

# Trust-wide School Improvement through People Development

Building capacity for a research-rich and  
energised staff culture across all schools



**The national charity for  
effective professional development  
in schools and colleges**

**Even the most successful central leadership teams find it hard to come up with a multi-school improvement model that simultaneously creates enough coherence, gives enough autonomy and grows all staff equitably.**

**Our experts can help you to gain the insights, support and confidence you need to overcome these challenges. We use our expertise and research to help you to identify and successfully embed carefully-designed changes, powered by the growth of your people, that make your existing improvement plans work more effectively.**



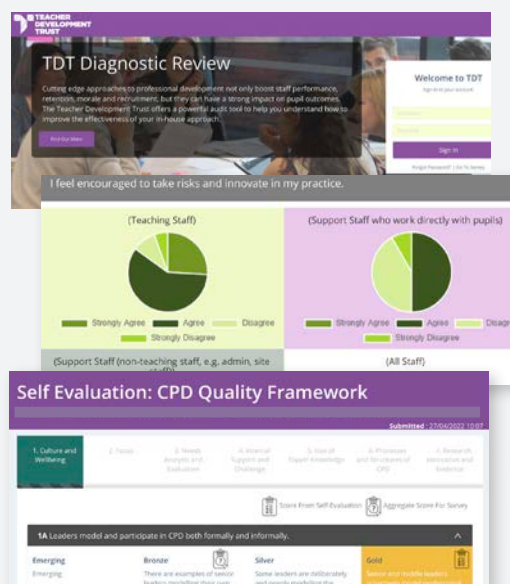
# The 7 Domains of People Powered Improvement

Domain	Key Challenges	TDT Package Benefits
<b>1. Culture and Wellbeing</b>	<p>Do school staff and school leaders feel buy-in and engagement to the Trust-wide development on offer?</p> <p>Is there an open culture of collaboration and peer observation, within and between schools?</p> <p>Do staff feel supported to grow in their careers?</p>	<ul style="list-style-type: none"> <li>• TDT coaching calls for cultural change</li> <li>• Introduction to Professional Learning Culture module</li> </ul>
<b>2. Focus</b>	<p>Is CPD focused on improving teaching and learning?</p> <p>Do staff have the opportunity to apply, embed and refine new ideas gained from CPD?</p> <p>Does Trust-wide and school-level CPD meet a balance of generic pedagogical, subject-specific and pastoral needs?</p>	<ul style="list-style-type: none"> <li>• TDT Needs analysis module</li> </ul>
<b>3. Needs Analysis and Evaluation</b>	<p>Is CPD targeted at the needs of particular teachers and the pupils with whom they work?</p> <p>Is the impact of CPD being planned and evaluated, both within and across schools?</p> <p>Do staff feel the CPD on offer is aligned to their needs?</p>	<ul style="list-style-type: none"> <li>• TDT Needs analysis module</li> <li>• TDT evaluation module</li> <li>• Webinar with Professor Thomas Guskey and guidance notes</li> </ul>
<b>4. Internal Support and Challenge</b>	<p>Are subject and specialist experts trained and deployed effectively?</p> <p>Are performance management processes conducive to effective staff development?</p> <p>Are there opportunities to engage with critical friendships, coaching or collaborative enquiry?</p>	<ul style="list-style-type: none"> <li>• TDT Performance Management webinar</li> <li>• TDT Collaborative Enquiry training</li> <li>• TDT Pedagogical Coaching training</li> </ul>
<b>5. Use of Expert Knowledge</b>	<p>How are external providers of CPD commissioned? Is this creating coherence?</p> <p>How effectively are all schools drawing on the expertise within the group and beyond it? When staff attend external courses, are they given sufficient time and support to embed new ideas or strategies?</p>	<ul style="list-style-type: none"> <li>• TDT Pedagogical Coaching training programme</li> <li>• TDT Annual Conference to connect and collaborate with other member schools</li> </ul>
<b>6. Processes &amp; Structures for CPD</b>	<p>Is there sufficient leadership capacity and clarity around staff development, within middle leadership, school leadership and central leadership teams?</p> <p>What do career pathways look like, and are these fair/clear to all?</p> <p>Is there enough time safeguarded for CPD and is this time maximised for within school and cross-school collaboration?</p> <p>Is staff development and meeting time structured effectively?</p>	<ul style="list-style-type: none"> <li>• TDT Associate Qualification in CPD Leadership</li> <li>• Middle Leadership Workshop Series</li> <li>• Supporting Governors and Trustees with CPD module</li> </ul>
<b>7. Use of Research and Evidence</b>	<p>Are professional development processes rooted in evidence-based theories?</p> <p>Do staff have access to pedagogical research to inform their practice?</p>	<ul style="list-style-type: none"> <li>• TDT Collaborative Enquiry in Practice</li> </ul>

