

**Please note**

A new UK Government took office on 11 May 2010. As a result the content of this publication may not reflect current Government policy and is subject to change.

*Strategy for the professional development of the children's workforce in schools 2009-2012* was last updated in October 2009. It reflects our strategy relating to Government policy relevant at the time. A number of subsequent changes have taken place since.

For more up-to-date information on the Training and Development Agency for Schools' (TDA's) remit and strategy, please visit our website at **[www.tda.gov.uk](http://www.tda.gov.uk)**

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# Strategy for the professional development of the children's workforce in schools 2009–12



*developing people, improving young lives*

# Strategy for the professional development of the children's workforce in schools 2009–12

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# Foreword

by the Chief Executive

“I am delighted to introduce our three-year strategy for the professional development of the children’s workforce in schools. It proposes a coherent approach to improve practice and ensure maximum impact on outcomes for children and young people.”

As the sector body responsible for the children’s workforce in schools, the Training and Development Agency for Schools (TDA) is responsible for the professional development (PD) of teachers and school support staff. Working with schools and their staff, local authorities (LAs), national partners and regional delivery centres, we provide PD support and guidance to improve quality, practice and impact. This has become increasingly important as commitments such as those set out in Every Child Matters (ECM), the 14–19 agenda, the Children’s Plan and the white paper, ‘Your Child, Your Schools our Future: building a 21st century schools system’ give schools greater responsibility for delivering integrated services for children and the wider community. This will improve the achievement and well-being of all children and young people – including those with special educational needs (SEN) and disabilities and other vulnerable groups.

We have reviewed our 2006 workforce strategies for teachers and support staff and produced this three-year strategy for the PD of the whole children’s workforce in schools. This strategy sets the direction for PD, ensuring it has the maximum impact on outcomes for children and young people. It sets the framework for securing effective PD in all schools, including consideration of how value for money can best be achieved. The strategy has been developed in consultation with other national organisations committed to training and developing the school workforce. These organisations are members of our National Advisory Group (NAG) for Professional Development and are committed to, and share, this vision.

1. The strategy applies to all staff employed by a headteacher to work in their school, or staff employed by a LA to work in schools. Headteachers may also wish to consider the strategy’s relevance to other professionals who work in schools but are employed by third parties.

This strategy reflects our knowledge of PD practice across the sector, relevant research findings, The Children's Plan, the 2020 Children and Young People's Workforce Strategy, ECM and the 21st century schools system white paper, leading us to identify three priorities that will underpin our work over the next three years:

- Embed a learning culture
- Increase coherence and collaboration
- Improve quality and capacity

This strategy proposes a coherent approach to working with other partner agencies with an interest in professional development for the children's workforce to improve practice and outcomes for children and young people. It also takes account of the flexibility schools have to ensure efficient and effective use of resources. It is primarily intended to inform the planning and activity of national and regional stakeholders – partner agencies on the NAG, regional delivery teams and local authorities. A separate implementation plan has been developed which details the support, tools and guidance that the TDA will provide and key activities which members of the NAG are undertaking that complement and support this strategy. A version for school continuing professional development (CPD) leaders will be produced setting out the national priorities for PD and making them aware of current tools and guidance.

Many schools are successfully using the skills of the whole school workforce to ensure better outcomes for children and young people. By focusing the work of the TDA and our partner agencies on the priorities identified in this strategy, we can promote the culture change needed to embed effective PD in all schools and ensure that the investment that individuals and organisations put into PD delivers the maximum benefits.

**Graham Holley**



Chief Executive



## Section one

# The challenge

The Children's Plan (2007) aimed to make England the best place in the world for children and young people to grow up, recognising that "...the single most important factor in delivering our aspirations for children is a world-class workforce." In 2008, the '2020 Children and Young People's Workforce Strategy' set out a vision that everyone working with children and young people should be:

- Ambitious for every child and young person
- Excellent in their practice
- Committed to partnership working
- Respected and valued as professionals

This vision is supported by the white paper, 'Your Child, Your Schools, Our Future: building a 21st century schools system'; the white paper sets the context for the future development of the children's workforce in schools and helps us focus delivery of the five outcomes for children and young people set out in ECM: that all children, whatever their background or circumstances, should have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic wellbeing.

The quality of teaching and learning remains central to the 21st century schools system. Every pupil should go to a school where they are taught a broad, balanced and flexible curriculum, including skills for learning and life, and be taught in a personalised way that meets their needs, where progress is regularly checked, and where additional needs are spotted early and addressed quickly.

Schools need to continue to raise achievement and narrow attainment gaps between disadvantaged children and their peers and to improve outcomes for children and young people facing challenging circumstances. Members of the school workforce will need to review their knowledge and skills, and how they work with others within, and beyond, the school.

By 2010 all schools will provide children, young people and their families with access to a range of extended services. The 21st century schools system means schools may be commissioners of services, including holiday activities, family learning and parenting classes, childcare and study support, and partners in a network of providers and commissioners of services which extends to other schools, statutory agencies, LA services, the third sector and private providers. Schools are already involved in a range of partnership arrangements – including school clusters, federations and trusts – to provide mutual support and advice, and to provide broader, more coherent and timely provision to children, young people and their families. These developments require schools to look again at the resources they have and to continue to remodel their workforce, ensuring the effective leadership, management and deployment of all staff in order to deliver the best outcomes for children and young people.

## Implications of the 21st century schools system

To realise the vision of the 21st century schools system, schools will need to:

- Ensure children and young people are fully engaged with their learning until at least the age of 18, reach world-class standards and acquire skills, understanding and qualifications that will serve them well in the future
- Ensure the progress of all children and young people is supported with excellent teaching and assessment and that they are stretched to develop their talents, given the opportunities to pursue an engaging curriculum and qualifications and learn in a way which excites them and meets their needs
- Operate coherent and effective systems of early intervention and work effectively with specialists whether employed or commissioned by schools
- Increase the engagement of parents and carers to improve the outcomes for children and young people
- Provide personalised provision for all children and young people, ensuring personal tutorship for all secondary school pupils from September 2010
- Provide a range of activities to enrich the lives of children and young people, their families and the community
- Contribute to community objectives, including community cohesion, sustainability and regeneration
- Understand how to carry out their role in achieving greater collective accountability for the outcomes of children and young people through engagement with the local children's trust
- Operate effective behaviour management consistent with recommendations arising from Sir Alan Steer's 'Review of Pupil Behaviour', including drawing on the National Programme for Specialist Behaviour and Attendance (NPSLBA)
- Support the development of staff knowledge and skills to masters level when appropriate
- Review how learning and teaching policies reflect and support both pupil and adult learning

## Section two

# Vision and principles for effective professional development

Vision: to embed a learning culture, within and across all schools, that maximises the potential of all members of the school workforce and enables children and young people to achieve the best outcomes possible.

A successful 21st century schools system depends on a highly skilled and motivated workforce that consistently performs to the highest standards and engages in effective PD that secures the skills required to meet known and emerging challenges. Many schools already recognise the need to ensure all staff have access to high quality PD throughout their careers, whilst also understanding the need to respond to the different needs of teachers and support staff.

Within a learning culture, all members of the school workforce are valued for their contribution and included in effective PD plans and performance review processes. By accessing PD opportunities within schools, and across the children's workforce, school leaders, governors and staff can see and demonstrate how PD supports the improvement of practice and career development; and makes a positive impact on the attainment and wellbeing of all children and young people and on the effectiveness and efficiency of schools.

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The following principles underpin the approach adopted in this strategy and its associated implementation plan:

- PD is a right and a responsibility for all members of the workforce<sup>2</sup>
- Individual and organisational development go hand-in-hand
- Cultural and practical issues need to be addressed
- Practice in individual schools needs to be considered within the context of the wider system of children's services and the wider community
- Individuals and schools need to work in partnership and engage in collaborative learning
- Working with the sector and supporting LAs, schools and individuals to develop solutions which take account of the local context and are more likely to be sustainable
- Universal approaches to support and guidance are underpinned by targeted support where appropriate
- Evidence based approaches inform policy
- Impact evaluation is central to high quality PD with pupil, and where appropriate parent/carer, voice an integral part of impact evaluation

## Effective professional development – integral to improving outcomes

Effective PD is not an end in itself, it is integral to the effectiveness of the school and to improving the achievement and wellbeing of children and young people. By linking professional development with school improvement planning, performance review processes, professional standards and individuals planning their own professional and career development there is a proven process which is used by the best schools to support successful and sustainable school improvement.

PD that is well planned through a well-used and agreed performance review process can have a sustained and positive impact on the individual, the organisation and the outcomes for children and young people.



