoing collaboration, planning and assessment within departments, the focus of which is on improving and sharing teaching knowledge and practice in direct response to student needs.

- a. Signature pedagogies and the subject community

- i. In order to build a culture which allows for academic conversations and a subject specific approach to curriculum, we need to build subject-based communities of practice to set, secure and sustain high quality subject-specific teaching and learning.



- ii. Drawing from the work of Christine Counsell, there are three key dimensions to the idea of a subject community at work:
 - A way of being a teacher: an orientation to the whole subject field and its communities
 - Subject communities of teachers creating and sustaining curricula
 - Subject communities of teachers using and producing research
 - iii. What might this look like on the ground?
 - Curriculum mapping and reviews
 - Assessment mapping and test design
 - Expert debates and subject presentations
 - Department focus: subject knowledge
 - A shift in the types of conversation happening within schools
- b. Intended impact of subject communities
- Sharing of subject expertise
 - Impact in the classroom - higher quality resources, more effective use of time
 - Developing better subject and pedagogical expertise
 - Teachers feel empowered and see that their expertise is valued
 - Space to re-invigorate their passion for their subject
 - Positive impact on student outcomes
- c. Subject communities and curriculum CPD
- i. Curriculum CPD should be devoted to:
 - The development of subject knowledge
 - Subject specific discussion, planning and pedagogy (not admin)
 - Applying and embedding research about the psychology of memory within subject areas
 - Curriculum and assessment design
 - ii. Planning should take place over the medium- to long- term. It is the curricular thinking that sits behind the resources that matters. When time

is spent on curricular thinking, it seems less important to spend time on resources but rather on, for example.

- *What do I want my students to learn about x? How is knowledge of x structured?*
 - *What are the core concepts concerning x? What are helpful illustrations of x?*
 - *What kinds of example are helpful for understanding x? What sorts of questions do I want students to be able to answer about x? What kinds of misconceptions might students have about x?*
- d. Full details of curriculum-led CPD are held by the curriculum leader or Jon Curtis-Brignell.

8. Tallis Reflections on Teaching Programme

- a. The Tallis Reflections on Teaching Programme supports teacher development by asking teachers to reflect on which aspects of their teaching practice you are seeking to develop this year and how this will impact on student learning and progress, making explicit reference to the Aspects of Great Teaching Framework and Habits.
- b. All teachers (excluding early career teachers) will engage in the programme with a designated colleague from outside of your department. The programme:
- i. Supports teacher autonomy – by allowing adaptation for your own development needs and those of your class so is more personalised.
 - ii. Focuses on best practice – research where there is a strategy or a gap you would like to implement or redress.
 - iii. Builds the Teaching and Learning community within the school – seeing one another teach and cross-curricular discussions.
 - iv. Offers all colleagues a fresh pair of eyes – the embedding of automatic responses to classroom events can inhibit teacher development (Hobbiss, Sims and Allen, 2020).
 - v. Encourages reflection in a supportive, non-hierarchical way.

‘Effective conversation requires high quality dialogue. It needs to be based on mutual respect. Great dialogue requires listening in an open-minded way.’

(David Weston and Bridget Clay, Unleashing Great Teaching)

- c. We have programme protocols to enable this process. They are:
- Be open and share your experiences and difficulties.
 - Be friendly and seek a personal relationship, but you don’t have to be ‘a friend’.
 - Keep the process confidential – only share with others after agreed.
 - Think about seating arrangements and body language.
 - When it’s your turn to be the listener, give your partner your full attention. Provide feedback as needed, but encourage them to come up with their own answers.
 - Focus on the positive, and what action you can take in the future. By all means let off a bit of steam, but limit the complaining otherwise the meeting will become unproductive.

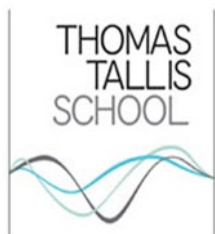
- d. If you have any questions about the Tallis Reflections on Teaching Programme, please speak to Katherine Walsh.

9. Research & Development

- a. As we transform and reshape the manner in which schools enable teachers to continue to learn, research and development occupies an increasingly central place in our school culture. By engaging with the theories and ideas of academic research, Tallis teachers can better understand the effectiveness of all that we do and feel a greater sense of empowerment as we reform pedagogy and grasp the mantle of professional knowledge creation.
- b. Thomas Tallis School is committed to enabling practitioner research for all teaching staff, so that our collective professional capital is enhanced through the investigation and exploration of genuine questions that are centred on effective pedagogy and learning, thereby nurturing home-grown teacher-researchers who contribute to the growing body of knowledge that enables the profession to sustain itself.
- c. Every year since 2014/15, every teacher at Thomas Tallis has built teacher-led systematic research into their everyday practice. The classic work by Carr and Kemmis (1986)⁶ describes research as being about:
- The improvement of practice;
 - The improvement of the understanding of practice;
 - The improvement of the situation in which the practice takes place.
- d. Research is an activity associated with effective professional development, including as it does the types of activities which feature in successful professional development strategies, including:
- The use of specialist advisors and external experts
 - Engagement in the analysis of and reflection around the underpinning rationale, evidence and relevant assessment data. This reflection and analysis is important for bringing about and embedding changes in practice.
 - The exploration and challenging of teachers' own beliefs and assumptions
 - Explicit discussions about how to translate content to the classroom;
 - Teachers implementing what they have learned by experimenting in the classroom;
 - Collaborative enquiry and structured peer support
 - The opportunity to explore why things do and don't 'work'.
- e. All the research indicates that enquiry-orientated learning is not a quick-fix, but needs to be a sustained over time to ensure that learning (for both teachers and pupils) actually takes place'. ([BERA/RSA 2014: 25 - 27](#))⁷
- f. To read the completed Action Research reports from previous years, please visit <https://www.thomastallischool.com/staff.html>. If you have any questions about Research & Development, please visit our website [here](#), or contact Jon Curtis-Brignell or Jon Nicholls.

