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Making a difference: leading school workforce development



developing people, improving young lives

The learning culture in your school should ensure all staff benefit from sustained and effective professional development that's focused on improvement. But how do you know if your professional development is effective?

The list on the back page can help you evaluate whether the professional development provided in your school is as effective as it could be.

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Effective professional development...

Identifies the desired impact from the start



Involves the individual in needs identification



Is supported by coaching and mentoring



Is linked to improving outcomes for children and young people



Uses observation of practice and specialist input



Encourages innovation, reflection and feedback from children, young people, parents, carers and the community



Is integral to induction and performance review processes, supported by professional and national occupational standards



Enables individuals to develop as professionals, preparing them for a range of career opportunities



Is relevant, planned, personalised, sustained, flexible and collaborative



Balances work-based learning with use of external expertise



Whether you are an established leader of continuing professional development (CPD) or new to your role, find out what tools and guidance are available from the Training and Development Agency for Schools (TDA) to help you support the professional development of all staff in your school.

The TDA's three-year strategy identifies three priorities for the professional development of the children's workforce in schools and emphasises how children and young people will only meet their full potential if schools make informed decisions about how to best deploy and develop all staff.

CPD leaders are integral to this process. And this starts with making the links between professional development, performance review and your school improvement plan. Professional development is most effective when it's linked to personal objectives identified through a planned performance review process.



How can the TDA help?

You can access tools and guidance to help you support the development of all members of your school workforce via our CPD zone at:
www.tda.gov.uk/cpd

Priority one: embed a learning culture

How can my school promote professional development as a right for all staff and encourage them to take responsibility for their own development?

How can I link individual development plans to school improvement?

- **The National Training and Development Programme for CPD Leadership:** jointly developed by the TDA and the National College, this programme will help you promote effective professional development and ensure access for all members of your school's workforce
- **The professional standards for teachers and the national occupational standards for support staff:** these standards can support performance review discussions and can be used to identify targets for ongoing professional development
- **Performance management guidance:** schools can ensure that all teachers are empowered and confident enough to fully engage with performance management to develop their skills and careers

Priority two: increase coherence and collaboration

How do staff in my school learn from each other?

How is my school sharing learning opportunities with other schools and with wider children's services?

- **Supporting school clusters:** school cluster arrangements can be used to share and transfer good practice and extend learning to develop specialist expertise across local networks of schools and other children's and young people's services
- **School improvement planning framework:** this planning framework can be used with other schools and services to help ensure a range of tailored professional development opportunities are accessible in your area

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Priority three: improve quality and capacity

Where can I find comprehensive information on professional development for all staff?

How can I make sure professional development is having an impact and is therefore providing value for money?

- **The national CPD database:** with development opportunities from a range of providers, including schools, local authorities and national agencies, this database can help you find relevant professional development for all staff
- **Impact evaluation of CPD:** two tools are available to support schools – one to help individuals evaluate the impact of their own professional development and one to help you evaluate the impact of CPD provision across the school

For more information on these these tools and guidance visit:
www.tda.gov.uk/cpd

Find out more:

Sign up to our monthly newsletter to keep up to date with the TDA's resources: www.tda.gov.uk/tdanews

Subscribe to the Professional Teacher journal to read about the latest CPD research and evidence based best practice: www.tda.gov.uk/professionalteacher

The Masters in Teaching and Learning is a new fully-funded, classroom-based qualification developed to help teachers extend their teaching skills and abilities: www.tda.gov.uk/mtl

The TDA is committed to providing accessible information. To request this item in another language or format, contact **TDA corporate communications** at the address below or e-mail: corporatecomms@tda.gov.uk

Please tell us what you require and we will consider with you how to meet your needs.

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