2. The white paper, 'Your Child, Your Schools our Future: building a 21st century schools system' includes the commitment to introduce a CPD entitlement for teachers and the Apprenticeships, Skills, Children and Learning (ASCL) Bill sets out that all employees will have the "...right to make a request in relation to study or training, to improve the employee's effectiveness."

Good PD planning has the potential to energise and motivate. It helps individual staff members to feel valued, empowered and trusted as professionals. They recognise their responsibility to engage in PD and are supported by school systems and processes that support their right to participate.

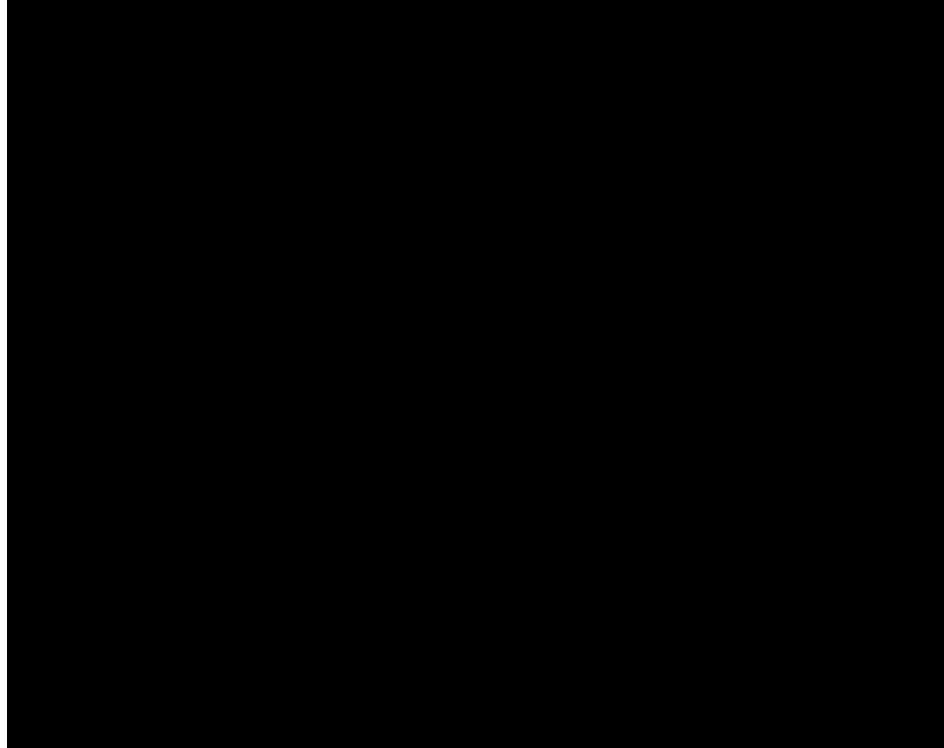
Teachers are already subject to performance management arrangements, which ensure that their PD needs are discussed and agreed on an annual basis. Recent 'state of the nation' research (David Pedder et al, TDA (2009): Continuing Professional Development in England) suggests that, where teachers feel that their development needs are not being met it is because they are not being offered a range of provision to meet diverse needs, and those in their early years of teaching are offered fewer development options than more experienced colleagues.

Given the diversity of roles and responsibilities as well as the part-time nature of many school support staff roles, the challenge of meeting the development needs of school support staff is a complex one, often requiring flexible and creative solutions.

In recent years, there has been significant progress in PD, with many schools recognising the imperative of developing all members of their workforce. The TDA has supported this progress including promoting a strong focus on developing the capacity and capability of those leading PD in LAs and schools. We now have a framework of progressive professional and national occupational standards (NOS) for teachers and those supporting teaching and learning, complemented by the leadership standards developed by the National College for School Leadership<sup>3</sup> (NCSL) and those developed by the Children's Workforce Development Council (CWDC) which relate to pupil support and pastoral roles in schools. We have supported the use of professional and national occupational standards and provided tools and guidance on the range of PD relevant to the school workforce.

With a robust evidence base of what is working in schools, of the range of practice across England and the experiences and challenges for different groups of staff, it is now time to review and refocus the priorities of our work with LAs and schools. In this way we can ensure that PD in all schools builds on research evidence and successful practice across the sector.

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3. In September 2009, the NCSL became the National College for Leadership of Schools and Children's Services (the 'National College').

## Features of 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



## Section three

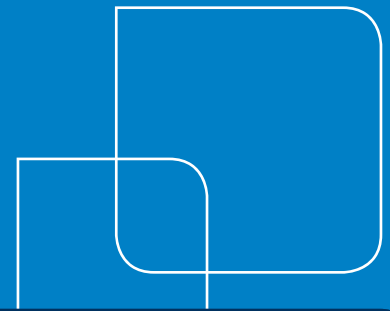
# Priorities and actions

The TDA will work with its stakeholders to embed the principles for the development of the school workforce in practice at national, regional and local levels. Our approach will focus on three priorities, identified opposite, to embed a learning culture, create the supporting infrastructure and work with schools and others to provide the PD solutions needed to improve outcomes.

The priorities have been informed by discussions with stakeholders (in schools, LAs and national agencies) as well as a review of evidence on current practice in schools – what is working effectively and where further attention is needed.

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## 1 Priority one: embed a learning culture

PD leaders, at all levels, promote a learning culture in which the whole school workforce has a right to sustained and effective PD, focused on improvement, that has a positive impact on the achievements and life chances of all children and young people.

Schools lead and sustain their own improvement, make a clear link between individual and team PD and school improvement, and use induction and performance review processes to plan and provide PD for the whole school workforce.

## 2 Priority two: increase coherence and collaboration

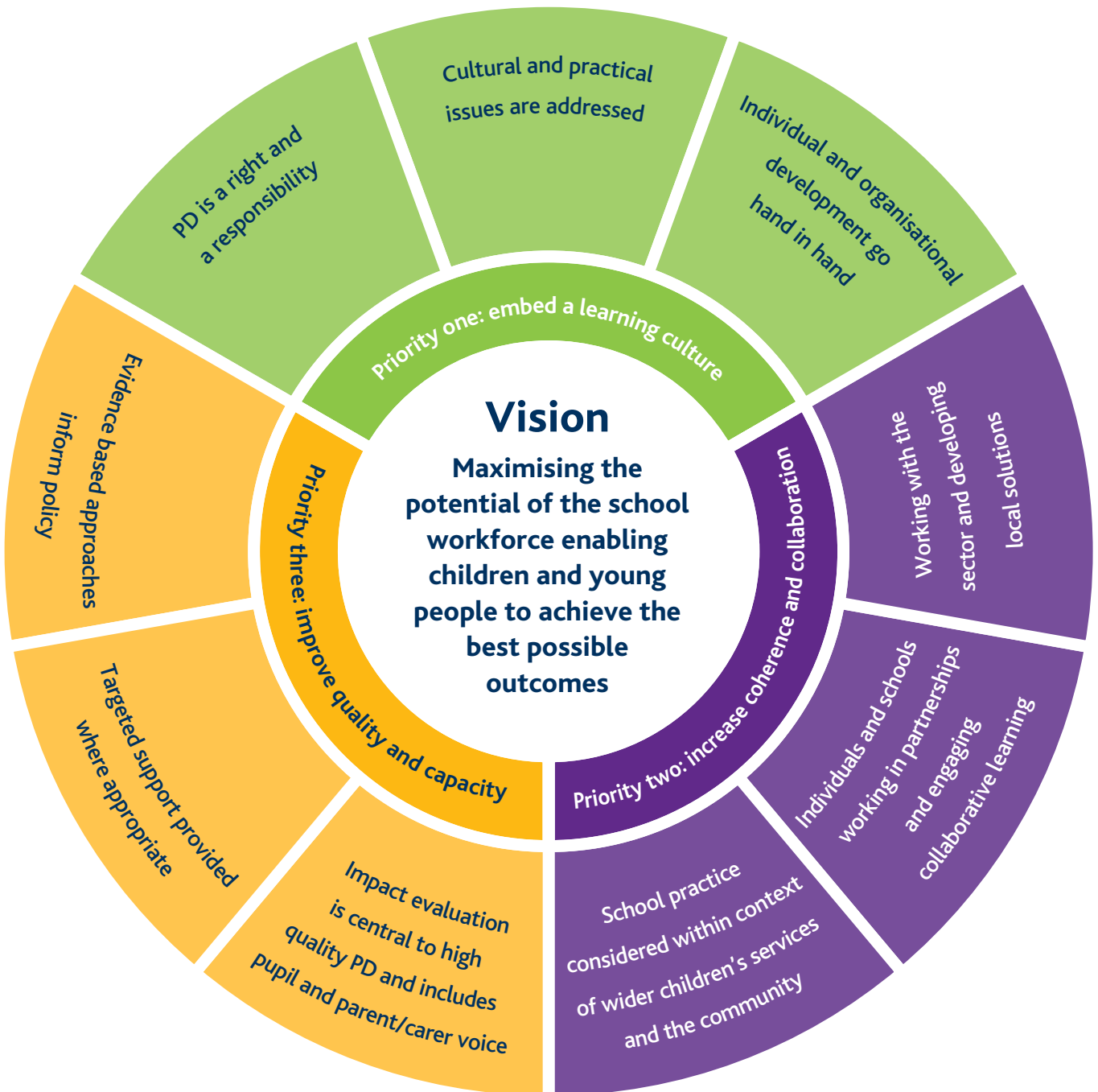
Opportunities for collaboration at local, regional and national levels are increased, reducing duplication and bringing greater coherence, challenge and sustainability to PD practice.

