

TDT Network CPD Quality Framework



E - stands for emerging, to be selected for those organisations who are not yet bronze

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| <b>1a</b> | - Weighted as one point |
| <b>1b</b> | - Double weighted       |
| <b>1c</b> | - Treble weighted       |

Please note the distinction between 'teaching staff' and 'staff'; both teaching and non-teaching staff are interviewed and surveyed as part of the audit.

**Culture and Wellbeing**

|           | Theme  | E | Bronze   | Silver  | Gold   |
|-----------|--|---|--|---|--|
| <b>1a</b> | There is a clear vision of effective professional development in the organisation and its positive impact on pupil outcomes. |   | The senior leadership team articulates some sort of vision of effective professional development and its positive impact on pupil outcomes.  | Leadership, including governors, articulate a strong vision of effective professional development and its positive impact on pupil outcomes, and this vision is emerging at other levels throughout the organisation. | All teaching staff articulate a strong vision of effective professional development and its positive impact on pupil outcomes.   |
| <b>1b</b> | Leaders model and participate in CPD both formally and informally.   |   | There are examples of senior leaders modelling their own learning and inviting others to take part in it.                                    | Some leaders are deliberately and openly modelling the characteristics of a successful professional learner.  | Senior and middle leaders proactively model professional learning - they are 'lead learners' and take a lead in engaging in potentially sensitive or vulnerable processes, such as peer observation or coaching. |
| <b>1c</b> | Staff feel that they have an input into the decisions made around the vision of the CPD across the organisation.             |   | Staff feel that there are opportunities for some staff to give their input into planning priorities & policies for professional development. | Staff feel that there is an attempt to involve all staff in the setting of organisational priorities & policies for professional development and a variety of staff contribute to delivering CPD.                     | Staff feel that all staff have a role in the direction of CPD and all staff feel free to contribute to CPD.  |

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| <b>1d</b> | Staff feel free to take risks and innovate in their practice.   |  | Most staff feel encouraged to innovate and take risks in their own practice.                        | Most staff feel encouraged to innovate and take risks and some staff also evaluate and refine their ideas and innovations. | Disciplined risk-taking is strongly encouraged for all staff and a majority of staff innovate in their practice and evaluate and refine their ideas. |
| <b>1e</b> | There is a culture of teaching and support staff welcoming peer observation and feeling welcomed to peer observe. |  | Some teaching and support staff welcome peer observation and feel welcomed to peer observe others.  | Most teaching and support staff welcome peer observation and feel welcomed to peer observe others.                         | All teaching and support staff welcome peer observation and feel welcomed to peer observe others.  |
| <b>1f</b> | Staff feel comfortable and encouraged to share and discuss practice.  |  | Most staff feel comfortable sharing and discussing ideas around practice with colleagues.           | All staff feel comfortable and are encouraged to share and discuss ideas around their practice with all colleagues.        |  |
| <b>1g</b> | Staff feel supported to grow and develop in their personal career development.                                    |  | Some staff feel they are supported to grow and develop in terms of career development.              | Most staff feel they are supported to grow and develop in terms of career development.                                     | All staff feel they are supported to grow and develop in terms of career development.  |
| <b>1h</b> | Conversations around teaching and learning are frequent, both formal and informal.                                |  | Most teaching staff report regular conversations around pedagogy outside formal meetings.           | Teaching staff report pedagogical discussions occurring at least once a week in some form outside formal meetings.         | There is a culture of discussing professional learning, pedagogy, practice and learning.   |
| <b>1i</b> | Peer relationships, formal and informal, are seen as valuable, helpful and fruitful.                              |  | Staff value support from other colleagues and work with other colleagues for their own development. | Staff feel supported through coaching, mentoring and collaboration on offer.   | There is extensive collegiate support and collaboration that is valued by staff.   |

