



Staff CPD Prospectus



Leaders and teachers have access to an extensive range of professional development opportunities. They have training and coaching in school and work with the federation's partner schools.

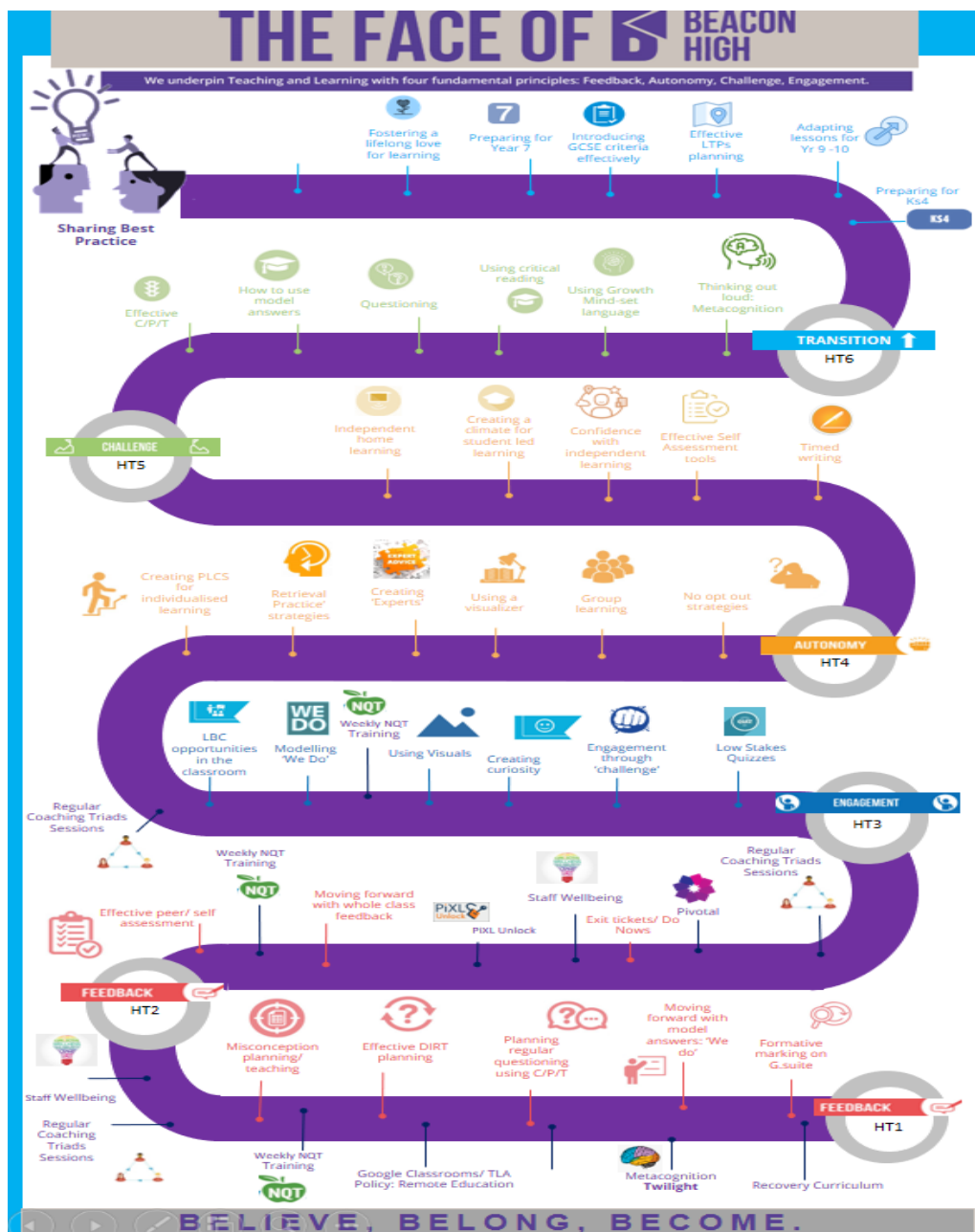
Furthermore, staff attend courses at the local teaching school alliance. As a result, teaching has improved, and is now much more effective.

Ofsted, May 2019

Teaching Learning and Assessment at Beacon High

Beacon High is committed to providing opportunities for all staff to continually update their knowledge and skills with a view to improve Teaching, Learning and Assessment so that there is a maximum positive impact on students' learning, progress and achievement. Now, more than ever, our technological skill sets and approaches to remote learning are required. Moreover, we recognise the contribution effective CPD makes to improving and maintaining staff morale, and to the recruitment and retention of teaching staff.