Schools and other children's services share good practice and work and learn together to meet PD needs in ways that will improve outcomes for children and young people.

## 3 Priority three: improve quality and capacity

Capacity building in and across schools makes best use of available resources, including technology and finance. Schools lead and sustain improvement. All PD is high quality, informed by research and best practice, judged and evaluated on its impact on children and young people and value for money, and meets school-specific and individual needs.

Members of the school workforce develop the skills needed for the 21st century schools system. They can access PD opportunities and qualifications that support the development of individual practice and career progression within the school and across the children's workforce.



## A learning community: Sharnbrook Upper School

 *This truly is a learning community.*

Ofsted (March 2009) 

The School Improvement Team (SIT) at Sharnbrook Upper School consists of 10 advanced skills teachers and lead practitioners. The team is a commissioning resource for the School Leadership Team, working on areas identified for improvement. Departments and individuals can also request support. Team members work in collaboration with staff at Sharnbrook and across the North Bedfordshire Schools Trust.

The SIT shares a vision of intelligent accountability; research and evaluation are integral to developing a whole-school evidence base that captures the team's successes and whole school achievements in all areas, including community cohesion, teaching and learning and student voice. Staff are receptive to the SIT and willing to reflect and 'opt in'.

The performance review cycle for the school workforce is underpinned by a culture of 'coaching

for performance'. Time is allocated to drive the continuing development of outstanding teaching and learning, and to personalise learning provision. All staff take ownership of their development targets (in discussion with their performance coach) and are encouraged to be reflective practitioners; progress is evaluated at an interim review. Teachers are also encouraged to learn through peer observation and collaborative co-coaching.

Sharnbrook has been developing as a researching school for over 10 years, collaborating with partners including the TDA, the NCSL and universities. Many staff are actively engaged in postgraduate professional development (PPD) or other professional learning through Teacher Learning Academy (TLA) recognition.

# Priority one

## Embed a learning culture

### Why this priority needs to be addressed

1. Recent surveys undertaken by the Office for Standards in Education, Children's Services and Skills (Ofsted) and the TDA show the importance of a learning culture, and that successful change in schools depends on strong, effective and committed leadership that recognises the link between school improvement planning, performance review and effective PD, underpinned by professional and national occupational standards. PD has been most effective in schools where senior leaders understand its potential for improving outcomes for children and young people. However, evidence suggests that many schools have yet to fully realise the benefits of linking performance review and PD for all staff with school improvement.
2. In some schools, teachers and school support staff consider that their PD needs are not fully met. This can relate to the culture of the school, budget constraints, personal considerations, or the range of opportunities on offer. For teachers, recent 'state of the nation' research found that opportunities to engage in PD increased with experience, career stage and level of leadership responsibility. For support staff, research into school support staff experiences of training and development shows that access to performance review is less common and PD frequently relies on the extent to which individuals have identified and requested development opportunities or on their availability to undertake PD outside of contracted hours.
3. Performance management for teachers provides the context in which PD, linked to professional standards for teachers at different stages of their career, can be identified and planned. For school support staff, the NOS and professional standards support performance review and the identification of PD needs. Many schools have yet to realise the full potential of using the range of available professional and national occupational standards in supporting PD across their whole workforce. In addition, schools can use technology to support performance review processes, monitoring and communication as well as the development of e-portfolios.
4. The commitments made for a 21st century schools system require schools to identify and engage with their stakeholders. Some of the most innovative schools have extended the learning culture, engaging parents and carers and working across their communities through extended services, local and global school partnerships and virtual learning networks.
5. Ministers recently announced their intention to transform the culture of PD in teaching through the development of the Masters in Teaching and Learning (MTL), with the expectation that, in time, all teachers will achieve a practice-based masters qualification. This will have implications for how schools plan for and manage professional development.



## To date the TDA has:

1. Worked with partners to develop the professional standards for teachers, the NOS for supporting teaching and learning (STL), covering a range of roles in the 21st century schools system, and the professional standards for higher level teaching assistant (HLTA) status. Together with a range of other standards, including the proposed leadership standards being developed by the National College for Leadership of Schools and Children's Services<sup>4</sup> (the 'National College') and the NOS for childcare learning and development developed by CWDC, standards now specify the knowledge and skills of a large number of roles within the children's workforce in schools. These standards all reflect the ECM outcomes and the Common Core of Skills and Knowledge for the Children's Workforce and link to the development of the Integrated Qualifications Framework (IQF).
2. Provided support to LAs including:
  - Support for induction of newly qualified teachers (NQTs) and on the content of introductory training for support staff
  - The development of the 'Embedding the Links' training package, so schools can access localised support to help them make the links between performance review, PD and school improvement
  - Early professional development materials which provide guidance on how to identify and plan development needs, review professional development and build confidence and skills post-induction and how to improve the support given to second and third year teachers taking on additional responsibilities
3. Provided support to schools, including:
  - Developing the capacity and capability of those leading PD in LAs to support school leaders of PD and promote whole school learning and development
  - Guidance on the recommended content of workplace induction for support staff
  - Guidance and tools to help schools use the NOS STL to identify PD needs, undertake performance reviews and provide a basis for school-based PD, and the publication of a career development framework that identifies appropriate training and development for a range of career pathways
  - Training in performance management for reviewers and reviewees, to ensure the arrangements for teachers' performance management are understood and effectively embedded

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4. Formerly the National College for School Leadership (NCSL).

## Building on work to date and working with its national, regional and local partners, the TDA will:

1.1 Promote the individual right and personal responsibility of all members of the school workforce to engage in professional development, by:

- Working in partnership with the National College to develop a national training and development programme, available from September 2009, for all CPD leaders in schools which promotes the principles of effective PD and access for all members of the school workforce
- Providing guidance to governing bodies so they can support leadership of PD
- Working to support the Department for Children, Schools and Families (DCSF) with the introduction of a 'licence to practise' together with a linked CPD entitlement for teachers
- Examining the issues relating to PD and career progression for support staff in schools
- Considering how a formal performance review process, underpinned by the NOS can be introduced for the wider workforce

- Emphasising the importance of personal responsibility for PD in induction programmes for teachers and support staff
- Developing the practice-based MTL with the expectation that, in time, all teachers will achieve a practice-based masters qualification



1.2 Help schools link professional development with the cycle of performance review and school improvement planning, by:

- Providing training to schools, through the TDA's regional delivery partnerships and LAs, on embedding the links between school improvement planning, performance review and PD for all members of the school workforce
- Promoting understanding of the range of professional and national occupational standards available to support performance review, effective PD and career progression for teachers and support staff

### As the agreed actions take effect, we should see:

- School professional development policies that are inclusive of all members of the school workforce
- Teachers and support staff benefiting from improved induction and needs – identification based on systematic performance review, underpinned by the appropriate professional or national occupational standards
- Schools recognising PD for all staff as a central component of school improvement and evidencing its impact on children and young people
- More school staff seeing the link between PD, improved practice and improved outcomes for children and young people and evaluating impact
- More governors understanding the role that PD plays in school improvement and how they can support strategic leadership of PD in their school

## Entitlement for all staff: Hexthorpe Primary School

 *The school promotes a culture where everyone is a learner and adopts an all-inclusive approach to PD that drives forward school improvement.* 

Hexthorpe Primary School is a large urban primary school, rated by Ofsted as "Outstanding in all categories." (May 2007). The school promotes a culture where everyone is a learner, and adopts an all-inclusive approach to PD that drives forward school improvement. All staff have a well-planned professional learning programme that reflects an individual evaluation of professional needs and links directly with school improvement. Consequently, staff share a vision of collective responsibility towards improving standards.

