

CPD Overview



Soar Valley College

A SPECIALIST MATHS AND COMPUTING COLLEGE

ASPIRE ENJOY ACHIEVE

	<h2>Professional Development Opportunities</h2>	Non career stage specific CPD <i>Can be revisited at various points in the course of a career, each time at an appropriate level.</i>
School Experience Programme (SEP)	<p>The SEP is a chance to observe and gain a better understanding of the day-day life of a teacher. Our 4 day programme is built around spending time observing and learning from our amazing teachers, seeing how they work with their classes to motivate, inspire and stretch our students. During the programme you will have an opportunity to:</p> <ul style="list-style-type: none"> • Observe teaching and learning in your chosen subject(s). • Experience a day through the eyes of a student. • Develop an appreciation for the role of the form tutor and the vital role they play in supporting students to succeed. • Have an opportunity to discuss and speak to Early Career Teachers about their experiences so far. 	<p>Collaborating with others in school and externally:</p> <ul style="list-style-type: none"> • Peer coaching • Shadowing role • Mentoring ITT and Early Career Teachers (ECTs) • Working groups • Subject Networks • Curriculum leaders meetings • Middle leaders Residential • Observe meetings of the governing body • Evaluate whole-school data and contribute to the SEF • Develop an understanding of the school's budget & budget management systems • Undertake visits to other schools <p>Working with students:</p> <ul style="list-style-type: none"> • House leader • School councils • Sport council • Eco-team • Student mentoring • Trips and Visits • Extra-Curricular activities • Duke of Edinburgh <p>School based CPD:</p> <ul style="list-style-type: none"> • Research and development • Teaching and Learning groups. • Subject Specific CPD • Leading or partaking in By Staff for Staff sessions (BS4S)
Initial Teacher Training (ITT)	<p>This is a structured programme defined by the ITT Core Content Framework and will have opportunities based around:</p> <ul style="list-style-type: none"> • Expert colleagues: Professional colleagues, including experienced and effective teachers, subject specialists and high quality mentors. • Practise: Opportunities to use approaches defined in the 'Learn how to...' column of the ITT Core Content Framework. Throughout your training, you should expect multiple opportunities to rehearse and refine particular approaches to teaching. • Discussing and analysing with expert colleagues using the best available evidence – what makes a particular approach successful or unsuccessful, reflecting on how this approach might be integrated into your own practice • Observing how expert colleagues ... and deconstructing this approach: Working with expert colleagues – using the best available evidence – to critique a particular approach – whether using in-class observation, modelling or analysis of video – to understand what might make it successful or unsuccessful. • Receiving clear consistent and effective mentoring: Receiving structured feedback from expert colleagues on a particular approach – using the best available evidence – to provide a structured process for improving the trainee's practice. <p>You can find out more information from this link on the different ways you can get into https://getintoteaching.education.gov.uk/ways-to-train</p>	
Early Career Teacher - Year 1 (ECT 1)	<p>The Early Career Framework (ECF) underpins an entitlement to a fully funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. This ensures new teachers have much reduced timetable and dedicated time set aside to focus on their development.</p> <p>Working with TeachFirst (a designated DFE provider) this programme is delivered through a mix of face-to-face and online modules. The programme is structured to help you as an early career teacher integrate the theory and practice whilst being supported through high quality feedback.</p> <p>Year 1 Consists of six modules:</p> <ol style="list-style-type: none"> 1. Creating powerful learning environments. 2. How pupils learn. 	