## Focus

|    | Theme   | E | Bronze   | Silver   | Gold  |
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| 2a | Staff feel that their CPD across a year allows for focussed, sustained and iterative changes to key areas.  |   | Some staff feel that their CPD is focussed and specific, allowing them to make iterative and sustainable changes to their practice.  | Most staff feel that their CPD is focussed and specific, allowing them to make iterative and sustainable changes to their practice.  | All staff feel that their CPD is focussed and specific, allowing them to make iterative and sustainable changes to their practice.  |
| 2b | There is a balance between CPD relating to subject knowledge, subject pedagogy, general pedagogy and curriculum that meets both teaching staff and pupil needs. |   | Some teaching staff feel that there is a sufficient balance between CPD relating to subject knowledge, subject pedagogy, general pedagogy and curriculum that meets their own and their pupils' needs. | Most teaching staff feel that there is a sufficient balance between CPD relating to subject knowledge, subject pedagogy, general pedagogy and curriculum that meets their own and their pupils' needs. | All teaching staff feel that there is a sufficient balance between CPD relating to subject knowledge, subject pedagogy, general pedagogy and curriculum that meets their own and their pupils' needs.     |
| 2c | CPD meets the needs of pupils and teaching staff in relation to subject pedagogy and assessment.  |   | There are some CPD opportunities for expanding subject pedagogy and assessment.  | There are a number of development opportunities for subject pedagogy and assessment and staff feel supported in them.  | All teaching staff feel that opportunities to develop their subject pedagogy and assessment are readily available and sufficient.   |
| 2d | CPD meets the needs of pupils and teaching staff in relation to subject knowledge.  |   | There are some CPD opportunities for expanding subject knowledge and some teaching staff are aware of the need to develop subject knowledge.   | Most teaching staff feel that there are opportunities for expanding subject knowledge and understand the need to develop subject knowledge.  | All teaching staff feel that opportunities to develop their subject knowledge are readily available and sufficient. Teaching staff seek to constantly update, develop and deepen their subject knowledge. |
| 2e | CPD meets the needs of pupils and teaching staff in relation to general pedagogy and evidence of how pupils learn.  |   | There are some CPD opportunities for expanding general pedagogy and furthering understanding of how pupils learn.  | There are a wide range of development opportunities for general pedagogy and furthering understanding of how pupils learn.   | All teaching staff feel that opportunities to develop their general pedagogy and understanding of how pupils learn are readily available and sufficient.  |

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| <b>2f</b> | CPD meets the needs of pupils and teaching staff for development around curriculum/exam knowledge.  |  | There are some CPD opportunities for informing teaching staff of changes around exams and curriculum.   | There are many CPD opportunities for informing teaching staff of changes around exams and curriculum.   | All teaching staff feel that they are supported to develop their knowledge around exam and curriculum.   |
| <b>2g</b> | There is effective CPD in relation to wellbeing, behaviour and attendance. For example, for form tutors and those with particular pastoral roles. |  | There are some CPD opportunities for staff in their pastoral roles.   | There are many CPD opportunities for staff in their pastoral roles, including for teaching staff.   | All staff feel supported to develop their practice with regard to their pastoral responsibilities, contributing to a culture of professional learning and development for all staff.   |
| <b>2h</b> | There is effective CPD available for those support staff who work directly with children.   |  | Some support staff who work directly with children (LSAs, TAs, pastoral support etc.) feel that there are sufficient CPD opportunities to meet their needs. | Most support staff who work directly with children (LSAs, TAs, pastoral support etc.) feel that there are sufficient CPD opportunities to meet their needs. | Support staff who work directly with children (LSAs, TAs, pastoral support etc.) all have effective CPD opportunities, many of which are alongside other teaching staff. They have the opportunity to share and collaborate across the organisation. This contributes to a culture of professional learning and development for all staff. |
| <b>2i</b> | There is effective CPD available for general/admin support staff.   |  | Some general/admin support staff feel that there are sufficient CPD opportunities to meet their needs.  | Most general/admin support staff feel that there are sufficient CPD opportunities to meet their needs.  | All general/admin support staff have effective CPD opportunities, with opportunities to share and collaborate across the organisation (e.g. in joint planning). This contributes to a culture of professional learning and development for all staff.  |