School evaluation involves all stakeholders and outcomes are directly fed into new priorities. Evaluation can include discussion at parents' forums, pupil questionnaires and community liaison meetings. School priorities are also linked closely with the ECM agenda.



All staff have an annual professional learning review, which is rigorously monitored throughout the year.

Action research modules on middle leadership programmes are also linked with school priorities.

An audit of professional learning indicated that the elements of CPD that had the greatest impact on teaching and learning were those which enabled staff to review their own practice by visiting each other's classrooms and networking with other schools. Peer monitoring programmes were established between staff, often in different year groups, where teachers acted as a 'critical friend'.

Initially, the school was influenced by the Centre for the Use of Research and Evidence in Education (CUREE) report led by Phillippa Cordingley. This linked collaborative national development with teaching and learning. The positive impact of this approach on staff has included an increase in self-confidence and a willingness to make changes to practice that impact on children and young people.

## Embedding the links between school improvement, performance management and professional development: Wade Deacon High School

 *All staff are respected and valued as professionals and given every chance to be excellent in their practice.* 

Wade Deacon High School is committed to training staff to the highest level so that:

- The basics of teaching are carried out to an outstanding level
- Teachers and support staff have the confidence to use technology for learning, so they are developing innovation in the classroom, leading to engaging and outstanding lessons

The CPD programme at Wade Deacon High School consists of around 40 one-hour after-school sessions a year; most are run by staff, for staff. This gives leadership opportunities to all, from NQTs to subject and year team leaders and support staff.

The CPD programme supports the school's induction programme. The induction programme gives development and leadership opportunities and ensures new, experienced, staff are inducted into the culture and ethos of the school. The programme develops coaching across the school and this has supported a collaborative culture. The school is committed to developing leadership, sharing best practice and giving staff the opportunity to develop their teaching and learning: to be life-long learners.

The in-house CPD programme is integral to the performance management system, which is linked directly to driving each subject team's action plan forward. These action plans are linked directly to the school development plan, which is informed by the self-evaluation form. Staff collaborate and share

good practice during CPD sessions, supporting each other in the development of professional practice and achievement of performance management targets. This satisfies individual, subject team and school development targets.

All staff are respected and valued as professionals and given every chance to be excellent in their practice. Accredited courses from Liverpool Hope University run alongside the weekly CPD programme and personalised learning programmes are agreed with all staff, from teachers to cleaners to site maintenance and office administration. As part of the schools commitment to partnership working, it facilitates CPD opportunities for staff across the LA directly linked to the needs of children in the area.

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## Learning beyond the school: the Halesowen Partnership at Caslon Primary School



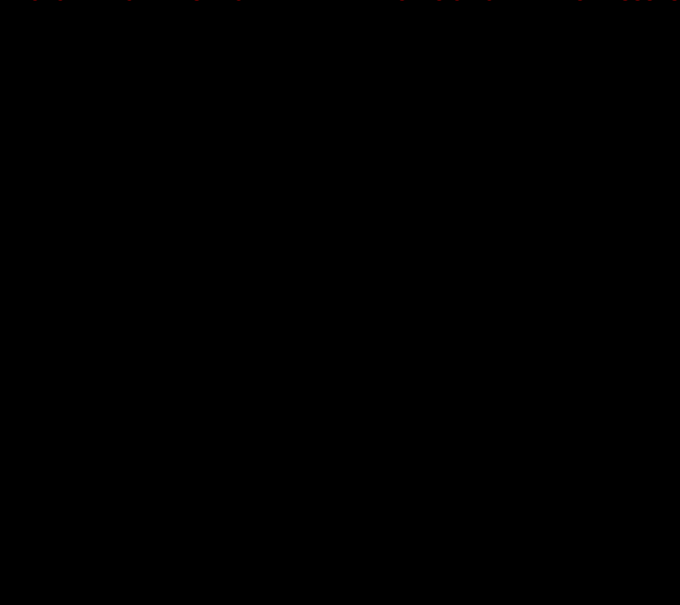
*The outstanding partnership with parents and the community is raising everyone's aspirations.*



Caslon Primary School serves an area of deprivation where adult education levels are in the lowest 10 per cent nationally. There are large numbers of pupils who do not speak English at home, and an above average proportion of pupils have learning difficulties and/or disabilities. Children tend to join the school nursery with very low attainment.

Caslon and other schools in the Halesowen Partnership have created a network of community

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learning partners (CLPs) to support extended family learning across the area. The project aims to engage hard-to-reach families in their children's learning by introducing extended learning opportunities.

For example, the project has had an exceptional impact on the Bloomer family, many of whom left education early with no qualifications. The whole family has become involved in adult learning – gaining a range of literacy, numeracy and teaching assistant qualifications. This has led to a new approach to supporting their children at school – with one family member working as a CLP whilst others volunteer in school, help with after-school activities and encourage other parents to get involved in family learning.

Today, nearly half the pupils at Caslon Primary have at least one parent taking courses at the school and their involvement has had a positive impact on their support for their child's learning. There are early indications that adult learning has also had a positive impact on pupils' motivation, attitudes to learning and school attendance. Recent Ofsted inspection noted: "The outstanding partnership with parents and the community is raising everyone's aspirations."

# Priority two

## Increase coherence and collaboration

### Why this priority needs to be addressed

1. The Children's Plan set an expectation for schools to play their full part in a 21st century system of children's services. This means individual schools drawing on, and referring to, a wider range of support, working with other schools, in clusters and networks, and other children's services, sharing information, effective practice and PD. In the 21st century schools system every school will work in partnership with other schools, education providers and other services to meet the needs of all pupils. In the context of 14–19 provision, schools need to work in partnership with further education (FE) colleges and work-based learning providers.
2. Networks, federations and clusters of schools have existed for some time, developing extended services, meeting the needs of individual children and young people and developing 14–19 programmes. However, collaboration is not universal, some schools do not benefit sufficiently from the support and challenge that other schools and services can provide. There is more to do to reduce gaps in provision around the country and remove the barriers some schools face to accessing high quality PD for the whole school workforce.
3. With an increased range of service providers able to influence the outcomes for children and young people, existing research findings, examples of excellent practice and resources available across children's services could be useful to school staff. National agencies and providers of children's services need to work together to determine how to provide resources and easily accessible evidence of what works to a wide and diverse workforce. Tapping into such resources should improve coherence and impact, reduce duplication and increase the use of research.
4. Schools work with a variety of local, regional and national partners with responsibility for the school and wider children's workforce. Greater coherence in the solutions and support provided should help schools make informed decisions which best meet the needs of their current and future workforce and in the longer term, offer better value for money with greater sharing of expertise.

## To date the TDA has:

1. Established the National Advisory Group for Professional Development – consisting of national organisations with responsibilities that relate to the PD of the school workforce – to advise on priorities for PD in schools (see Appendix A for details on the NAG membership).
2. Worked with partners on the Children’s Workforce Network (CWN) to develop a ‘Vision and Principles for Induction to the Children and Young People’s Workforce’ and the inclusion of qualifications on the integrated qualifications framework (IQF) for the children’s workforce.
3. Established a network of CPD leaders in LAs and trained 390 CPD champions to offer localised support to neighbouring schools.
4. Worked with partners to support schools in developing the core extended services offer. Extended provision has been shown to have a positive impact on children’s and young people’s achievement and personal development.
5. Supported training schools (of which there are currently 244) in outreach programmes for the school workforce (in collaboration with the DCSF).

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## Building on work to date and working with its national, regional and local partners, the TDA will:

### 2.1 Provide targeted, coherent and consistent support by:

- Working with LAs to identify where and how the national priorities should align with their own PD plans and identify where TDA support needs to be more tailored and specific
- Ensuring tools and guidance provided by the TDA and partner agencies on the NAG are coherent and add value
- Working with the CWDC and the National College to support coherent approaches across the workforce for children

### 2.2 Increase the potential of schools and children and young people's services working in clusters to lead and manage high quality professional development for the whole school workforce, by:

- Working in partnership with the National College to identify the benefits of cluster-based approaches to PD to inform future policy
- Promoting the benefits of appropriate cluster-based approaches to PD, including more extensive multi-agency networks
- Working in partnership with the National College to provide joint advice to Ministers on how the resources available to training schools, teaching schools and leadership and

development schools could be used in future to establish a comprehensive and sustainable national network of quality assured cluster-based PD which takes advantage of links to existing providers of top quality teacher training

- Developing a quality framework to support cluster-based PD

### 2.3 Encourage schools to work collaboratively with other children and young people's services to meet professional development needs, by:

- Identifying where members of the school workforce have benefitted from PD involving staff from other children and young people's services, and working with children's trusts to promote such practice
- Promoting the CWN 'Vision and Principles for Induction' to schools and LAs as a means of evaluating and improving induction practice and supporting the development of common approaches to induction across children's workforce settings
- Ensuring the revised Common Core of Skills and Knowledge for the Children's Workforce is reflected in standards, qualifications and training programmes for teachers and the wider workforce



## As the agreed actions take effect, we should see:

- Increased joint-planning of PD provision and support from national agencies, regional government offices and LAs, bringing greater coverage, coherence and impact, and reducing duplication
- More primary, secondary and special schools and a greater range of staff working together as members of focused PD clusters
- A coherent, sustainable, national network of PD clusters operating within a robust quality assurance framework
- Schools extending learning beyond their own school to develop expertise across schools and other children's and young people's services
- Increased opportunities for staff across the children's workforce to learn together and gain a better understanding of the relationship between their respective services
- Increased multi-agency cluster development that impacts positively on outcomes
- Greater understanding across the profession, of the impact that PD has on children and young people as well as staff and schools

## Collaborative continuing professional development across local authorities in the Eastern region

*Whatever the approach to collaboration, partners are keen to share good practice, resources and provision.*

The CPD lead practitioner model was the focus for this project. Staff nominees from the participating LAs worked on outreach in their area, either with a school or a group of schools. The project aimed to establish a sustainable model for the future.