# Our Packages

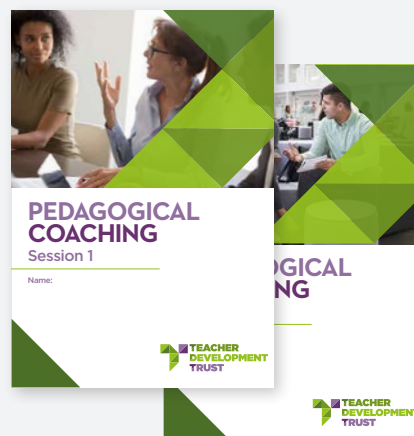
## 1. Generate insights using the 7 domains of People Powered Improvement

- Expert and peer review: select a group or all of your schools to engage in a Diagnostic Review of their culture, processes and structures. Focused on CPD, teaching and learning, our experts triangulate documentation, staff survey data with interviews and guide one or two guest leaders from other schools and the central team to gain insights into key effective features.
- Our experts work with the central team to review your offer and triangulate this with views from individual schools.
- This process generates insights for individual schools, the central team, and also fosters cross-school understanding and collaboration. It builds capacity and momentum within your leadership for future change.
- Our experts facilitate a workshop for all of the schools and leaders in the programme to review and build upon findings, generating shared understanding, building action plans.



## 2. Build capacity with a bespoke package comprising elements of:

- In-house training for senior leaders across your schools in cutting edge, research-informed practices for the leadership of teaching, learning and CPD.
- External, accredited training for some of your key current and future leaders with the TDT Associate Qualification in CPD Leadership.
- In-house training to build coaching capacity, focusing on pedagogical (a.k.a. instructional) coaching skills for key practitioners and leaders.
- In-house training for teacher research & enquiry groups, building knowledge, skills and systems to enable empowering and rigorous collaborative professional learning groups.
- In-house training for central teams around school improvement, with a particular focus on generating effective culture, professional learning and collaboration.
- In-house workshops for middle leaders across your schools, focusing on building their capacity to lead collaboration and improvement within their teams.



“  
Although change is something sweeping through my context in so many ways, having a research-informed and well thought through approach to professional learning has provided a useful anchor in turbulent times.”

**Assistant Principal**  
The Mead Education Trust

### 3. Sustain momentum

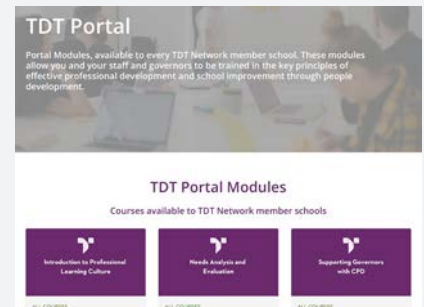
- Use TDT coaching support for both school and central team leaders to design, implement and sustain an improvement plan generated from the insights from the diagnostic review processes. Weave in the increasing knowledge from the capacity-building programmes.
- Use TDT conferences and networking to give access to thinking from across the British and British-International education systems, with opportunities to share insights and successes.

*Build confidence, clarity and momentum with your TDT Coach. Your termly support calls ensure that you can reflect on your plans, solve problems, find and use the right tools from your TDT membership and learn with other schools.*

*Design and evaluate your progress, using TDT's change and impact framework.*

### 4. Create impact

- Training module access for all staff to improve understanding of identifying and measuring impact of their professional learning and focusing it on pupils.
- Build in effective impact design and evaluation processes.
- Use our governor & trustee training module to generate great understanding and capacity at a strategic level.
- Use subsequent diagnostic review to formatively review progress and impact, adjusting the programme support where necessary.
- Build engagement across all schools, rolling out the initial programme more widely (if started within a small group).



