

# Excellent CPD at Tadcaster Grammar School

*“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” Dylan Wiliam*



**Continuing Professional Development** is at the heart of school improvement. At Tadcaster Grammar school, we firmly believe CPD should be bespoke, led by the individual’s needs - rather than a one-size-fits-all approach. Therefore teachers at TGS are encouraged to take responsibility for their own professional development, continually seeking to improve from their own starting points so that we deliver excellent learning experiences and outcomes for all students.

Professional development can take many forms, but the best available evidence (*Developing Great Teaching* report by TDT) shows that the most effective professional development should:

- be firmly focussed on improving outcomes for students;
- include collaboration and expert challenge;
- be sustained over time (not just a one-off course)
- be underpinned by robust evidence and expertise;

With these in mind, there are a range of opportunities for teacher development at Tadcaster Grammar School.

All opportunities link together to support the development of excellent teaching and work towards excellent outcomes for our students.

Staff members are not directed to attend any specific training (apart from statutory requirements such as safeguarding) as colleagues are trusted to engage with their own CPD and be aware of their own development needs.

**Autonomy – Choice - Opportunity - Accountability**

## CPD Opportunities

- **Faculty First CPD** – one of the most effective ways of developing teacher expertise is subject-specific training within their own Faculty/Subject area. Faculties have Faculty meetings and disaggregated time to be used for subject-specific CPD including collaborating on planning, sharing good practice in subject-specific pedagogy and specific subject training. Faculty Leaders have responsibility for their own CPD budget which they allocate to support Faculty improvement priorities.
- **Teacher Learning Communities** - teachers engage in supported, collaborative enquiry to improve their classroom practice in six hour-long sessions spaced throughout the year. TLCs allow teachers in mixed subject groups to work collaboratively towards answering a ‘big’ question linked to whole school improvement. Teachers select an area of interest so their enquiry question focusses on developing their own classroom practice and the outcomes for own students.
- **Open Classrooms** – one of the best ways of developing classroom practice is to see others teaching. TGS classrooms are open all year round for informal peer lesson observations giving flexibility for staff to see colleagues when it’s most appropriate for their needs. All teachers have one hour of disaggregated directed time to use over the year to observe colleagues outside their own subject area (this could be linked specifically with their chosen TLC enquiry).
- **CPD Mondays** – through the Yorkshire Teaching Schools Alliance (YTSA) TGS collaborates with a large number of schools across Yorkshire to provide a full programme of training sessions on Monday evenings from 4-5pm. TGS teachers have 3 hours of disaggregated directed time to use for their own CPD. This may include attending these training sessions. There are also additional Monday courses held at TGS and the opportunity for Faculties/Departments to book bespoke training e.g. exam board.

- **Collaborating For Success (C4S)** – teachers across six schools (TGS, Sherburn, Thirsk, King James, St Aidan’s & St John Fisher) collaborate on one joint INSET day exploring a common theme (including keynote speakers and in-house experts). On the day there is the opportunity for specific subject collaboration.
- **New Staff Induction** – moving to a new school can often be a daunting prospect. New staff to TGS are supported by a comprehensive induction programme. Support is also available to staff returning from long-term absence such as maternity leave.
- **NQT-3** – TGS has a full induction programme for NQTs as well as assistance with career development for teachers in their second and third years of teaching.
- **Further Opportunities** – being part of the YTSA and White Star Alliance opens up opportunities for networking with other phases, other Departments and visiting other schools to help with specific professional development aspects The YTSA also runs Leadership Development Courses, Masters accreditation and offers shadowing opportunities.

### **Accountability**

Staff will be expected to discuss their continuing professional development during their Performance Development meetings giving evidence of their engagement with their professional development, evaluate how they have worked towards targets set and how this has impacted on student outcomes and if any further support is required.

