



**TEACHER
DEVELOPMENT
TRUST**

How to build high quality CPD for support staff

11th July 2017

About us



Jessica Brosnan- *@jessmbrosnan*
Senior Network Officer, Teacher
Development Trust. Former Music
teacher.

Jessica.Brosnan@tdtrust.org



Bridget Clay- *@bridget89ec*
Director of School Programmes, Teacher
Development Trust. Former Maths
teacher and education consultant for
CfBT Education Trust.

Bridget.Clay@tdtrust.org



The current picture

- Unclear career routes
- Less likely to have performance management
- Less likely to have input into school priorities
- More likely to have one-off external CPD
- More likely to have statutory CPD
- Less likely to have time allocated to their CPD
- CPD is much less likely to meet their needs

What do we know about professional learning?

1. Culture
2. Sustained and focussed
3. Focussed on clear outcomes
4. Collaborative
5. Practical and theoretical
6. Evaluated
7. Challenging
8. Subject-specific

What do we know about professional learning?

1. **Culture**
2. Sustained and focussed
3. Focussed on clear outcomes
4. Collaborative
5. Practical and theoretical
6. Evaluated
7. Challenging
8. Subject-specific

Culture

- Value of professional learning
- Purpose of professional learning
- Evidence-informed and relevant
- Prioritised – time, payment
- Culture of 'support staff'
- Contributions to school
 - Expertise to share with others
 - Contribute to vision and direction of school

School example:

- New Headteacher started in September 2015
- Met with governors, mandated training days and pay for support staff
- Has increased the number of opportunities for support staff (both teaching and general)



“[Previously], we didn’t feel as valued. Now, we are the backbone of the school and feel more recognised and feel more important.”

**- Member of support staff
(attendance officer)**

What do we know about professional learning?

1. Culture
2. **Sustained and focussed**
3. Focussed on clear outcomes
4. Collaborative
5. Practical and theoretical
6. Evaluated
7. Challenging
8. Subject-specific

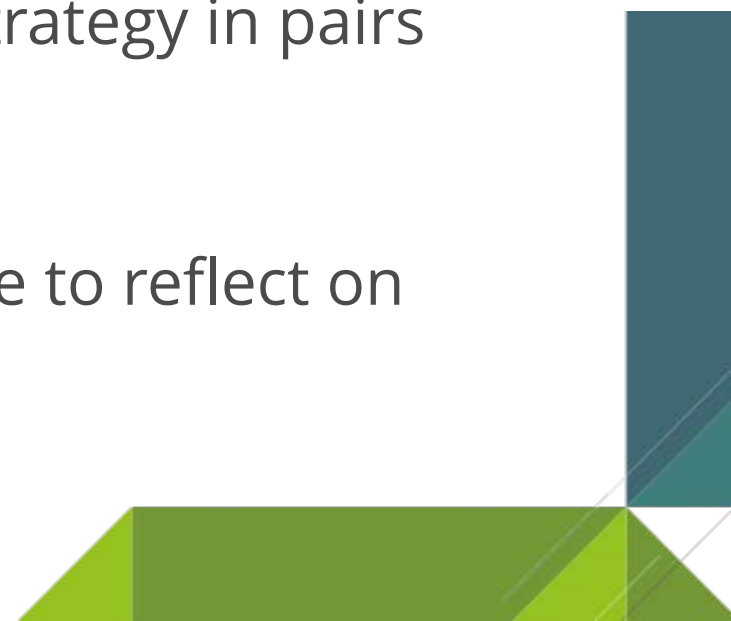
Sustained and Iterative

- Clear focus
 - Awareness/knowledge
 - Implement procedure
 - Change regular practice
- Time provided
- Iterative opportunities to engage
- Line management conversations



School example:

- At this particular High School – teaching support staff are involved in Learning Hubs, at the same time as teachers
- Hubs meet twice every half term, and have a defined focus
- Engage with research and try a strategy in pairs within the hub
- Feed back to the rest of the hub
- General support staff – given time to reflect on external input



“CPD feels more formalised with a proper structure. We can revisit ideas and discuss our pupils”

- Level 3 Teaching assistant

What do we know about professional learning?