⁶ Carr, W., and Kemmis, S. *Becoming Critical: Education Knowledge and Action Research*. Routledge, 1986.

⁷ BERA. *Research and the teaching profession: building the capacity for a self-improving education system*. BERA, 2014.



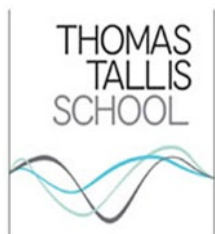
Appendix 1: The Trainee Teacher Programme (Schools Direct, PGCE, Teach First, Postgraduate Teaching Apprenticeship)

All Trainees at Tallis will have:

- a mentor in their subject area, who will also provide support and guidance through the procedures and expectations of the school;
- an opportunity to work with other colleagues in their subject, planning collaboratively;
- regular feedback from colleagues;
- opportunities to attend training sessions being run by the school, including things for the wider community, such as BSL lessons;
- experience of a pastoral nature, including opportunities to go on trips and visits, when appropriate;
- 'settling in time' – observing colleagues and familiarising themselves with the school, including opportunities to pupil shadow and spend time in alternative provision;
- support with completing job applications and writing CVs;
- and Professional Studies sessions, co-ordinated by the Director of ITT.

All Trainees will be expected to:

- complete the tasks set by their training organisations on time;
- communicate effectively with their mentors, including seeking feedback and time with mentors;
- follow school procedures, for absences and setting of cover work;
- shadow pupils and observe colleagues as much as possible;
- plan lessons and show plans to the teacher whose classes they are taking;
- mark the work of the classes they teach, following department procedures and school expectations for marking and feedback;
- be attached to a tutor group and gain pastoral experience;
- and attend parents evenings/after school events, as directed by mentors.



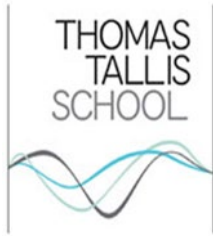
Appendix 2: The Early Career Teacher Induction Programme

All ECTs at Tallis will have:

- their own mentor in their department area, who will also provide support and guidance through the procedures and expectations of the school;
- a 90% teaching timetable;
- opportunities to attend external training sessions;
- an entitlement to observe and work collegiately with more experienced colleagues;
- support and guidance for gathering evidence against the teaching standards;
- a dedicated, and sometimes personal, training programme delivered by a range of staff from different backgrounds;
- regular feedback from mentors and other colleagues;
- opportunities to be involved in planning and taking part in extra-curricular activities;
- a collegiate network with your fellow ECTs;
- opportunities to work in a pastoral role and support from experienced Heads of Year;
- and weekly training co-ordinated by the Early Career Teacher Coordinator.

All ECT1s will be expected to:

- track their progress to meeting the standards half termly, submitting this to the Early Career Teacher Coordinator and their mentor;
- compile an evidence folder by the end of their first year (either on paper or electronically);
- seek time and feedback with their mentors;
- participate within the wider school community (in a manageable way);
- contribute to the school community, through a pastoral role (usually as a co-tutor);
- attend ECT training sessions;
- and reflect upon their practice, setting themselves targets and aspirations.



Appendix 3: Colleagues Applying for Support for External Qualifications

We value learning very highly at Tallis. We would like to support colleagues who seek to improve their knowledge, skills and qualifications. We are, however, a public service and so we must :

1. Use public money for demonstrable public good
2. Offer a quality and undisturbed educational experience to our young people.

Therefore, when teachers are considering higher degrees or other professional qualifications and wish to seek time or financial support from school we will use the following questions:

1. Has the proposal been discussed with the relevant line leader and Head of School prior to application?
2. Are the aims and intentions of the course clearly identified?
3. Does the course match an identified need within the department's or school's plan?
4. Will the course link to an appraisal or action research target?
5. Does the proposed course of study have any adverse effect on the provision of education at TT?

If the above questions are answered satisfactorily we may agree to make a contribution to course fees up to a maximum of 50% of the total fees. Time will be negotiated according to the needs of the teacher's timetable. It is unlikely that time will be given except for the purposes of sitting external examinations.

Once a course is complete – or during its completion - we would expect teachers to lead a session for colleagues on the whole school or faculty implications of their work. This will be agreed with the Head of School.

This policy applies to teachers. Non-teaching colleagues' requests will be considered by the school Business Manager according to the school's business needs.

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