



System Leader Handbook

Version 2
November 2020

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Bradford
**Teaching
School Hub**

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Acknowledgements

This handbook utilises evidence-based practice, including the EEF (2018) *Putting evidence to work: A schools guide to implementation*: <https://tinyurl.com/EEFimplementation>; Greany, T. (2018) *Sustainable improvement in multi-school groups*: <https://tinyurl.com/UCLsustainable>; and the experience of Exceed Academies Trust in commissioning and brokering effective school-to-school support since 2015.

System leaders

System leaders are designated 'outstanding' middle and senior leaders that offer support beyond their own school.

System leader quick links

- Record of Visit online form: <https://tinyurl.com/HubRoV>
- Interim/Final report template (Microsoft Word): <https://www.teachingschoolhub.co.uk/about-us/system-leaders>
- EEF 'A schools guide to implementation' guidance: <https://tinyurl.com/EEFimplementation>
- Logic model template: <https://tinyurl.com/EEFLogic>
- Support/subject/faculty plan template: <https://www.teachingschoolhub.co.uk/about-us/system-leaders>

School-to-school support and interventions

Bradford Teaching School Hub brokers **school-to-school support** for Bradford and on behalf of other schools or organisations, such as a local authority or DfE, seeking to commission support from the wider partners. This is not a core function of the Hub, but the Hub is able to commission that capacity of system leaders to fulfil this remit as an additional function (see <https://www.teachingschoolhub.co.uk/about-us> for more details).

As well as having a wide range of specialist system leaders to draw upon from teaching schools and trusts, the Teaching School Hub adds capacity via its formal processes, outlined below, so that:

- system leaders providing support have a clear and appropriate remit and lines of accountability and, where applicable, receive funding to cover the costs associated with their deployment; and
- schools receiving support from a system leader secure peer support that will help to address their needs, funding is used effectively and appropriately, support responds to needs and lines of accountability and reporting are agreed.

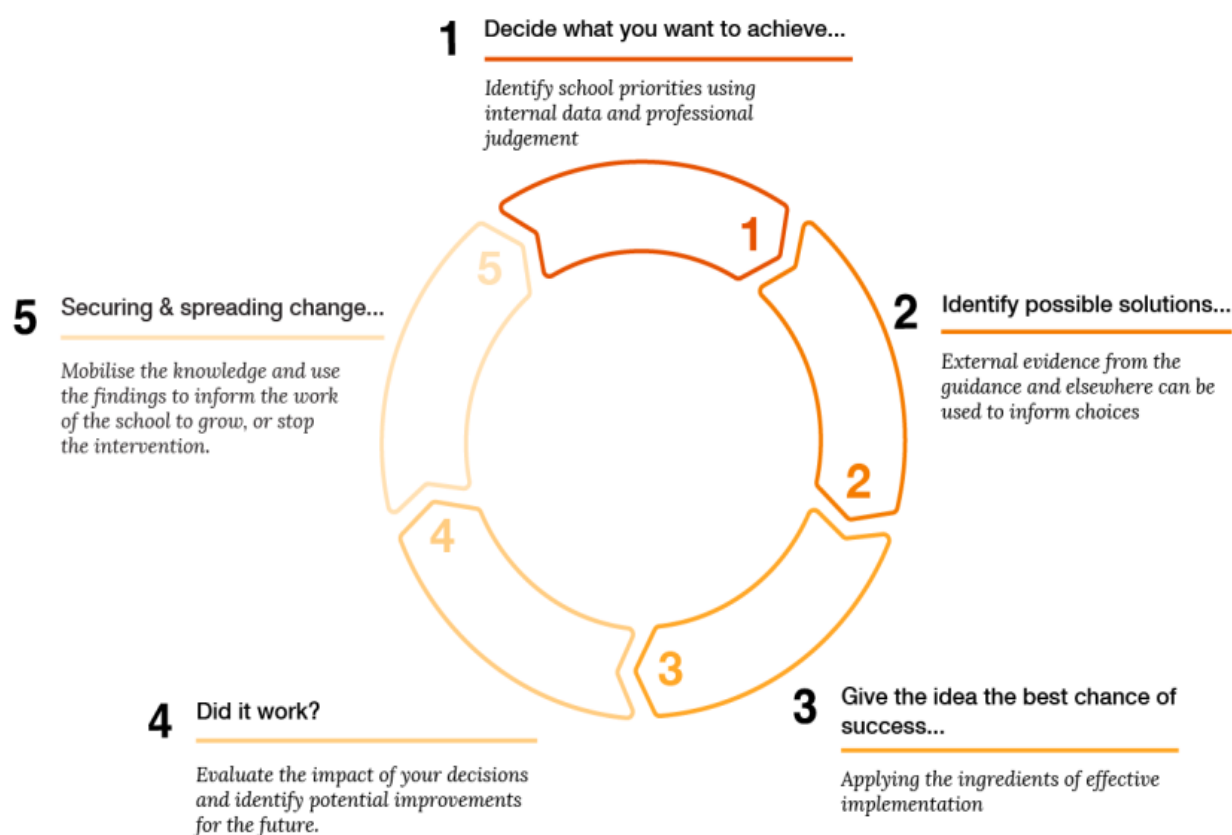
The support provided by schools and system leaders may be referenced, for example, in Ofsted inspection reports for providing effective or ineffective support. Informal, ad hoc arrangements are risky for the system leader, supporting school and supported schools. Where such arrangements are applied, the impact of support is often reduced.