Short, online modules that guide you and your colleagues through understanding and implementing effective approaches to people-powered school improvement. Key topics include senior leadership of professional learning, middle leadership and governance.



# Our Members

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*Working with the TDT has provided me with a solid grounding in best practice which has given me credibility with colleagues across the Trust.*

*We conducted a trust-wide review of CPD and colleagues of all levels were given the opportunity to have their views heard. I feel the leaders valued the insight this gave them into the experience of professional development in their schools.*

*We are building momentum and a positive culture and starting to define what professional development means in our Trust thanks to working with the Teacher Development Trust.”*

**Beth Greville-Giddings,**

Learning and Development Lead, Raleigh Learning Trust

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*Working with the Teacher Development Trust has provided us with the perfect opportunity to remodel our professional development offer for our Trust.”*

**Ella Roberts,**

Director of Teaching School, TKAT



# About us

**We are a UK public charity founded by teachers and school leaders.** We campaign to change the system – we believe that great staff development culture helps teachers thrive and children succeed. We commission research, we campaign for better development and we advise the government on policy.

## Impact includes:

- Developing Great Teaching research
- DfE-funded CPD Excellence Hubs
- Helping set up the Chartered College of Teaching
- DfE CPD Standards
- Developing a system of CPD QA

## Meet some of our team:



**David Weston,**  
CEO of Teacher  
Development Trust

Chair of the DfE CPD Expert Group, co-author of *Unleashing Great Teaching: the secrets to the most effective teacher development* and co-facilitator of the *TDT Associate Qualification in CPD Leadership*.



**Gareth Conyard,**  
Director of Education at  
Teacher Development Trust

Gareth worked for the Department for Education on a range of policies from early years to higher education. Most recently, he led the development and delivery of the Early Career Framework and reformed National Professional Qualifications.



**Sharon Ealing,**  
Teacher Development Trust  
Expert Adviser

Sharon was Lead Practitioner at Coleshill Heath Primary school in Solihull where she lead Professional learning, Development and Research. An expert in mentoring, Sharon also lead the school's work in mentoring beginning teachers and Early Career Teachers. She has taught in both mainstream and specialist settings as well as teaching in North Carolina.

# Membership fees

Standard packages and example pricing - call to discuss your needs

	Group Starter Membership	<b>RECOMMENDED</b> Group Impact Membership	Group Intensive Membership
Yearly TDT Diagnostic Self review	✓	✓	✓
Yearly Expert Coach Visit with Trust peers and full diagnostic report and change plan*	✓	✓	✓
Module Library	✓	✓	✓
Webinar library	✓	✓	✓
Annual Conference	1 free ticket per school	2 free tickets per school	2 free tickets per school
Other TDT conferences	1 free ticket per school	1 free ticket per school	2 free tickets per school
Termly Coaching Call per school and Trust team	✓	✓	✓
TDT Associate Qualification in CPD Leadership (in-house)	Additional Cost	1 course across the programme	Each year of the programme
TDT Associate Qualification in CPD Leadership (external course)	Limited places	Additional cost	Limited places
In-house Pedagogical Coaching Training* or Collaborative Enquiry*	Up to 8 participants, one course across the programme	Up to 8 participants, one course across the programme	2 in-house courses for up to 15 participants across the programme
CPD Culture and Leadership Workshops for middle and senior leaders*	1 half-day workshop per year	2 half-day workshops per year	2 half-day workshops per year
<b>Example Pricing</b>	<b>5 schools</b>	<b>5 schools</b>	<b>5 schools</b>
5 primary schools (2 form entry or less)	£2500/school/year average cost	<b>£4000/school/year average cost</b>	£6400/school/year average cost
3 primary, 1 small secondary, 1 large secondary	£2900/school/year average cost	<b>£4300/school/year average cost</b>	£6800/school/year average cost
5 secondary: 2 small, 1 medium, 1 large, 1 very large	£3400/school/year average cost	<b>£4800/school/year average cost</b>	£7300/school/year average cost

\*Virtual meeting by default but physical meetings also available at additional cost

## Book a call to find out more

Set up a call at [TDTrust.org/contact](https://tdtrust.org/contact) or contact us on **020 3961 6794** or [enquiries@tdtrust.org](mailto:enquiries@tdtrust.org)

## Enrol now

Send us your full details to proceed with membership – [TDTrust.org/enrol](https://tdtrust.org/enrol)