

CPD Excellence Hubs Solution Delivery Proposal

The CPD Excellence Hubs offer a regional approach for improving CPD in schools, drawing on TDT's years of expertise and experience as the national charity for professional development in schools. CPD Leaders in carefully selected schools that are not yet good in challenging areas - Focus Schools - will engage in our School CPD Transformation Programme. This will be led by Expert Advisers, seconded senior leaders in the CPD Excellence Hubs. The programme will develop high quality internal CPD approaches, underpinned by robust evidence, that impact on all staff. The end result will be improved quality of teaching, improved morale and teacher retention and, ultimately, improved outcomes for students.

Local knowledge of regional CPD providers and their effectiveness will be collated by the CPD Expert Adviser and shared in order to improve the local CPD provision market, improve commissioning and strengthen the local evidence-base of what seems most effective. These solutions work in parallel to improve CPD provision within schools and the local area, ultimately improving teaching, leadership and outcomes for young people.

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School CPD Transformation Programme

The CPD Transformation Programme lies at the heart of TDT's approach. It is driven by a seconded senior leader within a CPD Excellence Hub - a school that has been quality assured by the TDT for its understanding of effective CPD. The programme includes:

- Annual CPD Audit to evaluate the Focus School's CPD provision and identify two transformation priorities (repeated each year to measure impact). This is a process that TDT has delivered over 150 times. 100% of schools that have engaged more than once have improved in at least one area, with 59% improving an overall level.
- Fortnightly coaching of the Focus School CPD Leader by the CPD Expert Adviser, in order to provide support, challenge and expertise.
- TDT's research, resources and tools, improving understanding and practice in senior leaders, middle leaders and teachers. These tools include videos of training, tools and handbooks to implement CPD approaches and a library of pedagogical research to give access to a robust evidence-base. CPD Leaders will use these to implement and adapt CPD in their school.
- Visits to schools from within TDT's Network to observe and learn from quality-assured CPD approaches.
- Funded capacity within Focus Schools – a named CPD Leader given half a day a week of funded time focused on implementing the CPD Transformation Programme within their school.

Every teacher will experience a change in their internal CPD programme, their internal team meetings and they will each be trained to learn and apply high quality approaches in their CPD. Middle leaders will take a more active approach to improving pedagogy, shifting team meetings from administrative work to high quality discussion of curriculum, pedagogy and subject knowledge. Senior leaders will apply a greater understanding of effective CPD in the design of timetables and policies, and in the commissioning of external CPD provision and expertise. This will be measured through the repeated CPD Audit including whole-staff survey and qualitative evidence of adaptations to Focus School's CPD programmes.

Support for commissioning high-quality CPD

The second strand is regular regional meetings of the CPD Leaders and CPD Expert Advisers in a CPD Leader Forum. These meetings will include briefing on the DfE Standard for Teachers' Professional Development, how to balance workload to enable time for CPD and CPD for middle

leaders. CPD Leaders will be given tools, training materials and strategies to take back into their schools for implementation to benefit all staff.

CPD Expert Advisers will gather intelligence on the local CPD market – who is currently being commissioned, evidence of their impact or quality, plus the areas of need in the Focus Schools. Sharing this knowledge will enable Focus Schools to be better informed, more discerning consumers and commissioners of CPD. This will then shift the market around CPD provision, incentivising higher quality and more evidence-informed CPD opportunities.

What contextual factors do we recognise within these areas?

Our analysis of the performance of potential Focus Schools shows that both academic attainment and progress tend to be lower than national averages in these schools. We know that the quality of teaching in socioeconomically challenging areas has a larger impact than at other schools¹. We know that in schools that are not yet good a strong focus on teaching and learning is needed to improve. Our evidence² shows that this requires a focus on effective CPD leadership, process and culture. Teachers in schools that are not yet good are more likely to report that their workload is unmanageable². Our experience with schools in more challenging circumstances is that leadership capacity is a challenge.

How might different users benefit?

User role	Experience
CPD Expert Adviser (Hub Lead)	These senior leaders will further develop their knowledge of effective CPD, developing a regional reputation for excellence.
Headteacher of Focus School	Headteachers will be supported to develop an effective CPD programme for all staff including diagnosing and addressing any areas for development. They will gain opportunities to visit and collaborate within the local network and beyond. They will increase their understanding of effective CPD and leadership of teacher development.
CPD Lead of Focus School	CPD Leads will benefit from fortnightly coaching from CPD Expert Adviser, alongside evaluation tools and resources from TDT, visits to other schools, and collaboration with CPD Leaders Forum to improve knowledge and develop local connections.
Other Senior Leaders	SLT members will improve their understanding of effective CPD and how it applies to their area of influence. They will experience an improved CPD offer and culture within the school.
Middle Leaders	Middle leaders will experience a higher quality CPD offer and culture within the school. They will learn to improve their leadership of teaching and learning and run more effective team meetings with a focus on pedagogy.
Teachers	Teachers will improve their understanding of effective CPD and will experience an improved CPD offer and culture within the school.
Pupils	Better teaching resulting in improved attendance, attitude and outcomes.

What processes, methods or technology will we create in the process?

We will provide existing IP through our audit and existing resources, services and tools. We will also create the following, drawing on our existing expertise:

- A handbook for Hub and Focus Schools to outline the expectations of the programme.
- Web-based collaboration spaces for Hubs to share resources with Focus Schools (we will work with the DfE to ensure that the IP position is clear).

¹ <http://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf> ² <http://TDTrust.org/dgt>

² https://epi.org.uk/wp-content/uploads/2016/10/TeacherWorkload_EPI.pdf

- We will develop processes to document and evidence the coaching, school visits and meetings that are planned in relation to the programme.