The Teaching School Hub manages the brokerage and commissioning process and guide the quality assurance, reporting and evaluation processes to support all stakeholders so that system leaders can focus on providing support and supported schools can focus on making sure the support has the maximum impact.

Teaching School Hub can often '*upstream*' advice, networks and support, including leading collaborative approaches involving multiple schools to implement evidence-based practice as an

intervention or project to address an identified common problem. ‘Upsteaming’ can also prevent problems from occurring and help schools becoming isolated (Greany, 2018).

The evidence-informed school improvement cycle



Source: EEF: <https://tinyurl.com/EEFcycle>

1. Decide what you want to achieve...

School outcomes can be compared to national benchmarks and expectation plus local data sets using a variety of sources, including:

- Find and compare schools in England (DfE): <https://tinyurl.com/j2selal>
- Find an inspection report (Ofsted): <https://tinyurl.com/ybucubfk>
- Bradford Schools Online (Bradford Council) – password protected: <https://tinyurl.com/csozhcn>
- Statistics EYFSP (DfE): <https://tinyurl.com/ks2ps4p>
- Statistics KS1 (DfE): <https://tinyurl.com/ycdgae5r>
- Statistics KS2 (DfE): <https://tinyurl.com/mxpa7fl>
- Statistics GCSE (KS4) (DfE): <https://tinyurl.com/lc8u2pa>
- Primary school accountability (DfE): <https://tinyurl.com/zryld83>
- Secondary school accountability (DfE): <https://tinyurl.com/o8trck4>
- Download LA and school data (DfE): <https://tinyurl.com/yd2hom6r>

2. Identify possible solutions

Consider evidence-based practice and research to identify the options to address a problem, including:

- EEF Teaching and Learning Toolkit: <https://tinyurl.com/EEFTLtoolkit>
- EEF Early Years Toolkit: <https://tinyurl.com/EEFEYtoolkit>
- EEF guidance reports: <https://tinyurl.com/EEFguidance>
- Education Development Trust: <https://tinyurl.com/EducDevTrust>
- IEE Better: Evidence-Based Education: <http://www.betterevidence.org/>
- Chartered College of Teaching: Impact <https://tinyurl.com/CCofTimpact> (Membership required)
- Teacher Development Trust: <http://tdtrust.org/> (Membership required)

This will help school leaders to decide whether they need to implement an evidence-based intervention, commission external school-to-school support or deploy existing capacity internally (or a combination of these) to help address the problem.