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| 2j | There is effective CPD available for governors. |  | There are some relevant and high quality CPD opportunities for all governors, including those with varying expertise and experience. | There are many relevant and high quality CPD opportunities for all governors, including those with varying expertise and experience. | The governing body is well informed and up to date through effective CPD opportunities. This contributes to a culture of professional learning and development for all staff. |
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## Needs Analysis and Evaluation

|    | Theme  | E | Bronze   | Silver  | Gold   |
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| 3a | Teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD.                      |   | Some teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD.                                 | Most teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD.  | All teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD.  |
| 3b | Formative evaluation takes place at a micro level undertaken by individual staff.  |   | Some staff formatively evaluate their practice using a range of measures.  | Most staff formatively evaluate their practice using a range of measures.   | All staff formatively evaluate their practice using a range of measures. This is aggregated at a macro level across the organisation.  |
| 3c | CPD processes are matched against pupil learning needs, so that staff's CPD is relevant to the particular pupils they work with. |   | Some CPD processes are matched against a pupil learning need, so some staff feel that their CPD is relevant to particular pupils they work with. | Most CPD processes, including performance management, are matched against a pupil learning need, so most staff feel that their CPD is relevant to particular pupils they work with. | Pupil learning needs are the driver behind identifying CPD processes and opportunities. All staff feel that their CPD is relevant to the particular pupils they work with.     |
| 3d | CPD is evaluated against pupil outcomes.   |   |  | There is an attempt to evaluate CPD processes against pupil outcomes (attainment, attitudinal and behavioural).   | CPD processes are targeted and evaluated against planned and identified pupil outcomes.  |
| 3e | CPD matches the needs of staff.  |   | Some staff feel that the CPD is well matched to their needs.   | Most staff feel that the CPD in their organisation meets their needs.   | The CPD in the organisation is carefully matched against all staff's requirements and needs, which are monitored regularly, so that all staff feel that CPD meets their needs. |
| 3f | Staff satisfaction with CPD is evaluated.  |   | There is evaluation of staff's reactions to CPD (e.g. relevance of content, delivery).   | Staff are able to give feedback on the delivery of CPD and this is acted on.  |  |

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| <b>3g</b> | There is evaluation of the impact of CPD on staff's learning and practice.                    |  | There is some evaluation of the impact of CPD on staff's learning and practice.                                  | There is evaluation of the impact of CPD on staff's learning and practice on several occasions.  | The impact of CPD on staff's understanding, knowledge and practice is evaluated in the short, medium and long term.   |
| <b>3h</b> | A range of methodologically sound evaluation methods are carefully selected and used.         |  | Some evaluation includes a mix of measures, including subjective and objective.                                  | Most evaluation of CPD includes both subjective and objective measures, and both quantitative and qualitative measures. Some evaluation uses standardised/national measures. | The organisation has developed significant expertise in assessment to specifically measure learning in defined areas in reliable and nationally comparable ways, using some statistical measures. |
| <b>3i</b> | Both formative and summative evaluation takes place at a macro level across the organisation. |  | Some processes are evaluated both formatively and summatively across the organisation using a range of measures. | Most CPD processes are evaluated both formatively and summatively across the organisation using a range of measures.   | All processes are evaluated rigorously both formatively and summatively across the organisation against a number of measures.   |
| <b>3j</b> | Pupil feedback is used in evaluation.   |  | Pupil voice is considered in the evaluation of some processes.   | Pupil feedback is considered in most evaluations.  | Pupils play an active role in evaluating teaching and learning, including the analysis of results.  |

