

Middle Leadership CPD Framework

This document is based on our CPD Quality Framework but is designed for leaders of teams or departments. It is a useful self-reflection tool to consider the culture, leadership and processes for professional learning in your team or department.

	Domain 1: Culture and Wellbeing	What should this look like?	Self Evaluation		
1a	Leaders model and participate in CPD formally and informally.	Team should model their own professional learning and how they prioritise it. This should include taking part and leading any vulnerable processes (such as accepting feedback and critique). Team leaders should make a concerted effort to model how they are continuing to learn and develop	Emerging	Exploring	Embedding
1b	Staff feel that they can contribute the decisions made about CPD across the organisation.	Colleagues within your team should feel that they are able to direct their own professional learning but also that their feedback, their needs and their students' needs feed into the priorities and CPD for the team and organisation. All staff should	Emerging	Exploring	Embedding

		also feel that they are able to contribute to others' learning.			
1c	Staff feel free to take risks and innovate in their practice.	As part of CPD, it is important that staff feel safe and encouraged to innovate and take risks in their practice. This should be celebrated but also should be done in a disciplined way, with diagnosis of a clear need, selection of an evidence-informed strategy and evaluation of whether and how innovation has worked.	Emerging	Exploring	Embedding
1d	There is a culture of teaching and support staff welcoming peer observation and feeling welcomed to peer-observe.	Staff should welcome and feel welcomed to peer observe others for their learning. Observation should be student focussed and developmental.	Emerging	Exploring	Embedding
1e	Staff feel comfortable and encouraged to share and discuss practice.	All staff should feel comfortable sharing and discussing practice. This is a key starting point to moving towards more focussed collaboration. Teaching staff should report pedagogical discussions occurring at least once a week in some form outside formal meetings. This contributes to a learning culture	Emerging	Exploring	Embedding
1f	Peer relationships, formal and informal, are seen as valuable, helpful and fruitful.	Peer relationships should be valued and positive. This is a key starting point for more focussed collaboration.	Emerging	Exploring	Embedding

	Domain 2: Focus	What should this look like?	Self Evaluation		
2a	Staff feel that their CPD across a year allows for focussed, sustained and iterative changes to key areas.	CPD should be focussed and specific (i.e. with a clear goal) and (when focussed on something complex like student outcomes) should be sustained over time, with iterative opportunities to engage, so that staff can make sustainable changes to their practice.	Emerging	Exploring	Embedding
2b	CPD meets the needs of pupils and teaching staff in relation to subject pedagogy and assessment.	Staff should have the opportunity to develop the subject pedagogy and assessment and formative assessment should form a key part of how staff evaluate the impact of their practice.	Emerging	Exploring	Embedding
2c	CPD meets the needs of pupils and teaching staff in relation to subject knowledge.	Staff should be supported to develop their subject knowledge. This should not be limited to exam courses, but should further their learning about their own subject and how it can be taught and learnt.	Emerging	Exploring	Embedding
2d	CPD meets the needs of pupils and teaching staff in relation to general pedagogy and evidence of how pupils learn.	Your team should feel that they have opportunities to develop their general pedagogy and understanding of how pupils learn	Emerging	Exploring	Embedding

		are readily available and sufficient.			
2e	CPD meets the needs of pupils and teaching staff for development around curriculum/exam knowledge.	Your team should have sufficient opportunities to develop their curriculum and/or exam knowledge to best meet their own and their students' needs.	Emerging	Exploring	Embedding
2f	There is effective CPD in relation to wellbeing, behaviour and attendance. For example, for form tutors and those with particular pastoral roles.	All staff in school have some element of pastoral responsibility, and all staff should feel that they have opportunities to develop this. However, there should also be development routes for those who wish to develop into a more pastoral career route.	Emerging	Exploring	Embedding

Domain 3: Needs Analysis and Evaluation		What should this look like?	Self Evaluation		
3a	Teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD.	CPD needs to be driven by and focussed on student needs. Teachers and support staff are the ones who spend the most time on the 'front line' and they should be supported to analyse and feedback the needs of their pupils to inform their own and the school's CPD.	Emerging	Exploring	Embedding
3b	CPD processes are planned according to pupil learning needs.	CPD that is designed to benefit students, should maintain a tight focus on the specific needs and expected benefits for specific	Emerging	Exploring	Embedding