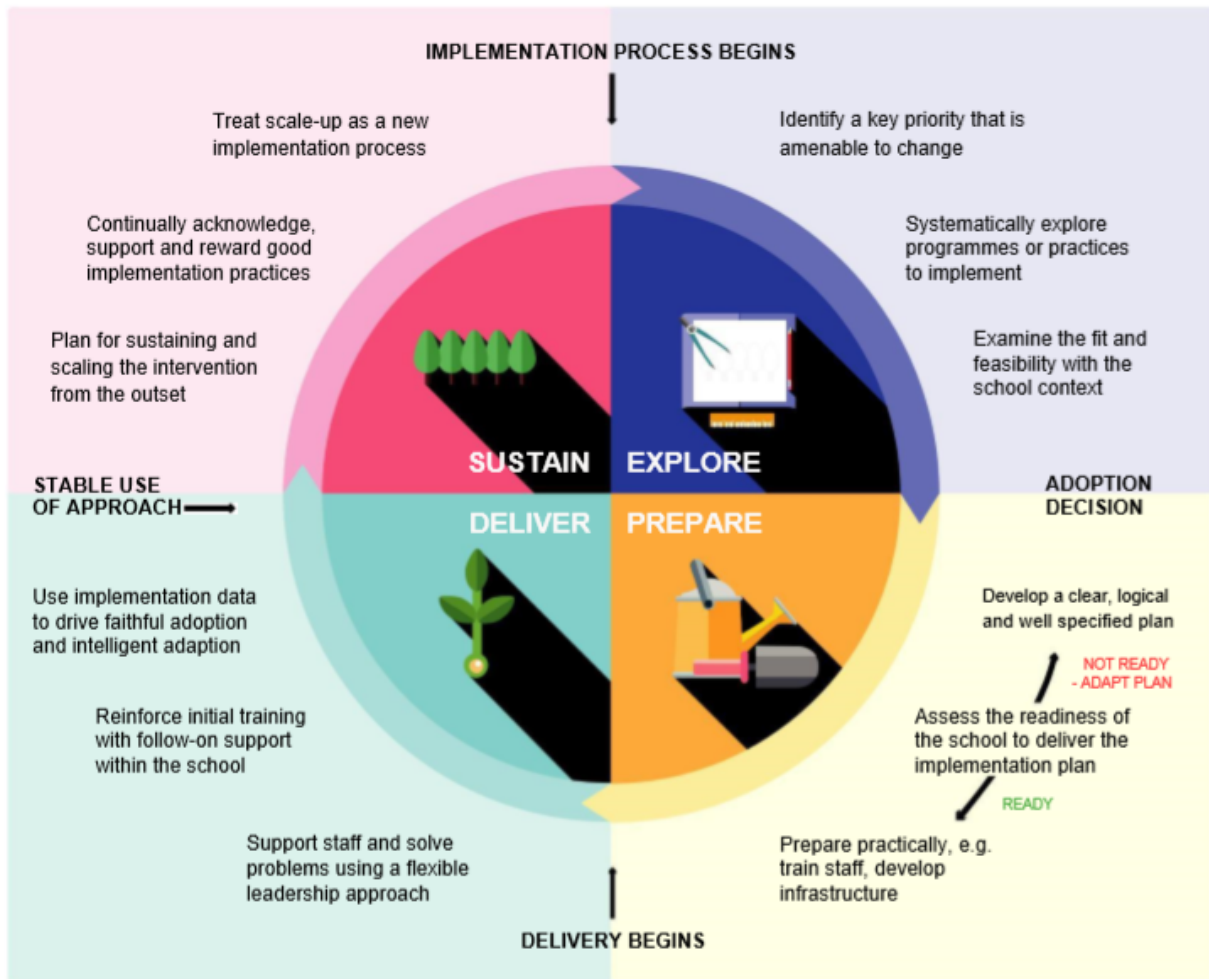
3. Give the support the best chance of success...

The EEF '*Putting evidence to work – A school's guide to implementation*' (<https://tinyurl.com/EEFimplementation>) recommends that implementation follows a six stage process:

1. **Foundation 1:** Treat implementation as a process, not an event; plan and execute it in stages
2. **Foundation 2:** Create a leadership environment and school climate that is conducive to good implementation
3. **Explore:** Define the problem you want to solve and identify appropriate programmes or practices to implement
4. **Prepare:** Create a clear implementation plan (see Logic model, below), judge the readiness of the school to deliver than plan, then prepare staff and resources
5. **Deliver:** Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time
6. **Sustain:** Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use

Foundations for good implementation

- ✓ Treat implementation as a process, not an event. Plan and execute it in stages.
- ✓ Create a leadership environment and school climate that is conducive to good implementation.



The full guidance, summary poster, implementation process diagram and example implementation plan (Logic model) are available at <https://tinyurl.com/EEImplementationresources>

Logic model: An implementation plan for interventions and school-to-school support

Logic models are one popular tool that can help prepare an implementation plan. The process of completing one helps to ensure there is a detailed and shared understanding of the programme or support.

1. **Define the problem** (first column on the logic model): Use the information available (e.g. school level data, teacher or pupil views, observations, etc) to develop a clear understanding of the issue
2. **Pupil outcomes** (last column on the logic model): Define the short-, medium- and long-term outcomes for your pupils if the project is successful

3. **Intervention description** (second column): Identify the key non-negotiable things that have to exist for the intervention to be effective (active ingredients)
4. **Implementation activities** (third column): Define the implementation activities that will ensure the active ingredients happen
5. **Implementation outcomes** (fourth column): Define the short, medium and long term outcomes which will lead to meeting the pupil outcomes

An example completed logic model: <https://tinyurl.com/EEFLogicExample>

Models of planning, monitoring and evaluating school-to-school support

All school-to-school support is provided on the principle of '*working with, not doing to*' and recognising each school's autonomy to lead its own improvement.

Below, Bradford Teaching School Hubs' models of planning, monitoring and evaluating school-to-school support are outlined. These cover situations where:

- **external support is commissioned**, i.e. from a system leader from another school (even from within the same Trust), or
- **internal capacity is utilised**, i.e. where support from within the school seeking to address a problem is utilised.

In some situations, support to address a priority may involve a combination of external and internal support.

These models are not intended to add to workload but to provide a rigorous and robust process that strengthens the school's own self-evaluation and to help maximise the impact of the support. Some administration is inevitable, but this has been minimised without compromising quality.

Bradford Teaching School Hub's preferred processes for the commissioning, brokerage, quality assurance and reporting of support are summarised in easy to follow guidance available here: <https://www.teachingschoolhub.co.uk/about-us/system-leaders>

Planning, monitoring and evaluation of external school-to-school support

External school-to-school support is provided between staff employed by different schools, including those within the same trust.