## Internal Support and Challenge

|    | Theme   | E | Bronze   | Silver  | Gold  |
|----|---|---|--|---|---|
| 4a | There is culture of structured and disciplined support and collaboration between teaching staff through enquiry and formative assessment. |   | Almost all teaching staff work with colleagues regularly, acting as 'critical friends'.                                  | Many teaching staff teams or departments have developed pairings with other colleagues or teams to carry out enquiry into their practice.   | All teaching staff collaborate with colleagues regularly across the organisation in a structured way, engaging in disciplined and evaluated enquiry.                                  |
| 4b | CPD constructively challenges and questions staff's existing practice and beliefs.  |   | There are examples where staff's existing practice and beliefs are constructively challenged and questioned.             | Most staff feel that their existing practice and beliefs are constructively challenged and questioned.  | All staff feel that their existing practice and beliefs are constructively challenged and questioned.   |
| 4c | There is a culture of questioning and constructive challenge between teaching staff.  |   | Some teaching staff feel confident challenging and questioning a colleague.  | Most teaching staff feel confident challenging and questioning a colleague.   | There is a culture of constructive challenge based in evidence, such that teaching staff are confident constructively critiquing their colleagues.                                    |
| 4d | High quality coaching (in a formal, skilled and trained sense) is used throughout the organisation.                                       |   | Some teaching staff are involved in formal coaching (either as coaches or by being coached) throughout the organisation. | Coaching is a key aspect of professional development and developing practice in the organisation.   | Coaching is used extensively across all teaching staff. Many teaching staff are given the opportunity to become trained coaches and all coaches should be trained.                    |
| 4e | The organisation has clear and transparent systems in place for career development and promotions.  |   | There are opportunities available for career progression for all, not just those who are proactive.                      | There are opportunities for all and there are examples of some staff having a professional development plan in order to help them progress in their career, including mentoring, secondments and job shadowing. | Every member of staff has a professional development plan in order to help them progress in their career, providing a clear and cohesive whole school approach to career development. |



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| <b>4f</b> | There are clear policies for all levels of career development.                     |  | There are clear policies for beginning teachers and well thought through policies in place for induction of new staff.                                  | There are examples of clear policies for different levels of career development, such as new, beginner, recent beginner, aspirant middle leader, middle leader, aspirant senior leader and senior leader. | There are clear policies for all levels of career development; new, beginner, recent beginner, aspirant middle leader, middle leader, aspirant senior leader and senior leader. |
| <b>4g</b> | The organisation has a track record of developing staff and helping them progress. |  | Most staff feel the organisation has a track record of developing staff and helping them progress, even if it means losing them to another institution. | All staff feel the organisation has a track record of developing staff and helping them progress, even if it means losing them to another institution.  |   |

## Use of Expert Knowledge

|    | Theme  | E | Bronze  | Silver  | Gold   |
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| 5a | Staff are supported to maximise the impact of any external experts with which they engage.                       |   | Some staff feel that they are given the time, support and resources to embed and evaluate their work with external expertise. | Most staff feel that they are given the time, support and resources to embed and evaluate their work with external expertise.         | All staff feel that they are given the time, support and resources to embed and evaluate their work with external expertise.   |
| 5b | Staff engage with an appropriate range of external knowledge, including experts, providers, research, books etc. |   | Most staff engage with some form of external knowledge, including experts, providers, research, books etc.                    | All staff engage with some form of external knowledge, including experts, providers, research, books etc.                             | All staff comprehensively and deeply engage with external knowledge.   |
| 5c | External expertise is chosen on their evidence base and their evidence of impact.                                |   | There is some attempt to ascertain the evidence-base used by external providers.  | External experts and sources of advice are compared against available research and scrutinised for evidence of impact.                | External providers are compared against available research and scrutinised to determine their track record of success in other institutions. External providers with robust evaluations of impact are prioritised. |
| 5d | The organisation collaborates meaningfully with other schools or colleges around effective CPD.                  |   | The organisation at times collaborates meaningfully with other schools or colleges around effective CPD.                      | There is regular meaningful collaboration and partnership between the organisation and other schools or colleges around CPD.          | There are strategic and comprehensive links between other schools or colleges to develop effective CPD, which have proven benefit to both organisations.   |
| 5e | Internal expertise is well used within the organisation and balanced with the use of external expertise.         |   | There are some recognised internal 'experts' within the organisation, such as Lead Practitioners and ASTs.                    | Recognised internal experts are used effectively throughout the organisation and they work with external expertise where appropriate. | External and internal expertise is carefully planned to support the organisation's needs, and benefits staff across the organisation.  |