A training day ensured all nominated CPD lead practitioners understood expectations. This included defining their role in a local and national context, collaborating on a diagnostic exercise to identify problems in a fictitious school and ensuring awareness of the 'tools of the trade' – including how training schools can support lead practitioners alongside evaluation and coaching processes.

Regular meetings between lead practitioner teams were key to exchanging good practice and provision. Individual approaches were based on local knowledge and need, in negotiation with the LA lead.



Collaboration between the CPD lead practitioners and their project schools was also essential.

Approaches included:

- Small scale, school-to-school set ups where the lead practitioner worked to directly support a 'new to the role' CPD leader across phase, collaborating on joint training opportunities/practices
- Establishing a joint action-based research project across a cluster of schools, focusing on the improvement and consistency of pedagogical approaches
- Using the CPD lead practitioners to support a school organisational review – engaging with 60 schools across the county

Impact evaluation of the project has shown positive outcomes – it has refreshed the learning community culture across the partnership of schools, and demonstrated that, whatever the approach to collaboration, partners are keen to share good practice, resources and provision.

## Integrated working to develop a children and young people's plan: Havant District Council

 *It was vital to involve as many people as possible in identifying priorities for this plan.* 

The Hampshire Children and Young People's Plan, sets out the aims and priorities for meeting the needs of children in the county over the next three years. Havant District Council recognised the need to produce a local plan reflecting the needs and aspirations of the community. The council believed it was vital to involve as many people – working directly with children and young people – as possible in identifying priorities for this plan.

The challenge was to develop a training event that brought together representatives from a range of stakeholders and agencies to identify what children and young people in Havant need most, and how to work together to meet those needs. The aim was to agree priorities, which would inform the production of a Havant children and young people's plan.

Headteachers, governors, children's centre managers, extended school coordinators, councillors and LA officers worked together with representatives from health, voluntary agencies, the police and fire service using a selection of TDA tools to:

- Develop a vision for success
- Identify the blockers and enablers to success for children and young people
- Develop key aims to take their plan forward by working together

Each group of stakeholders then identified their contribution to meeting these aims as part of delivering integrated services. Next steps include the extended service clusters of schools and their community partners using the Havant children and young people's plan to develop cluster plans which meet the needs of targeted individuals in their localities.

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## Breaking down barriers: trainee social workers at Aston Comprehensive School

 *The school concluded that the depth and quality of the interventions provided by the trainees was significant in improving life for a small number of pupils.* 

Aston Comprehensive School is a training school and a specialist school in maths and computing with almost 1800 pupils in years 7–13. The school offered placements to trainee social workers to develop provision for pupils and increase understanding between school professionals and the local social work team. This involved close cooperation between the University of Sheffield's Social Work Faculty, the school, and the local social work team and their leader.

The first two trainees completed a successful placement, undertaking tasks linked to their training aims that helped both individual students and the school. For example, they acted as home-school liaison for year 11 girls who had given birth and were taking GCSEs. The trainees provided crucial continuity and time for these girls that the school might not have otherwise been able to provide.

They also identified students who had difficulty being ready and organised for school. These were cases the school pastoral system would support eventually but the trainees were able to give support early by undertaking home visits and liaising with the local social work team.

In evaluating the experience, the school concluded that the depth and quality of the interventions provided by the trainees was significant in improving life for a small number of pupils. Another important impact was on the attitude of school staff – barriers between social workers and school staff and mistaken assumptions about each other's roles were broken down. The school is seeking to develop this aspect of the placements in the next phase of the project.

# Priority three

## Improve quality and capacity

### Why this priority needs to be addressed

1. International and national research shows that sustained, collaborative PD which includes a mixture of school-based activity, coaching and mentoring and external specialist input has the greatest impact on outcomes for children and young people. However, many schools do not utilise the range of PD opportunities available to them and there is still a high degree of variation within, and across, schools in terms of good practice, evaluation and impact.
2. There are many examples of staff supporting the development of others, including coaching and mentoring programmes, school business managers leading school support staff development, and advanced skills and excellent teachers organising and leading PD. Coaching is a central feature of the MTL programme being introduced from 2010. The effectiveness of these approaches can be shared more widely to build capacity across schools in England and ensure a more consistent approach.
3. Recognising the need to develop their capacity and make best use of available resources, some schools are exploiting the potential of information and communication technology (ICT), including video conferencing and other ICT based communications, to share learning within, and across, schools.
4. The growth in the number and range of school support staff over recent years has created a large resource in schools. However, schools have not always remodelled their workforce to make the best use of all staff, managing, developing and deploying them to have maximum impact on the learning and wellbeing of children and young people. The changing roles in a 21st century schools workforce also require schools to look for new solutions to training and development needs. The white paper – Your Child, Your Schools, our Future – establishes new and stronger expectations for the development of support staff, including expecting staff who support children and young people’s learning to have, or be working towards, a level three qualification.
5. The market for external training and development for school staff is significant. Schools need to be able to select high quality external provision that meets identified needs.
6. Increasingly, members of the school workforce are looking for career opportunities across the range of children’s services. Qualification structures need to allow for progression within both the school and the wider children’s workforce.

## To date the TDA has:

1. Funded and evaluated school-based activities to promote effective PD. An estimated 670 individual schools were involved in phase one (2007–2008) and over 440 schools continued to be involved in phase two, (2008–2009). Independent evaluation of the programme showed that 90 per cent of project leaders rated their work as successful or very successful. It outlined strong evidence to suggest that real change in thinking, practice and culture had been achieved by involving schools and other organisations in testing, trialing, exploring and evaluating approaches to PD. The work has helped the TDA to develop its understanding of effective PD which will inform guidance for schools.
2. Subsidised postgraduate PD programmes for up to 35,000 teachers a year. The requirement for PPD providers to report annually on the impact on practice in schools has created a culture of impact evaluation among providers and their partner schools, with extensive evidence that programmes have developed teachers' confidence, professional knowledge, understanding and skills, and had a positive impact on pupils' learning experiences and outcomes.
3. Worked with awarding bodies, training providers and LAs to provide training and development routes which meet the needs of school support staff, including support work in schools (SWiS) qualifications, national vocational qualifications in supporting teaching and learning, HLTA status, a foundation degree framework to promote relevant content and coverage of foundation degrees, and, in partnership with the NCSL, the certificate and diploma in school business management (CSBM/DSBM). The TDA has made funding available through LAs for support staff training and qualifications.
4. Taken steps to improve the quality of provision, including piloting a CPD database to help schools access a range of PD provision, including that provided by LAs, teacher organisations, private providers and schools themselves. The TDA has also provided guidance for school workforce training providers seeking certification against the Training Quality Standard (TQS).
5. Provided guidance for schools to help them identify the appropriate development opportunities available for support staff, including a career development framework to identify relevant qualification routes for a range of roles.
6. Promoted systematic impact evaluation across a range of programmes, including PPD provision. The TDA has developed guidance for schools to help individuals evaluate the impact of their PD and has developed an impact evaluation model to measure the impact of interventions, eg at whole school or LA level.