Stage	Action	Who?	Resource	Outcome	Time
Standards review					
1	Internal review of formative and summative data and information by school leaders identifies an area for improvement	Headteacher, CEO or LA Officer		<ul style="list-style-type: none"> • Leaders are aware of strengths and areas for development within the school's provision • Support needs and internal capacity reviewed • Bradford Teaching School Hubs approached where external support is required • Outcomes of the review are shared with the Local Governing Board and Trustees where applicable 	Ongoing
2	Where areas for improvement are identified as requiring external support, tailored external support is requested via Bradford Teaching School Hub (email or face-to-face)	Bradford Teaching School Hub or Headteacher		<ul style="list-style-type: none"> • The school leaders are supported to address the area(s) identified • External capacity is commissioned to provide additional capacity to address the problem 	Ongoing
3	A school review by a system leader via Bradford Teaching School Hub or an external provider may be commissioned if significant areas for development are identified	Headteacher, Bradford Teaching School Hub		<ul style="list-style-type: none"> • School self-evaluation is strengthened • External validation of aspects of provision that are a strength or an area for improvement • External capacity is commissioned to provide additional capacity to address the problem • Outcomes are shared with the Local Governing Board and Trustees where applicable 	As required

Commissioning tailored support					
4	For all external support, the school's support needs are scoped in a meeting to identify the problem(s), resources required, accountability and outcomes of the support (approx. 60-90-minute meeting)	Headteacher, Bradford Teaching School Hub, relevant SLT member(s), CEO or LA Officer	EEF guidance: https://tinyurl.com/EEFimplementation Logic model template: https://tinyurl.com/EEFLogic Example logic model: https://tinyurl.com/EEFLogicExample	<ul style="list-style-type: none"> • A logic model is prepared to capture relevant evidence-based approaches to address the school's priorities • Where significant improvement is identified, the summary of the improvement strategy is used to inform stakeholders' subsequent more detailed action planning 	Within one month (stages 4-8)
5	Where significant improvement is identified, an action plan is prepared (<i>this may be in the form of an update to the School Development Plan or an annex in the form of a support/subject/faculty plan</i>)	Headteacher, SLT	Possible support/subject/faculty plan template: https://www.teachingschoolhub.co.uk/about-us/system-leaders	<ul style="list-style-type: none"> • A final, detailed action plan to address the problem(s) is devised by the school's leadership team, including milestones, actual costs and named staff responsible for securing improvement • The plan is approved by the Local Governing Board • The plan is reviewed at least on a termly basis and updates on progress shared with the Local Governing Board and Trustees as applicable 	
6	External support is brokered from system leaders (NLE, LLE, SLE and/or NLG or high-quality aspiring system leaders) by Bradford Teaching School Hub	Bradford Teaching School Hub, Headteacher	Cost calculator: https://www.teachingschoolhub.co.uk/site/data/files/documents/paul/s2s%20support/DE032036EA365EDC2A5D0E8543678BAF.xlsx Funding agreement: https://www.teachingschoolhub.co.uk/site/data/files/documents/pa	<ul style="list-style-type: none"> • High-quality system leaders are commissioned to support the school leadership to help secure rapid improvement. • Funding agreement in place between the client school and system leader's school/organisation 	

			ul/s2s%20support/21FA9E14D9211A7750CC56DB4FA1BBEC.docx	
7	An introductory meeting between the leadership of the school leaders and system leader(s) including a walk of the school (approx. 60-minute meeting)	Headteacher, system leader, supported member of school leadership		<ul style="list-style-type: none"> • Any barriers to successful support are addressed • Leaders of the client school feel supported • System leaders are welcomed and are at ease supporting the school • Support commences quickly and effectively

Monitoring the support					
9	A brief Record of Visit is submitted by the system leader after each visit to the school or <i>significant</i> action (2-3 minutes per record)	System leader	Record of Visit form: https://www.teachingschoolhub.co.uk/about-us/system-leaders	<ul style="list-style-type: none"> • Accurate records of the level of support are maintained • Funding is devolved to finance the support provided in line with audit requirements 	Weekly
10	Where support has been/will be deployed for more than one term, a system leader interim progress report is prepared collaboratively in a meeting of the supported leader and system leader each term to record key actions, barriers to success and measurable impact against the agreed priorities (60 minutes per term)	Supported leader, system leader	Report template: https://www.teachingschoolhub.co.uk/about-us/system-leaders	<ul style="list-style-type: none"> • The headteacher and Teaching Schools receive an accurate and detailed formative report on progress at regular and frequent intervals 	Termly
11	Where support has been/will be deployed for more than one term, a 'team around the school' review meeting takes place each term to support self-evaluation, allocate resources, identify barriers and agree revisions to the support if required (90 minutes)	Headteacher invites attendees based on need, e.g. CEO, Bradford Teaching School Hub, Chief HR Officer, Chief Finance Officer, Head of ITT, Clerk		<ul style="list-style-type: none"> • Support is responsive to need • Progress is formally monitored • Impact is reported • All stakeholders are held to account • Support is dynamic and responsive to need 	Termly
12	Where support has been/will be deployed for more than one term, the school interim progress report is shared with the Local Governing Board (LGB) and Trustees as applicable	Headteacher (to LGB), CEO (to Trustees), Clerk		<ul style="list-style-type: none"> • The Local Governing Board and Trustees as applicable are aware of the support provided and the progress against the plan • Governors and Trustees as applicable are able to provide support and challenge as appropriate 	Termly

