



Professional Development Framework

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Part 1: Rationale & Key Principles

The Camden Education Strategy, *Building Back Stronger*, sets out a vision for “knowledgeable and skilled leaders and teachers who love working and learning in Camden”.

We are committed to a Camden system which will inspire a strong sense of pride and belonging in all our children and young people and the staff who work with them. We want our schools to be outstanding centres of high-quality teaching and learning where all children achieve well. This means deep and long-term support to build the quality of leadership and teaching, investing in teachers as the system’s most precious resource.

High-performing systems value their teachers. We want all those working in our schools; teachers, their leaders, and support staff, to enjoy their jobs, have the knowledge and skills to do them well and feel appreciated for all they do for the children and young people in our schools.

Research shows that teachers participating in impactful professional development tend to have higher levels of job satisfaction. Teachers in Camden have spoken with enthusiasm about the opportunities afforded by co-designing improvement initiatives through the Learning Hubs and also by other initiatives. They have enjoyed the creativity of working collaboratively to establish better practice, building social and professional capital.

An excellent workforce requires excellent professional learning and development for school staff. Camden Learning provides opportunities for school professionals to plan, work and learn together across schools. We have found this system-wide collaboration has driven innovation as well as motivation, building both professional and social capital and a deep commitment to Camden, retaining the best practitioners in our classrooms.

This Professional Learning Framework is designed to support teachers, other school staff and governors to flourish, whether that’s as an Early Career Teacher learning the ropes and cultivating relationships with peers across Camden; a teaching assistant wishing to develop pedagogical expertise; an expert teacher honing their craft and connecting with other subject experts; emerging leaders developing their school-wide impact; or experienced leaders looking for opportunities to create and lead system change. We want staff working in schools at every stage of their career to have the tools and opportunities to progress and flourish in Camden.

This Framework is designed both to support staff working in Camden schools to identify opportunities in their professional development journey, and to support schools and Camden Learning in planning CPD and pathways. It has been developed by Camden Learning in collaboration with school leaders

A high quality model of Core Professional Development will enable:

- An ongoing increase in professional capital
- The recruitment of skilled and committed staff
- The retention of existing staff who demonstrate the skills and aptitudes which best benefit our community.
- The nurturing and development of professional skills at all levels
- Higher degrees of collaboration between professional and joint practice development.
- School partners to deliver high quality programmes
- Innovation and the development of new expertise using research
- Continual evaluation of need and the quality of delivery.

- The establishment of a self-improving education system

A high quality professional development offer:

- Is responsive to need
- Provides the opportunity to have a coach or mentor at every stage of an individual's leadership pathway.
- Challenges and develops thinking and practice
- Encourages innovation
- Demonstrates an understanding of context and an awareness of local and national priorities
- Is evidence based and draws from the best research
- Utilises local expertise and best practice
- Provides pathways and new learning for practitioners at all stages in their career
- Has clear outcomes which connect work based learning and external expertise
- Results in high quality practice and improved performance

We want all young people to leave Camden schools as:

- Ambitious, knowledgeable and intellectually curious critical thinkers, ready to continue learning throughout their lives so they can live, work, and manage the challenges of an uncertain world with confidence and skill
- Good communicators and collaborators able to put across their thoughts, feelings, and ideas, working well with other people
- Healthy individuals able to manage their own physical and mental well-being, stay safe, lead fulfilling lives, and have positive relationships
- Creative and enterprising, able to think creatively and ready to participate positively in life and succeed in work
- Socially and morally responsible changemakers, who not only understand their rights and respect the rights of others but are also able to contribute actively to their community and to the planet.

Part 2: A Self Improving System

In a self improving system, schools take ownership of problems, and solutions are seen to be available from within the school system provided schools work together to diagnose the problems and devise solutions in their mutual interests (Hargreaves, 2010).

The school system is not simply an amalgam of isolated schools but a collection of groups of schools that sometimes need to collaborate in order to get better both individually and at system level.

A self improving system embodies a collective responsibility. The architecture of this rests on:

- capitalising on the benefits of clusters of schools
- adopting a local solutions approach
- stimulating co-construction between schools
- better use of evidence to inform practice.
- expanding the concept of system leadership
- Mutual accountability, not top-down.

As a successful locally aligned area partnership, Camden Learning works with all Camden Schools to create a sustainable model of a self-improving school system. Our aim is to draw expertise from Camden schools advised by other professionals, experts and advisers.