## Building on work to date and working with its national, regional and local partners, the TDA will:

3.1 Help schools and individuals to make informed choices in their selection of high quality and relevant professional development, by:

- Helping leaders of PD to understand the benefits of, and know how to plan for, practice-based approaches to PD for all staff
- Ensuring schools have easily accessible information about quality assured external training and development programmes through the ongoing provision of a national professional development database
- Providing advice and guidance on PD appropriate to a range of wider workforce roles, including opportunities to progress to other workforce roles such as qualified teacher status (QTS)
- Promoting effective practice in coaching and mentoring programmes in schools
- Promoting the use of simple and robust impact evaluation processes at school and LA level to inform PD decisions
- Reviewing existing quality frameworks and quality marks and identifying if, and how, they can be developed to promote effective PD in schools and stimulate high quality external provision
- Demonstrating how excellent teachers, advanced skills teachers and ITT mentors can effectively support the development of other staff, in individual schools or across clusters

3.2 Support PD that is designed to respond to the needs of the 21st century school workforce, by:

- Ensuring standards, qualifications and available training continue to meet the needs of the 21st century school workforce, including keeping professional and national occupational standards under review, working with awarding bodies to develop units for inclusion in the qualifications and credit framework (QCF), and endorsing support staff qualifications for inclusion in the IQF for the children's workforce
- Developing the practice-based MTL
- Enhancing the TDA's CPD database, to provide access to a comprehensive range of resources, including those developed by partners, to support PD in priority areas, including science, technology, engineering and maths (STEM), SEN and disabilities, behaviour management, English as an additional language (EAL) and assessment for learning
- Supporting those involved in the delivery of 14–19 diplomas and contribute to the provision of information, advice and guidance for young people on the 14–19 pathways
- Providing support and resources to LAs and schools to meet the PD needs of new roles and responsibilities, including parent support advisors, one-to-one tutors and those providing personal tutorship
- Providing guidance on impact evaluation which supports schools in achieving value for money when making choices about professional development

3.3 Support schools in understanding how different deployment decisions can impact on the outcomes of children and young people, by:

- Working with clusters of schools to identify effective practice across a range of workforce roles
- Contributing to work that the DCSF will undertake to develop principles and guidance on effective recruitment, workforce planning and deployment of the wider workforce



3.4 Help individuals understand the range of development opportunities and career routes available to them, by:

- Providing guidance on the PD opportunities available to different school workforce groups at different career stages
- Updating and promoting the career development framework for support staff
- Improving marketing and communications to raise awareness of the tools and guidance provided by the TDA
- Supporting schools in developing a culture of learning for adults

### As the agreed actions take effect, we should see:

- Greater identification and use of in-school expertise to drive the PD of school staff
- More school staff understanding the value of practice-based PD, peer observation and mutual feedback, and using these approaches to improve their performance for the benefit of children and young people
- More external providers influenced to offer PD that reflects the features of effective practice
- Schools effectively deploying staff with the requisite skills and knowledge to meet the needs of all children and young people
- Individuals able to pursue careers across the children's workforce more easily, supported by relevant and transferable qualifications
- More staff qualified, or working towards, NVQ level three, supporting learning in the classroom
- More highly skilled and trained staff working with children and young people with SEN to improve outcomes
- Decisions about PD activity informed by evidence of impact and value for money

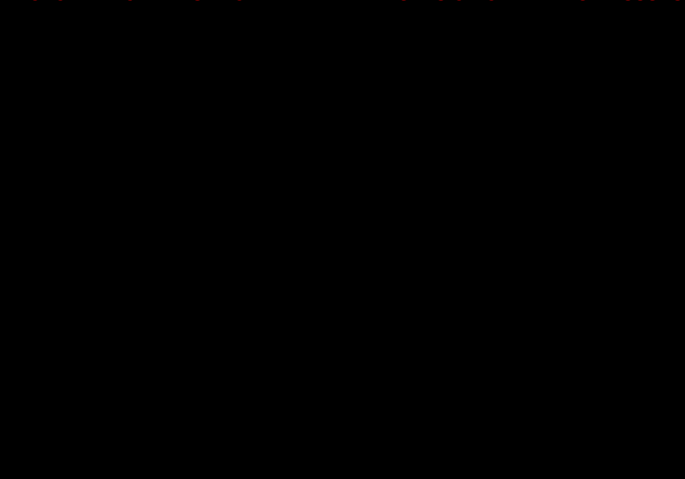
## From engineering to school business management: Glyn Marsh Business and Enterprise Manager, Filsham Valley School

 *The investment made by Glyn and the school has benefitted staff at the school, the local areas and new and aspiring school business managers.* 

Whilst following a career in telecommunications engineering and engineering management, Glyn was a parent governor at a primary school then a LA governor at a secondary school. This enabled him to utilise the skills he developed in industry to enhance the business and administrative functions of a school.

Glyn joined one of the early cohorts of the Certificate of School Business Management (CSBM) course and became an education officer with the Smallpiece Trust to gain more experience of the education sector.

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After graduating from the CSBM, Glyn became the Business and Enterprise Manager of Filsham Valley School. Bringing a different perspective and being the senior support staff member has enabled him to develop strong, trusted and supportive relationships with the headteachers he has worked with. Glyn then took the opportunity to 'give something back' and help new external candidates, on an introductory workshop at the NCSL. This led to becoming a facilitator on the CSBM, allowing him to help others develop professionally and continue developing his own knowledge and skills, whilst building up a network of colleagues in the same role.

Glyn's next step was the DSBM. Moving from an operational to a strategic perspective proved beneficial both personally and professionally. Learning about school improvement and change management allowed Glyn to make an immediate impact on the school's Ofsted inspection, with inspectors making positive comments on recruitment, safeguarding students and staff care.

The investment made by Glyn and the school has benefitted staff at the school, in the local area and new and aspiring school business managers.



## Using technology to support in-house professional development: All Hallows Catholic College



 *The college has successfully turned a 'can't do' culture and low expectations into a positive learning environment.* 

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In two years, All Hallows Catholic College has developed from very challenging circumstances to having its progress recognised in a recent Ofsted inspection, as 'good' with many 'outstanding' features. Exam results at GCSE are above national and county levels, and A-level results amongst the highest in the county.

The college has successfully turned a 'can't do' culture and low expectations into a positive learning environment. Staff members' willingness to participate in PD, and the leadership and support for technology provided by the SLICT (Senior Leadership of ICT) Team have been key to this success.

Most PD is provided in-college, eg ICT CPD. This is compulsory for all staff and provided via individual and small group sessions to meet personal needs. The college has embraced the Government's aim for all teachers to gain a masters level qualification, and many are enrolled on distance learning programmes.

The SLICT team used ICT to change a number of processes, resulting in a positive change in attitudes – and staff appreciate the benefits to their lives and teaching. Staff are supported by ICT champions, who meet regularly and ensure information is cascaded to everyone. Technology supports a culture of success across the school community, eg an electronically based merit system allows students to commend others.

All teachers undertake action research projects and many focus on the college's introduction of aspects of ICT into the classroom to improve teaching and learning. This supports their PD and helps evidence the improved pupil learning experience.

## Section four

# Monitoring and evaluation

During the three-year lifespan of this strategy, the TDA and its partners on the NAG will review progress against the three priorities. On an annual basis, the strategy and the actions set out in the implementation plan will be reviewed and any new actions required to take progress further will be identified and reflected in a revised implementation plan.

During 2009/10, the TDA will collect evidence to provide a baseline of current practice. Evidence sources will include:

- Focus group discussions – with LA staff, members of the school workforce, training providers and, where relevant, other stakeholders with an interest in the PD of the school workforce

- Independent surveys carried out by the TDA and partner agencies
- Evaluations linked to specific policy developments

Progress will be tracked across a three-year period and impacts identified.

The TDA will also work with LAs, to identify how their local workforce development plans can align with the strategy priorities and the actions identified in the implementation plan.

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## Appendix A

# Working in partnership

This strategy has been developed with partner agencies on the National Advisory Group for Professional Development. The TDA set up the NAG in June 2008 to advise us on the PD of the workforce within our remit, ie teachers and support staff. It replaced previous, separate stakeholder reference groups for teachers and support staff (the National Reference Group for Teachers' CPD and the School Workforce Development Board for Support Staff Training and Development).

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The overall aim of the NAG is to draw on the knowledge and expertise of members to improve the skill levels of the school workforce to better meet the needs of children and young people. The group seeks to achieve this by:

- Advising the TDA on the approach to, and priorities for, the PD of the school workforce
- Advising the TDA on strategies to help raise demand for, and promote the training and development of, the school workforce
- Testing thinking on performance review arrangements for support staff
- Supporting implementation of the strategy through member organisations
- Providing data and feedback from experience of work in the sector
- Reflecting on outcomes of research and evaluation activity and identifying implications for action
- Identifying opportunities to remove duplication and achieve greater coherence across the participating bodies
- Proposing additional activities, or amendments to planned activities, that support the group's aim
- Informing the development of tools and resources needed to help LAs and schools work in new ways and develop and deploy staff effectively
- Promoting the aims and objectives of the group with colleagues within member organisations

## The following are members of the NAG:

### The Association of Directors of Children's Services

The Association of Directors Children's Services (ADCS) is the national leadership association in England for statutory directors of children's services and other children's services professionals in leadership roles. The ADCS ensures a vigorous presence in all areas concerning education, children's social care and safeguarding. It works closely with Ministers, Government officials, the community and voluntary sectors, local government organisations and other key local and national agencies on the implementation of The Children Act 2004 and the Change for Children Programme and their implications for the children's workforce, LA and school inspections.