	<ol style="list-style-type: none"> 3. How to plan and teach lessons. 4. Supporting every pupil to succeed. 5. Assessment and feedback. 6. Planning a coherent curriculum. <p>Each module includes self-directed study materials containing expert guidance, research and examples of best practice. Not only will you have the opportunity to join online training sessions to discuss the theory and your own experiences with small groups of peers and experts but you will also have access to mentoring/coaching sessions with one of our highly experienced teaching and learning coaches.</p>	<p>Courses and accreditation:</p> <ul style="list-style-type: none"> • Exam based courses • Masters degrees • First Aid • Safeguarding • Subject-specific external courses • NPQML / NPQSL / NPQH
<p>Early Career Teacher – Year 2 (ECT 2) (currently RQT until sept 22)</p>	<p>In Year 2, ECTs will continue to have a reduced timetable and:</p> <ul style="list-style-type: none"> • Engage in subject/phase-specific learning and development • Develop your autonomy of learning • Choose from a range of career development modules; (including implementing research in the classroom, understanding the role of a career leader, understanding the role of a mentor and understanding the role of a middle leader). • Continue to benefit from instructional coaching sessions with your mentor/coach 	<ul style="list-style-type: none"> • Middle leaders residential • SLT residential • External reviews • Plan and manage the recruitment and selection process
<p>Continued development of teaching</p>	<p>The development of teaching continues throughout a teacher’s time at SVC. Our whole school CPD programme focuses on the development of subject knowledge, subject specific pedagogy and general pedagogical practice. Through appraisal, teachers continue to access high quality development.</p> <p>We have our own vision for Great Teaching (GT@SVC) which sits at the very heart of our day-to-day practice within the classroom.</p> <p>Our core offer includes:</p> <p>Personalised Professional Learning focuses on individual choice and preference and is centred on staff working together to support each other to improve their identified area of practice from our GT@SVC statements.</p> <p>By Staff 4 Staff (BS4S) – is where staff contribute to each other’s professional development through specifically focused sessions delivered on a variety of content. Some of our sessions have been on::</p> <ul style="list-style-type: none"> • Becoming a master of using Loom and developing the use of your own You Tube channel/videos. • Using the visualiser and exploring the new interactive screens • Practical strategies for Dyslexia in the classroom • Developing the use of Kagan structures in your classroom to aid cooperative learning. • Oracy and Vocab development through easy, workable and adaptable strategies. • Numeracy in the classroom – tailored specifically to your subject • Understanding SiSRA and the data <p>Subject Specific CPD is our time in departments and focuses on curriculum development and subject specific pedagogy. Time is given within these sessions for collaborative planning and the sharing of best practice.</p> <p>Pastoral CPD is time given for form tutors to work together as a year team to build on good practice and existing skills as a tutor.</p>	<ul style="list-style-type: none"> • Lead and manage opportunities for whole-school CPD. • Lead a walk-through with external visitors • Liaise with external support agencies • Contribute to the strategic leadership and development of local networks • Work with leaders in other agencies • Partnered walk-throughs in other schools • Host teachers and leaders from other schools • Staff governor

<p style="text-align: center;">Aspiring Leaders and Leadership Development</p>	<p>As a school, we place a high emphasis on emotional intelligence in leading others and ourselves effectively. We have a regular professional development meeting for our curriculum leaders where we often reflect on how our personalities, values and experiences affects our leadership approach and consider the contexts in which we lead and how we lead.</p> <p>We have our own in house programmes for leadership development and for those colleagues who want to develop their knowledge and skills in school leadership and specialist areas of teaching practice further. We support the completion of the National Professional Qualifications (NPOs). These are subject to an application process within school so that we can best ascertain how to support you.</p> <p>There are several options including:</p> <ul style="list-style-type: none"> • Leading Teacher Development - for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school • Leading Teaching - for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase • Leading Behaviour and Culture - for teachers who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing in their school • Senior Leadership - for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities • Headship - for school leaders who are, or are aspiring to be, a Headteacher or head of school with responsibility for leading a school • Executive Leadership - for school leaders who are, or are aspiring to be, an executive Headteacher or have a school trust CEO role with responsibility for leading several schools <p>Each NPO is underpinned by a new content framework. These frameworks set out what you should know and be able to do after completing an NPO. You can access the NPO frameworks at national professional qualification frameworks: from autumn 2021.</p> <p>There are also many opportunities for in-school projects secondments, and the mentoring / coaching of staff. For example as part of our new staff induction programme, all staff are allocated a coach/mentor.</p> <ul style="list-style-type: none"> • The role of both coaches and mentors is crucial to helping our new staff settle in to life at Soar Valley. Whether you are working with an NQT, RQT or an experienced member of staff new to the school your role is to ask the right questions, to promote greater self-awareness and foster more informed decision making. You will challenge them to think about their teaching, encouraging reflection, facilitating professional growth and improving outcomes for all. • The coaching and mentoring processes will develop differently due to identified needs arising but in essence, this process is about developing people and kicking their teaching on to the next level. Therefore, we use the term 'Coach' in its loosest sense as there may be times when we need to be a mentor and advise. 	
---	---	--