The role of Camden Learning is:

- to work collegially alongside all school partners, using this expertise to inform approaches
- to identify and model good and interesting practice to inspire
- to ensure all groups of staff at all stages of their career are provided for
- to undertake a process of think, test and learn
- to provide and nurture opportunities to innovate and link to educational research
- to use feedback from settings, schools, and colleges to inform practice
- to ensure Camden's professional development provision is responsive, high quality and attracts external participants
- To ensure that groups which are underrepresented in our workforce are promoted and supported to succeed by challenging the systems and structures which prevent this.

Overall, to better address needs across Camden co-ordinate a rich and comprehensive development programme across Camden including direct CPD provision, brokered provision, delivery by school partners and signposting. In particular we expect to provide training where this is difficult for individual schools to do so.

Part 3: The Pillars of Our Strategy

This model will include:

- A core CPD programme for all settings and providers delivered centrally.
- A brokered CPD programme for all settings and providers in an annual programme
- Brokered partnerships with schools and learning hubs
- Brokered opportunities for peer learning and CPD.
- Bespoke school workshops and twilight courses
- Peer to peer expertise and brokered professional relationships.

Collaborative Networks and Professional Learning Communities

We will utilise the expertise of Camden schools and work in collaborative networks and strong professional learning communities to achieve common aims and priorities. Several different networks operate. All are school led with the common aim of:

- Supporting a school system where we are constantly developing ideas and new approaches from practice in schools themselves, learning from research, and staying at the leading edge of new and effective practice in education by trialling new ways of working to develop and disseminate practice.
- Developing and organise specific professional development opportunities based on research for teachers or other education professionals over the course of at least a year, prioritising BBS and current key issues as identified by the School-Led Initiatives Group (SLIG) and the input of CPPs.

The role of a **Learning Hub** is to:

- Accelerate progress and impact in an area of focus through collaborative working
- Develop a vibrant, group of school-based professionals who work together to share expertise, develop better practice, and build social and professional capital
- Build local knowledge, skills and understanding of practice by enquiring into and using well-evidenced research
- Disseminate learning from the various network and hub work across Camden schools
- Support the achievement of the strategic priorities of *Building Back Stronger*, plus any arising needs identified by schools and Camden Learning

These include:

Task and finish Hubs: To develop and organise specific professional development for teachers or other education professionals over the course of at least a year

Collaborative Initiatives Hubs: To encourage small-scale innovation across schools which strengthens our approach to excellence and equity by building collaboration and impact. To address a specific objective, initiative or activity in BBS through a time-limited action group

Regional Hubs: To act as a focal point for the development and delivery of the government’s network of hubs to improve subject expertise

Part 4: Career Pathways for Camden School Staff

Career pathway programmes provide education and training that is organised as a series of manageable steps leading to successively higher credentials, skill sets and employment opportunities. Each step is designed to prepare individuals for the next level of employment and education. To successfully engage and retain talent, and facilitate learning of a diverse population, programs must integrate instructional strategies, skills, knowledge, supports, and innovation.

Career Pathways for School Staff

| My Career Stage Links to National Standards | Individual Opportunities | Opportunities in School | Opportunities through Camden Learning and other Camden schools | National programmes and professional bodies |
|--|---|--|---|--|
| Classroom/ Setting Support staff | <ul style="list-style-type: none"> • Evaluate personal teaching strategies • Engage with pupil/school • Read Journals/source internet sites • Personal research & development | <ul style="list-style-type: none"> • School/Setting/College based induction and training • Experience of different year groups • Shadow and observe colleagues • Attend school trips & events • Attend parents evening/meetings • In school coaching & mentoring | <ul style="list-style-type: none"> • Camden Learning SEND Hub • Camden Learning SEND Support Services Forum • Camden Learning CPD • Best practice visits to other Schools and Colleges & settings | <ul style="list-style-type: none"> • HLTA qualification • NPQEYL qualification • Apprentice Teacher/HLTA/GTP/apprenticeship courses • SEND, EYFS & Childminder CPD • Degree programme |
| Initial Teacher Training/Teach First/ECT – meeting the teaching standards | <ul style="list-style-type: none"> • Join a Professional Association • Read EEF/TES/Ed Journal/other resources • Access internet resource sites | <ul style="list-style-type: none"> • Induction Programme - safeguarding, e-Safety, H&S, cultural competence • Observation of and by colleagues • Meetings and coaching from ECF Mentor • Guidance and support from ECF Induction Tutor • Plan with colleagues • Shadow colleagues. • Attend SEND training/Meet SENDCO | <ul style="list-style-type: none"> • Camden Learning ECPD training programme • Camden Learning Subject Networks • Visit Schools and Colleges • Observe teachers in other Schools and Colleges | <ul style="list-style-type: none"> • Appropriate Body support from Central London Teaching School Hub • Exam board training opportunities • Training through Professional Associations |