Evaluating the support					
13	Upon completion of support, a final system leader progress report is prepared collaboratively via a meeting of the supported leader and system leader to report on key actions, barriers to success and measurable impact against the agreed priorities (60 minutes)	Supported leader, system leader	Report template: https://www.teachingschoolhub.co.uk/about-us/system-leaders	<ul style="list-style-type: none"> • The headteacher and Bradford Teaching School Hub receive an accurate and detailed formative report on progress at regular and frequent intervals • The headteacher and Bradford Teaching School Hub receive an accurate and detailed summative report on the impact of the support on pupil outcomes 	Final month of support
14	A final 'team around the school' review takes place to evaluate progress, impact and to agree any further support needs (90 minutes)	As required attendance from CEO, Headteacher, Head of Teaching Schools, Chief HR Officer, Chief Finance Officer, Head of ITE, Clerk		<ul style="list-style-type: none"> • Support is responsive to need • Progress is formally monitored • Impact is reported • All stakeholders are held to account • Support is dynamic and responsive 	
15	For all support, a written final school impact report and updated action plan is shared with the Local Governing Board and Trustees as applicable within or alongside the Headteacher's Report	Headteacher, CEO, Clerk		<ul style="list-style-type: none"> • The Local Governing Board and Trustees as applicable are aware of the support provided and progress against the plan • Governors and Trustees as applicable are able to provide support and challenge as appropriate • Decisions on further support, if required, are ratified 	
16	The process may revert to stage 1, 2 or 3 depending on circumstance				

Planning, monitoring and evaluation of internal support

Internal support is provided between existing staff employed within the same school.

Stage	Action	Who	Resource	Outcome	Time
Standards review					
1	Review of formative and summative data and information by school leaders identifies an area for improvement	Headteacher, CEO or LA Officer		<ul style="list-style-type: none"> • Leaders are aware of strengths and areas for development within the school's provision • School self-evaluation is strengthened • Support needs and internal capacity reviewed • Bradford Teaching School Hubs approached where external support is required • Outcomes of the review are shared with the Local Governing Board and Trustees where applicable 	Ongoing
2	Where areas for improvement are identified as requiring internal support, tailored support is planned utilising existing internal capacity	Headteacher		<ul style="list-style-type: none"> • The school leaders are supported to address the area(s) identified • Internal capacity is deployed to address the problem 	Ongoing

Deploying tailored support					
3	The school's support needs are scoped in a meeting to identify the problem(s), resources required, accountability and outcomes of the support (60-90 minutes)	Headteacher, relevant SLT member(s), CEO or LA Officer	EEF guidance: https://tinyurl.com/EEFimplementation Logic model template: https://tinyurl.com/EEFLogic Example logic model: https://tinyurl.com/EEFLogicExample	<ul style="list-style-type: none"> • A LOGIC model is prepared to capture relevant evidence-based approaches to address the school's priorities • Where significant improvement is identified, the summary of the improvement strategy is used to inform stakeholders' subsequent more detailed action planning 	Within one month (stages 4-8)
4	Where significant improvement is identified, an action plan is prepared (<i>this may be in the form of a update to the School Development Plan or an annexe in the form of a support/subject/faculty plan</i>)	Headteacher, SLT	Possible support/subject/faculty plan template: https://www.teachingschoolhub.co.uk/about-us/system-leaders	<ul style="list-style-type: none"> • A final, detailed action plan to address the problem(s) is devised by the school's leadership team, including milestones, actual costs and named staff responsible for securing improvement • The plan is approved by the Local Governing Board • The plan is reviewed at least on a termly basis and updates on progress shared with the Local Governing Board and Trustees as applicable 	
5	An introductory meeting between the leadership of the supported leader and supporting leader (60 minutes)	Headteacher, supported leader, supporting leader		<ul style="list-style-type: none"> • Any barriers to successful support are addressed • Leaders of the school feel supported • Support commences quickly and effectively 	