As a result, we have created a bespoke CPD offer open to all staff, at all levels. Below is an example our Teaching, Learning and Assessment Road Map detailing the outline for our CPD over the academic year. This plan will change according to the feedback provided from lesson observations, learning walks, book and learning audits and student/staff voice.



CPD Opportunities: Internal Courses

Our CPD offer is run both internally and externally to provide colleagues with access to the best possible opportunities. Below are examples of our current offer:

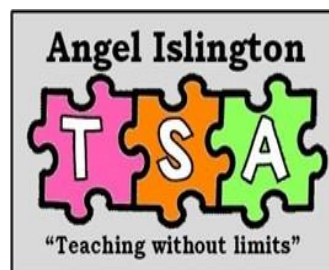
- Weekly 'Professional Studies' sessions: dedicated time to CPD for example coaching triads, Marking Together sessions all of which are dependent on whole school focus.
- Weekly morning Reflective Practice sessions focused on the four Teaching, Learning and Assessment domains: Feedback, Autonomy, Challenge, and Engagement. This is where colleagues will have the opportunity to engage with educational research and then plan a lesson with their findings in mind.
- Weekly 'Tweak of the Week' for all staff (Teaching, Learning and Assessment).
- Weekly 'Chrome Club' providing training to all staff with how to use Google Classrooms effectively.
- NQT/Beginning Teacher/Apprenticeships support including weekly mentor meetings and bespoke fortnightly NQT sessions.
- Coaching Triads for all staff led by externally/internally trained lead coaches. There is also the opportunity to be trained as a Lead Coach.
- Half Termly Teaching, Learning and Assessment 'Bumper' Bulletin: 'Beacon Best Practice'

CPD Opportunities: External Courses

As Beacon High is also part of the Islington Teaching School's Alliance, we offer a number of courses whereby our colleagues have the opportunity to collaborate with other colleagues across the federation.

These courses currently include the following:

- Middle Leaders Development Programme
- Senior Leaders Development Programme
- Expert Teacher
- Embedding Expert Teacher
- Pastoral Leaders
- Appraisal Training
- Mentoring (NQT/BT)



On the next page, there is an example outline and intended learning outcomes for one of the courses run at Beacon High: Middle Leadership Development programme:

Middle Leadership Development Programme – Islington TSA 2020/2021

Coaching Guide

Coaching is used when there is a well-defined goal that is based on improving skills and performance. The relationship is led by the coachee. The coach does not serve the purpose of telling you what to do or give you advice. The coachee owns the problem and therefore must own the solutions. Coaching is rooted in the belief that all of the solutions lie with the coachee and the job of the coach is to facilitate the exploration of the various paths which could be taken.

As a key part of the programme, all colleagues undertaking the training should be supported by a colleague, possibly from the Senior Leadership Team, who works within their school and context.

Throughout the course, colleagues will focus on a variety of aspects that surround the role as a Middle Leader and will work towards a final presentation that focuses on: **The Leadership Challenge – Your Story**. It will serve as a platform to flex your colleague's leadership skills and they should:

- identify a priority for improvement in their area of the school, using their role as a guide to help them to decide upon the focus area
- develop a plan throughout the length of this course, influence others and begin to measure impact

The role of the coach is vital in this process as it will allow your colleagues to measure the impact of their experience, in their development as a Middle Leader. You should allow your colleague to:

- set the agenda and initiate the meetings
- explore the strengths they bring to leadership and what their areas for development are
- reflect on the topics discussed in the programme sessions
- discuss the challenges they are overcoming in their role, as well as the successes they have with influencing others
- discuss how the work of their leadership challenge impacts on whole school improvement

A possible approach to the coaching sessions is detailed below:



Alongside our internal offer, colleagues also have opportunities to improve their pedagogy and leadership through a number of external courses. Some of which are detailed below:

Partners in Excellence:

As we are a part of the PiXL partnership, colleagues are able to attend a range of courses throughout the year. These include:

- PiXL Subject Conferences
- PiXL Main Secondary Meetings

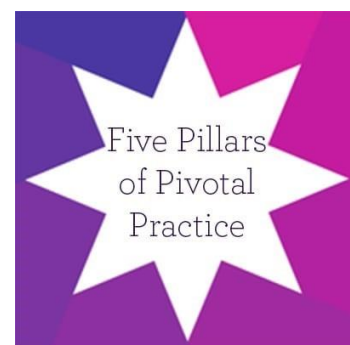


During these conferences, colleagues have an opportunity to collaborate with other schools within the partnership; share best practice; attend training sessions in a number of PiXL initiatives including: PiXL Unlock; the PiXL Character Curriculum; PiXL Build Up.