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| <b>5f</b> | Expert knowledge is shared across the organisation.   |  | There are systems in place to locate, capture and share expert knowledge.                    | Staff access and use internal expert knowledge within the organisation.  | There is a culture of sharing expert knowledge within and across the organisation, carefully balanced with external expertise to meet needs within the organisation. |
| <b>5g</b> | External providers are chosen for their follow up support and evaluation.                                   |  | Some external providers are chosen for the ability to obtain follow up support.              | Most external providers are chosen for their ability to provide ongoing support and challenge to the institution.                                    | All external providers are chosen for their ability to provide ongoing support and challenge to the institution.   |
| <b>5h</b> | External expertise is selected to address a particular need and planned outcome and evaluated against this. |  | External expertise is matched against a need in the organisation and evaluated against this. | There is collaboration between an external expert and the organisation to ascertain the need that is being met and evaluate the impact on this need. | There is careful analysis of need across the organisation, supported by external expertise, in order to subsequently address and evaluate against these needs.       |

## Processes and Structures of CPD

|    | Theme  | E | Bronze  | Silver  | Gold  |
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| 6a | Protected time is invested for CPD and professional learning (including planning, peer observation, collaboration etc.) and meeting time is maximised for effective CPD. |   | There is some dedicated CPD time during term time (outside full INSET days and INSET days disaggregated in the form of Twilights) for all teaching staff. Some meetings for teaching staff have allocated time for discussion of pedagogy, teaching and learning. | The institution's timetable takes some account of the need for collaborative professional development. There is a teaching and learning focus in almost all teaching team meetings. | Timetables are planned strategically to maximise opportunities for collaborative professional development and learning (such as joint planning and peer observation) and formal meeting times for teaching staff are used to focus on effective discussions of pedagogy, teaching, learning and research. |
| 6b | Meaningful joint planning takes place, i.e. planning to refine and improve practice to best meet pupil needs.  |   | There are examples of meaningful joint planning.  | Meaningful joint planning occur regularly.  | Meaningful joint planning and collaborative enquiry are at the heart of professional development for teaching staff.  |
| 6c | Teaching staff engage in reflective collaboration focussed on solving a pupil learning issue, e.g. enquiry, lesson study etc.  |   | Some teaching staff engage in reflective collaboration focussed on solving a pupil learning issue, e.g. enquiry, lesson study etc.  | Most teaching staff engage in reflective collaboration focussed on solving a pupil learning issue, e.g. enquiry, lesson study etc.  | There is a culture of teaching staff engaging in reflective collaboration focussed on solving a pupil learning issue, e.g. enquiry, lesson study etc.   |
| 6d | There is clear leadership of CPD.  |   | There is clear leadership of CPD.   | Leadership of CPD is well structured and leadership is distributed through teams or departments, e.g. a defined CPD leader or co-ordinator in each team.                            | There is distributed leadership around CPD, all staff engage in collective decision-making.   |
| 6e | Staff feel supported to analyse and feedback their own needs to inform the school's CPD.   |   | Some staff feel supported to analyse and feedback their own needs to inform the school's CPD.   | Most staff feel supported to analyse and feedback their own needs to inform the school's CPD.   | All staff feel supported to analyse and feedback their own needs to inform the school's CPD.  |