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| <p>Early Career – Embedding Teacher standards/ Working towards Threshold Standards</p> | <ul style="list-style-type: none"> Join a subject association Undertake personal research and evaluate personal teaching strategies. Read Journals/source internet sites | <ul style="list-style-type: none"> Experience of different year groups Work as an ECT/Teach First mentor or Induction Tutor Shadow colleagues & middle leaders School working groups/ teams. Jointly plan & lead a school event, trip or -assembly Observe lessons Work with school leadership team/threshold teacher/SENDCO Develop or contribute to a school policy. Contribute to Professional Development of TAs | <ul style="list-style-type: none"> Camden Learning Subject Networks Camden Learning NPQs Camden Learning Hubs and CPD Attend cross-school subject moderation. Good practice visits/teach meets at other schools and colleges Cross phase working Visits to other phase Schools and Colleges, including SEN, PRU Visits to/from teaching Schools and Colleges alliances | <ul style="list-style-type: none"> Professional Association development Programmes Exam board training Participate in Certificate/Diploma/Masters degree programme with HEI providers On-line training & development courses. Master programmes |
| <p>Established Teachers Teacher standards at good or better Working at Threshold Standards (TS)</p> | <ul style="list-style-type: none"> Undertake classroom action research. Self-evaluate/plan CPD Create a portfolio to support a threshold application for UPS | <ul style="list-style-type: none"> Work as an ECT/Teach First mentor or Induction Tutor Contribute to developing a policy. Run training for teachers and support staff Take a leading role in action research/working groups Shadow middle leader/SENDCO Manage a budget | <ul style="list-style-type: none"> Camden Learning Subject Networks Camden Learning NPQs Camden Learning CPD Facilitate Camden Learning ECPDP or NPQ training Attend subject moderation Undertake coaching training Contribute to other school development plans | <ul style="list-style-type: none"> Full suite of NPQs through national providers Professional Association development Programmes Exam board training opportunities Participate in Certificate/Diploma/Masters degree programme with HEI providers On-line training & development |
| <p>Middle Leaders Phase Leader/Subject Leader/HOD/HOY/ Head of Faculty/ Key Stage Managers/Lead Practitioner</p> | <ul style="list-style-type: none"> Familiarisation with OFSTED framework and middle leader questions Become a governor representative Contribute to professional journals Become a Union representative Engage with research and online debate Subscribe to National College/ The Key | <ul style="list-style-type: none"> Work with school & college link agencies. Chair meetings Lead meetings and training Shadow senior leader Take part in staff selection Team teach with colleagues. Manage a budget Train support staff Work as an ECF/Teach First mentor or induction tutor. Joint observations & feedback contributions PM Team leader/Induction Tutor Manager In school coaching and mentoring from experienced leaders | <ul style="list-style-type: none"> Camden Learning NPQs including NPQSL Attend and lead Camden Learning Subject Networks Work with Camden Learning CPPs Camden Learning CPD Facilitate Camden Learning ECPDP or NPQ training Attend subject moderation Undertake coaching training | <ul style="list-style-type: none"> Full suite of NPQs through national providers Professional Association development Programmes & subject exam board programmes Higher Education and/or research projects Access National CPD opportunities On-line training & development |
| <p>SENDCO / Inclusion Lead</p> | <ul style="list-style-type: none"> Subscribe to SEND journals Familiarisation with SEND code of Practice Contribute to professional journals Shadow experience inclusion lead. Maintain up-to-date reading on leadership & research | <ul style="list-style-type: none"> Shadow/ mentoring from SENDCO/Inclusion Lead. Shadow assessment EHCP/MAP/Provision Mapping process Subject or other leadership role Take budgeting responsibility Organise whole school event/programme Lead a working group Become a governor representative | <ul style="list-style-type: none"> Camden Learning SENDCO Induction and Support Package Camden Learning SENDCO Forum & facilitated Professional Learning Networks e.g new SENDCO's Camden Learning SEND Hub Camden Learning SEND audits and reviews Camden Learning NPQs Work with Camden Learning CPPs EHCP panel member | <ul style="list-style-type: none"> Professional Association development Programmes & SENDCO Qualification Full suite of NPQs through national providers UCL Centre for Inclusive Education Diploma or Master degrees On-line training & development Attend SEND conferences |