Pivotal Education

We currently have two trained Pivotal Education Level 1 Instructors who have led whole school CPD training to improve Behaviour for Learning. The training consists of a two-day residential course enabling our colleagues to understand and implement the five Pivotal Pillars:

- Consistent, calm adult behaviour
- First attention to best conduct
- Relentless routines
- Scripted interventions
- Restorative follow up



SSAT

The SSAT Lead Practitioner qualification will help empower and develop our best practitioners to reward and inspire them to make a difference where it really counts - in the classroom.

The programme is made up of a framework of professional standards and a process of accreditation that has been designed by the profession, for the profession.

It recognises the skills, experience and qualities of school staff at every level, serving to embed and extend teaching and learning that impacts positively on learners.

Once colleagues are fully qualified, they will begin to cascade their skills by running CPD sessions, Voluntary Sessions and coaching colleagues.

Staff Testimonials

CPD opportunities have enhanced my teaching practice on key pedagogical areas such as feedback, metacognition, and task adjustment. The opportunities to learn from colleagues and contribute to sessions have sculpted my knowledge and awareness on how to implement deliberate practice routinely in my subject area.

For example, I implemented and shared metacognitive strategies from voluntary training sessions. This made a significant impact on my teaching practice.

I developed my questioning skills and motivated students to think out loud. As a result of this, students gained more confidence in verbalising language patterns. This made a significant difference to embedding engaged classroom cultures.

This year, I took part in the TSA Expert Teacher Course. The course content enabled me to refine my teaching practice, engage in pedagogical discourse, question, challenge and reflect on my own teaching approaches. It provided a valuable insight into what makes an 'Expert Teacher'. It provided me with opportunities to problem solve with Primary and Secondary colleagues within the Federation. I was also able to interact with like-minded people who inspired me further.

As part of my Lead practitioner role, I completed a training course on how to build resilience among young people. It provided me with useful background knowledge and strategies that I could implement for students at Beacon High.

Doris Aghadiuno, Lead Practitioner

As a Lead Practitioner at Beacon High, I have had the privilege of leading various CPD sessions, Voluntary Training Sessions, INSETS and NQT/ITT training sessions. This has helped me develop my practice as it makes me constantly reflect on, refresh and update my pedagogical knowledge. Continually having to lead Teaching, Learning and Assessment sessions has motivated me to pedantically scrutinise the quality and consistency of my lessons, to ensure that I practise what I preach.

In terms of the CPD I have received, in my first year I completed the 'Angel Islington' Expert Teacher Programme' which allowed me to hone some of my skills and share resources, ideas and progress with like-minded professionals. Simultaneously in my first year at Beacon, I also started my SSAT Lead Practitioner qualification which I completed in the winter of my second year. Going through the SSAT process helped me adjust my vision to consider the whole school perspective, constantly reflecting on how my practice from the classroom to the staff-room made whole school impact. This would often help to inform the value/effectiveness in what I was doing and tweak it accordingly.

The CPD at Beacon High has allowed me to develop in areas that interest me professionally as well as allow me to gain reputable accreditation as a Lead Practitioner. Perhaps most importantly, I feel since joining Beacon I have become better at what I do.

Ashley Gurd, Lead Practitioner, Head of House

Being a Lead Practitioner Designate at Beacon High has greatly improved my pedagogical knowledge in a number of key areas including the needs of SEND students, differentiation, metacognition and student engagement. There is such great opportunity to widen knowledge on a whole variety of areas at Beacon High and I feel my classroom practice has greatly improved due to the experiences and opportunities I have had over the past year.

As part of my Lead Practitioner course I have delivered whole school CPD sessions on Student Engagement, Metacognition and using Google Classroom. These experiences have greatly increased my confidence and helped me gain knowledge about how people (both professionals and students) learn differently in different environments. I have also spent a lot of time looking at educational and pedagogical research in a number of different areas including SEND and EAL needs and supportive/inclusive classroom environments. Beacon High is an incredibly supportive and welcoming place so I have been able to share this knowledge with other members of staff who have always been enthusiastic and excited about learning and listening.

Overall I feel my time as a LP designate has helped me learn and gain knowledge about education and the teaching profession and has helped me improve as a classroom practitioner.

Michael Fitzpatrick, Lead Practitioner Designate



Staff CPD Prospectus



'Leaders researched and devised an agreed methodology for planning good quality teaching and learning. Leaders regularly visit lessons to check on teaching and learning.'

'The leadership of teaching and learning is good. Leaders and teachers benefit from effective professional development which is helping the school to improve.'

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