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| <b>6f</b> | Governors are well informed of CPD.                                      |  | The governing body is well informed of CPD taking place in the organisation.   | The governing body understand how CPD links to their strategic vision of the organisation.   | The governing body prioritises professional development of staff as a regular item and considers implications from and on all other policies.  |
| <b>6g</b> | Performance management supports CPD and professional learning.           |  | Performance management ensures that every member of staff is engaged in some form of professional learning and development.  | Performance management is closely related to the CPD in which staff take part.   | Performance management processes and observations are used to support and develop staff members' own learning.   |
| <b>6h</b> | Parents are aware of the emphasis the organisation places on CPD.        |  | Parents are aware of the main organisation priorities with regard to teaching and learning.                                  | Parents are aware of a number of focuses and strategies used by the organisation to improve teaching and learning quality.                           | Parents are aware of the organisation's focus on improving staff quality and the importance of prioritising professional learning.   |
| <b>6i</b> | CPD is recorded and logged.  |  | The organisation keeps records of professional development for all staff.  | Staff maintain personal records of their professional development.   | Staff members maintain portfolios of evidence which capture formal and informal professional learning.   |
| <b>6j</b> | CPD is protected and prioritised in terms of budget.                     |  | The organisation has a ring-fenced budget for CPD.   | The resourcing of CPD is seen as a financial priority.   |  |
| <b>6k</b> | Staff are supported in the accreditation of their professional learning. |  | Academic and professional accreditation is used occasionally to encourage, recognise and challenge professional development. | Many staff are working (or have worked) toward some form of academic or professional accreditation.  | Accreditation of professional learning and development is seen as highly valued by staff and leaders alike and used frequently – e.g. academic (Masters and Doctoral level) and others (e.g. SLE, LLE, Lead Practitioner, etc.). |
| <b>6l</b> | CPD is aligned to development plans.                                     |  | Some whole-organisation CPD strategy is explicitly and clearly linked to the organisation's development plan.                | Most whole organisation CPD strategy is explicitly and clearly linked to the organisation's development plan, driven by team and departmental plans. | Whole organisation CPD strategy is explicitly and clearly linked to the organisation's development plan, driven by individual, team and departmental needs, strengths and strategies.  |

## Research, Innovation and Evidence

|    | Theme  | E | Bronze  | Silver  | Gold  |
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| 7a | Processes in the organisation are underpinned by evidence.   |   | Most professional development processes pay some attention to evidence-based strategies and research.                         | Professional development processes draw upon evidence-based strategies and research that is shared and understood by staff.   | All professional development processes are based in evidence-based strategies and the theory underpinning them is shared, discussed and debated by staff. |
| 7b | Staff have access to and engage with (discuss, challenge, use) research summaries and evidence-based pedagogical advice.   |   | Some staff have access to and engage with (discuss, challenge, use) research summaries and evidence-based pedagogical advice. | Most staff have access to and engage with (discuss, challenge, use) research summaries and evidence-based pedagogical advice. | All staff have access to and engage with (discuss, challenge, use) research summaries and evidence-based pedagogical advice, facilitated by the school.   |
| 7c | The organisation and staff engage with universities and HEIs to support them in solving pedagogical and learning problems. |   | There are opportunities to engage with a HEI to solve a pedagogical problem.  | There is an ongoing programme of engagement with an HEI to support staff solve pedagogical problems.                          | There are strong relationships built with key experts and academics and a significant proportion of staff are involved.                                   |
| 7d | The organisation is involved in large scale research.  |   | The organisation makes some effort to be involved in large scale research.  | The organisation is currently or has recently been involved in large scale research.  | The organisation leads or coordinates large scale research.   |
| 7e | There is an awareness of research methodologies and staff are able to judge the quality of research.                       |   | Some staff feel aware of research methodologies and able to judge the quality of research.                                    | Most staff feel aware of research methodologies and able to judge the quality of research.                                    | All staff feel aware of research methodologies and able to judge the quality of research.   |