		students. CPD should be matched against a particular pupil learning need (rather than a teacher practice) and teachers should feel that their CPD meets the needs of specific pupils they teach.			
3c	CPD is evaluated against pupil outcomes.	CPD should be targeted and evaluated against planned and identified pupil outcomes. Teachers should play a role in this evaluation in their own classrooms.	Emerging	Exploring	Embedding
3d	CPD matches the needs of staff.	All staff should feel that CPD meets their needs and there should be processes for staff to reflect on and feedback their own and their pupils' needs.	Emerging	Exploring	Embedding
3e	Staff satisfaction with CPD is evaluated.	After a CPD activity, there should be some evaluation of how staff reacted to the initial delivery (e.g. was it relevant? How will you take it forward? Etc.) This feedback should then be acted upon. This is the first stage of evaluation, from then changes in teacher learning, practice and ultimately pupil outcomes should be evaluated, but these won't change if the initial delivery wasn't right	Emerging	Exploring	Embedding
3f	CPD is evaluated against staff learning and practice.	After the initial delivery of a CPD activity, there should be some evaluation of whether staff	Emerging	Exploring	Embedding

		understanding has changed and whether this has changed their practice. This should be evaluated over time and should include an openness to learning what barriers there are to teachers changing their practice, if any.			
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Domain 4: Internal Support and Challenge		What should this look like?	Self Evaluation		
4a	Teaching staff engage in reflective collaboration focussed on solving a pupil learning issue, e.g. enquiry, lesson study etc.	Teachers should engage in focussed collaboration and enquiry processes as a key part of their CPD and professional learning.	Emerging	Exploring	Embedding
4b	CPD constructively challenges and questions staff's existing practice and beliefs.	All staff should feel that their practice and beliefs are constructively challenged and questioned. There should be opportunities to have preconceptions disrupted and staff should be aware of 'group-think' and its risks.	Emerging	Exploring	Embedding
4c	There is a culture of questioning and constructive challenge between teaching staff.	There should be a culture of constructive challenge based in evidence, so that staff are confident collaborating together and constructively critiquing their colleagues.	Emerging	Exploring	Embedding

4e	The organisation has clear and transparent systems in place for career development and promotions.	There should be opportunities available for career progression for all, not just those who are proactive. This might include mentoring, secondments and job shadowing. Staff should feel that the school and team has a track record of developing staff.	Emerging	Exploring	Embedding
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Domain 5: Use of Expert Knowledge		What should this look like?	Self Evaluation		
5a	Staff are supported to maximise the impact of any external experts with which they engage.	All staff should feel that they are given the time, support and resources to embed and evaluate their work with external expertise.	Emerging	Exploring	Embedding
5b	Staff engage with an appropriate range of external knowledge, including experts, providers, research, books etc.	All staff should engage with some form of external knowledge, including experts, providers, research, books etc. This provides evidence-informed input, practical implementation knowledge, disruption to existing preconceptions and awareness of possibilities.	Emerging	Exploring	Embedding
5c	The organisation has robust, evidence-informed processes for commissioning and using external expertise.	External providers should be chosen on the basis of a strong evidence-base behind their approach, as well as an evaluated track record of success in other	Emerging	Exploring	Embedding

		organisations. External providers with robust evaluations of impact should be prioritised.			
5d	The organisation collaborates meaningfully with other schools or colleges around effective CPD.	There should be opportunities for staff to garner ideas from other schools, but also to develop more meaningful collaboration and comprehensive links.	Emerging	Exploring	Embedding
5e	Expert knowledge is shared across the organisation.	All staff should feel able to access advice and expertise within and across the organisation, carefully balanced with external expertise.	Emerging	Exploring	Embedding

Domain 6: Processes and Structures of CPD		What should this look like?	Self Evaluation		
6a	Sufficient time is protected for CPD and meeting time is maximised for effective professional learning.	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.	Emerging	Exploring	Embedding
6b	Meaningful joint planning takes place, i.e. planning to refine and improve practice to best meet pupil needs.	Staff have an opportunity to collaboratively plan. This should be focussed on specific student needs with consideration of how you will assess and evaluate the impact of your plan.	Emerging	Exploring	Embedding

6e	Performance management and appraisal processes are well-aligned with CPD.	Performance management should support a developmental culture and any observations should support staff members' own learning.	Emerging	Exploring	Embedding
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	Domain 7: Research, Innovation and Evidence	What should this look like?	Self Evaluation		
7a	Organisational plans and CPD processes are underpinned by evidence.	All professional development processes should be based in evidence-based strategies and the theory underpinning them should be shared, discussed and debated by staff.	Emerging	Exploring	Embedding
7b	Staff have access to and engage with (discuss, challenge, use) research summaries and evidence-based pedagogical advice.	All staff should have access to and engage with (discuss, challenge, use) research summaries and evidence-based pedagogical advice, facilitated by the school.	Emerging	Exploring	Embedding
7c	The organisation and staff engage with universities and HEIs to support them in solving pedagogical and learning problems.	Teams have opportunities to engage with a HEI to solve a pedagogical problem.	Emerging	Exploring	Embedding
7e	There is an awareness of research methodologies and staff are able to judge the quality of research.	There should be some awareness amongst staff of the varying quality of research and how to identify high quality evidence.	Emerging	Exploring	Embedding