Monitoring the support					
6	Where support has been/will be deployed for more than one term, an system leader interim progress report is prepared collaboratively in a meeting of the supported leader and supporting leader each term to record key actions, barriers to success and measurable impact against the agreed priorities (60 minutes)	Supported leader, supporting leader	Report template: https://www.teachingschoolhub.co.uk/about-us/system-leaders	<ul style="list-style-type: none"> The headteacher and Teaching Schools receive an accurate and detailed formative report on progress at regular and frequent intervals 	Termly
7	Where significant levels of support has been/will be deployed for more than one term, a 'team around the school' review meeting takes place each term to support self-evaluation, allocate resources, identify barriers and agree revisions to the support if required (90 minutes)	As required attendance from CEO or LA Officer, Headteacher, Head of Bradford Teaching School Hubs, Chief HR Officer, Chief Finance Officer, Head of ITE, Clerk		<ul style="list-style-type: none"> Support is responsive to need Progress is formally monitored Impact is reported All stakeholders are held to account Support is dynamic and responsive 	Termly
8	Where support has been/will be deployed for more than one term, the school interim progress report is shared with the Local Governing Board and Trustees as applicable within or alongside the Headteacher's Report each term	Headteacher (to LGB), CEO (to Trustees) or LA Officer, Clerk		<ul style="list-style-type: none"> School Governors and Trustees as applicable are aware of the support provided and progress against the plan Governors and Trustees as applicable are able to provide support and challenge as appropriate 	Termly

Evaluating the support					
9	Upon completion of support, a final progress report is prepared collaboratively in a meeting of the supported leader and supporting leader to	Supported leader, supporting leader	Report template: https://www.teachingschoolhub.co.uk	<ul style="list-style-type: none"> The headteacher and Teaching Schools receive an accurate and detailed summative report on the impact of the support on pupil outcomes 	Final month of support

	report on key actions, barriers to success and measurable impact against the agreed priorities (60 minutes)		hub.co.uk/about-us/system-leaders	
10	A final 'team around the school' review meeting takes place to evaluate progress, impact and to agree any further support needs (90 minutes)	As required attendance from CEO or LA Officer, Headteacher, Head of Teaching Schools, Chief HR Officer, Chief Finance Officer, Head of ITE, Clerk		<ul style="list-style-type: none"> • Support is responsive to need • Progress is formally monitored • Impact is reported • All stakeholders are held to account • Support is dynamic and responsive
11	A written final school impact report and updated action plan is shared with the Local Governing Board and Trustees as applicable within or alongside the Headteacher's Report	Headteacher, CEO or LA Officer, Clerk		<ul style="list-style-type: none"> • School Governors and Trustees as applicable are aware of the support provided and progress against the plan • Governors and Trustees as applicable are able to provide support and challenge as appropriate • Decisions on further support, if required, are ratified
12	The process may revert to stage 1 or 2 depending on circumstance			

4. Did it work?

The systems, above, have aspects of monitoring and evaluation built in. For projects and interventions, the EEF have created a '*DIY Evaluation Guide*' to support schools to evaluate the impact of their intervention: <https://tinyurl.com/y7w656bu>

5. Securing & spreading change...

Treat scaling-up of an innovation as a new implementation process and ensure that implementation data remains fit for purpose (see implementation stage 6 via <https://tinyurl.com/EEFimplementationresources>).

Where a project or intervention has been successful, schools should seek to disseminate its learning and journey with other schools via Bradford Teaching School Hubs.

Bradford Teaching School Hubs' systems leadership tools

Record of Visit

All significant support to other schools should be logged on the Record of Visit online form. Examples of 'significant' support include support provided by a system leader in another school, hosting a visit by a teacher or leader from another school, delivering training for the SCITT or Teaching Schools, an important telephone call that impacts on the support to be provided (not a routine call to arrange support, include this time in the Record of Visit when you provide the support), or support brokered directly between your school and another school or organisation. If a team of system leaders provides support, then each system leader should complete a Record of Visit.

A Record of Visit is a short form that should take no more than two-minutes to complete. It can be completed before you leave the school you're supporting or soon after the support concludes. The Record of Visit provides the Teaching Schools with an overview of the support and highlights any further support the system leader of supported school may require. This information is reported annually to the DfE via the Teaching School Data Hub (individual system leaders are not named). The records also help the Teaching Schools manage system leader deployments, so we don't over burden any one individual or school to the detriment of standards in their own school.

The online Record of Visit form is accessible here:

<https://www.teachingschoolhub.co.uk/about-us/system-leaders>

A short-cut to the Record of Visit can be created to the home screen on a mobile device or saved in Favourites on a computer.

Interim and Final Reports

Where support is provided for less than one term, a Final Report on the impact of the support should be prepared.

Where support is longer than one term, an Interim Report should also be prepared at the mid-point, at least on a termly basis. At the end of the support, a Final Report should be provided.

Interim and Final Reports should be prepared jointly between the system leader and the leader from the supported school (system leaders work with schools, they don't 'do it to' schools). They cover the agreed outcomes of the support, a RAG rating against progress and information on the actions taken and the impact of the support.

Funding for support, where appropriate, will not be devolved without the report(s).