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| <p>Assistant/ Deputy Headteacher <i>Refer to National Standards for Headteachers</i></p> | <ul style="list-style-type: none"> Join a school leaders' union Maintain up-to-date reading on leadership Subscribe to National College or The Key Read National Standards for Headteachers | <ul style="list-style-type: none"> Shadow Deputy Headteacher or Headteacher Support/line manage Head of Department or Coordinator Deputise for Deputy/Asst Headteacher Take budgeting responsibility Organise whole school event/programme Lead a working group School self-evaluation Team and individual coaching Act as Designated Safeguarding Lead | <ul style="list-style-type: none"> Camden Learning NPQSL Camden Learning Deputy and Assistant Headteachers Conference Work With Camden Learning CPPs Lead a Camden Learning Hub Camden Learning CPD Leads group Camden Conversations Camden Learning CPD Participate in/lead on collaborative initiatives across schools Multi agency meeting | <ul style="list-style-type: none"> NPQH Professional Association development Programmes & subject exam board programmes Leadership conferences Diploma or Master degrees On-line training & development |
| <p>New/Acting/ Associate Headteacher <i>Refer to National Standards for Headteachers</i></p> | <ul style="list-style-type: none"> Further degree on educational research Develop & understand accountability role Research and reading on organisational leadership and change Research to ensure ongoing deep knowledge of T and L | <ul style="list-style-type: none"> Make presentations to governors Quality Assured self-evaluation. Team and individual coaching Chair leadership team meetings Work with DSL to lead on whole school safeguarding | <ul style="list-style-type: none"> Camden Learning Secondary Heads Camden Learning Headteacher Conference Camden Learning Headteacher coaching/buddy programme Links to Governors network. Camden Conversations Camden Heads' Breakfast Meetings Work with Camden Learning CPPs CL coaching programme Network with other newly appointed heads Multi agency meetings Visits to Schools and Colleges within & outside authority including Special and AP. | <ul style="list-style-type: none"> NPQH Leadership and Management training Early Headship coaching/training through a range of providers Resources from The Key and other online providers Camden HR Support |
| <p>Headteacher – Experienced <i>Refer to National standards for Headteacher</i></p> | <ul style="list-style-type: none"> Maintain research work on leadership Participate in on-line discussion groups Develop professional association links Teaching school/alliance links Keep knowledge of new development in T&L fresh | <ul style="list-style-type: none"> Host visits by other Headteachers Develop leadership group – succession planning Visit to other Schools and Colleges. Links with external agencies for school | <ul style="list-style-type: none"> Camden Learning Secondary Heads Camden Learning Headteacher Conference Camden Learning Headteacher coaching/buddy programme – coach a new headteacher Links to Governors network. Camden Conversations Camden Heads' Act as Associate or Executive Headteacher Camden Learning System Leadership Training | <ul style="list-style-type: none"> NPQEL International professional development Professional development placement to Industry Ofsted inspection training/shadowing Teaching school leadership Executive Headteacher Deliver training/CPD including presentations at conferences. |
| <p>School Governor/ Board Member <i>Refer to Governance Handbook and Academy Trust Quality Descriptions</i></p> | <ul style="list-style-type: none"> Develop professional association links Membership of NGA DfE Governance Handbook Familiarisation with SEND code of practice | <ul style="list-style-type: none"> Governor visits to school Link Governor responsibilities Bespoke training Attendance/membership of sub committees Themed meetings with school leaders | <ul style="list-style-type: none"> Camden Learning Governor induction training programme, including Governor Conference, Termly Governor Briefing and Chairs' Network Governor Hub Camden Conversations Work with Camden Learning CPPs on visits/reviews | <ul style="list-style-type: none"> DfE 2020 Governance Handbook Ofsted inspection training Local Leaders of Governance Working with other governing bodies National Governance Association DfE/NGA webinars and training programmes |