1. Culture
2. Sustained and focussed
3. **Focussed on clear outcomes**
4. Collaborative
5. Practical and theoretical
6. Evaluated
7. Challenging
8. Subject-specific

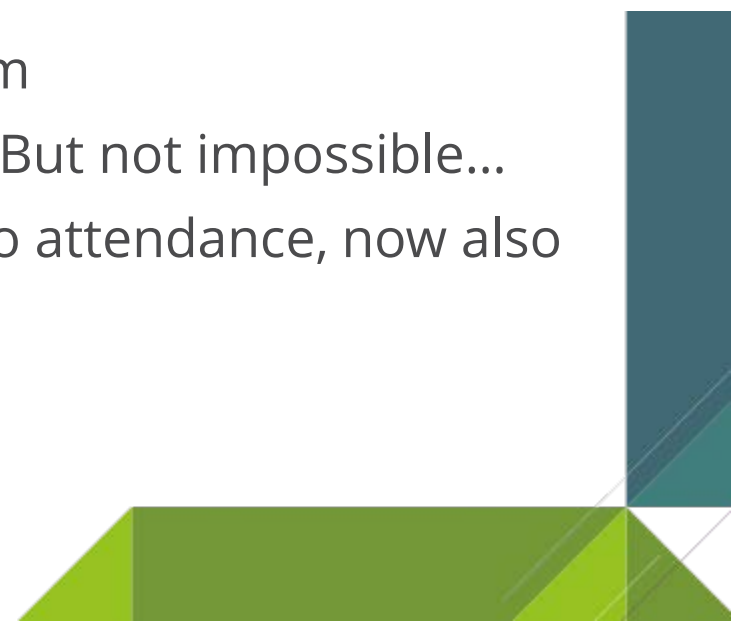
Focussed on clear outcomes

- Student-focussed (where relevant)
- What would success look like?
- What impact will that have on you? What impact will that have on the school?



School example

- For TAs – ensuring a strong pupil-focus through threads through their performance management
- Which pupils can they focus on for their own development?
- TA became responsible for EAL pupils – Met with other EAL specialist in MAT and received Excel training.
- Local EAL conference/networks
- Invited onto Teaching and Learning team
- This is harder for general support staff! But not impossible...
- Administrative staff member moved into attendance, now also responsible for school career night



“The role has been really developmental, a chance to formalise EAL – its opened the doors to local conferences, put me in teaching and learning team, got access to wider school priorities ... They trust me to identify my needs ... I requested whole local EAL network to meet here, was largest group we have had! Helped to raise the profile of EAL *here* – by sharing the practice from elsewhere.”

- EAL Teaching Assistant

What do we know about professional learning?

1. Culture
2. Sustained and focussed
3. Focussed on clear outcomes
4. **Collaborative**
5. Practical and theoretical
6. Evaluated
7. Challenging
8. Subject-specific

Collaborative

- Time to collaborate
- Focussed collaboration
- Line management conversations



School example:

- This school has developed new performance management structures
- Have built in half termly line management meetings across MAT for general support staff
- Opportunity to talk about overall strengths, identify as a potential facilitator of training for other support staff
- Every new member of support staff receives a mentor as part of buddy system



“There is a culture here of being able to move up, consolidating what you have both been doing as part of a team.”

- HR Manager

What do we know about professional learning?

1. Culture
2. Sustained and focussed
3. Focussed on clear outcomes
4. Collaborative
5. **Practical and theoretical**
6. Evaluated
7. Challenging
8. Subject-specific

Practical and theoretical

- Engaging with external expertise
- Engaging with other schools
- Engaging with research
- Time to contextualise and embed in one's own context



School example:

- Receptionist gained 6 month secondment as an attendance officer
- Headteacher facilitated multiple visits to other local schools, shadowing opportunities
- Then asked this member of staff to review their current practice around attendance



“SLT are approachable and will support us going out if we can benefit the school. There are opportunities for internal promotion as well.”

- Attendance officer and Clerk to the governors

What do we know about professional learning?

1. Culture
2. Sustained and focussed
3. Focussed on clear outcomes
4. Collaborative
5. Practical and theoretical
6. **Evaluated**
7. Challenging
8. Subject-specific

Evaluated

- What would success look like?
- What is the impact of my learning
 - Awareness/knowledge
 - Career development
 - Procedural knowledge
 - Daily practice
 - School systems



What do we know about professional learning?

1. Culture
2. Sustained and focussed
3. Focussed on clear outcomes
4. Collaborative
5. Practical and theoretical
6. Evaluated
7. **Challenging**
8. Subject-specific

Challenging

- Career development
- Line management
- Develop in role
- Role can contribute to school



School example:

- Receptionist for SENCO and admin in pupil office
- Developed interest alongside colleague around how careers night was structured and delivered
- Approached Head with feedback
- Headteacher asked them to design the next careers night



"Very nervous about taking it on, but we created the careers night for pupils. It was a huge step outside of my comfort zone!!! Had to present a 3 min talk which was nerve wracking! But we rose to the challenge."

- Receptionist to SENCO and admin in pupil office

What do we know about professional learning?

1. Culture
2. Sustained and focussed
3. Focussed on clear outcomes
4. Collaborative
5. Practical and theoretical
6. Evaluated
7. Challenging
8. **Subject-specific**

Non-generic

- Student focussed
- Role-specific
- Contextualise general knowledge to specific context



Case Study – St Mark's, Bromley