The Interim/Final report template (Microsoft Word) can be downloaded here: <https://www.teachingschoolhub.co.uk/about-us/system-leaders>

Funding agreements

Where a significant package of funded support is commissioned by Bradford Teaching School Hub (i.e. the Hub is providing the grant funding as opposed to the LA of DfE), a funding agreement will be issued. This sets out details of when payments will be made, how funding can be claimed, when claims can be made and the terms and conditions.

If another organisation, such as the LA or DfE, provides grant funding then they will issue their own agreements or contracts and provide the terms and conditions for the grant.

Requesting funding (where the Hub is providing the funding only)

Invoices (non-Exceed Academies Trust schools and organisations only)

Schools will typically be asked to invoice Bradford Teaching School Hubs on a termly basis in line with the funding agreement. The invoice should include the purchase order number quoted on the funding agreement. Invoice should be sent to: Finance. Exceed Academies Trust, c/o Horton Park Primary School, Dawnay Road, Bradford, BD5 9LQ or emailed to finance@exceedacademiestrust.co.uk

Journal transfers (Exceed Academies Trust schools only)

Exceed Academies Trust schools will receive any income due from Bradford Teaching School Hubs or Exceed SCITT via journal transfer at the end of each term. Equally, any expenditure owed to Bradford Teaching School Hub will be paid by journal transfer. Headteachers will typically receive a summary of income and expenditure two-weeks before the transfers are processed,

National school improvement information and resources

The DfE have published guidance and resources for a wide range of aspects of school improvement. These can be accessed at www.teachingschoolhub.co.uk. These include the following themes:

- Governance
- School leadership
- Support from Bradford Teaching School Hub

- School improvement support
- History and culture
- Languages
- English
- Mathematics
- Music
- Science and geography

Becoming a system leader

- National Leader of Education: <https://www.gov.uk/guidance/national-leaders-of-education-a-guide-for-potential-applicants>
- National Leader of Governance: <https://www.gov.uk/guidance/national-leaders-of-governance-a-guide-for-potential-applicants>
- Local Leader of Education (LLE) via Exceed Institute: <https://exceedacademiestrust.co.uk/teachingschools/s2s/sl/lle/>
- Specialist Leader of Education (SLE) via Exceed Institute: <https://exceedacademiestrust.co.uk/teachingschools/s2s/sl/sle/>

Other teaching schools can also designate LLE and SLEs. Please contact them directly to enquire about their processes (see <https://www.teachingschoolhub.co.uk/teachingschools>).

Teacher training, recruitment and retention

The training of the next generation of teachers and the retention of ITT graduates, experienced teachers and leaders is a key school improvement function of Bradford Teaching School Hub both locally and for the region as a whole.

Local Teacher Supply Programmes

- Bradford Teaching School Hub: www.teachingschoolhub.co.uk
- Bradford for Teaching: <https://www.bradfordteaching.org/>

Continuous Professional Development and Learning (CPD)

Evidence-based practice should inform schools' approach to CPD. Bradford Teaching School Hubs promotes the following model, as one example, based on Doug Lemov's principle of 'deliberate practice' (<https://tinyurl.com/ExceedLemov>).

Below is a summary of the model and rationale, which is structured over an example 6-month period:

Time	Professional learning activity	Rationale
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><<< The more strands that you engage with the greater the potential impact <<<</p>	<p>Identify specific improvement you want to make in pupils' learning: Select the focus of the CPLD study group</p>	<p><i>The member of staff discusses with their mentor, SLT or undertakes self-evaluation to identify the aspect of their practice they wish to develop. They prepare a personal development plan to support their journey.</i></p>
	<p>Attend training with an external expert, including:</p> <p>Identify the 20% of things that deliver 80% of the value</p> <p>Baseline assessment of your starting point</p> <p>Introduction to lesson study and form lesson study pairing or triad</p>	<p><i>They attend training with an expert in the field. The expert provides a greater insight into the focus of the CPLD and helps the member of staff to identify an aspect of the 20% of 'things' that deliver 80% of the value. The member of staff undertakes a baseline self-assessment to understand their starting point. They consider how they can work with peers with the same priority, within or beyond their own school, to review and reflect on strategies that they can adopt.</i></p>
	<p>Use social media to network with peers, generate ideas and access research</p> <p>Weeks 1-4* Start reading, independently or via a Book Club</p> <p>Review progress</p>	<p><i>After the training, they use social media and the internet to explore what other leaders, teachers or support staff are doing to address the same issue. They may read a book and/or research highlighted in the training to develop their knowledge and understanding further. They use our Ruskey self-assessment tool to consider the impact of the CPLD so far.</i></p> <p>Continued...</p>