### The Association of Professionals in Education and Children's Trusts

The Association of Professionals in Education and Children's Trusts (Aspect) supports the PD of advisers, inspectors and consultants, mainly working in the field of education, and other professionals working in children's services by:

- Keeping these professionals up to date with developments in their areas of responsibility
- Providing a national professional qualification in education and children's services development
- Providing a range of good quality PD opportunities for individuals and teams

Aspect works with other partners on key developments, for example, the new secondary curriculum.

### Becta

Becta is responsible for leading the implementation of the harnessing technology strategy, which is informed by a vision for next generation learning. This will deliver real change and benefits to learners. The strategy aims to develop a technology-confident school workforce to improve practice and ensure teachers can demonstrate a wide repertoire of professional skills with technology. Becta is committed to building a strong partnership approach and is working closely with the TDA and the NAG to support the Government's expectations for a 21st century schools system.

Becta is establishing a new strategic strand of activity providing a strong focus on supporting the development of the e-maturity of the workforce. As part of this activity Becta is committed to supporting the MTL, both in its content and in the way technology can support its delivery. Becta is also working with the TDA to establish options for supporting and developing the e-maturity of the existing workforce.

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## The Children's Workforce Development Council

The Children's Workforce Development Council (CWDC) leads change, spearheading improvement in the way thousands of professionals and volunteers across England work with children and young people. The CWDC wants the lives of all children and young people to be healthy, happy and fulfilling, and for the children and young people's workforce in England to be the most respected in the world.

To help everyone work better together to keep children safe, the CWDC works with partner organisations across the whole of the children and young people's workforce. For particular sectors, such as youth, social work, social care, early years and playwork the CWDC ensures people have the right skills and qualifications to do their jobs, via its sector skills council responsibilities.

As a sector skills council, the CWDC provides advice and guidance to ensure people have the right skills to do their jobs and meet the ambitions detailed in the 2020 strategy – of a graduate-led workforce, qualified to at least level three.

## The General Teaching Council for England (GTCE)

The General Teaching Council for England (GTCE) is committed to promoting effective teacher learning, as part of its statutory remit to contribute to raising the standards of teaching and learning. The GTCE works in partnership with the TDA and the NAG to draw on the research and evidence gathering that underpins its CPD-related advisory work and the Teacher Learning Academy (TLA).

The TLA, established by the GTCE, is the first national system to support and recognise teacher's professional learning. The TLA supports the TDA's strategy for PD in all three of its priorities, embedding a learning culture, increasing coherence and collaboration and improving quality and capacity. It does this through its key features, such as teachers:

- Developing practice that is relevant to pupil learning and to their school
- Sharing practice with others
- Evaluating change to their practice and the impact of their learning
- Being involved in coaching and peer verification

## The Institute for Learning

The Institute for Learning (IfL) is an independent, not-for-profit, professional body for those in a teaching role in the FE and skills sector. This includes teachers, lecturers, tutors, trainers, instructors and assessors working in FE colleges, work-based learning, adult and community learning, offender learning, the voluntary sector, armed services, public services and other forms of post-school learning. In June 2009, membership was over 193,000. Teachers in FE and skills need to be a member of the IfL through regulations and contractual requirements from the funding bodies for FE and skills providers, and they need to carry out at least 30 hours of CPD a year. The IfL confers the professional status of qualified teacher learning and skills (QTLS), and associate teacher learning and skills (ATLS) on those teachers and trainers who have successfully completed professional formation.

The IfL has a regulatory footprint covering FE colleges and the Learning and Skills Council (LSC) funded providers in England, but as a voluntary membership organisation draws members from across England and further afield. The IfL's work is guided by three strategic aims which complement the TDA strategy and the vision of other stakeholders with whom we work in partnership.

## Lifelong Learning UK

Lifelong Learning UK (LLUK) is a sector skills council with responsibility for supporting the lifelong learning workforce by: developing and raising standards, providing labour market intelligence, engaging employers, and delivering innovative projects. It is an employer-led body with one agenda – to ensure the lifelong learning workforce is the best it can be.

The workforce includes 1.2 million people who are involved in the delivery of lifelong learning, as well as those who support that delivery. It is spread across five interrelated areas:

- Community learning and development (including youth work)
- FE
- Higher education
- Libraries, archives and information services
- Work based learning
- Careers guidance

While LLUK has no specific remit in relation to the schools' workforce, it is fully committed to working in partnership with the TDA and other relevant organisations to address the PD implications of the 14–19 reforms and integrated services for young people.

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## The National College for Leadership of Schools and Children's Services

The National College for School Leadership (NCSL) developed middle leaders, supported new headteachers and increased the number of system leaders. This remit was reviewed and extended, and in September 2009, the NSCL became the National College for Leadership of Schools and Children's Services (the National College).

The National College for Leadership of Schools and Children's Services (the National College) national framework includes standards, accreditation and quality assurance. The emphasis is on blended learning provision, including e-learning – to encourage a culture of self-guided development for all levels of leader, including emerging roles such as the school business manager. Providing tailored support, in-situ, to newly qualified headteachers improves outcomes for the whole leadership team. Establishing clusters of schools and supporting them to become self-sustaining in CPD, means school leaders can collaborate to develop the next generation of school leaders themselves; it also radically increases the number of middle leaders enabled to access development opportunities.

Experienced leaders who support other schools bring benefits to both their schools and the schools they support. National leaders of education and local leaders of education collaborate with LAs and other parts of the children's services system, building better integration and liaison throughout.

The National College believes that refocusing effort on sharing best practice as widely as possible, increasing opportunities for in-situ learning and support, and concentrating on quality will significantly improve outcomes for greater numbers of children, raise standards in all classrooms and develop outstanding leaders for the future.

## The National Strategies

The National Strategies are committed to working in partnership with the TDA and other national agencies, LAs, early years and foundation stage schools and settings, and primary/secondary schools and colleges to raise standards of achievement and improve rates of progression. Work focuses on improving:

- The quality of day to day and periodic assessment
- Teaching in core subjects, through improving pedagogy and removing barriers to children's and young people's learning
- Intervention, with a specific focus on quality first teaching and on targeted programmes for those children and young people from disadvantaged backgrounds who are underachieving or at risk of doing so
- The leadership and management of schools and settings, including practice transfer

Through this and a wide range of programme work the National Strategies are committed to respond to the challenge of 21st century schools to narrow gaps, personalise learning and improve progression.

## The Office for Standards in Education, Children's Services and Skills

The Office for Standards in Education, Children's Services and Skills (Ofsted) recognises that a well-trained school workforce is key to promoting further improvement in our schools. Ofsted's core function is described as: "...raising standards, improving lives." and it is keen to play a part in evaluating the progress made in training the school workforce and the impact of such training on the effectiveness of schools by employing two main strategies:

- Inspection surveys of samples of schools aimed specifically at gauging how well schools are identifying the needs of the workforce and helping staff to acquire the knowledge and skills they need to carry out their roles effectively; the inspection surveys will normally result in published reports
- Monitoring and revising, where necessary, school self-evaluation guidance to ensure schools are aware of the need to take the whole workforce into account when evaluating the quality of the education they provide

## The Qualifications and Curriculum Development Agency

The Qualifications and Curriculum Development Agency (QCDA) supports the TDA's PD strategy. Through its work on the review and development of the early years, primary and secondary curriculum, the development of strengthened teacher assessment and accreditation of GCSEs, A levels and diplomas, the QCDA is committed to developing a modern, world-class curriculum and assessment approach that will inspire and challenge all learners and prepare them for the future. The QCDA believes there are links between a coherent, engaging curriculum, a flexible and fit-for-purpose assessment and qualifications framework and a repertoire of pedagogies that promote progression, high standards and enjoyment of learning. Because the connections between curriculum, assessment and pedagogy need to be dynamic and vibrant in every school, the QCDA will continue to work in partnership with schools and settings, LAs, awarding bodies and other providers of CPD to develop these links for the benefit of all learners.