<p><<< The more strands that you engage with the greater the potential impact <<<</p>	<p>Weeks 5-9*</p>	<p>Undertake lesson study: co-planning, delivery, observation, reflection, evaluation, re-planning, re-delivery. Re-evaluate</p> <p>Review progress</p>	<p><i>With SLT support, the member of staff is released for two or three half day sessions to co-plan, deliver, review, evaluate and re-plan a lesson/activity with children with their lesson study partner(s). These are scheduled at mutually convenient times between the partner(s). They revisit their self-assessment to review their progress and impact on pupils.</i></p>
	<p>2-6* months</p>	<p>Deliberately practice</p>	<p><i>The member of staff uses a sustained period of time to apply, refine and make permanent the aspect of their teaching that they're focusing on improving.</i></p>
	<p>After 6* months of deliberate practice</p>	<p>Review progress</p> <p>Attend and present at a TeachMeet: share your journey, learning and impact on pupils' outcomes with peers</p>	<p><i>The member of staff commits to share their professional development journey with their peers from local schools via a 3-7-minute presentation at a free TeachMeet event held locally organised by Bradford Teaching School Hubs. They also hear from others about the aspect of their practice that they've developed and how they approached this. They revisit their self-assessment and personal development plan to review their progress and impact on pupils.</i></p>

A personal CPLD planner

Use this [planner \(https://tinyurl.com/ExceedCPLDplanner\)](https://tinyurl.com/ExceedCPLDplanner) to create your continuous professional and leadership development before booking onto a CPD event. Follow the sheet from pre-programme to your plans for 6 months* after Day 1's training event. Tick the boxes to show what you'll do to develop your practice and fill in the gaps about which 'external expert' to benefit from having some training from and what you'll read to develop your knowledge, understanding and skills further.

<<< The more strands that you engage with the greater the potential impact <<<

Time	Professional learning activity	Support for participant(s)	Checklist
Pre-programme	Identify specific improvement you want to make in pupils' learning: Select the focus of the CPLD study group	Focus: _____ _____ Complete a personal development plan (https://tinyurl.com/ExceedCPLDplanner)	<input type="checkbox"/> <input type="checkbox"/>
Day 1 – the CPLD event	Attend training with an external expert (see the CPLD prospectus): Identify the 20% of things that deliver 80% of the value Baseline assessment of your starting point Introduction to lesson study Form lesson study pair or triad	Expert: _____ _____ My 20%: _____ _____ Self-assessment and evaluation tool (Guskey) (https://tinyurl.com/ExceedGuskey) Bradford Teaching School Hubs presentation Form partnership with peer(s) from your own or another school at the event, or consider using Iris Connect	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Weeks 1-4*	Use social media to network with peers, generate ideas and access research Start reading, independently of via a Book Club	Social media, internet searches Book: _____ Research: _____ _____	<input type="checkbox"/> <input type="checkbox"/>
Weeks 5-9*	Undertake lesson study: co-planning, delivery, observation, reflection, evaluation, re-planning, re-delivery. Re-evaluate Review progress	Use Iris Connect or partner(s) from your own or another school(s) plus commitment from your school to release you for 2 or 3 half days at times convenient to the pair/triad Bradford Teaching School Hubs' self-assessment tool completed on Day 1 – the CPLD event	<input type="checkbox"/> <input type="checkbox"/>
2-6* months	Deliberately practice your new or refined pedagogy	Time with pupils to practice and refine the new strategy	<input type="checkbox"/>
After 6* months of deliberate practice	Review progress Attend and present at a TeachMeet: share your journey, learning and impact on pupils' outcomes with peers	Bradford Teaching School Hubs' self-assessment tool completed on Day 1 – the CPLD event. Review Personal Development Plan with line manager.	<input type="checkbox"/> <input type="checkbox"/>

Network meetings and training events

Teaching Schools provide a wealth of CPD events and programmes for schools. These vary in nature, including networks and training.

The role of tutors leading network meetings

In most cases, tutors are existing classroom practitioners and leaders who know the challenges and issues they face on a day-to-day basis. They may use this experience to structure a network event. Tutors are likely to combine three key elements in each network event: the delivery of aspects of training (although these are not usually solely a training event); facilitate in-depth discussions; and the sharing of best or emerging practice. Each will have a different focus within a subject or specialism (e.g. English), perhaps even covering multiple focuses in one event. Networks are very flexible in their structure and the content. They will also take feedback from delegates attending the event in order to identify future agenda items and seek input from delegates at a future event, e.g. another classroom practitioner from within the network group to lead a session at the next event with a specific agreed focus. The tutor(s) are not expected to have all the answers; they facilitate the group to share their experiences to collectively address the challenges they face or to share practice. Hands-on activity based agenda items are well received.

The role of tutors leading CPD training events

Tutors are likely to be specialists in a specific area(s) of education, e.g. behaviour management, maths. They will have formulated training event that will upskills delegates in relation to the theme of the training – these are training events rather than networks. Hands-on activity based agenda items are well received. The tutor should lead the whole event, drawing upon the experiences and questions of delegates.

CPD website

- Bradford Teaching School Hub: <https://www.teachingschoolhub.co.uk/cpd>