Specifically, QCDA intends to:

- Continue working through the TDA with providers of ITT and CPD, through its primary, secondary, assessment and cross-curricular programmes, to ensure a strong understanding of the opportunities presented by the new curriculum

Continue developing case studies that highlight the connections between PD and curriculum excellence in primary and secondary schools

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## The Specialist Schools and Academies Trust

The Specialist Schools and Academies Trust (SSAT) will work in partnership with the TDA to support the priorities set out in the PD strategy by:

- Promoting a learning culture across specialist schools and academies that values personalisation and continually strives to narrow the gap and to raise achievement
- Increasing coherence and collaboration through enabling the lateral transfer of effective and next practice
- Improving quality and capacity through the SSAT's 'by schools, for schools' approach, giving practical support to schools leaders and practitioners

## The Universities' Council for the Education of Teachers

The Universities' Council for the Education of Teachers (UCET) will contribute to the development of the workforce by drawing on its members' expertise in the design and delivery of effective and high-quality CPD. It will also support its members in the delivery of effective CPD by keeping them informed of the implications of the TDA's PD strategy and national needs and priorities.

## The Workforce Agreement Monitoring Group

The Workforce Agreement Monitoring Group (WAMG) is a unique social partnership of 11 organisations representing employers, the English and Welsh Governments and school workforce unions that first came together as signatories of the National Agreement on 15 January 2003.

It played a critical role in ensuring implementation of the national agreement and continues to work collaboratively on the wider workforce reform agenda. It is committed to the cultural change that will raise the status and professionalism of teachers, create new opportunities and greater recognition for support staff and help schools to organise themselves to produce the best outcomes for children.

The WAMG fully supports the strategy for the PD of the children's workforce by:

- Working in partnership with the TDA to support schools' ongoing progress on workforce remodeling
- Communicating the strategy through partner organisations and networks to:
  - Raise awareness of the importance of a whole school approach to the planning and delivery of CPD programmes designed to meet the needs of the whole workforce
  - Ensure that all staff within the school workforce understand and engage with the strategy's objectives
  - Stimulate demand for training and development within the context of a coherent and targeted development strategy
- Encouraging a wider professional dialogue on the training, development and deployment of support staff in schools
- Monitoring the implementation of the strategy through partner networks
- Promoting local social partnership approaches to identifying and meeting training and development needs for staff working in the whole range of children's services

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# Appendix C

## Glossary

### Advanced skills teachers

An advanced skills teacher (AST) is a teacher who has passed a national assessment and been appointed to an AST post. ASTs spend time sharing their skills, through outreach work, with teachers in their own and other schools.

### The career development framework

The career development framework for school support staff is a framework of skills and competencies required to meet current and future workforce needs. The framework can be used to support the deployment and development of support staff in schools.

### Children's trusts

Children's trusts require LAs to bring together all services for children and young people in an area, underpinned by the Children Act 2004 duty to cooperate, to focus on improving outcomes for all children and young people.

### Children's workforce

The children's workforce includes everyone whose work is mainly with children, young people and families.

### Children's workforce in schools/school workforce

The children's workforce in schools (CWIS) – or school workforce – refers to those members of the children's workforce that work primarily in school settings. For the purposes of this strategy, the TDA is referring to those members of the CWIS that fall directly within its remit, ie teachers and school support staff, whilst recognising that they work with a range of other professionals across the children's workforce.

### The Children's Workforce Network

The Children's Workforce Network (CWN) is a strategic body, bringing together the relevant sector skills bodies (including the CWDC), workforce reform and regulatory bodies. It is a voluntary grouping of independent partners, who recognise that collaboration will help them achieve more effective implementation of their individual and joint roles.

### Clusters

Clusters are schools or other service providers working together to provide a specific service or curriculum offer. Clusters are often formed to increase the range or quality of provision.

### Continuing professional development

Continuing professional development (CPD) consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice (the terms CPD and PD tend to be used interchangeably).

## Every Child Matters

Every Child Matters (ECM): change for children is a new approach to the well-being of children and young people from birth to age 19. The Government's aim is for every child, whatever their background or circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

## Excellent teachers

Excellent teachers (ETs) are teachers who have been assessed using the ET standards and must demonstrate excellent classroom practice and an established track record of sustained, high quality teaching.

## Extended services

Extended services help to deliver the aims of ECM. The core offer of extended services, which all schools are expected to provide by 2010, is made up of five elements:

- Childcare (in primary and special schools)
- A varied menu of activities including study support, sport and music clubs
- Swift and easy access to targeted and specialist services
- Parenting support including family learning
- Community access to facilities including adult and family learning, ICT and sports facilities

## Foundation degree

A foundation degree is a higher education qualification that integrates academic and work-based learning through close collaboration between employers and programme providers. It is designed in partnership with employers and intended to equip learners with skills and knowledge relevant to their employment.

## The foundation degree framework

The foundation degree framework was developed by the TDA to help higher education institutions and their partners design and deliver foundation degrees that meet the emerging needs of the school workforce in the context of integrated children's services.

## The integrated qualifications framework

The integrated qualifications framework (IQF) will identify qualifications for the children and young people's workforce that meet principles agreed by the CWN. The IQF will include a broad range of vocational and higher education qualifications.

## Learning culture

An environment that promotes continuing learning for everyone, ensuring that there is a sustained positive impact on children and young people.

## The national occupational standards for supporting teaching and learning

The national occupational standards for supporting teaching and learning (NOS STL) relate to a wide range of roles undertaken by school support staff. NOS are statements of competence describing good practice, and are written to measure performance outcomes.

## The National Programme for Specialist Leaders of Behaviour and Attendance

The National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA) is an active learning programme, developed by the DCSF and managed by the National Strategies for all professionals working in the field.

### Performance management

Performance management is the process for assessing the overall performance of a teacher or headteacher, in the context of the individual's job description and the provisions of the School Teachers' Pay and Conditions Document (STPCD), and making plans for their future development in the context of the school's improvement plan. Professional standards provide the backdrop to discussions about performance and future development.

### Performance review

Performance review is a process that takes place on a scheduled basis – usually once a year as a minimum. In general, it consists of a meeting between the jobholder and the line manager, at which performance in the role is discussed. A job description/role profile/professional or occupational standard may be used as a benchmark. A record is usually made of the meeting. Personal development is also generally discussed, along with objectives for the coming period.

For the purposes of this strategy, the TDA uses the term 'performance review' to cover both the non-statutory process of performance review for support staff as well as the statutory performance management for teachers. Where reference is being made specifically to the process for teachers, the term 'performance management' is used.

### Professional development

Professional development (PD) consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice (the terms CPD and PD tend to be used interchangeably).

### The professional standards for higher level teaching assistant status

The professional standards for higher level teaching assistant (HLTA) status set out what is expected to gain HLTA status. There are 33 standards, grouped under three headings – professional values and practice, professional knowledge and understanding, and professional skills.

### The professional standards for teachers

Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills. They provide clarity of the expectations at each career stage.

### The qualifications and credit framework

The qualifications and credit framework (QCF) is a new framework for recognising and accrediting qualifications in England, Wales and Northern Ireland. The framework is at the heart of a major reform of the vocational qualifications system designed to make the whole system simpler to understand and use and more inclusive.

## The school improvement planning framework

The school improvement planning framework (SIPF) is a suite of tools and techniques designed to help schools take their planning, strategic thinking and implementation to the next level. The framework was developed in response to school leaders' requests for help in making the five ECM outcomes a reality.

## School support staff

School support staff play a valuable role in supporting the teaching and learning of children and young people in schools. There are over 60 support staff roles in schools across five main role groups: site staff, catering staff, administration staff, specialist and technical and pupil support.

## The School Support Staff Negotiating Body

The Schools Support Staff Negotiating Body (SSSNB) is responsible for setting up and implementing a framework for negotiations on pay and conditions of service for school support staff in maintained schools in England.

## Social partners

The Workforce Agreement Monitoring Group (WAMG) is a unique social partnership of 11 organisations representing employers, the English and Welsh Governments and school workforce unions that first came together as signatories of the national agreement on 15 January 2003. It played a critical role in ensuring implementation of the national agreement and continues to work collaboratively on the wider workforce reform agenda.

## Support work in schools qualifications

Support work in schools (SWiS) qualifications are designed to provide support staff with training relevant to their role in school, tailored to specific development needs.

## The Training Quality Standard

The Training Quality Standard (TQS) is a national LSC quality mark that recognises, by certification, those training providers that are highly focused on meeting the needs of employers and can demonstrate vocational excellence.

## Training schools

Training schools are schools that have attained high performing specialist schools status, and focus on ITT and CPD, as well as outreach and dissemination.

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